Spring 2009

Impact of Resilience on the Academic Achievement of At-Risk Students in the Upward Bound Program in Georgia

Deborah Darlene Lee

THE IMPACT OF RESILIENCE ON THE ACADEMIC ACHIEVEMENT OF AT-RISK STUDENTS IN THE UPWARD BOUND PROGRAM IN GEORGIA

by

DEBORAH DARLENE LEE

(Under the Direction of Barbara Mallory)

ABSTRACT

The purpose of this study was to determine the relationship between resilience and the academic achievement of at-risk students in the Upward Bound Program in Georgia. The researcher used a quantitative method to collect data for the study. The researcher used the *Healthy Kids Survey* (Module B) instrument to assess the resilience of participants; it had 33 items on it and the researcher added a demographic section to the survey to collect information about the participants' families, schools, GPAs, and SAT/ACT scores. All of the participants chosen for this study were at-risk students due to their status as low-income and potential first-generation-to attend college, high school seniors in the Upward Bound Program in both rural and urban communities in Georgia. There were 200 participants selected for this study and 91 chose to participate.

The researcher found several interesting results. The researcher found that at-risk students in the Upward Bound Program in Georgia were highly resilient and that their resilience was positively related to their GPAs. Also, the females in the study were more resilient than the males and had higher GPAs. Furthermore, urban participants in the study were only slightly more resilient than their rural counterparts, and participants living with both parents were more resilient than students living with one parent.

On other academic indicators such as the SAT and ACT, the study found that there was not a significant relationship between resilience and these college entrance tests. However, there were surprising findings related to the participants' performance on these tests. African American males scored quite high on the SAT. Also, urban students outperformed rural students on the SAT and participants living with both parents scored higher than those living with one parent.

The researcher noted several conclusions from the study. An important conclusion was that the Upward Bound Program helps to build resilience and that resilience positively impacts the participants' GPAs. Maintaining good grades in school is a major factor in students staying in school and going to college; therefore, educators should promote fostering resilience for at-risk students, especially for African American males. Another conclusion was that rural students need more opportunities to participate in programs that foster resilience. Key factors of resilience programs are caring, and supportive adults, who are interested in the students' school work, and adults who have high expectations for the students. School leaders and educators should seek to create warm, supportive school climates and opportunities for all students to achieve.

The implications for the study can be very useful to educators and educational leaders as well as for professionals who work in dropout prevention and pre-college programs in Georgia. Also, the findings in the study can serve as a basis for strengthening parental involvement and support from adult mentors for K-12 students. Ultimately, the findings should provide a basis for promoting resilience in all students, especially at-risk students due to poverty.

INDEX WORDS: Resilience, At-risk students, the Upward Bound Program, Academic performance.

THE IMPACT OF RESILIENCE ON THE ACADEMIC ACHIEVEMENT OF AT-RISK STUDENTS IN THE UPWARD BOUND PROGRAM IN GEORGIA

By

DEBORAH DARLENE LEE

A.A., Brewton Parker College, 1980

B.A., Georgia Southern College, 1984

M.Ed., Georgia Southern College, 1987

Ed.S., Georgia Southern College, 1997

A Dissertation Submitted to the Graduate Faculty of Georgia Southern University in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATIONAL LEADERSHIP

STATESBORO, GEORGIA

2009

THE IMPACT OF RESILIENCE ON THE ACADEMIC ACHIEVEMENT OF AT-RISK STUDENTS IN THE UPWARD BOUND PROGRAM IN GEORGIA

by

Deborah Darlene Lee

Major Professor: Barbara Mallory

Committee: Sharon Brooks

Saba Jallow

Electronic Version Approved:

May 2009

DEDICATION

This study is dedicated to my parents, the late Freeman Mills, Jr. and Lois Ricks Mills, who instilled a love of education and hard work in all their children during a time when many students did not have the opportunity to graduate from high school. My parents, who did not graduate from high school themselves, made sure that their ten (10) children earned high school diplomas which they displayed on the mantel of the fireplace for many, many years.

Also, I dedicate this study to my siblings and to my children. To my sons Nicholas Wan Lee and Jaime Angelo Lee: Thank you for being men of honor and respect and for caring about my personal fulfillment. I wish for you the best of life. Nick, you have taught me to be passionate about what I like, and Jaime, you have taught me how to go after what I want.

To my sisters, I give to you many thanks. To my big sister, Jo Ann Mills McClendon, thank you for teaching me how to stand up for myself and showing me how to be courageous. To Patricia Mills Ward, thank you for teaching me patience, kindness, and caring. To Sheila Mills Coney, thank you for showing me your many great talents and the special way that you have with children. To Angela Mills, thank you for teaching me humility and how to be grateful for my life. To Sabrina, thank you for bringing that sparkle back to my mother's eyes.

To my brothers, I give to you many thanks as well. To my big brother Willie James Mills, Sr., thanks for believing in me and telling me that you did when I needed to hear it most and for sharing my love of education. May you one day get to fly in the airplanes that you love so much! To my middle brother Freddie Mills, Sr., thank you for teaching me about what a parent should be and for teaching me leadership skills. To my youngest brother, Roger Mills, thanks for teaching me how to laugh and for giving me a lifelong love for sports. VJ, thanks for joining our family and making it complete.

ACKNOWLEDGMENTS

First and foremost, I would like to give thanks and acknowledgement to God. Certainly, it is He who has made it possible for a person like me to perform work at this level. He further blessed me with humility and a love for children for whom I have given a lifetime of work. I owe so many for so much, and I am truly thankful for everyone's help.

To my professors Dr. Mallory, Dr. Brooks, and Dr. Jallow: Thank you so much for making this experience meaningful and for challenging me to do my best. You made this endeavor possible, and I will always remember your help and support.

I want to acknowledge the love and enduring support from the late Mr. Freddie Carter and Ms. Idell Lee Carter and their family –Nicole, Melissa, Robinette, and Bill.

I want to thank the EOP Director, Ms. Sue Hawks-Foster, the EOP Staff, and Dean Lewis who believed in me and gave me the support that I needed. All of you have been so great and each of you has given me a "pep" talk that motivated me to continue. Thanks to all of you.

I also want to thank all of the Upward Bound students, personnel, and directors who offered their help to me in getting this work accomplished. You have been wonderful, and I am truly grateful for your help. You all are the grassroots of TRIO.

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

CHAPTER 1

INTRODUCTION

> "All children can learn. We already know more than we need to help them to learn but the question is, how we feel about the fact that we haven't yet?"
>
> Edmonds, 1981

As Edmonds (1981) suggested, much research has been conducted on a variety of strategies and programs to help at-risk students (Respress & Lutfi, 2006), and recently, there has been much focus on strength-based approaches such as resilience, which appears to hold much promise in helping children (Benard, 2004; Garmezy, 1993; Civita, 2000). But unfortunately, even armed with new understandings and new programs, there were almost the same number of children and families living in adversity as ten years ago (Benard, 2004). Furthermore, widespread failure in US schools still imposed great societal and personal costs (Lips, 2008; Murray & Naranjo, 2008). Enrollment in public schools was at an all time high and the student body was becoming more diverse; in addition, minority students were disproportionately clustered in high poverty schools (NCES, 2008). According to researchers (Dunn, 2004: Stephens, 1987; Brown & Rife, 1991), lack of interest in school, low grades, poor reading and math skills, financial problems, misconduct, personality problems, family problems, and socio-economic problems were among the reasons that some students are unsuccessful at school. The needs of at-risk students were great and varied as they faced a future that was overwhelmingly negative (Lange & Lehr, 1999). In spite of the fact that there were a multitude of programs funded by millions of dollars to meet the needs of at-risk students (Butler, 1999), the needs of at-risk students were challenging and educators were under increasing pressure to attain positive results on standardized tests and to improve school conditions (Kemp, 2000). Several programs that have been designed to help students at risk of dropping out of school include the Gear Up

Program (Hewett & Rodgers, 2003), alternative schools (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989) such as Minnesota's Second Chance Program (Lange & Lehr, 1999), the 21st Century Program (Zhang and Byrd, 2006), and the Communities in School Program (http://www.cisnet.org/).

One program that was identified as having the potential to help at-risk students to succeed academically and appeared to have several of the factors that promote resilience was the Upward Bound Program. The primary goal of the program is to keep at-risk students in school and provide them with the skills and motivation to go on to complete post secondary education The Upward Bound Program is usually administered by a post secondary institution or public agency (Callahan & Curtin, 2004). This program is quite dynamic in its method of delivering services to, and fostering motivation in, at-risk high school students (Myers & Schirm, 1999). The Upward Bound Program's mission is to help at-risk students build the skills and motivation necessary to enter, persist, and complete four (4) year colleges and universities (McElroy & Armesto, 1998).

According to a report prepared for the US Department of Education by Callahan and Curtin (2004), there have been only two national evaluation studies of the Upward Bound Program since its inception in 1965. In 1993, the Government and Performance and Results Act (GRPA) and the US Department of Education began the requirement of performance reports from all TRIO Programs (TRIO was coined by Congress and refers to the first three federal programs for low income, potential first-generation students: the Upward Bound Program, the Educational Talent Search Program, and the Student Support Services Program). Therefore, each Upward Bound Program must complete an annual report each year. This study investigated the relationship between resilience and the academic achievement of at-risk high school students enrolled in the Upward Bound program as participants.

Background of the Study

Resilience

By the decade of the1990s, researchers became increasingly focused on a phenomenon known as resilience (Bernard, 2004). Resilience has been defined as the ability to remain competent despite unrelenting adversities, and it also refers to the ability to bounce back from or rebound from psychological harm (Civita, 2000). Rutter (1993) noted that two elements necessary to develop resilience were exposure to risk factors and the presence of protective factors.

According to Benard (2004), protective factors were defined as caring teachers and staff; caring climate; involved parents (Garmezy, 1993); small classes; school based mentoring; school-community partnerships; high expectations; and opportunities for students to participate and contribute. Also, disciplinary practices were designed to keep students connected, such as using in-school suspensions instead of out-of-school suspensions (Benard, 2004). In a study involving at-risk students transitioning between school levels, Reis, Colbert, and Hebert (2005) conducted research using in-depth, comparative case studies on 35 academically talented, culturally diverse students in middle school who were considered as at-risk because of poverty. At the end of the study, researchers found that 17 participants were deemed as underachievers after they entered high school. The 18 participants that did well academically in high school were able to overcome the adverse conditions in their neighborhoods through their experience with protective factors.

In another study on protective factors, Constantine, Benard, and Diaz (1999) produced an assessment tool based on the protective factors of educational resilience. The researchers used a panel of specialists to review literature on resilience, protective factors, and risk factors of

youth development to create a more accurate framework on resilience and to compile a list of items to use on an assessment instrument. The panel also reviewed several assessments on protective factors already in existence. The result of that project was an assessment known as "*The Healthy Kids Survey*" which is used by the California Department of Education for all of its 1050 school districts (www.wested.org/cs/chks/print/docs/chks_home.html). The researchers found that there were both internal and external protective factors that can be grouped into six clusters; three (3) internal protective clusters were social competence, autonomy and sense of self, and sense of meaning and purpose. Three external protective factors were caring relationships, meaningful involvement, and high expectations. Constantine, Benard, and Diaz noted that each of these main clusters has several sub-factors that operate within the environments of home, school, and community and that the external factors were instrumental in fostering the internal protective factors.

Researchers have defined protective factors in several ways. A protective factor was identified, under certain circumstances, as factors that reduced the potential negative outcome of an individual's risk to a psychosocial problem (Little, Axford, & Morpeth, 2003). Rutter (1979) noted that a protective factor worked like a risk factor but in a different direction; protective factors inhibited rather than accentuated a potential negative outcome or deficiency. Garmezy (1996) stated that there was a difference between the presence of a protective factor and its operation. According to Garmezy, a potential protective factor may not be useful without the presence of a risk and the individual's ability to use the potential protective factor appropriately. Therefore, protective factors do not operate without the presence of a risk that can be moderated or inhibited by the potential protective factor.

Resilience research was significant in education as researchers began to investigate

why some students succeed despite the fact that they face overwhelming odds (Lugg & Boyd, 1993); they noted that students can possess educational or academic resilience. Researchers have further found that academic resilience is not a "fixed" attribute of a few students, but it is alterable and it can be developed and fostered (Padron, Waxman, & Huang, 1999).

The Upward Bound Program

One program that already might have fostered resilience in its participants, who were at-risk due to poverty, was the Upward Bound program. The Upward Bound Program's primary purpose was to motivate and prepare talented, low income students (Balz & Esten, 1998) with an opportunity to attend and graduate from college. The guidelines and regulations were very specific in the eligibility requirements of students for participation in the program (Sec. 402C. 20 U.S.C. 1070a.). The participants must have been between 13 and 19 years old and they must have completed 8th grade, but they could not have entered 12th grade. Also, two-thirds of the participants in any Upward Bound Program must have been low income, according to federal guidelines for the year that they entered, and potential, first-generation to attend college in their family. The participants that made up the other third of a project, must have been either low income or potential, first-generation to attend college. All participants must have been US citizens, lived in an area mandated by the US, or lived in the US in a situation other than temporary and had already notified the Office of Immigration and Naturalization of their intent to become US citizens.

The Upward Bound Program provided participants with a variety of programs and services to motivate and prepare them for postsecondary institutions. Participants received supplemental academic assistance (academic classes) as well as tutoring to raise their grade point averages and

to prepare them for the academic challenges of college. Furthermore, participants received academic, personal, and career counseling. The counseling services helped the participants in developing goals. Also, counselors assisted them with problems at school, home, and in their neighborhoods. Participants toured a variety of four-year colleges and universities; they attended an array of cultural events such as operas, ballets and classical music programs. Also, they toured museums, aquariums, and historical sites as well as participated in a variety of workshops on ACT and SAT prep. Such services and experiences provided students with cultural and educational experiences to enhance their self-esteem and sense of purpose, academic knowledge, and cultural awareness. Participants resided on a college campus for six weeks during the summer until they graduated so that they can experience life on a college campus.

All of the students in the Upward Bound Program came into the program at-risk. However, the program provided external protective factors such as caring adults, opportunities for meaningful involvement, and high expectations. Caring adults were available through the program's staff, teachers, and mentors who worked with the Upward Bound students at least four times a month during the academic year and everyday during the six-weeks, on campus summer program. Furthermore, students had leadership opportunities in the Upward Bound Program's student government and numerous community service projects. The staff of the Upward Bound Program expected each participant to enter and graduate from college with a bachelor's degree. These external protective factors helped to foster internal protective factors such as social competence, which was defined as the ability to coordinate resources and build successful relationships (Rydell, Hagekull, & Bohlin, 1997), a sense of self, and meaning and purpose in life.

Statement of the Problem

In spite of everything that researchers and educators knew about children, especially at-risk children, US schools still were failing to adequately educate all children. There were numerous programs funded by millions of dollars poured into public education; yet, there were few positive outcomes. Many Americans demanded better results and believed that the failure of US schools was a national risk to the stability and security of the country.

Over the past ten years, there has been much research that strongly supported resilience as one possible solution in helping at-risk students as well as all other students. Resilience is a strength based concept that all children have strengths and can be taught to use their strengths to negate, inhibit, or moderate the affects of at-risk factors that can cause them psycho-social harm. Researchers have learned much about resilience such as it can be fostered in all children through protective factors such as caring adults, opportunities for involvement, and high expectations. Furthermore, researchers have known that resilience was fostered in the presence of adversity, and that it operated within the context of home, school, and the community.

However, there was little empirical evidence or studies on resilience in terms of its implementation in an education program. The Upward Bound Program was thought to contribute to its participants' resilience which was inherent in its goals of helping participants to persist through high school and college and through its wide array of services that correlated with the protective factors of resilience such as high involvement, high expectations, and caring adults. Yet, there was little or no research available to support this belief. This study provided results to help fill the gap in the literature on resilience and the extent that resilience was fostered by the Upward Bound Program and the extent that it impacted academic achievement of at-risk students. Therefore, the primary question of this study was to determine the relationship between

resilience and academic achievement of at-risk high school students in the Upward Bound Program in Georgia.

Research Questions

This study had one overarching question and four sub questions. To what extent was resilience related to the academic performance of at-risk high school students enrolled in the Upward Bound Program in Georgia? The four sub-questions were as follows:

1. To what extent were at-risk, high school seniors enrolled in the Upward Bound Program resilient?
2. To what extent did at-risk, high school seniors enrolled in the Upward Bound Program achieve academically?
3. To what extent was academic achievement related to resilience in at-risk, high school seniors enrolled in the Upward Bound Program?
4. To what extent did resilience relate to the demographic characteristics of gender, type of family, race, and location of at-risk, high school seniors enrolled in the Upward Bound Program?

Significance of the Problem

There were considerable resources and programs available that promised to help at-risk students; and yet, educators have only recently begun to tap into the power of resilience. Resilience is an asset that can be fostered easily within the school environment. This study had valuable implications for educators and the at-risk students that they serve, in that, it helped educators to understand the role of resilience in academic success, as well as provided outcome data to support the primary goal of the Upward Bound Program, which was to prepare low income, potential first-generation college students for post secondary education.

The Upward Bound Program has been in existence since 1964 and has served thousands of at-risk high school students. While there was much research on academic achievement and at-risk students and a growing body of literature on resilience, there was little research available on the effects of the Upward Bound Program's services in fostering resilience and the extent that resilience may be responsible for the participants' academic achievement. In this study, the researcher identified the extent to which at-risk students, at the end of the program, were resilient and to what extent their resilience was related to their academic achievement. The findings have implications for K-12 educators, college administrators, and TRIO personnel who have supported the Upward Bound Program and its goals in helping at-risk students for many years.

This study was important to the researcher because she has spent over 22 years in public education; 13 years as a teacher and nine (9) years as an assistant principal and has spent three (3) years as an Assistant Director of an Upward Bound Program. She has witnessed firsthand the protective factors that have influenced the lives of many of her students as well as in her own. The researcher was one of ten siblings raised in a very poor, southeast Georgia county where both parents dropped out of school to work. Yet, through hard work, determination, and high expectations from her parents, the researcher and all of her siblings graduated from high school during the l960s and l970s, which was not the norm in southeast Georgia.

Procedure

This research study was quantitative, in that, it was based on data collected from *The Healthy Kids Survey* developed by Constantine, Benard, and Diaz (1999) for WestEd on resilience. The instrument was administered to 91 senior participants in Upward Bound Programs located in Georgia. According to Gall, Borg, and Gall (2007), survey instruments are generally more economical in cost and time when participants cover a wide geographical area.

Also, Gall, Borg, and Gall state that questionnaires or survey instruments are convenient in that the participants can complete them at their leisure and in any order.

Participants were chosen by "purposeful sampling" so that the researcher could collect data from a specific population of seniors enrolled in an Upward Bound Program in Georgia. The researcher chose 200 possible participants enrolled in several Upward Bound Programs and of that number, 91 agreed to participate by completing the instrument. Furthermore, all of the participants were at-risk by the fact that they qualified and enrolled in an Upward Bound Program, which was specifically designed for low income, potential first generation college students.

The data collected were quantitative in nature and were transferred and input into the Statistical Package for Social Science (SPSS) data analysis system. The descriptive statistics such as mean, mode, and standard deviation were used to analyze and compare the data. Also, Pearson's r Correlation method was used to correlate several independent variables such as gender, family type, and GPA. The data collection process took about six weeks from beginning to end. The findings were presented through a narrative summary.

Limitations

The study had two limitations that are identified as follows:

1. The study hinged on self-reported information concerning participants and their perceptions.
2. The researcher depended on respondents who choose to complete and return the instrument.

Delimitations

This study had one delimitation:

1. The researcher had to rely on others to administer the instruments and to return them.

Definitions

- Upward Bound Program. The Upward Bound Program is a program designed to motivate and prepare low income and potential, first generation to attend college, high school students for educational success beyond secondary school, specifically four-year colleges or universities. (Sec. 402C Higher Education Act of 1965; SEC. 402C. 20 U.S.C. 1070a.)
- First-generation college student. A first-generation college student is an individual both of whose parents do not possess a baccalaureate degree or an individual who resides with and receives support from only one parent or guardian who does not possess a baccalaureate degree.
- Low-income student. A low-income student is an individual whose family's taxable income does not exceed 150 percent of the poverty level amount in the calendar year proceeding the year in which the individual initially participates in the project (Chart, page 31). The poverty level is established by the Bureau of the Census of the U.S. Department of Commerce (Federal Register, Section 643.7b).
- Post-secondary school. Post-secondary schools are institutions of higher education which include technical colleges, two-year/community colleges, and/or four-year colleges and universities.
- Resilience. Resiliency is the human capacity to deal with, overcome, learn from, and be transformed by adversity (Grotberg, 2003).
- TRIO programs. The term TRIO was first used to describe the original three

programs: The Upward Bound Program which originated from the Economic Opportunity Act of 1964 and Educational Talent Search and Student Support Services which were created by the Higher Education Act of 1965 (McElroy & Armesto, 1998).

Summary

Researchers noted the following: 1) Resilience behavior can be learned by all students. 2) Protective factors do not exist in isolation; there must be an element of risk in order for protective factors to be beneficial. 3) Protective factors operate in at least four environments in which children live and operate: school, home, peer group, and community or neighborhood. 4) Resilient children have high self-efficacy and high student involvement at school. Also according to researchers, schools that foster resilience share many commonalities with effective schools.

Moreover, researchers state that schools can be powerful environments that can provide opportunities to promote and foster many of the factors of resilience such as providing mentors, caring adults, high parent participation, and high student expectations. Furthermore, other educational programs such as the Upward Bound Program may promote and foster resilience through the variety of services and resources afforded to its participants. Such a program can serve as a model for public school leaders in educating high at-risk students. Furthermore, the Upward Bound Program can supplement schools by offering many opportunities for student involvement like cultural trips and college tours, supplemental academic support, mentoring partners, tutoring, and community involvement.

This quantitative study has potential value. It has added knowledge to resilience research in that it was conducted in Georgia. It has identified the extent that resilience is related to the academic success of Upward Bound students. Lastly, it has identified to what extent Upward

Bound participants are resilient. This study can be very useful to educators, especially educational leaders, as they struggle with limited resources to find ways to improve the quality of education for all students during a time of high accountability. Resilience offers much hope and promise as a way to nurture qualities such as self-efficacy, caring relationships, meaningful participation, and resourcefulness within all students to help them to attain their academic goals and success at school.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

The review of the literature examined the role of resilience in academic achievement of high school students who have been labeled as "at-risk" for school failure. In the review, the researcher identified terminology and case studies involving "at-risk" students and the needs of different groups of at-risk high school students. Also, the review addressed case studies on protective factors, resilience, and resilience in school which is often called "academic" or "educational" resilience. Lastly, the literature review addressed programs that purport to use protective factors to help at-risk, high school students such as the Minnesota Second Chance Program, the 21st Century Program, the Gear Up Program, and finally the Upward Bound Program. After exploring case studies, terms, and programs in the literature review related to at-risk, high school students, resilience, and academic achievement, the researcher added to the literature by tying these factors together by conducting this study which identified the extent to which resilience was related to the academic achievement of at-risk students. By using at-risk students in the Upward Bound Program who have had special intervention by their exposure to protective factors through the program's services, the researcher helped to fill a literature gap on the protective factors of resilience in the Upward Bound Program.

It is very important for researchers and educators to study at-risk high school students who have defied the odds by turning their negative situations into positive outcomes. Many of these resilient students came from some of the most devastating circumstances, the most crime-ridden communities, and the most dysfunctional families; yet, without purposeful intervention, they were successful at school and in society! If researchers could determine the relationship between

resilience in students and their academic achievement, educators could very possibly foster resilience in all youths. Researchers and educators already knew much about at-risk high school students and their needs in general; what was less known and less clear was how to use resilience as an intervention tool. Researchers have identified characteristics of resilient students and protective factors associated with resilience; yet, most of the research had been in "after the fact" studies. Researchers and educators should now focus on ways to implement an intervention program to help foster resilience in students instead of studying it after the fact.

There was much that researchers and educators already knew about students who are at-risk, and they knew much about the factors of resilience. US school systems were still troubled by the growing number of students who were not successful in school, and educators were still searching for ways to implement what they knew into a workable solution to help all students to succeed. This study helped educators by providing information by focusing on the Upward Bound Program, the extent that it fostered resilience, and the extent of that resilience was related to the academic performance of participants.

Literature Review

At-risk High School Students

There have been many studies conducted on at-risk high school students that support earlier research on the protective factors of resilience. Testerman (1996) cited an experimental study at Lely High School in Naples, FL in which 29 teachers agreed to act as advisors to 29 at-risk high school students. The study found that 12 students in the control group had dropped out of school while only 5 of the participants dropped out and the participants had higher grade point averages The teachers stated that their advisees were happier and friendlier and increased their attendance at school. Also they noted that the participants spent less time sleeping in class, more time on

homework, and showed more dedication to school. Testerman stated that the support and attention the teachers gave to the students helped to create a warm, caring environment in which the students could flourish.

In southeast Alabama, Niebuhr and Niebuhr (1999) surveyed 241 high school freshmen to examine the cultural elements of school climate on academic achievement. The researchers found that certain relationships were related significantly to student achievement: the teacher/ student relationship and student/peer relationship. The study suggested that warm caring teachers are able to influence the students' motivation; students work harder for teachers that they believe like them (Glasser, 1993). Also, the student's peer group appeared to be very important as peer groups can provide support, motivation, and shared norms for individual students.

In a 2003 study conducted by Miller, Fitch and Marshall, 254 students in grades 7th through 12th enrolled in public high schools and alternative schools in Kentucky were surveyed on the topic of locus of control. Locus of control refers to one's sense of control of his environment; individuals with an internal locus of control believe that they are in control of their own failures and successes while those with and external locus of control believe that outside forces control their failures and successes (Schonert-Reichl & Muller, 1996). The study found that alternative school students showed more of an external locus of control compared to regular high school students. Furthermore, Caucasian students showed a slightly higher score for external locus of control than did African American students, but there was little difference in scores among males and female. The researchers noted that locus of control is very important in working with at-risk students and that students enrolled in alternative schools need more help in understanding that some of their problems are related directly to choices that they made. Miller, Fitch, and Marshall (2003) noted that at-risk high school students often exhibit problematic behaviors as a result of

ineffective and self damaging choices; yet, these students were more likely to blame their problems on external forces (external locus of control) in the environment rather than on internal forces (internal locus of control) such as personal choice.

Newman, Myers, Newman, Lohman, and Smith (2000), conducted a study on academically promising, low income, African American students. The students were participants in an intervention program known as the Young Scholars Program (YSP) located on the campus of Ohio State University. The main focus of the study was to further understand the students' perception of their transition from middle school to high school; specifically the researchers wanted to examine the role of motivating factors, peers, parents, teachers, and their neighborhood on the students' academic performance during the transition. Newman, Myers, Newman, Lohman, and Smith (2000) found that at the end of 9th grade, 13 students maintained high performance (HP) with grade point averages above 3.0; while the rest of the students dropped academically and were considered to be low performance (LP) students by the researchers.

Newman, Myers, Newman, Lohman, and Smith (2000) identified several significant findings in the study. 1) In the transition to high school, both high and low performing students noted that teachers were very important. Supportive teachers tended to be most needed by low performing students. 2) Twelve of the high performing students stated that their mother provided primary support for their academics; the other high performing student's mother was deceased. While only three of the low performing students stated that their mother was supportive of their academics. 3) Eleven HP and 8 LP students stated that they had other family members who were supportive of their academics; yet, 69% of HP and only 22% of LP students stated that they had other family members to turn to when faced with a challenge. 4) LP students were more likely

than HP students to mention unrelated adults as supportive. 5) HP students stated that studying and working hard were directly related to academic performance; while, LP students were less clear about why their academic performance was low and they talked more about other school concerns than did the HP students. 6) Both groups mentioned peers as motivators or distractions to academic success.

At-risk High School Students due to Poverty

There was much research on poverty and its effects on students' academic achievement (Battle, 2002 & Caldwell & Ginther, 1996). Bradley and Crowyn (2002) stated that children living in poverty have less access to educational resources such as books, museums, libraries, theaters, and community educational centers than children living in higher socio-economic levels. Bradley and Crowyn also cited that parents from higher socio-economic status (SES) tend to talk to their children more and engage them in more educational conversations than parents in low SES. Ram and Hou (2003) noted that research suggests that lone parents make fewer demands on their children, do not adequately monitor their children's time, and use less effective disciplinary strategies. Research further found that lone parents work longer hours to make up for less income, and they suggested that such parenting behaviors negatively impact children's academic performance (Ram and Hou).

PISA (Program for International Student Assessment), sponsored by the Organization of Economic Cooperation and Development (OECD) and the Norwegian Ministry of Government, conducted a triennial study that was performed in three year phases from 2000 to 2006 (Levin, 2007; NCES, 2008). In this study, PISA tested 15-year-olds in over 40 countries in six scholastic areas such as reading, math, and science. In 2000, 32 nations participated; in 2003, 41 countries participated; and in 2006, 57 countries participated. Researchers in the study consistently found

that in all three test years that the single most powerful influence on students' educational outcomes as well as life outcomes was socio-economic status (Levin, NCES).

Gillock and Reyes (1999) conducted a study on the relationship between stress and school performance and adjustment on low-income, high school students in an urban high school located in a poor, Latino neighborhood in Chicago. The participants were 158 sophomore students of Mexican descent. The results of the study were interesting. The participants (46%) noted that their family's financial situation was a major stressor; also approximately half of the males and one-third of the females stated that they had to work after school. School stressors were a mixture of positive and negative responses. The females (43%) and males (22%) stated that receiving special recognition such as "making the honor roll" was a major life stressor at school; yet, 40% of the males and 22% of females noted that trouble with school officials was a major stressor. The majority of participants (65%) noted that their mother was their primary source of emotional support and their siblings and father were their next level of emotional support. It is important to note that 54% of the participants reported that they rarely saw the principal and another 24% reported that the principal was not a source of support. Also, 39% of the participants stated that they rarely see their counselor. However, 75% of the participants stated that their teachers were somewhat or very supportive of them. Overall, the students had a mean GPA of only 2.30 on a 4.0 scale. Gillock and Reyes noted that stress was related to academic performance, while support was not. In this case where students lived in high at-risk, urban areas, perhaps support from family, peers, and school officials was not enough to counter the stressors related to academic performance.

Gillock and Reyes (1999) suggested that there was a positive relationship between high level of stress and increased risk for school failure. Also, Gillock and Reyes stated that stressors

associated with disadvantaged youth may have an adverse effect on or inhibit protective factors such as strong support from teachers. Furthermore, the researchers cited that the participants in the study volunteered and represented only a small percent of the student body; they also noted that the disadvantaged circumstances of an urban, high risk school may leave the principal and faculty ill equipped to handle the problems associated with high at-risk students.

At-risk male students in High School

Evident throughout the review of the literature was the somber and dismal plight of black males in education. Whiting, in 2006, noted that black males were not succeeding in the public school setting. Black males were more likely to be suspended, expelled, or become drop outs; also, they tended to have lower standardized test scores, lower grade point averages, and higher referrals to special education than other groups of students (Whiting, 2004; NCES, 2005). Furthermore, Ferguson (2001) noted that as black males proceed through school, they become less engaged in formal education, and Ogbu (2004) stated that black males eventually begin to devalue school and academics. Researchers further stated that black males were underrepresented in gifted programs (Ford, 1996) throughout the United States by as much as 50% to 70% (Grantham, 2004). Grantham stated that black males were underrepresented more than black females in gifted programs.

In 2004, Grantham investigated the reasons why a black male would want to participate in a gifted program since so few black males are accepted into such programs. Therefore, Grantham did a case study on one black male that he gave the pseudo name “Rocky Jones.” Rocky Jones attended a semi-rural Virginia high school with an enrollment of 1871 students; however, out of the 123 students in the school identified as gifted, only two black males were in the program. Rocky, a 9th grader, was one of those black males. In Rocky’s school, black males represented

16% of the total student population; however, black males represented only 3% of the gifted population.

Grantham (2004) pointed out that several things made Rocky's experience in the gifted program successful. 1) Rocky possessed a charismatic personality that helped him to break down barriers such as stereotypes about black males. 2) Rocky was encouraged and nurtured by his teachers; Rocky noted that one of his fourth grade teachers taught him how to organize and study more efficiently. 3) Organizational skills help Rocky to succeed in gifted and rigorous courses that demanded much of his time. 4) Rocky possessed high self-efficacy and competence in his academic ability that had been encouraged and nurtured by his teachers and peers. 5) Rocky was able to create positive peer relationships within and outside of the gifted program. He was considered a model student because of his academic abilities, not because he acted "white or black."

In a similar, but larger study on high achieving black males, Maton, Hraboski, and Greif (1998) investigated the relationship between parenting styles and academic achievement. The participants in that study were 60 high-achieving black males who were selected to participate in the Meyerhoff Scholars Program at the University of Maryland Baltimore County University (UMBC) between 1989 and 1995. The Meyerhoff Scholars Program is a support program for students interested in majoring in science, engineering, and mathematics. Students selected for the program have GPAs and SAT scores that rank them in the highest 3% of black high school students across the nation.

The results found that four common parenting styles or themes emerged from the data. 1) The first parenting style showed a strong focus and determination of getting a good education for the participants. 2) Discipline and 3) strict limit-setting emerged as parenting themes in which

the parents embedded a strong sense of right and wrong in their sons. Another parenting theme that resulted from the data were 4) loving, caring, and supportive parents; especially the participants noted that their mothers provided guidance and comfort. Also, the participants reported that they could openly discuss problems with their parents, even difficult subjects like sex and drugs. Some of the participants did not have fathers present in the home, but those who did live with their father spoke very highly of them.

Maton, Hraboski, and Greif (1998) found that the results of the study were supported by much literature on successful students. Factors such as having high expectations, high parental involvement, discipline, nurturance by caring adults, and exposure to educational resources were supported by other researchers (Benard, 2004; Garmezy, 1993; Connell, Spencer, and Abet, 1994; Jarrett, 1995). However, the researchers Maton, Hraboski, and Greif noted that the findings in this study were not conclusive in that many of the parents were well educated and that it was difficult to isolate parenting style as the sole reason that the participants excelled.

At-risk female students in High School

Many adolescent females are also at-risk of dropping out of school. While boys make up the majority of juveniles in the juvenile justice system, girls are quickly catching up; girls account for one out of four arrests of juveniles (Rodney & Mupier, 2004). However, there has been little focus on girls when issues of juvenile justice are discussed (Dohrn, 2004; Chesney-Lind, 1999). Also, teen pregnancy presents several challenges. According to a report issued by the Allan Guttmacher Institute (2006), each year almost 750, 000 young women between ages 15-19 become pregnant. Overall, 75 of every 1000 young women become pregnant, and the highest pregnancy rates were among African American females at a rate of 134 per 1000, followed by Hispanic females at 131 per 1000 (Guttmacher, 2006). Furthermore, pregnant or parenting teens

were more likely to drop out and exhibit lower academic achievement than their peers (Berry, Shillington, Peak, & Hohman, 2000).

Young, Martin, and Ting (2001) conducted a study using data collected by the National Education Longitudinal Study (NELS) that collected a variety of baseline data on a national sample of 25,000 8th graders from 1000 schools in 1988. The researchers collected data a second time from 1,851 females from the original group as their class entered 10th grade, and researchers collected data a third time as the females entered 12th grade. The girls were surveyed on topics about pregnancy, child birth, school attendance, personal efficacy, locus of control, and their future expectations.

The results of the study showed significant differences between the female students who were pregnant or had a child, and students who did not have a child and had never been pregnant. The pregnant students and those who had a child had more of an external locus of control and poorer personal self efficacy than the females who did not have a child and was not pregnant. There was a difference in the educational expectations of the two groups where as the group that had a child or were pregnant had lower educational expectations; yet, this group had approximately the same career level expectations as the females who did not have children. However, the females who had children or were pregnant had more traditional career expectations than the other group of females. From the baseline data collected when the students were 8th graders, Young, Martin, and Ting (2001) found that career expectation levels were independent of later pregnancy status.

At-risk Culturally Diverse High School Students

Many culturally and linguistically diverse (CLD) students were at-risk of school failure, according to Gonzales, Brusca-Vega, and Yawkey (1997). The students who were CLD must

acquire a second language and a second culture, according to Baca and Cervantes (1998). Learning a second language could be a slow process that involved different ways of learning, thinking, interacting, and communicating (Baca & Cervantes). Also, CLD students often came from families that were low income and had less formal education; they were more likely to be identified as disabled (Gonzales, Brusca-Vega, and Yawkey). As a result of these issues, CLD students may not have developed the social skills, experiences, and academic skills needed to be successful at school (Collier, 1998). Fradd and Correa (1989) noted that one of the primary issues in bilingual education was the limited number of training programs that include cross-cultural communication such as the ESOL (English for speakers of other languages).

Hassinger and Ploude (2005) conducted a study to examine characteristics of academically successful Hispanic students in the Rock School District in north Washington. During the 2003-2004 school term, the researchers observed, interviewed, and collected data on four high achieving Hispanic students. The results of the study found that the high achieving Hispanic students had many of the protective factors identified in resilience research such as having strong, caring adults in their lives (Glasser, 1993), believing that they were in control of their own lives (Gillock & Reyes, 1999), belonging to a supportive family unit (Bradley & Crowyn, 2002), being involved in school activities, and feelings of belongingness at school (Murray & Greenberg, 2000; Resnick et al., 1997).. The students also had good relationships with their teachers (Grantham, 2004), and they believed that their teachers had high expectations of them (Grantham, 2004).

There were a variety of complex individual, school, and societal problems that made it difficult for some students to achieve at school and in society (Hock, Pulvers, Deshler, & Schumaker, 2001). Some students failed in school for very obvious reasons such as poor self

esteem, poor academic performance, excessive absences, family problems and poverty (Reis & McCoach, 2000; Frymier, 1992). Frymier (1992) identified over 34 risk factors in five categories of students who failed in school: academic failure, personal pain, family tragedy, family socio-economic problems, and family instability. Researchers stated that many at-risk factors co-occur because of cause and effect (Frymier, 1992; Benson, 1990). Frymier stated (1992, p.257) the following:

> Children, who hurt, hurt all over. Children, who fail, often fail in everything they do. Risk is pervasive. If a student is at-risk in one area, that student is very likely to be at-risk in many other areas.

Resilience

Definition of Resilience

Since the 1980s, much research and several studies have focused on at-risk children's strengths rather than their deficiencies (Patterson, 2001; Walsh, 1998; McMillan & Reed, 1994). An important rationale for studying resilience rested in the fundamental assumption that understanding how individuals overcame adversities and overcame trauma could reveal adaptation processes that could be utilized to guide intervention programs for others at-risk (Masten, 1994). Also, an appreciation for positive outcomes and dissatisfaction with the pathological approach has helped to steer researchers toward mechanisms promoting resilience (Walsh). The reason that some students succeeded despite the difficulties and pressures that they encountered was of great interest to researchers and to educators (Reis, Colbert, & Hebert, 2005). Several researchers have attempted to identify the factors that differentiate resilient and invulnerable individuals (Rutter, 1979; Werner & Smith, 1989; Benard, 1991). Reis, Colbert, and Hebert stated that resilience theory attempts to explain academic achievement in such students.

Lastly, fostering resilience among students was an important goal for both teachers and counselors (Lewis, 1999).

Several researchers have offered a definition for resilience and characteristics of resilience in students; however, there was no universally accepted definition of what resilience is (Bellin & Kovacs, 2006). According to Grotberg (2003), resiliency was the human capacity to deal with, overcome, learn from, and be transformed by adversity. Novick (1998) found that self-esteem and self-efficacy were key elements contributing to resiliency. Novick noted that resilient children view problems and challenges as obstacles that can be worked on, changed, and resolved; resilient children were active in problem solving, and developed flexible strategies and skills to solve problems. Padron, Waxman, and Huang (1999), defined educational resilience as "the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought about by early traits, conditions, and experiences." Lugg and Boyd (1993) defined resilience as the ability of individual children to adapt to and overcome factors that place them in jeopardy. Fonagy et al. (1994) simply defined resilience as normal development under difficult conditions.

Even though researchers gave several definitions of resilience, there were several components of resilience on which most researchers agreed. Most agreed that resilience emerged from interplay between risks and protective factors (Rutter, 2000; Patterson, 2001; Kitano & Lewis, 2005). Rutter further explained that an individual must be faced with significant adversity associated with an increase in the probability in social, emotional, behavioral, or psycho-social difficulty. Another area of agreement was that resilience was a contextual phenomenon and that resilience was developed from complex interactions among individual

characteristics, family processes, and environmental conditions (Walsh, 1998; Bronfenbrenner, 1979; Kirby & Frasier, 1997).

Academic Resilience

Although resilience has been the focus of several studies in the context of individual life events such as poor parenting, disadvantaged backgrounds, mental illness, and drug addition, there has not been as much attention on academic resilience (Martin, 2002; Finn & Rock, 1997). Padron, Waxman, and Huang (1999), defined educational resilience as the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought about by early traits, conditions, and experiences. Martin (2002) defined academic resilience as a student's ability to overcome academic setbacks, stress and study pressure associated with school. Catterall (1998) described academic resilience as an individual's recovery from low performance and alienation rather than individuals in an "at-risk" group such as low income students. Wang, Haertel, and Walberg (1994) described educational resilience as the heightened likelihood of school success and other life accomplishments despite adversities. Characteristics of academic resilience included high participation in school, strong interpersonal skills (Benard, 1991; Finn & Rock, 1997), high self esteem and self efficacy, high expectations, and autonomy (Masten, 1994; Benard, 1991).

Research on Resilience and Academics

Martin and Marsh (2006) conducted a study on resilience that involved 402 high school students in grades 11th and 12th in two high schools in Australia. The focus of the study was two-fold: the researchers wanted to test the validity of a new resilience instrument and the researchers wanted to investigate the relationship between resilience and behavioral outcomes in school. The results of the study showed that five factors related strongly to academic resilience: planning,

control, self-efficacy, persistence, and low anxiety. The results also showed that academic resilience predicts three educational and psychological outcomes which are self-esteem, participation, and enjoyment of school.

Reis, Colbert, and Hebert (2005) conducted a study to investigate what factors high achieving students attributed to their resilience and what factors may contribute to the inability to display resilience in underachieving students. This study was a qualitative case study on 35 high school freshmen and sophomores who were identified previously by school officials as academically talented. The researchers interviewed, observed, and collected data on the participants over a three year period. At the end of the study, 17 of the academically talented participants had become underachievers; 18 of the participants had continued to do well and according to the researchers, had developed resilience.

Reis, Colbert, and Hebert (2005) cited that protective factors such as personal characteristics of sensitivity, independence, determination to succeed, appreciation for cultural diversity, and inner will appeared to be present in the 18 high achieving students. Other protective factors that helped the high achieving students were strong support systems at school and at home, participation in special programs, participation in extra-curricular activities, summer enrichment programs, and challenging classes. Furthermore, the high achievers had a clear, positive, outlook for the future and stated that their high school experiences, negative and positive, helped to prepare them for the future. Parents of the high achieving students stated that education was very important to improving life.

The researchers noted that underachievers experienced several, negative factors. The underachievers stated that school was boring and that their classes did not match their learning styles. They also had negative interactions with their teachers and generally had peers who did

not care about school. Also, they lacked parental support and monitoring at home and much unstructured time. The underachievers had negative interactions with family members such as inconsistent role models, sibling rivalries, and inappropriate parental expectations.

Reis, Colbert, and Hebert (2005) cited several interesting items in the study. First, the underachieving students did not begin to underachieve until they reached high school. Also, some of the high achieving students had short periods of underachieving, but they were able to bounce back. Both high achievers and low achievers had family problems such as divorced parents; however, the students differed on how they handled such problems. Furthermore, both groups had socio-economic problems, but a majority of the high achievers' parents were employed.

Researchers have identified social support from family members, peers, school, and from the community as an important characteristic of resilient students (Bernard, 1991; Wang et at, 1994; Werner & Smith, 1982). Richman, Rosenfeld, and Bowen (1998) conducted a study to investigate school outcomes of eight types of support by surveying students enrolled in the Communities in Schools (CIS) Program. Communities in Schools was the largest dropout prevention program in the United States according to Richman, Rosenfeld, and Bowen. The participants in the study were 808 middle and high school students located in North Carolina and Florida. The types of social support surveyed were listening support, technical appreciation support (someone who appreciates the student), technical challenge support (someone who encourages the student), and emotional support (someone who comforts the student). Other types of support surveyed were emotional challenge support (someone who motivates the student to think using his feelings and values), reality confirmation support (someone who supports the student's views), and tangible support (someone who provides money and other tangibles).

Richman, Rosenfeld, and Bowen (1998) found that parental support was very important to both middle school and high school students. The results of the instrument found that parents or adult caregivers were the primary sources of emotional support, reality confirmation support, personal assistance support, and technical challenge support for both middle and high school students. High school students also stated that parents were their primary listening support; while middle school students stated that their peers were their primary listening support. For tangible assistance support, middle school students stated that neighbors were primary while high school students stated that their parents and teachers provided their primary tangible support.

Particular types of social support were associated with desirable school outcomes. Middle school students' school satisfaction was affected by emotional, emotional challenge, and reality confirmation support. Also, middle school students who had listening support tended to earn higher grades and had a greater sense of self-efficacy; those they had technical challenge support had better attendance. High school students' time spent studying was affected by technical appreciation support, emotional support, emotional challenge support, and personal assistance support. Their grades were affected most by reality confirmation support; avoidance of problems for high school students was most affected by technical challenge support. Emotional challenge support affected the attendance of high school students. In conclusion, it was important to note that all types of social support resulted in positive school outcomes for both middle and high school students. Lerner and Benson (2003) stated that resilience is a combination of inner strengths and external supports. All children need supportive parents, peers, schools, and mentors to grow to their optimal development and potential strength (Brendtro & Longhurst, 2005).

In 1992, Hawkins, Royster, and Braddock investigated the relationship between athletic participation and academic resilience in African American middle school students. The

researchers used data collected in a longitudinal study by the US Department of Education's National Center for Education Statistics (NCES) which surveyed nearly 25,000 eighth grade students in 1988 on multitude of topics. Of the 1,105 African American males in the study, 58% participated in interscholastic (between schools) sports and 52% participated in intramural (within one school) sports. There were 1,112 African American females in the study, 40% participated in interscholastic sports and 37% participated in intramural sports.

The results showed the there was significant evidence that interscholastic sports has a positive influence on academic resilience. Furthermore, the results revealed that interscholastic sports influenced athletes in their interest in school, enrollment in the college preparatory track, and in their plans to attend college. However, interscholastic athletics did not have a significant impact on the students' desire to complete high school for male athletes; yet, it did influence their behavior in a positive manner in discipline. The interscholastic athletes stated that participation in sports impacted their status among peers. Both males and females reported that sports made them popular in school.

For intramural sports, the results for educational plans and peer status were similar to those for interscholastic athletes. However, for both African American males and females, there was not a significant relationship between this type of sports' involvement and academic investment (resilience). Interestingly, males reported that intramural sports made them feel very important at school and the males had higher peer status than females in middle school intramural sports.

Protective Factors

Researchers have identified several protective factors associated with fostering resilience in students. Rak and Patterson (1996) cited factors that they classified in the following categories or environments: personal characteristics, family conditions or characteristics, and environmental

factors. Other researchers added school as another environment that can foster protective factors of resilience. Some researchers divided protective factors into two groups: internal and external factors. However, most researchers agreed that the following environments or categories can provide opportunities to foster resilience in children. Also, it was important to note that researchers have not found one particular protective factor that was totally responsible for resilience or success in one specific area. Also, a protective factor cannot be viewed in the absence of adversity or the potential for danger; therefore, a protective factor was possible only in the presence of risk. Researchers warned that protective factors are static and what works in one situation, may not work in another situation. Most of the literature on resilience supported the concept that an individual may develop both internal and external protective factors and that the protective factors were fostered or hindered by the environments in which the individual lived and socialized such as in his family, school, and community.

Internal protective factors

Four attributes or personal characteristics were identified by Bernard (1993), were as follows: (a) social competence, (b) problem solving skills, (c) autonomy, and (d) sense of purpose. Most researchers agreed that there were several characteristics that resilient children have in common (Tarwater, 1993). Tarwater stated that resilient children were active in solving problems and constructively perceived their experiences; from birth, they were able to gain positive attention; they maintained optimism and found escape in hobbies; they liked to do well in school and had a close relationship to at least one caregiver or personal friend who cared about the child as an individual.

Certain characteristics of families, schools, and communities were related to the development of personal, internal strengths (protective factors) that led to healthy development and successful

learning (Benard, 2004). Internal protective factors that helped to foster resilience were problem solving, self confidence, charismatic personality, self efficacy, academic efficacy, and feelings of belongingness. Such factors included an active approach to problem-solving (Rak & Patterson, 1996; Novick, 1998; Bernard, 1993; Tarver, 1993), an ability from infancy to gain positive attention (Grantham, 2004; Werner, 1984; Osofsky & Thompson, 2000), an optimistic approach to life, and the ability to be alert and proactive (Rak & Patterson, 1996). Novick (1998) noted that resilient children view problems and challenges as obstacles that can be worked on, changed, and resolved; resilient children were active in problem solving, and developed flexible strategies and skills to solve problems. Another internal protective factor was an internal locus of control (Miller, Fitch, & Marshall, 2003; Rotter, 1966). An internal locus of control refers to one's belief that outcomes in life are based on one's personal effort or ability or the lack of effort or ability. Several researchers (Grantham, 2004; Garmezy, 1983; Harter, 1990; Compas, 1987) stated that self confidence, feelings of efficacy and cognitive skills were important to a child's ability to overcome stressful situations. High expectations (Maton, Hraboski & Greif, 1998; Young, Martin, & Ting, 2001), positive self esteem (Novick, 1998), and feelings of belongingness (Benard, 1993) were well noted in the literature as protective factors in building resilience in children. Student's academic self efficacy could influence their academic achievement, their level of interest, and intellectual pursuits (Bandura, 1995; Alfassi, 2003).

External protective factors

External protective factors included caring adults, consistent discipline, parental involvement, opportunities for service to others, and social competence. Rak and Patterson (1996) noted that family factors included nurturing during the early years of life from an array of caregivers, the availability of sibling caregivers, and structure and rules in the household.

Werner (1984) and Tarwater (1993) stated that a child's close bond with a caregiver during the first years of life is an important protective factor. Also, supportive and involved parents (Maton, Hraboski, & Greif, 1998; Garmezy, 1993) have a positive effect on children. Gutman, Sameroff, and Eccles (2002) stated that consistent discipline and high parental involvement had positive effects a child's academic performance Active involvement in acts of required helpfulness (Werner, 1984) fosters resilience. Bernard (1993) identified social competence and caring teachers. Other external protective factors included role models outside the family, such as teachers, mentors, coaches, clergy, neighbors, and counselors (Rak & Patterson, 1996).

Four attributes or personal characteristics were identified by Bernard (1993), were as follows: (a) social competence, (b) problem solving skills, (c) autonomy, and (d) sense of purpose. Most researchers noted that there were several characteristics that resilient children have in common (Tarwater, 1993). Tarwater stated that resilient children were active in solving problems and constructively perceived their experiences; from birth, they were able to gain positive attention; they maintained optimism and found escape in hobbies; they liked to do well in school and have had a close relationship to at least one caregiver or personal friend who cared about the child as an individual.

Programs for at-risk High School Students

Many states were challenged to meet the needs of a growing population of at-risk secondary school students (Lange & Lehr, 1999). State and local education officials have tried to comply with federal mandates such as No Child Left Behind while the often operated with less money. Therefore, as state and local educators and political leaders searched for ways to help at-risk students, a variety of programs emerged to give at-risk students academic and social support. Researchers such as Benard (2004), Werner and Smith (2001) were pioneers and advocates of

resilience which was a healthier framework for helping at-risk students. Werner and Smith stated that even among the worst cases of at-risk students, less than one in three failed to become productive adults. Benard stated that resilience was not a characteristic of a few children, but for all youth. Benard further stated that resilience was the effective nurturance of strengths, and there was no one program that was perfect for all at-risk children. However, programs that holistically supported the students' home, school, and community resources to create a wrap-around support system were best (Benard). Programs available that utilized or promoted one or more of the protective factors identified in resilience research to try to raise the educational level and success of at-risk students were Gear Up, 21st Century Community Learning Program, Communities and Schools, the Minnesota Second Chance Option, and the Upward Bound Program.

The Gear Up Program

The Gear Up Program was a federally funded program to help motivate and prepare students and their parents for the students' admittance and academic success in college. South Carolina state school officials embarked on an educational endeavor to use the best resources to influence the state's education (Hewett & Rodgers, 2003). In 1999, the federal government granted 10 Gear Up grants to universities in South Carolina. Each grantee university created partnerships with middle schools that had high poverty rates based on the number of students who were eligible free or reduced lunch. The initial participants were all 7th graders and the majority was disadvantaged due to poverty. The student participants had to attend Saturday academies from August to May at their grantee university and attend summer camp.

The Gear Up Program focused on students' academic needs as well as their strengths and weaknesses. Teachers were challenged to produce lessons that are learner centered (Reilly, 2000), motivating, and meets the needs of each student. Students must be actively involved in the

learning process and must agree to remain in the program until they graduate from high school. Each year, a new cohort of students is selected as the graduating students leave for college.

In a study on Gear Up participants, Gibson and Jefferson, 2006 investigated self concept, perceived parental involvement, and growth-fostering relationships in 78 participants in grades 7th through 10th. The results indicated that both perceived parental involvement and growth-fostering relationships contribute significantly to students' self concept. Interestingly, the majority of the participants (both male and female) reported that female peers helped them most in developing growth-fostering relationships. Gibson and Jefferson cited that females develop empathy with others which may be the result of cultural influences. The participants noted that school based academic/leadership, church/religious, and athletics were the top three growth fostering environments. Students had difficulty identifying mentors; however, students in the program had strong parental support. These findings are consistent with prior literature research, according to Gibson and Jefferson.

The 21st Century Community Learning Center Program

Another approach to helping at-risk students was afterschool tutoring; however, there was little funding until the federal government stepped in 1994 and established the 21st Century Community Learning Center Program (CCLC), according to Zhang and Byrd (2006). The 2lst CCLC grants received over one billion dollars in 2005 (USDOE, 2005) and were allocated to states in the form of block grants. Each year, states provided competitions to communities and agencies to award the grants (Zhang & Byrd). The main purpose of the 21st CCLC programs was to provide academic enrichment such as tutoring to students enrolled in low performing schools. The major characteristics of communities that received 21st CCLC program grants were low income areas with many low academic students, many of whom spoke English as a second

language. Evaluations of after school programs have been mixed. In the initial evaluations of the program, the US Department of Education found that they had limited impact on students' learning (USDOE, 2003, 2005). However, Zhang and Byrd (2006) and Zhang, Fleming, and Bartol (2004) found as a result of their comprehensive evaluation of Florida's 21st CCLC programs that they were effective in improving students' academic performance in school. Furthermore, active participants in the program had increased attendance, homework completion, and had fewer discipline referrals (Zhang, Fleming, & Bartol). Other benefits of the program were that they complement and support regular school programs by providing opportunities for student involvement and support from other caring adults such as in athletics and drug and violence prevention programs, and they offered art, music, technology, personal counseling, career development, and dropout prevention programs (Zhang & Byrd, 2006).

Minnesota's Second Chance Option

The state of Minnesota, offered at-risk secondary school students a unique opportunity to attend an alternative education program called Minnesota's Second Chance Option (Lange & Lehr, 1999). The program was a combination of school choice and alternative school that Minnesota began in the late 1980s as a means to meeting the needs of students who were at-risk of dropping out of school. Since the late 1980s, enrollment in Minnesota's Second Chance alternative schools has risen from 4,000 to over 43, 000 students. Participants must meet one of the following criteria: 1) The student was pregnant or a custodial parent, 2) was one or more grades behind academically, 3) has been expelled from a school district, 4) has been assessed as chemically dependent, or 5) was experiencing a life event that interferes with learning. The alternative schools shares common characteristics such as they were small, had flexible hours,

had optional enrollment, individualized curricula, site based management, and high teacher satisfaction (Lange, 1998).

Lange and Lehr (1999) investigated whether student performance was enhanced by the options presented in Minnesota's Second Chance programs. The results found that about 50% of students in the program had positive educational experiences and thus, they stayed in the program; however, about 50% of the students left the program and only 10% of those returned to their regular school. Students that stayed in the program for a year showed a significant increase in reading and slight increases in math and writing. The students also showed an increase in attendance. The students showed only slight improvements in responsibility and in their contribution to citizenship. The results showed no improvement in class participation and personal and social adjustment. Lange and Lehr suggested that there may be initial differences upon entrance into the program in at-risk students that persisted and at-risk students that dropped out which suggested further research to investigate if differences, in fact, exist.

The Upward Bound Program

The primary idea that underpinned the Upward Bound Program was to fill an important need which was to help disadvantaged students realize their college dreams, according to a report from Mathematica Policy Research (1997) issued to the US Department of Education. The Upward Bound Program was created in1964 by President Lyndon B. Johnson as a part of his "War on Poverty" campaign. Originally, The Upward Bound Program was a part of a slate of programs, such as Head Start, funded under the authority of the newly created Educational Opportunity Act (EOA) which authorized the Office of Economic Opportunity led by Sergeant Shiver (James, 1986). The EOA, according to McElroy and Armesto (1998), was created to uplift Americans living in poverty by providing them with a number of social, educational, and

economic opportunities. Sergeant Shriver referred to the poor children who had little educational opportunity as "a great waste of talent" (James, 1986). In 1965, Upward Bound, along with some of the other programs governed by the EOA, became a part of the Higher Education Act of 1965 that provided millions of dollars to both public schools and post secondary institutions (Sec.402C Higher education Act of 1965; SEC. 402C. 20 U.S.C. 1070a–13 Bound Upward).

In the academic year of 1964-1965, there were 18 pilot Upward Bound Programs established (US Office of Economic Opportunity, 1970). The pilot programs served over 2000 students; 1500 recent high school graduates enrolled in the program for summer classes in 1965 because they did not have an opportunity to receive services during the academic year. Thus, the summer program became an important part of the Upward Bound experience (James, 1986).

The Upward Bound Program's primary goal was to motivate and prepare talented, low income students (Balz & Esten, 1998) with an opportunity to attend and graduate from college. The guidelines and regulations were very specific in the eligibility requirements of students to participate in the program. The participants must be between 13 and 19 years old, and they must have completed 8th grade, but they could not have entered 12th grade. Also, two-thirds of the participants in any Upward Bound Program must be low income, according to federal guidelines (See Table 3.2), for the year that they enter, and potential, first-generation to attend college in their family. The participants that make up the other third, of a project, must be either low income or potential, first-generation to attend college. All participants must be US citizens, live in an area mandated by the US, or live in the US in a situation other than temporary and has already notified the Office of Immigration and Naturalization of their intent to become US citizens.

The Upward Bound Program provided participants with a variety of programs and services

to motivate and prepare them for postsecondary institutions. The following description of the Upward Bound Program was found at the following Federal Government's website address: http://www.ed.gov/programs/trioupbound/index.html: All Upward Bound projects MUST provide instruction in math, laboratory science, composition, literature, and foreign language. Other services include:

- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Exposure to academic programs and cultural events
- Tutorial services
- Mentoring programs
- Information on postsecondary education opportunities
- Assistance in completing college entrance and financial aid applications
- Assistance in preparing for college entrance exams
- Work study positions to expose participants to careers requiring a postsecondary degree

Participants in the Upward Bound Program were usually recruited in 9th or 10th grade and remain in the program until they graduated from high school; however, after high school, the participants are monitored or tracked by the Upward Bound Program's staff through their entrance into postsecondary education and beyond. During the participants' tenure in the Upward Bound Program, services and programs are provided to the participants according to the participants' academic needs, educational and career goals, and high school grade level. By the

time that participants graduate from high school, they would have experienced an array of services that not only will help them to enter college, but stay in college which takes perseverance and resilience.

There have been several studies that found that the Upward Bound Program had a positive impact on its participants (James, 1986; Exum & Young, 1981). However, most studies have focused on school outcomes such as grade point average, graduation rate, and retention rates of its participants. Henderson (1968) compared the GPAs of Upward Bound participants to a comparable group of non participants and found that the Upward Bound Program had a positive impact on participants' GPAs. In similar studies by Exum and Young (1981) and Young (1980), it was found that the Upward Bound Program has a positive effect of students' academic performance for 9^{th}, 10^{th}, and 11^{th} grade participants.

A review of the literature also found some studies that had unfavorable results on the effectiveness of the Upward Bound Program. Bybee (1969) found that the Upward Bound Program did little to improve the participants' academic performance in science. In 1979, Burkheimer, Riccobono and Wisenbaker found that in postsecondary institutions, former Upward Bound participants had no higher GPAs than non Upward Bounders. Butler (1999) states that one remarkable feature, of most federal programs for schools, is that few have been evaluated properly to see if they actually work. Even though the Upward Bound Program is federally funded, the US Department of Education has done only two nation-wide, comprehensive evaluations of the program.

The results of the second, most recent, longitudinal national evaluation showed mixed results on the effectiveness of the Upward Bound Program. Myers and Schirm (1997) led the team effort in the second report on the short term impact of the Upward Bound Program. Myers

and Schirm found that the Upward Bound Program had positive impacts on students' educational expectations and course-taking; students with low educational expectations initially benefit more; Hispanic students initially benefitted more, and that nearly 37% of participants leave the program after the first year. The third part of the study found that the average Upward Bound participant in high school increased the number of math credits taken, and the program may increase enrollment of its participants at four-year institutions. However, the Upward Bound Program did not affect academic areas of participants in high school, other than math, and the program did not show an overall increase at all types of postsecondary institutions.

The postsecondary impact of the Upward Bound program was reported by Myers and Schirm in 1999. Myers and Schirm stated that the Upward Bound Program had no effect on the total number of credits earned in college; yet, the program had a significant effect on enrollment into four-year colleges by participants who initially had low expectations. Myers and Schirm further note that the study found that the longer a participant was enrolled in the Upward Bound Program the greater the program's impact.

Summary

The present study's primary focus was to determine the extent of the relationship between resilience and academic achievement in at-risk students in Georgia. Since the Upward Bound Program was designed, inherently, to motivate and provide college skills to low income, at-risk students, it provided an excellent environment in which to conduct this study on resilience. Furthermore, the Upward Bound Program provided many of the protective factors cited in the literature review such as caring adults, high parental involvement, opportunities for student involvement, and academic efficacy. Studies cited in the literature review were retrospective, in that, these studies attempted to capture the characteristics of children who have been found to be

resilient already. Educators and researchers now need to find a method or program to implement resilience so that it can be fostered in all children.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to investigate the extent to which resilience was related to the academic performance of at-risk, high school seniors enrolled in the Upward Bound Program in Georgia. The Upward Bound Program is an intervention program that provides many services and experiences, identified in resilience research, for its participants. Therefore, this study was important in that it provided insight on resilience for educators and researchers.

Research Questions

This study had one overarching question and four sub questions. To what extent was resilience related to the academic performance of at-risk high school students enrolled in the Upward Bound Program in Georgia? The four sub-questions were as follows:

1. To what extent were at-risk high school seniors enrolled in the Upward Bound Program resilient?
2. To what extent did at-risk high school seniors enrolled in the Upward Bound Program achieve academically?
3. To what extent was academic achievement related to resilience in at-risk high school seniors enrolled in the Upward Bound Program?
4. To what extent did resilience relate to the demographic characteristics of gender, type of family, race, and location of at-risk high school seniors enrolled in the Upward Bound Program?

Research Design

Since human behavior is very complex on both the individual and societal levels; one

approach to gain a better understanding of complex phenomena is to seek out relationships such as through correlation research (Cohen, Manion, & Morrison, 2000). Therefore to examine the extent that resilience was related to the academic performance of at-risk, high school students enrolled in the Upward Bound Program in Georgia, a quantitative, descriptive design was used in this study. Quantitative, descriptive studies are used to establish relationships or associations between variables (Gall, Borg, & Borg, 2007). This study enabled the researcher to determine and describe the relationship between resilience and academic achievement as well as determine the relationship between the external and the internal protective factors of resilience in senior participants of the Upward Bound Programs in Georgia. The researcher chose to use a survey instrument because of the large number of participants that were sampled and because survey instruments are useful in obtaining large scale data (Cohen, Manion, & Morrison). Also, since the sample population lived over a wide area, survey instruments were more economical and time efficient (Gall, Borg, & Gall).

Population

There were 55, 375 students in the population of 805 Upward Bound Programs throughout the United States. This number included 1,945 total students in 28 Upward Bound Programs in Georgia (www.ed.gov/programs/trioupbound/ubgrantees2007.xls), and there were 430 senior students according to information that the researcher received from program directors. The researcher selected 200 senior students to include in the sample from seven Upward Bound programs located in Georgia, which was approximately 46% of the overall senior students (see Table 3.1) and approximately 22% of the total population of Upward Bound participants in the state of Georgia.

Sample

The data for this study came from 91 senior students (respondents to the instrument) enrolled in an Upward Bound Program in the state of Georgia; nearly half of the respondents selected opted not to participate or were absent on the day that the directors administered the instrument. All of the respondents were identified as at-risk students in that they were low income and potential first-generation to attend college in their family. The respondents attended an Upward Bound Program at one of the following institutions: Abraham Baldwin College, Andrew College, Georgia Southern University, Atlanta Metropolitan College, Paine College, Clark Atlanta University, and Savannah State. Respondents for the study came from both rural and urban areas in Georgia. Respondents came from areas or counties with populations of 50,000 people or more were considered to be urban (Census Bureau, 2000), and those areas include the following: Savannah State University located in Savannah; Atlanta Metropolitan College located in Atlanta, Clark Atlanta located in Atlanta, and Paine College located in Augusta (Census, 2000). All other respondents came from rural areas with populations less than 50,000 as defined by the Census Bureau (2000).

The sample respondents had many of the characteristics sited in the literature on children at-risk due to poverty. The majority of the sample respondents were African American and the respondents attended high schools that had high numbers of poor students. The parents of the respondents had little or no post secondary education and were low income according to federal guidelines for 2008 (see Table 3.2). There were 61 females and 30 males that participated in the study that helped the researcher to answer the research questions. Furthermore, the sample respondents, inherent to their participation in the Upward Bound Program, were low income and potential, first-generation students to attend college.

The sample of respondents was chosen by a method called purposeful sampling. Cohen, Manion, and Morrison (2000) stated that purposeful sampling is non-probability sampling in which members of a population do not have the same chances of being selected; in other words, some members of the population will definitely be chosen and others definitely will not be chosen. For the sample selected in this study, the researcher assessed each Upward Bound Program to determine how many seniors it had. The final selection of seniors for the sample was determined by the directors' willingness to help with the study.

The researcher chose to survey only senior students because they would have taken the SAT or the ACT, and they would have been exposed to the services and experiences of the Upward Bound Program for at least two years. Both of the national studies sponsored by the U.S. Department of Education evaluating the effectiveness of the Upward Bound Program found that length of program participation was related to student outcomes (Calahan & Curtin, 2004). Table 3.1 indicates the programs that were selected to provide the sample for this study.

Table 3.1

Distribution of the Sample

Institution	**No. of Seniors**	**Location**
Abraham Baldwin Agricultural - Tifton, GA	30	Tifton - Rural
Andrew College - Cuthbert, GA	20	Cuthbert -Rural
Atlanta Metropolitan College -Atlanta, GA	30	Atlanta - Urban
Clark Atlanta University -Atlanta, GA	30	Atlanta - Urban
Georgia Southern University - Statesboro, GA	44	Statesboro - Rural
Paine College - Augusta, GA	30	Augusta - Urban
Savannah State University –Savannah, GA	35	Savannah - Urban
Total	**219**	

Furthermore, the students in the sample, inherent in their participation in the Upward Bound Program, were low income and potential, first-generation students to attend college. Research has shown that students living in low income homes were disadvantaged. Bradley and Crowyn (2002) stated that children living in poverty had less access to educational resources such as books, museums, libraries, and theaters. Also, their parents spent less time talking with them about educational issues (Bradley & Crowyn). Ram and Hou (2003) noted that low income students spent much time without adult supervision due in part because their parents worked long hours. Furthermore, many low income students were stressed about their family's finances (Gillock & Reyes (1999). Collecting information from students in relation to the aforementioned living conditions helped the researcher to determine the extent of the Upward Bound Program's role in the participants' resiliency.

Instrumentation

For this quantitative study, the researcher used one instrument that consisted of two parts: 1) Part one was a section that was added by the researcher to collect demographic and academic achievement data; and 2) Part two was Module B of the *Healthy Kids Survey,* which specifically was on resilience. Module B contained 33 questions that measured three (3) external protective factors which were caring relationships, meaningful participation, and high expectations. The external protective factors operate in four (4) environments of home, school, peer circle, and the community. Module B also measured three clusters associated with internal protective factors which were social competence, autonomy and sense of self, and meaning and sense of purpose. There were six subgroups of assets associated with the internal protective clusters: Problem solving, cooperation, empathy, self-efficacy, self awareness and goals and aspirations that research has consistently and strongly linked to academic and life success. Module B consisted of question clusters for each protective factor; therefore, respondents received a score for each protective factor cluster. Questions in Model B were not altered in any manner by the researcher. The following table (Table 3.3) shows the cluster assets associated with each protective factor of resilience. (See appendices for *The Healthy Kids Survey.*)

The instrument's items were statements on internal and external protective factors of resilience. For each item, the participant had four choices that described different levels of the participant's attitude about the item. An example of an item was as follows: I know where I can get help with my homework assignments. A) Not true at all, B) A little true, C) Pretty much true, and D) Very much true. The participant circled the response that was closest to his or her attitude about the statement.

The Healthy Kids Survey has been widely used in California public schools since 1999

(Constantine, Benard, & Diaz, 1999). *The Healthy Kids Survey* was developed by Constantine, Benard, and Diaz for WestEd, a non-profit research, development, and service agency that had over 40 years of experience in helping underserved populations. The researchers based the survey instrument on 19 years of survey experience. WestEd provided many online resources to help school personnel to administer the instrument, score the instrument, interpret the results of the instrument, and present the results of the data collected. Furthermore, WestEd compiled a national database for researchers and educators to access rich background information about its researchers, literature on resilience, and the validity and reliability of its instruments and enabled other researchers to measure their data against national results, if desired.

Part one of the instrument on demographics was added at the beginning of the survey instrument by the researcher to gather demographic data on each participant. The questions that were added included questions about the participant's race, gender, school, GPA, SAT and ACT scores, and family type. These questions were added to help address and answer the research questions. Part two of the instrument was the actual *Healthy Kids Survey*. The items were carefully structured by WestEd researchers to explain and clarify the complex nature of resilience, its protective factors, and the extent of the role that resilience plays in the academic performance of at-risk students. Many of the items came from other reputable instruments such as the *California Student Survey* and the *National Youth Risk Behavioral Survey*, according to the WestEd researchers (2007) in order to add to the instrument's validity and reliability. WestEd researchers also used several additional measures and procedures to insure that the instrument's data were reasonable estimates of behavior for all students.

Data Collection

The *Healthy Kids Survey* along with instructions and parent permission forms were mailed

in self-addressed envelopes to the Upward Bound Program directors who also administered the instruments to senior students only. The researcher contacted each of the directors identified in the study by telephone, by email, and by postal mail to insure that each director clearly understood the directions for administering the instruments as well as how to protect the data and respondents' identities. All of the directors administered the instruments during one of their bi-monthly meetings with their Upward Bound students. After the respondents finished the instruments, each director collected all of the instruments and mailed them back to the researcher in the self addressed envelopes provided by the researcher.

This quantitative data collected from the instruments were transferred and input into a Statistical Package for Social Science (SPSS) data analysis system. Once all of the data were put in the SPSS, the researcher ran descriptive statistics to answer the research questions. The researcher anticipated that the data collection process would not take over one month from beginning to end; however, two of the directors took an additional two weeks to return the instruments.

Data Analysis

The researcher used descriptive statistics and the Pearson's r Correlation to answer the research questions in this study. Descriptive statistics such as mode, median, and mean were used to compute the data. Also, Pearson's r Correlation was used to correlate several variables on the collected data from the instrument. The researcher used Pearson's r Correlation to answer question #4 which was to what extent was resilience related to the student's gender and family demographic characteristics such as family type. Pearson's r Correlation is useful in comparing multiple variables such as age, gender, and resilience (Gall, Borg, & Gall, 2007).

Sub scores from each of the six protective factors and the overall mean resilience score

produced from the instrument's data were used to answer research question #1 ("To what extent were at-risk students resilient?"). Research Question # 2 ("To what extent did at-risk students achieve academically?") was answered by data taken from the instrument on the respondents' mean GPA, mean SAT, and mean ACT scores. Research Question #3 ("To what extent was academic achievement of at-risk students related to resiliency?") was answered by correlating the respondents' mean GPA and SAT/ACT scores with their overall mean resiliency score. Lastly, research question # 4 ("To what extent did resilience relate to the at-risk student's gender and family characteristics, and location?") was answered by comparing the respondents' means resilience score with demographic data on the instrument. The overarching question was answered by reviewing all of the data from each of the four sub-questions and by correlating each of the sub scores of the protective factors of resilience for each participant by using Pearson's r Correlation. This data helped the researcher to determine if there were strong internal relationships among the protective factors that may be significant for the sample and can be generalized to the population, which is one of the major reasons to do quantitative research (Cohen, Manion, & Morrison, 2000).

Summary

The primary focus of this study was to examine the extent that resilience was responsible for the academic performance of at-risk, high school students in Georgia. There were four sub-questions that underpinned the primary focus, which were 1) to examine the extent to which at-risk, high school students were resilient, 2) the extent to which the students achieved academically, 3) the extent to which resilience was related to their academic achievement, and 4) the extent to which the students' resilience was related to demographic factors such as the type of family, gender, and location of their school.

Also, the researcher used the findings revealed in the research to help clarify and describe the extent of the relationship between resilience and academic achievement in at-risk high school students. The findings may help educators and researchers in duplicating certain protective factors that appeared to be strongly related to academic achievement. This study has the potential to greatly help at-risk high school students and all other students as well. According to researchers cited in the literature review, resilience is a very powerful tool that has the capacity to strengthen all children, and it is very important that educators and researchers find the best ways in which to use resilience.

Table 3.2

Low Income Schedule

Size of Family	48 Contiguous States	Alaska	Hawaii
1	$15,600	$19,500	$17,940
2	$21,000	$26,250	$24,150
3	$26,400	$33,000	$30,360
4	$31,800	$39,750	$36,570
5	$37,200	$46,500	$42,780
6	$42,600	$53,250	$48,990
7	$48,000	$60,000	$55,200
8	$53,400	$66,750	$61,410

For family units with more than eight members, add the following amount for each additional family member: $5,400 for the 48 contiguous states, the District of Columbia and outlying jurisdictions; $6,750 for Alaska; and $6,210 for Hawaii. The poverty guidelines were published by the U.S. Department of Health and Human Services in the Federal Register, Vol. 73, No. 15, January 23, 2008, pp. 3,971-3,972.

Table 3.3

Clusters of Protective Factors and Sub-group Assets.

External Protective Factor Clusters	**Environments that foster external protective factors**
Caring relationships: Supportive connections to others in the student's life who model and support healthy development and well-being.	Caring relationships with … • adults in the home • adults in the school • adults in community • peers
High expectations: The consistent communication of direct and indirect messages that the student can and will succeed responsibly.	High expectations from … • adults in the home • adults in the school • adults in community • peers
Meaningful participation: The involvement of the student in relevant, engaging, and responsible activities with opportunities for responsibility and contribution.	Meaningful participation in… • the home • the school • the community
Internal Protective Factor Cluster	**Sub group assets for internal protective factors**
Social competence: Ability to communicate effectively and appropriately, and to demonstrate caring, flexibility, and responsiveness in social situations.	• Empathy • Problem solving skills • Cooperation • Communication skills
Autonomy and sense of Self: Sense of personal identity and power	• Self-efficacy • Self awareness
Sense of meaning and purpose: Belief and understanding that one's life has coherence and makes a difference.	• Goals and aspiration

Table 3.4

Resilience Constructs on the *Healthy Kids Survey*

Construct	Item
	There is someone….
Caring Relationships:	B26. who is interested in my school work. (Home)
	B28. who talks with me about my problems. (Home)
	B30 who listens to me when I have something to say. (Home)
	B19. who really cares about me. (Friends)
	B20. who talks with me about my problems. (Friends)
	B21. who helps me when I'm having a hard time.(Friends)
High Expectations:	B25. who expects me to follow the rules. (Home)
	B27. who believes that I will be a success. (Home)
	B29. who always wants me to do my best. (Home)
	B22. who get into a lot of trouble. (Friends)
	B23. try to do what is right. (Friends)
	B24. do well in school.(Friends)
Meaningful Participation:	B31. I do fun things or go fun places with my parents.
	B32. I do things that make a difference.
	B33. I help make decisions with my family.
Social Competence:	B12. When I need help, I find someone to talk with.
	B4. I know where to go for help with a problem.
	B5. I try to work out my problems by talking or writing them down.
	B10. I feel bad when someone gets their feelings hurt.
	B11. I try to understand what other people go through
	B15. I try to understand what other people feel and think.
	B8. I can work with someone who has different opinions than mine.
	B13. I enjoy working together with other students my age.
	B14. I stand up for myself without putting others down.
Autonomy and sense of self:	B16. There is a purpose in my life
	B17. I understand my mood and feelings
	B18. I understand why I do what I do.
	B6. I can work out my problems.
	B7. I can do most things that I try.
	B9. There are many things that I do well.
Sense of Meaning and purpose:	B1. I have goals and plans for the future.
	B2. I plan to graduate from high school.
	B3. I plan to go to college or some other school after high school.

CHAPTER 4

DATA ANALYSIS

Introduction

The purpose of this study was to determine the relationship between resilience and the academic achievement of at-risk students in the Upward Bound Program in Georgia. The researcher used the *Healthy Kids Survey* to collect data on the resilience of the sample students. Also, the respondents (those that actually participated in the study) completed a section of the instrument created by the researcher on demographic information about their family, school, GPA, and SAT/ACT scores. All of the sample students chosen for this study were at-risk students due to their status as low-income and potential first-generation to attend college, high school seniors in the Upward Bound Program in both rural and urban communities in Georgia. There were 200 sample students chosen for this study and 91 chose to participate by completing the instrument (45.5% return rate). The results of this study yielded insight into the body of research on at-risk students in Georgia in the Upward Bound Program and offered educators a view of how resilience relates to students of poverty.

The researcher reported the results of the data analysis by answering the four research questions and the overarching question that guided the study. Also, the researcher provided an overview of the demographic information collected on the respondents which helped to clarify their at-risk status and characteristics that may have influenced their responses to the instrument items. Furthermore, all of the instrument's results were input into SPSS and the researcher completed descriptive statistical tests to analyze and summarize the data.

Research Questions

This study had one overarching question and four sub questions. To what extent was

resilience related to the academic performance of at-risk, high school seniors enrolled in the Upward Bound Program in Georgia? The four sub-questions were as follows:

1. To what extent were at-risk high school seniors enrolled in the Upward Bound Program resilient?
2. To what extent did at-risk high school seniors enrolled in the Upward Bound Program achieve academically?
3. To what extent was academic achievement related to resilience in at-risk high school seniors enrolled in the Upward Bound Program?
4. To what extent did resilience relate to the demographic characteristics of gender, type of family, race, and location of at-risk high school seniors enrolled in the Upward Bound Program?

Demographic Data

There were 91 respondents in this study and 92.3% (84) were African Americans of which 56 were female and 28 male (See Table 4.1). Therefore, African American females composed 61.53% of the total respondents in the study and African American males were 30.76% of the total. There were only four white students (one male and three females) who represented only .043% of the respondents, one Asian student (female), and two students labeled as other (one male and one female). Also, there were 61 female (67%) and 30 male (32.9%) respondents. Of the 91 respondents, 41 (45%) attended a school and an Upward Bound Program located in an urban area while 50 (54.9%) attended a school and an Upward Bound program in a rural area. Furthermore, 51.6% (47) of the respondents (20 urban and 27 rural) lived with only one parent or guardian and 41.7% (38) of the respondents lived with both parents (19 urban and 19 rural students) and only .065% (6) of the respondents lived with relatives, friends, or other.

Table 4.1 Demographics

Demographics of Respondents			
Rural Respondents:	Race	Male	Female
	African American	18	29
	White	1	2
	Asian	0	0
	Other	0	0
Urban Respondents:	African American	10	27
	White	0	1
	Asian	0	1
	Other	1	1

The researcher also summarized the family demographics in this study. Respondents living in one-parent households outnumbered respondents who lived in two-parent households in both rural and urban locations. There were 18.6% (17) female, rural respondents living in one-parent households which represented the highest (race, gender) demographic group in the study. This group was followed by 17.5% (16) male, urban respondents living in one-parent families. The majority of the rural students, that comprised 29.67% (27) of the respondents, lived with only one parent while 17 lived with two-parent families. The urban respondents were more balanced

in that 19 students lived with only one parent and 16 with both parents. All three white respondents lived in two-parent households as well as the Asian participant and one other participant who was bi-racial. This study showed that the demographic characteristics were very similar to other studies on at-risk students.

Scoring the Survey Instrument

There were a total of 33 items that ranged from items about the respondents' personal traits, friends, family, and school. The respondents' responses helped to compute an overall mean resilience score, which was the total of all 33 items divided by 33, and six mean sub scores on the factors of resilience in caring, high expectations, social competence, autonomy, sense of purpose, and meaningful participation. The scores ranged on a scale from one to four, with four being high and one being low. Each item choice was given a score value as follows: 1: Not true at all, 2: Pretty Much True, 3: A Little True, and 4: Very Much True. This scoring system was used for all responses except for item B22 which was the only item stated in a negative sentence. For item B22, the researcher reversed the scoring order. After scores were averaged, the respondents were classified as having high, low, or moderate assets in each of the sub groups and in their overall resilience score as follows:

- High = the respondents with average item responses above 3
- Moderate = the respondents with average item responses between 2 and 3
- Low = the respondents with average item responses below 2

Research Question 1

The first research question in this study was to determine the extent to which at-risk, high school seniors in the Upward Bound Program in Georgia were resilient. To answer this question,

the researcher analyzed data collected from the respondents' choices to *The Healthy Kids Survey*. All of the items on the instrument, excluding the demographic questions added by the researcher, were items on factors of resilience.

The results of this study showed that the at-risk, high school seniors in the Upward Bound Program in Georgia were highly resilient. The respondents had an overall mean resilience score of 3.5647, and the females had a slightly higher overall score of 3.6242 over the males who had an overall score of 3.4372. Furthermore, there was a higher standard deviation among the scores for the males of .48425 than the females of .29455.

The sub scores showed similar results. The females outscored the males in all six of the sub factors of resilience in caring, high expectations, meaningful participation, social competence, autonomy, and sense of purpose (see Table 4.2). The females scored significantly higher in the factors of caring (3.7139) and having high expectations (3.7806) compared to the males' score in caring of 3.4253 and in high expectations with a score of 3.5632. The females and males scored very high in having a sense of purpose; the females scored 3.9945 and the males scored a 3.8333. Furthermore, the females scored higher than their overall mean resilience score in all of the sub factors of resilience except for meaningful participation (3.2333) and in social competence (3.4117). The males scored lower than their overall mean resilience score in three sub factors in caring (3.4253), in meaningful participation (3.1264) and in social competence (3.2069).

The researcher also compared the scores of rural and urban respondents. The mean overall resilience scores for both groups were very similar; rural respondents' overall resilience score was 3.5538 and the urban respondents' overall resilience score was only slightly higher at 3.5772. The sub scores for both groups were very close as well. However, urban respondents scored slightly higher than rural respondents in three sub factors of caring, social competence,

and autonomy. Rural respondents slightly scored higher than urban respondents in meaningful participation, sense of purpose, and in high expectations (See Table 4.3).

In comparing data on type of household or family, mean overall resilience scores were analyzed on two-parent households and single-parent households. There were not enough respondents in other categories to make meaningful assessments. Respondents living in two-parent households scored slightly higher in overall resilience (3.5946) compared to single-parent households of (3.5232). Furthermore, respondents in two-parent households scored higher on all sub factor scores except meaningful participation. Respondents in two-parent households scored a perfect four (4) in sense of purpose and single-parent respondents scored a very high 3.8936.

In summarizing these findings, the researcher found that at-risk, high school seniors in the Upward Bound Program were very resilient. The group scored very high in items related to their goals to graduate and to go on to college (Table 4.5). The respondents also scored very high in having adults who believed in them, wanted them to do their best, were interested in their homework, and expected them to follow the rules. Also, they scored very high on having a sense of purpose and doing most things for themselves. The respondents scored well on items related to their ability to do many things well and understanding why; they scored high as well on understanding their feelings and mood. Most of these findings were consistent with the research and literature on resilient, at-risk students.

Table 4.*2*

Resilience: Overall Scores and Sub-scores

Sex		Caring	Expect	Particip.	Social	Autonomy	Purpose	Resilience
male	Mean	3.4253	3.5632	3.1264	3.2069	3.6667	3.8333	3.4372
	N	29	29	29	29	30	30	28
	Std. Deviation	.55917	.50280	.83767	.69308	.49130	.56562	.48425
female	Mean	3.7139	3.7806	3.2333	3.4117	3.6803	3.9945	3.6242
	N	60	60	60	61	61	61	60
	Std. Deviation	.42085	.23866	.82407	.51294	.39358	.04268	.29455
Total	Mean	3.6199	3.7097	3.1985	3.3457	3.6758	3.9414	3.5647
	N	89	89	89	90	91	91	88
	Std. Deviation	.48655	.35933	.82529	.58117	.42554	.33182	.37321

Table 4.3

Resilience: Rural and Urban Respondents

Type		Caring	Expect	Particip.	Social	Autonomy	Purpose	Resilience
Rural	Mean	3.5556	3.7326	3.2292	3.3333	3.6333	3.9800	3.5538
	N	48	48	48	49	50	50	47
	Std. Deviation	.53410	.26350	.80822	.52558	.35635	.10455	.30583
Urban	Mean	3.6951	3.6829	3.1626	3.3604	3.7276	3.8943	3.5772
	N	41	41	41	41	41	41	41
	Std. Deviation	.41817	.44846	.85350	.64778	.49687	.47981	.44168
Total	Mean	3.6199	3.7097	3.1985	3.3457	3.6758	3.9414	3.5647
	N	89	89	89	90	91	91	88
	Std. Deviation	.48655	.35933	.82529	.58117	.42554	.33182	.37321

Table 4.4

Resilience: Type of Family Household

Guardians		Caring	Expect	Particip.	Social	Autonomy	Purpose	Resilience
both parents	Mean	3.6623	3.7675	3.1842	3.3664	3.6842	4.0000	3.5946
	N	38	38	38	37	38	38	37
	Std. Deviation	.38455	.27547	.80426	.51378	.37124	.00000	.28304
one parent	Mean	3.5815	3.6519	3.1926	3.2955	3.6489	3.8936	3.5232
	N	45	45	45	47	47	47	45
	Std. Deviation	.58347	.42909	.88332	.61876	.48682	.45634	.44524

Table 4.5

Resilience: Item Scoring

Item	Mean	N
B1. I have goals and plans for the future.	3.923076923	91
B2. I plan to graduate from high school.	3.967032967	91
B3. I plan to go to college or some other school after High school.	3.934065934	91
B4. I know where to go for help with a problem.	3.615384615	91
B5. I try to work out problems by talking or writing about them.	3.022222222	90
B6. I can work out my problems.	3.461538462	91
B7. I can do most things if I try.	3.714285714	91
B8. I can work with someone who has different opinions than mine.	3.417582418	91
B9. There are many things that I do well.	3.604395604	91
B10. I feel bad when someone gets their feelings hurt.	3.274725275	91
B11. I try to understand what other people go through.	3.417582418	91
B12. When I need help, I find someone to talk with.	3.142857143	91
B13. I enjoy working together with other students my age.	3.461538462	91
B14. I stand up for myself without putting others down.	3.351648352	91
B15. I try to understand how other people feel and think.	3.406593407	91
B16. There is a purpose to my life.	3.879120879	91
B17. I understand my moods and feelings.	3.725274725	91
B18. I understand why I do what I do.	3.67032967	91
B19. who really cares about me.	3.736263736	91
B20. who talks with me about my problems.	3.538461538	91
B21. who helps me when I'm having a hard time.	3.648351648	91
B22, My friends get in a lot of trouble (reversed scoring)	3.505617978	89
B23. My friends try to do what is right.	3.516853933	89
B24. My friends do well in school.	3.606741573	89
B25. who expects me to follow the rules.	3.876404494	89
B26. who is interested in my school work.	3.719101124	89
B27. who believes that I will be a success.	3.865168539	89
B28. who talks with me about my problems.	3.505617978	89
B29. who always wants me to do my best.	3.887640449	89
B30. who listens to me when I have something to say.	3.595505618	89
B31. I do fun things or go fun places with my parents or other Adults	3.101123596	89
B32. I do things that make a difference.	3.292134831	89
B33. I help make decisions with my family.	3.202247191	89

Research Question 2

The second research question was to what extent do at-risk, high school seniors enrolled in the Upward Bound Program achieve academically. The researcher analyzed data from the instrument on the respondents' GPAs, SAT scores, and ACT scores to determine the extent that they achieved in academics. Inherent in their enrollment in the Upward Bound Program, the respondents were on the college preparatory track and were expected to go on to college. Therefore, respondents should have taken a rigorous curriculum.

The researcher summarized the overall mean scores for the respondents' GPAs, SATs (verbal and math scores only), and ACTs. The mean GPA score for the respondents was 3.11, and the female respondents' had an overall higher mean GPA of 3.178 over the males who had a mean overall GPA of 2.97. The GPAs ranged from a low of 1.8 to a high of 4.0. The mean overall GPAs for rural and urban students were almost equal; rural respondents' mean GPA was 3.118 and urban respondents' mean GPA was 3.100. The mean GPA for respondents in two-parent households was 3.21 and for the mean GPA for respondents in one-parent households were 3.04. According to the College Board for the graduating class of 2008 that took the SAT, the mean GPA was 3.31.

The mean average score for the SAT (math and verbal scores) for respondents was 967. Males scored a mean of 1005 while the females scored a 947. Also, urban students scored a mean SAT of 1026 while rural students scored only 921. The difference in SAT mean scores for urban and rural respondents was 47 points and the difference between the mean scores for males and females was 58 points. Respondents who lived in two-parent households had a mean SAT of 1028 which was higher than the mean SAT of respondents who lived in one-parent households (918.9).

The researcher noted that the findings were surprising. Females had higher GPAs than males. Also, mean SATs for Georgia was 976 and for the US the mean score was 1017. However, African American students in Georgia and in the US scored lower than the Upward Bound African American male respondents in this study. The researcher noted that African American males performed well on the SAT; however, there were only 31.8% (29) African American male respondents in this study.

The mean average score on the ACT for the respondents was 17.96; urban students scored an average of 18.33 and rural students scored slightly lower at 17.62. Females outscored the males only slightly with a score of 18.02 over the males' score of 17.84. Compared to the average ACT scores for Georgia (20.6) and for the US (21.1), Upward Bound Respondents scored lower. Respondents in this study scored higher than the national average for African American students in the US. (See the SAT/ACT Charts).

The researcher correlated the mean scores for GPA, ACT, and SAT. The results of the findings were quite interesting. The respondents' mean GPA was positively correlated with their mean ACT score; the relationship was $r = 367$ at the $P < .0l$ level which means that there is less than an unlikely chance that as the respondents GPA rises so does their ACT scores. Also, there was a relatively positive relationship between the respondents' ACT mean score and their SAT mean score; the relationship was $r = .283$ at the $P < .05$ level. However, there was not a significant relationship between the respondents' GPA and SAT means scores.

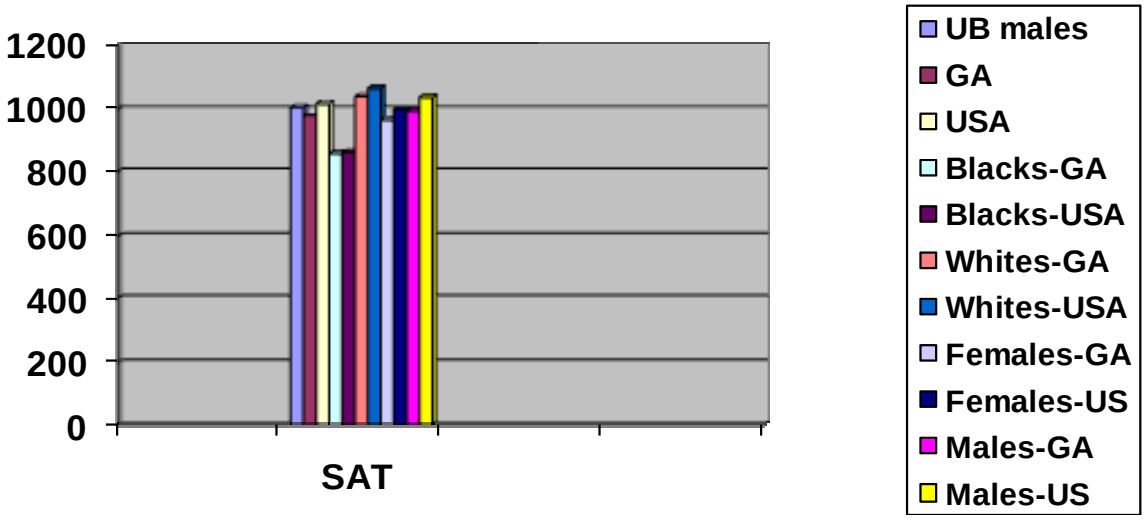
The summary of the results was very interesting. The respondents mean SAT (967) fell slightly below the mean SAT for Georgia (976) and for the US (1017). Yet, the males (30 primarily African American respondents) in the study had a mean SAT of 1005. The mean SAT score for the state of Georgia was 976 and the mean score for the US was 1017. The mean score

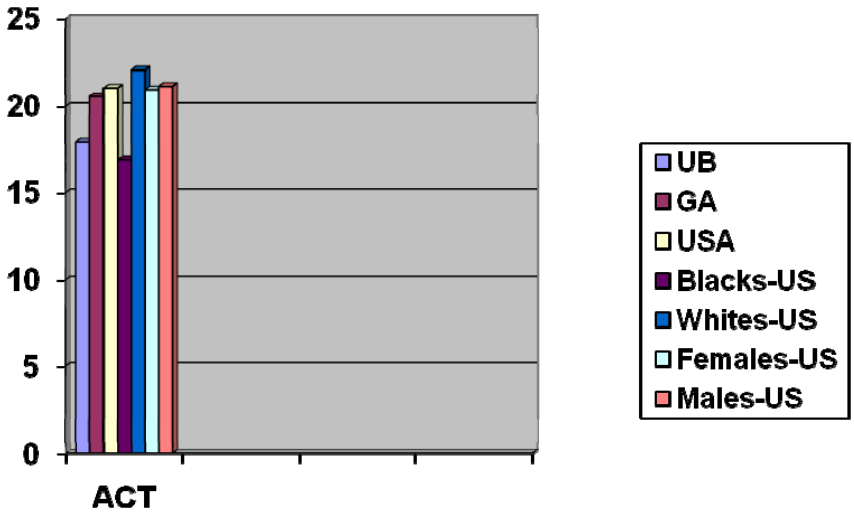
for males in GA was 995 and the mean score for females in GA was 961. African Americans in the US had a mean of 859. However, African American males in the study fell well below the mean scores for Caucasian students in GA (1040), Caucasian students in the US (1065), and males in the US (1037). The performance of African American males on the SAT was surprising, in that, there seemed to be fewer African American males on the college prep track in high school; the researcher noted that she has had to personally recruit African American males in 9th grade for the Upward Bound Program and put them on the college prep track. Furthermore, as found in this study, African American males tend to have lower GPAs than other students, but with academic support, they can perform very well.

The respondents' GPA was slightly higher than average (on a 4.0 scale) in that the overall mean score was 3.11 and the females (3.178) scored higher than the males (2.97). This would fall in a "B" letter grade range for scores on a 4.0 scale. Also, for comparison, the College Board noted that the mean GPA for the class of 2008 was 3.31 (this is only for those who took the SAT). Therefore, Upward Bound respondents in this study performed academically close to the national average for college bound seniors. Upward Bound respondents were found to be academically sound with a mean GPA of a "B" and their mean SAT scores compared close to the mean SATs for Georgia; however, they did not perform as well as other groups on the ACT.

Another interesting result was the correlation results for the respondents' mean GPA, ACT, and SAT scores. The research found that the respondents' GPA mean score was not related to their SAT, but their GPA mean score was related to their ACT mean score. This result suggests that at-risk students in the Upward Bound Program with high GPAs should be encouraged to take the ACT instead of the SAT. Also, the results indicate that there is a need for more research on the SAT and at-risk students.

SAT and ACT Comparison Charts





2007-2008 Georgia Sate Report Card Data Source: Georgia Department of Education 2008 at doe.k12.ga.us/; ACT data from www.act.org.

Research Question 3

The third question in this study was to what extent is academic achievement related to resilience in at-risk high school seniors enrolled in the Upward Bound Program. To answer this question the researcher correlated the respondents' mean GPA, ACT, and SAT scores with the respondents' overall mean resilience scores. The results were analyzed by using Pearson's r Correlation test.

The results of the correlation test showed that there was a positive relationship between respondents' academic achievement and their resilience. The relationship between the respondents' overall mean GPA score and their overall mean resilience score was $r = .313$ at $P < .01$ which is significant in that the score indicated a positive, fairly strong relationship between GPA and resilience. A perfect positive correlation of Pearson's r would have been r = 1. or -1. Also, there was a slight positive relationship of $r = .267$ at $P < .05$ level between the respondents' overall mean resilience score and their overall ACT mean score. There was a slightly negative relationship of $r = -.117$ between the respondents' overall mean resilience score and their overall mean SAT score (Table 4.6). One possible explanation for this finding is that Upward Bound participants exhibit achievement skills in day to day academic performance more than they exhibit aptitude, which is what the SAT measures; furthermore, as achievers they are more likely to tackle the SAT by answering every question, without exception, which is a part of their work ethic. However, their incorrect responses that are guesses will lower their overall score.

The researcher used the Pearson's r Correlation Test to determine the extent of the relationship between the respondents' overall mean GPA and six sub factors of resilience which included caring, high expectations, social competence, and sense of purpose, autonomy, and meaningful participation. The strongest positive relationship was between the respondents' GPA

and sense of purpose in life; the relationship result was r = .4 at P < .01. Also, the resilience factor of high expectations had a fairly high positive relationship to GPA in that r = .347 at P < .01.

Table 4.6

Academic Indicators and Resilience

		Resilience	GPA	SAT	ACT
Resilience	Pearson Correlation	1	.313(**)	-.117	.267
	Sig. (2-tailed)	.	.003	.344	.053
	N	88	86	68	53
GPA	Pearson Correlation	.313(**)	1	.164	.367(**)
	Sig. (2-tailed)	.003	.	.179	.005
	N	86	89	69	56
SAT	Pearson Correlation	-.117	.164	1	.283(*)
	Sig. (2-tailed)	.344	.179	.	.049
	N	68	69	71	49
ACT	Pearson Correlation	.267	.367(**)	.283(*)	1
	Sig. (2-tailed)	.053	.005	.049	.
	N	53	56	49	56

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Research Question 4

The fourth research question in this study was to what extent resilience relates to the demographic characteristics of gender, type of family, race, and location of high school for students enrolled in the Upward Bound Program. To answer this question, the researcher used the Pearson's r Correlation Test to determine the extent of the relationships among several demographic variables such as sex, race, location, and family type with resilience. This test is useful in comparing several variables at once.

The results of the test showed only one significant relationship among the demographic variables for the respondents in this study (See Table 4.7). There was a positive, significant relationship found between the sex of the respondents and resilience which was noted as $r = .235$ at $P < .05$ level. Other demographic variables such as family type, school location, and race proved to be of little significance to resilience and to each other for the respondents in this study. The researcher noted that the females in the study had a 3.6242 mean overall resilience score compared to the males who had a mean overall resilience score of 3.4372. Resilience scores for both sexes were assessed as high, according to the scoring scale for the *Healthy Kids Survey*; however, the females were significantly more resilient. Females composed 67 % of the respondents in this study.

In summary, the results were very promising in that resilience is significant to the sex of an individual more so than having two parents, living in a rural or urban area, or in race. More research is needed to determine why sex is important and in this study, females were more resilient than the males. There are many possible reasons that females were found to be more resilient such as their responsibilities in the home, the expectations of the parents for their daughters, and so forth. Also, females maintained a slightly higher GPA than the males and as

noted in question 3, resilience was found to be related to GPA. Perhaps, it is the sustaining power of resilience, as well as their strong sense of purpose and high expectations that helped the female respondents more in maintaining better grades.

Table 4.7

Demographics: Correlation of Demographic Data and Resilience

		Resilience	Guardians	Sex	Race	Type
Resilience	Pearson Correlation	1	.028	.235(*)	.028	.031
	Sig. (2-tailed)	.	.797	.028	.793	.771
	N	88	88	88	88	88
Guardians	Pearson Correlation	.028	1	-.160	-.092	-.011
	Sig. (2-tailed)	.797	.	.131	.387	.917
	N	88	91	91	91	91
Sex	Pearson Correlation	.235(*)	-.160	1	-.002	.118
	Sig. (2-tailed)	.028	.131	.	.986	.264
	N	88	91	91	91	91
Race	Pearson Correlation	.028	-.092	-.002	1	.178
	Sig. (2-tailed)	.793	.387	.986	.	.091
	N	88	91	91	91	91
Type	Pearson Correlation	.031	-.011	.118	.178	1
	Sig. (2-tailed)	.771	.917	.264	.091	.
	N	88	91	91	91	91

* Correlation is significant at the 0.05 level (2-tailed).

The Overarching Question

The overarching question of this study was to determine the extent resilience is related to the academic achievement of at-risk, high school seniors enrolled in the Upward Bound Program in Georgia. The researcher used responses to the four sub questions of this study to help to answer this question as well as demographic information about the respondents.

The results of the analysis that shaped the responses to the sub questions have shown that there were several significant, positive relationships between resilience and academic achievement. The most important and significant finding was the positive correlation between resilience and GPA which was $r = .313$ at $P < .01$. It meant that it was highly unlikely that resilience did not have a positive impact on GPA. Furthermore, there were six sub factors of resilience that were correlated to the respondents' mean GPA score as well, and the results showed that there were significant, positive relationships between resilience and the respondents' sense of purpose in life and their high expectations. The strongest positive relationship was between the respondents' GPA and sense of purpose in life; the relationship result was $r = .4$ at $P < .01$.

Also, the researcher computed mean scores for each item on the Healthy Kids Survey. The respondents scored very high (3.9 or higher) on the following items: plans for the future, plans to graduate from high school, and plans to go to college. Also, the respondents' scored high (3.8 or higher) on these items: sense of purpose, has someone who wants me to do my best and someone who believes that I will be successful, and has someone who wants me to follow the rules.

In summary, research on resilient, at-risk students has shown that these factors are very important in academic performance. Inherent in their enrollment in the Upward Bound Program,

the participants must explore their strengths, set goals for the future, and plan to go on to college which may have impacted their sense of purpose. However, parents or guardians are even more important because they helped the participants by believing in them, expecting them to follow the rules, and expecting them to do their best. Even in choosing to enroll in the Upward Bound Program, the parents must first agree to support the student's academic endeavors. The Upward Bound Program provides secondary support, encouragement, tutoring, and skills to prepare the students for the future. Therefore, participants are afforded two levels of support from adults in many areas that, as a secondary affect, build resilience. Seniors in the Upward Bound Program in this study were highly resilient and their resilience has significantly impacted their GPAs.

Also, there were no significant correlations for SATs and ACTs and resilience. There was a slight positive relationship of $r = .267$ at $P < .05$ level between the respondents' overall mean resilience score and their overall ACT mean score; however, only 58.2% (53) respondents' had an ACT score which were not enough for a measurement of significance. The mean average score on the ACT for the respondents was 17.96; urban students scored an average of 18.33 and rural students scored slightly lower at 17.62. Females outscored the males only slightly with a score of 18.02 over the males' score of 17.84. Compared to the average ACT scores for Georgia (20.6) and for the US (21.1), Upward Bound Respondents scored lower. Interestingly there was actually a slightly negative, insignificant relationship (-.117) between the mean resilience score and the mean SAT score for the respondents. More research is needed to further understand the relationship between resilience and SAT and ACT scores.

Summary

This study was designed to determine the extent that resilience is related to the academic performance of at-risk, high school seniors enrolled in the Upward Bound Program in Georgia.

There were four sub-questions in this study as follows: 1) To what extent are at-risk high school seniors enrolled in the Upward Bound Program resilient; 2) to what extent do at-risk high school seniors enrolled in the Upward Bound Program achieve academically; 3) to what extent is academic achievement related to resilience in at-risk high school seniors enrolled in the Upward Bound Program; and 4) to what extent does resilience relate to the demographic characteristics of gender, type of family, race, and location of at-risk high school seniors enrolled in the Upward Bound Program.

The researcher surveyed 91 high school, senior participants in the Upward Bound Program in the state of Georgia. The sample students were administered the *Healthy Kids Survey* on resilience, a 33-item instrument designed to measure overall resilience and six of its sub factors. Participants were considered to be at-risk due to their socio-economic status as low income. Also, the sample students were first-generation to attend college in their family. Inherent in their enrollment in the Upward Bound Program, the participants had been exposed to "special assistance and preparation" for at least two years. Therefore, underpinning this study was also a focus on the Upward Bound Program and its impact in building resilience in at-risk students. This study was important to both the TRIO community as well as public school educators in Georgia.

The researcher reported the findings as responses to the research questions that guided this study and by summarizing the demographic data obtained from the instrument. The researcher found that the participants in the Upward Bound Program were highly resilient in that they had a mean resilience score of 3.5647 and that female participants were slightly more resilient than males. Also, the females scored higher than the males in all six sub factors, and they especially scored higher in caring and in having high expectations. Urban and rural participants scored very

similar results in resilience; however, participants did vary in their sub factor scores, in that, rural participants scored slightly higher in meaningful participation, sense of purpose, and in high expectations.

The findings also revealed that the participants were doing slightly above average academically. Their GPA mean score was in the "B" range and their mean SAT (967) score was a little less than the mean score for Georgia (976) and 50 points less than the mean score for the US (1017). Male participants scored well on the SAT with a mean score of 1005. Males surpassed the mean score for Georgia and were only 12 points below the mean score for the US. These findings were surprising because African American males are usually among the lowest achievers in Georgia and in the US, which revealed that, the Upward Bound Program may have mitigated or offset the risks associated with poverty.

In addressing the findings associated with resilience and academics, there were several interesting results. Resilience was shown to be significantly related to the students' mean GPA score and to gender. Females had a higher GPA mean score and scored higher on resilience. They also scored higher on having high expectations and a sense of purpose. Overall, the respondents in this study stated (scored very high) that they had planned for the future, planned to graduate, and planned to go to college. They also stated (scored high) that they had parents or guardians who wanted them to follow the rules, believed that they would be successful, and wanted them to do their best. All of these attributes are important to academic success.

Urban and rural students had mixed results. Urban and rural students had similar GPA mean scores and similar resilience scores; however, urban students scored higher on the SAT (1026) than rural (921). The findings were quite interesting in that urban students in the Upward Bound Program outscored students in GA (976) and the US (1017) on the SAT. Perhaps, students who

live in urban areas have more resources, take more rigorous courses, and are afforded more opportunities to participate in cultural and educational activities. Also, urban respondents scored higher on the ACT (18.33) than rural respondents (17.62).

Other important findings were on respondents who lived in two-parent households. They scored slightly higher in all sub factors of resilience and were significantly higher in sense of purpose (perfect 4) over respondents in one-households who scored 3.8936. They outscored students who lived in one-parent households in GPA; two-parent respondents had a mean GPA of 3.21 compared to those in one-parent households who had a mean GPA of 3.04. Also, respondents who lived in two-parent household had a mean SAT of 1028 to respondents in one-parent households' mean SAT of only 918. Surprisingly, they also outscored the mean SAT for GA and for the US.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

One major problem in the United States is that students continue to drop out of formal education, despite the fact that millions of dollars are poured into public school systems from both the state and federal levels. Politicians and parents, as well as community leaders, have placed increasing pressure on educators to find ways to improve schools and help students to become more successful. Also, there are and have been many programs designed to save students labeled as "at-risk," and some of them have been successful in keeping students in school.

Researchers have found that many students labeled as "at-risk" have been quite successful in school. Nationally, programs and interventions such as Gear Up, Communities in Schools, and the Upward Bound Program have been found to be intervention programs; yet, it has been difficult to account for the specific factors attributable to the students' success. One factor that has been linked to student success in school is resilience. Programs, such as the Upward Bound Program, seek to provide at-risk students with the skills, knowledge, and motivation to be competent in school and continue formal education beyond high school. The Upward Bound Program provides services, such as academic and career advisement, tutoring, mentoring, cultural tours, and college tours, with a focus on building relationships between caring adults and the students who have been labeled at-risk. These services and the environment of the Upward Bound Program appear to foster resilience by moderating the effects of at-risk factors.

However, the literature is limited as to empirical evidence of the relationship of resilience and students who receive interventions associated with protective factors, such as caring relationships, high expectations, meaningful participation, social competence, autonomy and sense of self, and sense of meaning and purpose. The literature is also limited on the relationship

of resilience and academic achievement of at-risk students, which is critical to their remaining in school, and even more critical to their continued enrollment in formal education. The researcher sought to determine the relationship of resilience and academic achievement of at-risk students by selecting respondents who had received focused interventions through the Upward Bound Program for at least two years.

The purpose of this study was to determine the relationship between resilience and academic achievement of at-risk students in Georgia. The researcher was guided by four sub questions, which were 1) To what extent are at-risk high school seniors enrolled in the Upward Bound Program resilient; 2) to what extent do at-risk high school seniors enrolled in the Upward Bound Program achieve academically; 3) to what extent is academic achievement related to resilience in at-risk high school seniors enrolled in the Upward Bound Program; and 4) to what extent does resilience relate to the demographic characteristics of gender, type of family, race, and location of at-risk high school seniors enrolled in the Upward Bound Program.

The researcher chose to use a quantitative design to collect data to answer the research questions. Sample students selected for the study were 200 high school seniors enrolled in the Upward Bound Program in Georgia for at least two years. To enroll in the Upward Bound Program, students must be at-risk due to poverty or low income and be potential, first-generation to go to college in their family. The researcher used the *Healthy Kids Survey* (Module B) produced by WestEd as the instrument to measure the respondents' resilience. Academic achievement was measured by self-reported grade point average (GPA), scholastic Aptitude Test scores in math and verbal sections, and the American College Test (ACT) scores. There were 91 respondents that returned the instrument, which yielded a 45.5% return rate.

The demographic data on the respondents were summarized from data collected on the

instrument from questions that were added by the researcher. Of the 91 respondents, 92.3 % were African American (84), 4.4 % (4) were Caucasian, and 1.1% (1) were Asian, and 2.2% (2) were bi-racial. There were 61 (67%) females and there 30 (33%) males. There were 47 (51.7%) respondents who lived with only one parent and 38 (41.8%) who lived with two or both parents. Also, there were four (4.4%) respondents who lived with friends and two respondents lived in other households. Lastly, 50 (54.9%) respondents lived in a rural area of less than 50,000 people, as defined by the US Census and 41 (45.1%) lived in an urban area.

Findings

The findings in the study were summarized in Chapter four (4) as responses to the research questions which guided the study. The overarching purpose of the study was to determine the relationship between resilience and the academic achievement of at-risk, high school seniors enrolled in the Upward Bound Program in Georgia. Academic achievement was measured by self-reported grade point average (GPA), Scholastic Aptitude Test (SAT) scores, and the American College Test (ACT) scores.

The major finding of the study was that at-risk students in the Upward Bound Program were highly resilient, and that resilience was related to the at-risk students' GPAs. Another major finding was that at-risk females were more resilient than at-risk males. Females were more resilient than the males in all six of the sub factor areas, where caring relationships, high expectations, meaning participation, social competence, sense of purpose, and sense of autonomy and self.

An analysis of the demographic variables including type of household and location, revealed three additional major findings. Urban respondents were only slightly more resilient than rural respondents, and respondents who lived with both parents were only slightly more resilient than

those who lived with only one parent. The sub factor areas that scored highest for all females, males, urban, and rural were having a sense of purpose, autonomy, and having high expectations. The sub factor area that received the lowest resilience scores for all respondents was meaningful participation.

Overall, there were seven major findings in the study.

- Seniors in the Upward Bound Program, who have received services for at least two years, were highly resilient. In other words they formed caring relationships, had high expectations, were socially competent, had meaningful participation, were autonomous and possessed a sense of self, and had a sense of purpose.
- Resilience is related to the at-risk students' GPAs. The majority of the respondents were students of poverty who had GPAs in the "B" average or higher range.
- At-risk females enrolled in the Upward Bound Program were more resilient and had higher GPAs than at-risk males in the study. At-risk females outscored the males in all six of the sub factor areas of resilience. However, at-risk males in the study, outscored the females on the SAT, and they outscored the mean score on the SAT for the state of Georgia. The males scored only 12 points below the national SAT average.
- At-risk students in two-parent households had higher GPAs, SAT scores, and ACT scores than at-risk students in one-parent households. Resilience scores for those in two-parent households and those in one-parent households were almost equal; however, those in two-parent households scored significantly higher on the sub factor of sense of purpose.
- At-risk students who lived in urban areas outscored at-risk rural students in SAT and ACT scores; however, their GPA and resilience scores were almost equal to rural students' GPA and resilience scores.

- At-risk students who lived in urban areas were slightly more resilient than at-risk students in rural areas. At-risk urban students outscored rural students in three sub factor areas of caring relationships, social competence, and autonomy.
- At-risk students enrolled in intervention programs focused on building relationships and providing services to overcome risk factors exhibit resilience, especially in the areas of high expectations, autonomy, and sense of purpose.

Discussion of the Findings

The study focused on the overarching question of the relationship between resilience and the academic performance of at-risk, high school seniors enrolled in the Upward Bound Program in Georgia. Several of the findings in this study were similar to and supported by the literature. However, there were several findings that diverged from the literature and emerged as gaps.

A major finding in the study was that at-risk seniors enrolled in the Upward Bound Program in Georgia were highly resilient. The students scored high in every sub factor category in Caring; high expectations; meaningful participation; social competence; autonomy; and sense of purpose. Their highest sub factors areas were in high expectations and sense of purpose. All of these sub factors of resilience were well documented in the literature (Reis, Colbert, and Hebert, 2005; Benard, 1993)

As participants in the Upward Bound Program, students are expected to maintain at least a "B" average or higher, graduate from high school, and enroll in and complete a post secondary education. All of the services, programs, and experiences provided by the Upward Bound Program promote these goals; therefore, inherent in the program, the staff has high expectations for the students and provides them with the motivation and skills needed to succeed and persist in college. Accordingly, students develop a sense of purpose and have high expectations for

themselves and these factors are related to resilience.

The Upward Bound Program also offers many other opportunities for students. The students have opportunities for meaningful participation in field trips, college tours, academic classes, and in the summer program. The students operate in diverse social environments as they interact in summer camp with other high school students and college students and professors from diverse backgrounds. Also, they travel to other cities to museums, ballets, and plays. All of these services are provided by a caring and knowledgeable staff.

Another major finding was that resilience is related to the at-risk students' GPAs. The researcher found that there was a positive relationship between resilience and GPA. There is much in the literature on resilience that suggest that caring relationships especially between teachers and students and between students and their peers are related to resilience and are related to school performance (Testerman, 1996; Glasser, 1993). The caring environment in the Upward Bound Program fosters strong relationships between the staff and the students and among the students in the program. Student participants in the program share a close bond and through this bond, they motivate and support each other. Also, they know that the staff wants them do well in school and go on the college as evident by the respondents top sub factor scores in having high expectations and sense of purpose. This finding helped to fill a gap in the literature because there has been little research on resilience and academic performance for at-risk students in Georgia.

Also, in reviewing the definition of resilience, the researcher noted that there is an element of persistence such as in one definition of resilience stated that resilient children view problems and challenges as obstacles that can be worked on, changed, and resolved; resilient children are active in problem solving. Therefore, successful at-risk students maintain good grades overall

due to the fact that they persist even when they make a low test score; they view the score as a minor setback and they try harder on the next test to do better. It is the positive view of life that comes from resilience that keeps at-risk students motivated in school.

At-risk females were found to be more resilient than the at-risk males was another major finding in the study. This finding was not apparent in the literature; however, several researchers (Ogbu, 2004; Whiting, 2006; Ferguson, 2001) noted that African American males have many difficulties in schools. African American males have more disciplinary problems and academic problems; they become less engaged in school as they grow older, and they tend to devalue school. This may explain why males' overall GPA scores were lower, and yet their SAT scores were somewhat higher. African American males, despite their aptitude for learning, have not found formal school settings conducive to their full engagement, leading to less success in actual school performance (GPA).

The researcher found that the at-risk males (African American) scored very well on the SAT, which is an aptitude test. Yet, there was no significant relationship between their SAT and their GPAs. This finding was very interesting in that in the day-to-day academic performance, at-risk males did not perform as well as the at-risk females, but they have much ability to do well if school personnel can find a way to motivate them to do so. One possible reason that African American males may not be performing at school is due to few role models in the school environment, especially in elementary schools and schools in rural areas. There are few male teachers of any race in primary and elementary schools, and there are even less African American males. Many males, including African American males, at the high school level are primarily coaches, administrators, or work in in-school suspension and alternative schools. The

majority of the classroom teachers in public schools are white females who may have little in common with African American males.

Also, African American males receive harsher discipline and are referred to special education more often than any other sub group of students (Whiting, 2004). Overtime, many of them begin to devalue school (Ogbu, 2004) and as result may decide to drop out. Such factors help to create a hostile environment for African American males, but programs such as the Upward Bound Program, help to moderate the effects of such climates and foster resilience in at-risk African American males. The African American males in the study proved that they have the aptitude to do well as evidenced by their SAT scores.

Another major finding suggested that students who lived with both parents were slightly more resilient than those who lived in one parent households. Students who lived in two-parent households scored higher in every sub factor area of resilience except in meaningful participation, and they scored a perfect four (4) in the sub factor area of sense of purpose. They outscored those living in one-parent households in GPA, SAT, and in SATs as well. One possible reason for noted by Ram and Hou (2003) was that lone parents make fewer demands, work longer hours, talk less to their children, and provide fewer resources which can negatively impact their children's' academic performance. It is important for children to live in two-parent homes, as it relates to their academic success.

However, there are many at-risk students who live with one parent like many of the respondents in this study, but this situation does not have to mean that children living with only one parent are doomed. Students need caring adults and parental involvement even if it is form only one parent. Also, other caring adults like neighbors, grandparents, and other relatives can help fill in the gap for students with only one parent. Also, there are other factors that can help

moderate the negative effects on living in a one-parent household such as meaning participation in summer programs, community service, and programs like Upward Bound. Furthermore, schools can be great environments for fostering resilience (Benard, 2004). Caring teachers with high expectations for the students can have a positive effect on school performance (Benard).

One major finding cited that urban students were slightly more resilient than rural students. Actually, the one study in the literature noted that urban students often face harsh adversities that protective factors such as caring adults were not very helpful in moderating the psycho-social harm that the students faced. Yet, in this study, urban students were slightly more resilient than rural respondents and they outperformed the rural at-risk students in three sub factor areas of caring relationships, social competence, and in autonomy.

The urban at-risk students outperformed the rural students in SAT and ACT scores even though their mean resilience score and mean GPA were almost equal to the rural students. Urban students have more opportunities to interact in diverse environments in the city and they have more access to places like museums, plays, aquariums, and concerts. Furthermore, the urban at-risk students may be exposed to many different types of people, and they have to learn how to navigate through environments and neighborhoods that present more risks. Students raised in urban environments must be "street smart" and must be aware of dangers and opportunities that exist more than rural students. This finding definitely indicates the need for more understanding between what resilience means to rural and urban students.

Lastly, another major finding was that at-risk participants in intervention programs like the Upward Bound Program build resilience through caring relationships, high expectations, and sense of purpose. The students in the Upward Bound Program scored very high on resilience.

The Upward Bound Program builds strong, lasting relationships with respondents over the three to four years that students participate in the program. The staff meets at least four (4) times a month with participants either at their high schools or at the host university or college. In addition, the students stay in the dormitory on campus for six weeks during the summer. Over time, the Upward Bound staff and the students form strong relationships that often last for a life time. The students never forget their Upward Bound counselors and experiences. Also, they form strong bonds with each other and create support networks as all of the students move toward graduating from high school, enrolling in college, and finally in completing college.

There are many other services that Upward Bound offers to participants such as academic tutoring, participation in cultural and educational field trips, college tours, Upward Bound Olympics, leadership camps, banquets, and workshops. The participants look forward to these activities and they enjoy the social aspects of the program. Upward Bound students have high expectations and they are highly motivated to do well. All of the sub factors of resilience such as caring relationships, meaning participation, social competence, autonomy and sense of self, and sense of purpose are found in the services and experiences in the Upward Bound Program, which helps to explain why such intervention programs keep students in school.

Conclusions

The researcher's conclusions for this study are stated below:

- At-risk students enrolled in dropout prevention programs, such as the Upward Bound Program, exhibit resilience, which was found to be related to the students' performance in school.

- African American students of poverty can develop resilience to overcome risk factors associated with dropping out of school.

- At-risk students benefit from opportunities to participate in programs like the Upward Bound, which focus on building resilience through a caring, educational environment.
- Developing a strong sense of purpose is one of the most powerful internal, protective factors linked to resilience.
- Supportive adults (parents, teachers, counselors, etc.) are key elements in helping at-risk students to succeed academically.

Implications of the Findings

The implications in this study can be very useful to educators and educational leaders in the state of Georgia, Trio Personnel who work in other programs for at-risk students, at-risk students and their parents, and potentially all students. The findings in this study can serve as a basis for strengthening parental involvement, increasing support from adult mentors, and helping students to clarify their goals which would give them a sense of purpose. Furthermore, educational leaders can use the findings to provide an impetus for creating a warm supportive school climate that promotes positive teacher-student relationships. Also, educational leaders can provide meaningful opportunities and activities for at-risk students to build their self-confidence, self efficacy, and sense of purpose. Lastly, this study should provide a basis for promoting resilience in all students, especially at-risk students due to poverty.

Some implications in this study can lead to further research in helping at-risk students. Additional research is needed to understand or to determine the extent of the relationship between SAT scores and GPAs for minority students, and more research is needed to explain the relationship between resilience and gender (sex). Furthermore, more research is needed to understand the relationship between resilience and sense of purpose and high expectations

among students in poverty. Finally, the study certainly has implications for more resilience studies on students in Georgia and in the United States.

Other implications of the study were as follows:

- Educators and educational leaders should seek to create warm, supportive school climates and opportunities for all students to achieve especially African American males who have capacity to achieve on standardized tests and yet fail to excel in school performance.

- Educational agencies and school districts should offer parenting workshops to help parents of at-risk students, especially single parents, learn how to show their support, ask about homework, and show an interest in the student's school life.

- Educational agencies and school districts should sponsor programs and workshops for grandparents and other adults to show them how to step in and show support for youths in their neighborhoods to help low-income parents who must work long hours.

- African American males need more opportunities in educational settings and at home to develop resilience.

- Educators and TRIO personnel need additional training in teaching and in helping at-risk students to achieve academically based on resilience factors.

Dissemination of the Findings

The findings in this study will be shared with the local area school districts, local area colleges of education, the Georgia Department of Education, the TRIO community and the state and regional organizations for TRIO personnel, and with the Upward Bound Programs that participated in this study. Furthermore, the researcher plans to publish articles in major education journals and to conduct further research on the gaps discovered in the current literature that were

unveiled by the findings.

Recommendations

Throughout the state of Georgia and in the US, educators are under pressure to find ways to successfully educate all students, and at-risk students are so numerous and diverse that it is very difficult to find one special program to handle all of their problems. On the national level, educational and political leaders are articulating the problem by describing it as a risk to the country's national security, and they are demanding higher results for all students.

It is in this arena that this study and similar ones on resilience indicate much promise. Many of the aspects of resilience are not costly in financial terms. Factors such as caring, support, meaningful participation, social competence, and sense of purpose can be given freely by adults in any environment in which children operate such as school, community, home, and among their peers. Such factors have been shown, as in this study, to promote resilience in at-risk students which can positively impact their education. Findings in this study have led the researcher to the following recommendations:

- More research is needed on at-risk students' college admissions requirements, especially on academic support for students who are required to take the SAT and/or ACT.
- A longitudinal study is needed on the impact of resilience on the academic performance of at-risk students in the Upward Bound Program. Also, church attendance should be added as a demographic variable on the survey instrument.
- A resilience study on the relationship between resilience and the type of institution (public or private institution) that the Upward Bound students attend.
- Colleges of education should offer courses for pre-service teachers on educating at-risk

students based on resilience research.

- This study can only be generalized to Upward Bound Programs and participants in Georgia. More research is needed to expand the study to more at-risk students in Georgia and in the US.

- Upward Bound participants with high GPAs should be encouraged to take the ACT as their college entrance exam.

- Supportive parents and adults are key elements in building resilience in at-risk students; therefore, educators and school leaders should include them in every step of their children's education as much as possible.

- School leaders should assess the resilience of all students in the school system and use the data to help create meaningful educational and cultural programs for students.

- More research is needed to determine the relationship between SAT scores and GPAs for at-risk, minority students.

- More research is indicated to determine the relationship between resilience and gender (sex).

- A qualitative study is indicated to further understand the relationship between resilience and academic achievement of at-risk students.

References

Alfassi, M. (2003). Promoting the will and skill of students at academic risk: An evaluation of an instructional design geared to foster achievement, self-efficacy and motivation. *Journal of instructional psychology*, 30 (1).

Baca, L., & Cervantes, H. (1998). The bilingual special education interface (3rd ed.). Upper Saddle River, NJ: Merrill.

Balz, F. & Esten, E. R. (1998). Fulfilling private dreams, serving public priorities: An analysis of TRIO students' success at independent colleges and universities. *The Journal of Negro Education,* 67 (4), 373-380.

Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1-45). Cambridge University Press.

Battle, J. (2002). Longitudinal analysis of academic achievement among a nationwide sample of Hispanic students in one-versus dual-parent households. *Hispanic Journal of Behavioral Sciences*, 24.

Bellin, M. & Kovacs, P. (2006). Fostering resilience in siblings of youths with a chronic health condition: A review of the literature. *Health and social work*, 31 (3).

Benard, B. (1991). *Fostering resiliency in kids: Protective factors in the Family, school, and community.* Portland, OR: Western Center for Drug-Free Schools and Communities.

Benard, B. (1993). *Turning the Corner from Risk to Resiliency*. Western Center for Drug-Free Schools and Communities.

Benard, B. (2004). Resiliency: *What we have learned*. San Francisco: WestEd.

Benson, P. (1990). *The troubled journey: A portrait of 6th-12th grade youth*. Minneapolis, MN: Lutheran Brotherhood.

Berry, H., Shillington, A. M., Peak, T, & Hohman, M. M. (2000). Multi-ethnic comparison of risk and protective factors for adolescent pregnancy. *Child and Adolescent Social Work Journal*, 17, 79-96.

Bradley, R. & Corwyn, R. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53.

Brentro, L. & Longhurst, J. (2005). The resilient brain. *Reclaiming children and youth*, 14 (2).

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge: Harvard University Press.

Browne, C. & Rife, J. (1991). Social, personality, and gender differences in at-risk and not-at-risk sixth grade students. *Journal of Early Adolescence*, 11, 482-495.

Burkheimer, G., Riccobono, J., & Wisenbaker, J. (1979). *Evaluation of the Upward bound program: A second follow-up.* Durham, NC: Research Triangle Institute Center for Educational Research and Evaluation. (ERIC Document Reproduction Service No. ED 186 574)

Butler, S. (1999). The folly of an education spending race. *Heritage foundation, executive memorandum*, 1258. February 24, 1999.

Bybee, Roger. (1969). Upward Bound students in college earth science. *Science Teacher*, 36 (Nov.), 40-42.

Calahan, M. & Curtin, T. (2004). A profile of the upward bound program: 2000-2001.Washington, D.C.: US Department of Education, office of post secondary

education.

Caldwell, G. & Ginther, D. (1996). Differences in learning styles of low socioeconomic status for low and high achievers. *Education*, 117, 141-148.

Catterall, J. (1998). Risk and resilience in student transitions to high school. *American Journal of Education*, 106, 302-333.

Chesney-Lind, M. (1999). Challenging girls' invisibility in juvenile court. Annals, AAPSS, 564, 185-202.

Civita, M. (2000). Promoting resilience: A vision of care. *Reclaiming children and youth*, (2), p. 76-78.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. London: Routledge Falmer.

Collier, C. (1998). Developing instructional plans and curriculum for bilingual special education students. In L. M. Baca & H. T. Cervantes (Eds.), *The bilingual special education interface* (3rd ed., pp. 214-263). Upper Saddle River, NJ: Merrill.

Communities in Schools. (2008). Http://www.cisnet.org. Retrieved October 11, 2008.

Compas, B. (1987). Coping with stress in childhood and adolescence. *Psychology. Bulletin*, 101. p. 393-403.

Connell, J., Spencer, M. & Aber, J. (1994). Educational risk and resilience in African American youth: Context, self, action, and outcomes in school. *Child Development*, 65.

Constantine, N., Benard, B., & Diaz, M. (1999). *Measuring Protective Factors and Resilience Traits in Youth: The Healthy Kids Resilience Assessment*. Paper presented at the Seventh Annual Meeting of the Society of Prevention Research. New Orleans, LA.

Dohrn, B. (2004). All Ellas: Girls locked up. *Feminist Studies*, 30.

Dunn, K. (2004). Enhancing mathematics teaching for at-risk students: Influences of a teaching experience in alternative high school. *Journal of Instructional Psychology*, 31 (1), 46-52.

Economic Opportunity Act of 1964, S. Rep. No 1458 (1964). *United States Code Congressional and Administrative News,* 88th Cong., 2d Sess. (1964): 2900–89.

Edmonds, R. (1981). "Making Public Schools Effective." *Social Policy,* September/October, p.58.

Exum, H. &Young, E. (1981). A longitudinal assessment of academic development in an Upward Bound summer program. *Community/Junior College Research Quarterly*, 5 (4) 339-350.

Ferguson, R. (2001). Analysis of black-white GPA disparities in Shaker Heights, Ohio. New York: Brookings Institute Papers on Educational Policy.

Finn, J. & Rock, D. (1997). Academic success among students at-risk for school failure. *Journal of Applied Psychology*, 82, 221-234.

Fonagy, P., Steele, M., Steele, H., Higgitt, A., & Target, M. (1994). The Emanuel Miller memorial lecture 1992: The theory and practice of resilience. *The journal of child psychology and psychiatry*, 35 (2).

Ford, D. (1996). *Revising underachievement by gifted, black students: Promising practices and programs*. New York: Teachers College Press.

Fradd, S. & Correa, V. (1989). Hispanic students at-risk: Do we abdicate or advocate? *Exceptional Children*, 56 (2).

Frymier, J. (1992). Children who hurt, children who fail. *Phi Delta Kappan*, 74. 257-259.

Gall, M., Borg, W., & Gall, J. (2007). *Educational research: An introduction*.

White Plains, NY: Longman Publishers, USA.

Garmezy, N. (1983). Stressors of childhood. In Garmezy, N., and Rutter, M. (eds.), *Stress, Coping and Development in Children*. McGraw-Hill, New York.

Garmezy, N. (1993). Children in poverty: Resiliency despite risk. *Psychiatry* 56, 127-36.

Garmezy, N. (1996). Reflections and commentary on risk, resilience, and development. *Stress, Risk and Resilience in Children and Adolescents: Processes, Mechanisms, and Intervention* (eds R.J. Haggerty, L.R. Sherrod, N. Garmezy & M. Rutter). Cambridge University Press, Cambridge.

Gibson, D. & Jefferson, R. (2006). The effect of perceived parental involvement and the use of growth-fostering relationships on self-concept in adolescents participating in Gear Up. *Adolescence*, 41 (161).

Gillock, K. & Reyes, O. (1999). Stress, support, and academic performance of urban, low-income, Mexican-American adolescents. *Journal of Youth and Adolescence*, 28 (2).

Glasser, W. (1993). *The Quality School Teacher*. New York: Harper Collins.

Gonzales, V., Brusca-Vega, R., & Yawkey, T. (1997). *Assessment and instruction of culturally and linguistically diverse students with or at-risk of learning problems: From research to practice.* Needham Heights, MA: Allyn & Bacon.

Grantham, T. (2004). Rocky Jones: Case study of a high achieving black male's motivation to participate in gifted classes. *Roeper Review*, 26 (4).

Grotberg, E. (2003). *Gaining strength from adversity*. Westport: Praeger.

Gutman, L., Sameroff, A., & Eccles, J. (2002). The academic achievement of African American students during early adolescence: An examination of multiple risks,

promotive, and protective factors. American journal of community psychology, 30 (3).

Guttmacher Institute, *U.S. Teenage Pregnancy Statistics: National and State Trends and Trends by Race and Ethnicity*, http://www.guttmacher.org/pubs/2006/09/. Accessed Sept. 14, 2008.

Harter, S. (1990). The perceived competence scale for children. *Child Development*. 53: 87-97.

Hassinger, M. & Plourde, L. (2005). Beating the odds: How bi-lingual Hispanic youth work through adversity to become high achieving students. *Education,* 126 (2).

Hawkins, R., Royster, D., & Braddock, J. II. (1992). *Athletic investment and academic resilience in African American males and females in middle grades.* Cleveland State University., OH: Urban Child Research Center. ERIC Document Reproduction Service No. ED 361 450.

Henderson, Edwin H. (1968). The upward bound student and his contemporary attending Colorado state college. Doctoral dissertation, Colorado State College, 1968). *Dissertation Abstracts International*, 30 (2-A), 583-584A.

Hewett, S., & Rodgers, W. (2003). The Citadel GEAR-UP Program and Learner-Centered Education: Together, a Framework for Student Success. *Education,* 124 (1).

Hock, M., Pulvers K., Deshler D., and Schumaker, J. (2001). The effects of an afterschool tutoring program on the academic performance of at-risk students and students with LD. *Remedial and Special Education*, 22.

James, W. (1986). Upward bound: Portrait of a poverty program. *SAEOPP Journal*, Fall

1986.

Jarrett, R. (1995). Growing up poor: the family experiences of socially mobile youth in low-income African American neighborhoods. *Journal of Adolescent Research*, 10.

Kemp, J. (2000). John Dewey never said it would be easy: Designing education in the 21st century. *Technos: Quarterly for education and technology*, 9 (3).

Kirby, L., & Fraser, M. (1997). Risk and resilience in childhood. In M. W. Fraser (Ed.), *Risk and resilience in childhood*: An ecological perspective (pp. 10-33). Washington, DC: NASW Press.

Kitano, M. & Lewis, R. (2005). Resilience and coping: Implications for gifted children and youth at-risk. *Roeper Review,* 27.

Lange, C. (1998). "Characteristics of alternative schools and programs serving at-risk students." *The High School Journal*, 81(4), 183-198.

Lange, C. & Lehr, C. (1999). Research Study: At-Risk Students Attending Second Chance Programs: Measuring Performance in Desired Outcome Domains. *Journal of Education for Students Placed at-risk, 4*(2), 173-192.

Lerner, R. & Benson, P. (Eds.). (2003). *Development assets and asset-building communities: Implications for research, policy, and practice.* New York: Kluwer Academic/Plenum.

Levin, B. (2007). Poverty and the achievement gap. *Phi Delta Kappan*, 89 (1).

Lewis, R. (1999). A write way: Fostering resiliency during transitions. *Journal of* Humanistic Counseling, Education, & Development, 37, 4, 200-212.

Lips, D. (2008). A nation still at-risk: The case for federalism and school choice. *Backgrounder*, No. 2125.

Little, M., Axford, N., & Morpheth, L. (2003). *Research review: Risk and protection in the context of services for children in need*. Warren House Press: Dartington.

Lugg, C. & Boyd, W. (1993). Leadership for collaboration: Reducing risk and fostering resilience. *Phi Delta Kappan*, 75 (3), p. 253-260.

Martin, A. (2002). Motivation and academic resilience: Developing a model for student enhancement. *Australian journal of education*, 46 (1).

Martin, A & Marsh, H. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in schools*, 43 (3).

Masten, A. (1994). Resilience in individual development: Successful adaptation despite risk and adversity. In M. Wang & E. Gordon's (Eds.). *Educational resilience in inner-city America.* (p. 3-26). Mahwah, NJ: Lawrence Earlbaum.

Maton, K., Hrabowski, F. & Greif, G. (1998). Preparing the way: A qualitative study of high-achieving African-American males and the role of the family. *American Journal of Community Psychology*, *26* (4), 639-669.

McElroy, E. & Armesto, M. (1998). TRIO and Upward Bound: History, programs, and Issues - past, present, and future. *The Journal of Negro Education*, 67(4), 373-380.

McMillan, J. & Reed, D. (1994). At-risk students and resiliency: Factors contributing to academic success. *Clearing House*, 67(3).

Miller, C., Fitch, R., & Marshall, J. (2003). Locus of control and at-risk youth: A comparison of regular education high school students and students in alternative schools. *Education*, 123 (3).

Murray, C., & Greenberg, M. (2000). Children's relationship with teachers and bonds with school: An investigation of patterns and correlates in middle childhood. *Journal*

of School Psychology, 38.

Murray, C. & Naranjo, J. (2008). Poor, black, learning disabled, and graduating: And investigation of factors and processes associated with school completion among high risk urban youth. *Remedial and special education*, 29 (3).

Myers, D., and A. Schirm. 1997. *The Short-Term Impact of Upward Bound: An Interim Report*. Washington, DC: U.S. Department of Education, Planning, and Evaluation Service.

Myers, D. & Schirm, A. (1999). *The impact of upward bound: Final report of phase I of the national evaluation.* Washington, DC: Mathematica Policy Research, Inc. and the US Department of Education.

Nation Center for Education Statistics. (2005). The nation's report card: Trial urban district assessment, 2005 mathematics report card. Retrieved June 26, 2006, from http://nces.ed.gov/pubsearch/pubsinfo. asp.

National Center for Educational Statistics. (2008). The condition of education 2008. Retrieved October 11, 2008, from http://nces.ed.gov/programs/coe/press/index.asp.

National Center for Educational Statistics. (2008). Highlights from PISA 2006: Performance of US 15-year-old students in science and mathematics literacy in an international context. NCES 2008-016. Washington D.C.: U.S. Department of Education.

Niebuhr, K. & Niebuhr, R. (1999). An Empirical Study of Student Relationships and Academic Achievement. *Education*, 119 (4).

Newman, B, Myers, M., Newman, P., Lohman, B., & Smith.V. (2000). The transition to high school for academically promising, urban, low-income African American youth. *Adolescence*, 35 (137).

Novick, R. (1998). The Comfort Corner. *Childhood Education*, 74 (4), Summer.

Ogbu, J. (2004). Collective identity and the burden of "acting white" in black history, community, and education. *The Urban Review*, 36(1), 1-35.

Osofsky, J. & Thompson, M. (2000). Adaptive and maladaptive parenting: Perspectives on risk and protective factors. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (2nd ed., pp. 54-75). New York: Cambridge University Press.

Padron, Y., Waxman, H., & Huang, S. (1999). Classroom behavior and learning environment difference between resilient and non-resilient elementary school students. *Journal of education for students placed at-risk*, 4 (1), 65-79.

Patterson, J. (2001). Raising resilience in classrooms and homes. *Childhood education*, 77 (3).

Rak, C. & Patterson, L. (1996). Promoting resilience in at-risk children. *Journal of Counseling and Development*, 74.

Ram, B. & Hou, F. (2003). Changes in family structure and child outcome: Roles of economic and familial resources. *Policy Studies Journal*, 31, 309.

Reilly, D. (2000). The learner-centered high school: Prescription for adolescents' success. *Education,* 121,219-228.

Reis, S., Colbert, R., & Hebert, T. (2005). Understanding resilience in diverse, talented students in an urban high school. *Roeper Review*, 27 (2).

Reis, S. & McCoach, D. (2000). Gifted underachievers: What do we know and where do we go? *Gift child quarterly*, 44.

Resnick, M.., Bearman, P., Blum, R.., Bauman, K., Harris, K. et al. (1997). Protecting

adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health. *JAMA*, 278, 823-832.

Respress, T. & Lutfi, G. (2006). Whole brain learning: The fine arts with students at-risk. *Reclaiming children and youth*, 15 (1).

Richman, J., Rosenfeld, L., & Bowen, G. (1998) Social support for adolescents at-risk of school failure, *Social Work*,43 (4).

Rodney, E. & Mupier, R. (2004). The special needs of girls in trouble. *Reclaiming children and youth*, 13 (2).

Rotter, J. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80.

Rutter, M. (1979). Protective factors in children's responses to stress and disadvantage. *Primary Prevention of Psychopathology* (eds J. Bruner & A. Garten), pp. 49–74. University Press of New England, Hanover, NH

Rutter, M. (1993). Resilience: Some conceptual considerations. *Journal of Adolescent Health*, 14, 626-631.

Rutter, M. (2000). Resilience reconsidered: Conceptual considerations, empirical findings, and policy implications. In: Shonkoff J., Meisels S. editors. *Handbook of early childhood intervention.* New York: Cambridge University Press; 2000. pp. 651–682.

Rydell, A.-M., Hagekull, B., & Bohlin, G. (1997). Measurement of two social competence aspects in middle childhood. *Developmental Psychology, 33,* 824–833.

Schonert-Reichl, K. & Muller, J. (1996). Correlates in help-seeking in adolescents. *Journal of youth and adolescence,* 75 (6).

Stephens, G. (1997). Youth at-risk: Saving the world's most precious resource. *The futurist*, 31

(2).

Tarwater, P. (1993). "Glass, Plastic, or Steel?" *Childhood Education*, 69 (5).

Testerman, J. (1996). Holding at-risk students: The secret is one on one. *Phi Delta Kappan*, 77 (5).

U.S. Census Bureau. (2000). www.census.gov/.

U.S. Department of Education (2004). Office of the Under Secretary, Policy and Program Studies Service, *TheiImpacts of regular upward Bound: Results from the third follow-up data collection, Washington*, D.C.

Walsh, F. (1998). *Strengthening family resilience*. New York: Guilford Press.

Wang, M., Haertel, G., Walberg, H. (1994). Educational resilience in inner cities. In M. Wang & E. W. Gordon (Eds.), *Educational resilience in inner-city America: Challenges and prospects* (pp. 45-72). Mahway: NJ: Lawrence Erlbaum.

Wehlage, G., Rutter, R., Smith, G., Lesko, N., & Fernandez, R. R. (1989). *Reducing the risk: Schools as communities of support*. Philadelphia: Falmer.

Werner, E. and Smith, R. (1982, 1989). *Vulnerable but invincible: A longitudinal study of resilient children and youth.* New York: Adams, Bannister, and Cox.

Werner, E. (1984). Research in review: Resilient children. *Young Children*, *40*, 68–72.

Werner, E., & Smith, R. (2001). *Journey from childhood to the midlife: Risk, resilience and recovery.* New York: The New Press.

WestEd (2007), *California healthy kids survey & resilience & youth development module.* Retrieved October 12, 2007 from the Wested Healthy Kids Survey Web site: http://www.wested.org/cs/chks/print/docs/chks_home.html.

Whiting, G. (2004). Young black American fathers in a fatherhood." A phenomenological study. Unpublished doctoral dissertation, Purdue, University, West Lafayette, Indiana.

Whiting, G. W. (2006). From at-risk to at promise: Developing scholar identities among black males. *Journal of Secondary Gifted Education*, 17(4).

Young, E. (1980). A longitudinal study on the academic development of selected participants in a mid-western upward bound project. Ed. S. Thesis, University of Iowa: ERIC Document no. 193-402.

Young, M., Martin, S., & Ting, L. (2001). Internal poverty and teen pregnancy. *Adolescenc*e, 36 (142).

Zhang, J. & Byrd, C. (2006). Successful after-school programs: The 21st century community learning centers. *JOPERD-The Journal of Physical Education, Recreation & Dance, 77*(8).

Zhang, J., Fleming, D., & Bartol, B. (2006). *The sunshine state does great things for its children: Assessing the effectiveness of the 21st century community learning centers program.* Gainesville, FL: University of Florida.

Appendix A

Directions for the Healthy Kids Survey Instrument

To: Those administering the "Healthy Kids Survey" to Upward Bound High School Seniors.
PLEASE READ THE FOLLOWING DIRECTIONS TO THE PARTICIPANTS BEFORE BEGINNING THE INSTRUMENT.

1. **Students' participation in completing the survey instrument in voluntary. If you do not want to participate, please let the test administrator know immediately.**

2. The information collected by this instrument will ONLY be used for educational purposes and confidential information as well as information that may identify you, will not be released to anyone other than the researcher.

3. You will not be penalized in any way by participating or not participating in this instrument.

4. Information collected by the instrument may be used to improve the Upward Bound Program.

5. This instrument should be given **ONLY** to your senior Upward Bound participants.

6. Students should be able to finish the instrument in less than 30 minutes.

7. Students may circle their answers on the instrument with a pen or pencil; they do not need a separate answer sheet as stated on their directions.

8. The instrument is three pages (front and back). Please make sure that the students do **All** three (3) pages.

9. There are no wrong answers; therefore, please tell students to circle the response to each item that most truthfully represent them.

10. If you have questions about the instrument, please email me at dlee@georgiasouthern.edu or call me at 912-681-5458.

11. Once all the students are finished, please place all completed instruments in a manila envelope and mail them back to the following address:

Ms. Deborah Lee
P.O. Box 8071
Georgia Southern University
Statesboro, GA 30460
Telephone Number: 912-478-8746

Appendix B

California Healthy Kids Survey

High School Questionnaire

This instrument has been used by and developed for the California Department of Education. Each year, California students participate in taking the instrument to provide valuable information to each school district about the needs of its students. Some TRIO programs in Georgia have been asked to use this instrument for the same purpose.

This is an instrument about school and health-related behaviors, experiences, and attitudes. It includes questions about your personality, your home, school, and community. You will be able to answer whether or not you have done or experienced any of these things. Simply circle the response that best describes your attitude or belief about the statement

This instrument will be used for educational purposes only. You will not be penalized in any way nor will your information be used by any agency other than Georgia Southern University and your home TRIO Program. You will not be personally identified by anything revealed in this instrument.

Thanks for completing this survey instrument!

California's Healthy Kids Survey

Part One: Demographic Questions
Please circle the best answer or fill in the blank.

1. What high school do you attend? _____.

2. How do you describe yourself?
    a) Black or African American
    b) White – Caucasian (non-Hispanic)
    c) Native Hawaiian or Pacific Islander
    d) Latino or Hispanic
    e) Asian or Asian American
    f) Other - _____

3. What is your sex?
    a) Female
    b) Male

4. In Which TRIO Program are you presently enrolled?
    a) Upward Bound
    b) Educational Talent Search

5. How many years have you been enrolled in a TRIO Program?
    _____.

6. What is your Grade Point Average in high school? _____
    Use either a scale GPA or numeric score such as 3.0 or 85.

7. What was your highest score on the SAT test (combine only your math and verbal scores). _____.

8. What was your best ACT score? _____.

9. What best describes your family?
    a) Live with both parents
    b) Live with only one parent
    c) Live with relatives
    d) Live with friends
    e) Live alone
    f) Other _____.

California **Healthy Kids** Survey

▼ Module B ▼

Please mark on your answer sheet how you feel about each of the following statements.

How true do you feel these statements are about you personally?

	Not True At All	A Little True	Pretty Much True	Very True
B1. I have goals and plans for the future.	A	B	C	D
B2. I plan to graduate from high school.	A	B	C	D
B3. I plan to go to college or some other school after High school.	A	B	C	D
B4. I know where to go for help with a problem.	A	B	C	D
B5. I try to work out problems by talking or writing about them.	A	B	C	D
B6. I can work out my problems.	A	B	C	D
B7. I can do most things if I try.	A	B	C	D
B8. I can work with someone who has different opinions than mine.	A	B	C	D
B9. There are many things that I do well.	A	B	C	D
B10. I feel bad when someone gets their feelings hurt.	A	B	C	D
B11. I try to understand what other people go through.	A	B	C	D
B12. When I need help, I find someone to talk with.	A	B	C	D
B13. I enjoy working together with other students my age.	A	B	C	D
B14. I stand up for myself without putting others down.	A	B	C	D
B15. I try to understand how other people feel and think.	A	B	C	D
B16. There is a purpose to my life.	A	B	C	D
B17. I understand my moods and feelings.	A	B	C	D
B18. I understand why I do what I do.	A	B	C	D

How true are these statements about your FRIENDS?

I have a friend about my own age ...

	Not True At All	A Little True	Pretty Much True	Very True
B19. who really cares about me.	A	B	C	D
B20. who talks with me about my problems.	A	B	C	D
B21. who helps me when I'm having a hard time.	A	B	C	D
B21. gets into a lot of trouble.	A	B	C	D
B22. tries to do what is right.	A	B	C	D
B25. does well in school.	A	B	C	D

How true are these statements about your HOME or the ADULTS WITH WHOM YOU LIVE?

In my home, there is a parent or some other adult ...

	Not True At All	A Little True	Pretty Much True	Very True
B25. who expects me to follow the rules.	A	B	C	D
B26. who is interested in my school work.	A	B	C	D
B27. who believes that I will be a success.	A	B	C	D
B28. who talks with me about my problems.	A	B	C	D
B29. who always wants me to do my best.	A	B	C	D
B30. who listens to me when I have something to say.	A	B	C	D

At home ...

	Not True At All	A Little True	Pretty Much True	Very True
B31. I do fun things or go fun places with my parents or other adults.	A	B	C	D
B32. I do things that make a difference.	A	B	C	D
B33. I help make decisions with my family.	A	B	C	D