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An Analysis Of Protective Factors And The Development Of Resiliency In Ninth And Twelfth Grade Male And Female Students Of A Heterogenous Suburban High School

Frances E. Clemente
Seton Hall University

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AN ANALYSIS OF PROTECTIVE FACTORS AND THE DEVELOPMENT OF
RESILIENCY IN NINTH AND TWELFTH GRADE MALE AND FEMALE STUDENTS OF
A HETEROGENOUS SUBURBAN HIGH SCHOOL

BY

FRANCES E. CLEMENTE

Dissertation Committee

John W. Collins, Jr., Ed.D., Mentor
Daniel Gutmore, Ph.D.
Marianne Moy, Ed.D.
Regina Peter, Ed.D.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
List of Tables.....	iv
I INTRODUCTION	1
Purpose of the Study.....	5
Research Questions.....	6
Significance of the Study.....	7
Limitations of the Study.....	8
Definition of Terms.....	8
Organization of the Study.....	8
II REVIEW OF RELEVANT LITERATURE.....	10
Resiliency and the Individual.....	12
Resiliency and the Family.....	14
Family Involvement in School.....	17
Resiliency and the Community.....	18
Resiliency vs. Risk Factor Research.....	20
Protective Factor Research.....	24
Decreasing Risk.....	27
Building Resiliency.....	29
Profile of the Resilient Child.....	31
Resiliency in Schools.....	33
Schools that Build Resiliency.....	33
Resilient Teachers.....	35
The Role of Teachers in Fostering Resiliency.....	36
Summary.....	39
III METHODOLOGY	44
Overview.....	44
Participants.....	44
Instrument.....	45
Research Procedure.....	47
Data Analysis.....	48
Summary.....	49
IV FINDINGS	50
Introduction.....	50
Data Results.....	51
Research Question 1.....	53
Research Question 2.....	63
Research Question 3.....	73
Research Question 4.....	76

V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	80
Summary of the Study.....	80
Summary and Discussion of Results.....	82
Conclusions.....	94
Recommendations.....	96
REFERENCES.....	98
Appendix A Correspondence.....	110
Appendix B Adolescent Resiliency Survey.....	117
Appendix C Reliability Analysis.....	123
Appendix D t-test for Equality of Means.....	142
Appendix E Frequency Distribution.....	145

LIST OF TABLES

1. Frequency distribution by grade.....	52
2. Frequency distribution by gender.....	52
3. Freshmen Protective Factor Scores.....	54
4. Senior Protective Factor Scores.....	55
5. Total protective factors and grade.....	55
6. t-test for equality of means (protective factors/grade).....	56
7. Differences between freshmen and seniors (question 6).....	57
8. Differences between freshmen and seniors (question 9).....	58
9. Differences between freshmen and seniors (question 10).....	58
10. Differences between freshmen and seniors (question 18).....	59
11. Differences between freshmen and seniors (question 19).....	60
12. Differences between freshmen and seniors (question 26).....	61
13. Differences between freshmen and seniors (question 27).....	62
14. Differences between freshmen and seniors (question 29).....	62
15. t-test for equality of means (protective factors/gender).....	64
16. Differences between males and females (question 3).....	65
17. Differences between males and females (question 4).....	65
18. Differences between males and females (question 5).....	66
19. Differences between males and females (question 9).....	67
20. Differences between males and females (question 10).....	67
21. Differences between males and females (question 14).....	68
22. Differences between males and females (question 16).....	69

23. Differences between males and females (question 18).....	69
24. Differences between males and females (question 20).....	70
25. Differences between males and females (question 21).....	71
26. Differences between males and females (question 32).....	72
27. t-test for equality of means (resiliency/grade).....	73
28. Resiliency scores by grade (relationships).....	74
29. Resiliency scores by grade (recruiting).....	75
30. Resiliency scores by grade (valuing).....	76
31. t-test for equality of means (resiliency/gender).....	77
32. Resiliency scores by gender (relationships).....	78
33. Resiliency scores by gender (humor).....	79

CHAPTER I

INTRODUCTION

How do we measure success? What does it mean to have succeeded in life? What are the factors that influence people to become successful? What makes two people from similar backgrounds proceed in totally different directions in life? It is important to examine these questions concerning our youth today, because it is a responsibility of schools to educate all children so that they have the opportunity to succeed.

Much attention has been focused recently on at-risk youth, especially those who face poverty, neglect, abuse, physical handicaps, war, the mental illnesses, alcoholism, drug addiction, or the criminality of their parents. At risk youths are not only the overtly aggressive, stereotypical juvenile delinquents. They are also the quiet, withdrawn, passive kids. They are not limited to one geographical area or socio-economic or ethnic group. They are present in every classroom in every school.

Research has shown children overcoming the odds within populations of individuals living in war zones (Garbarino, 1991), poverty (Garmezy, 1991), within dysfunctional families (Werner & Smith, 1982), children who were victims of child abuse (Mzarek & Mzarek, 1987), and children whose parents suffer from psychiatric disorders (Beardslee & Podoresfsky, 1988).

While researchers have found that these children develop more problems than the general population, they have also learned that a great percentage of children become healthy, competent adults (Benard 1993). But how do youths overcome what seems like overwhelming odds during childhood to become productive and happy adults? With dozens of strikes against them, how do they manage not only to survive but also to thrive? Is resilience innate or are there environmental factors that can increase the likelihood of becoming successful in the face of adversity?

According to Krovetz (1999), resiliency theory is the belief in the ability of every person to overcome adversity if important protective factors are present in a person's life. Through years of clinical experience, research and theory building, Wolin and Wolin (1993) identified seven resiliencies that typically emerge as survivors battle adversity. They are insight, independence, relationships, initiative, creativity, humor, and morality. Resiliency theory is founded on the proposition that if members of one's family, community and school care deeply about an individual, have high expectations, offer purposeful support, and value a person's participation in the group, that person will maintain a faith in the future and can overcome almost any adversity. When a community works together to foster resiliency, a large number of our youth can overcome great adversity and achieve bright futures.

As educators we need to understand the stresses that are part of children's lives, but we must also move beyond a focus on the risk factors and problems in order to create conditions that will facilitate children's healthy development. Krovetz (1999), believes we need to be more proactive rather than reactive. The problem-focused model, which involves identifying risk factors and then developing programs to work with populations

that are experiencing these problems is reactive. Programs are designed to help people who are already identified as in trouble. Students who are behind academically may be placed in special education or Title I classes. Truant students and those with behavior problems are placed in detention centers, opportunity classes, independent study and continuation schools. The problem-focused model offers little help to educational and community leaders who would prefer a more proactive position, one that reduces the need for special programs for students at-risk because fewer would be in that position (Benard, 1996; Krovetz, 1999).

Resiliency research provides the prevention, education, and youth development fields with a fundamentally different knowledge base and paradigm for research and practice, one offering the promise of transforming interventions in the human arena. It situates risk in the broader social context of racism, war and poverty, not in individuals, families, and communities, and asks how it is that youth successfully develop in the face of such adversity (Benard, 1996). It provides a powerful rationale for moving our narrow focus in the social and behavioral sciences from a risk, deficit, and pathology focus to an examination of the strengths that youths, their families, their schools, and their communities have brought to bear in promoting healing and health. Resiliency research offers a proactive position based on building capabilities, skills, and assets. It emphasizes strengthening the environment, not fixing kids. (Krovetz, 1999).

Researchers have learned a great deal in the past few decades about the elements of the human experience that have long term, positive consequences for young people. Factors such as family dynamics, support from community adults, school effectiveness, peer influence, values development, and social skills development have all been

identified as contributing to healthy development (Benson, 1998). The problem is that these different areas of study are usually disconnected from each other.

This paper will identify and explore the characteristics of people who have successfully overcome adverse environmental conditions, and determine how schools, communities and families can create environments that support these children.

The term used to describe the critical factor that some children possess is resilience. The concept originated in medicine, where it seems to provide an explanation of how some individuals can adapt and react positively to stress and adversity (Ford, 1994). Though many children experience serious repeated, long-term traumatic or abusive situations, the resilient child appears to have some internal protective factors, and learns how to take advantage of opportunities found within the environment. Resilience is displayed in individuals as optimism, resourcefulness and determination. According to Ford (1994), resilient individuals have a common profile. These individuals have a strong commitment to self, take action, see problems as challenges and are willing to seek solutions. They have positive attitudes, aspirations and have a sense of purpose. Positive outcomes and experiences reinforce this positive emotional stamina. Other research (Haggerty, 1994) indicates that the resilient display an appealing temperament, are above average in intelligence, demonstrate self-efficacy and have a good command of social skills. In addition, they have a good sense of humor and are generally attractive to others, which helps foster strong relationships with both peers and adults.

Sagor (1996) defines resilience as the set of attributes that provides people with the strength and fortitude to confront the overwhelming obstacles they are bound to face in life. Werner and Smith (1992) describe the resilient child as one who "works well,

plays well, loves well, and expects well.” Wright (1996) says that resiliency is the ability to successfully overcome the effects of a high-risk environment and to develop social competence despite exposure to severe stress. Benard (1993) defines resilience as the ability to bounce back successfully despite exposure to severe risks. Wolin and Wolin (1993) believe that resilience is an ability to bounce back, to withstand hardship and repair yourself. Perhaps a student in Glenn Richardson’s Resilient Youth Program said it best: “Resiliency is about choosing to bounce back from problems and stuff with more power and smarts” (Richardson & Gray, 1996).

Building resiliency in students need not take substantial time from teachers’ other instructional obligations. Many of the resiliency techniques are already a part of many teachers’ repertoires. Feelings of competence, belonging, usefulness, potency, and optimism result from authentic experiences (Sagor, 1996). We all know that assemblies, classroom posters and happy face stickers cannot change a student’s attitude toward school or life outside of school. Instilling positive feelings in students will result from planned educational experiences. We need to structure opportunities into each child’s daily routine that will enable him or her to experience feelings of competence and success.

Purpose of the Study

At a time when many people feel overwhelmed by the problems and challenges facing children and adolescents, communities can work collaboratively with families and schools to create a positive vision for young people. Instead of focusing exclusively on reducing problems, schools can build the foundation of development that all young

people and our society need. We know that infusing the curriculum with resiliency-building experiences can have a profound impact on our students' self-images. It seems that good teaching and building resiliency are one in the same. If our goal is to build resilience in all students, then a deliberate assessment effort is necessary to determine whether the desired results are being achieved. Assessment is critical, as even the best programs may miss many of the students who need them the most.

A large percentage of high-risk students are either dropping out of school or failing consistently. However, some succeed because they overcome overwhelming odds, remain in school, and graduate (Fine, 1991). The purpose of this study is to give our school district a portrait of the protective factors and resiliency building activities that either exist or are missing from the learning community. This study should motivate individuals, organizations, and leaders to join together in nurturing caring and responsible children and adolescents. The study will provide data for developing resiliency building strategies for the youth in our community.

Research Questions

This study will investigate characteristics of high-risk students that enable them to succeed in school and in life. I will attempt to identify the characteristics of school programs, and contributions of the staff, the family and the community that help foster success. The questions that will be answered in the study are:

1. Are there significant differences between high school students' perceptions of protective factors from the beginning to the end of their high school experience?

2. Are there significant differences between high school students' perceptions of protective factors from the beginning to the end of high school with regard to gender?
3. Is resiliency significantly different from the beginning to the end of a student's high school experience?
4. Is resiliency significantly different from the beginning to the end of a student's high school experience with regard to gender?

Significance of the Study

This study should help us understand why some high-risk students succeed and others do not. A study of this type will investigate the specific characteristics that enable certain at-risk individuals to become successful and competent adults. The characteristics of resilient individuals will be significant indicators of future success in other high-risk students from similar backgrounds. By focusing on the protective factors present in a community, I hope to learn how communities can work together to help foster the resiliency that is innate in all individuals.

According to Gore and Eckenrode (1994), a recent change in the paradigm from the early focus on risk and how it relates to psychopathology to an emphasis on the positive concept of resilience took place throughout the 1980's. Looking at risk through the lens of resilience and protection, as opposed to looking at risk from a vulnerability and risk standpoint, gives researchers a new focus to the possible success of at-risk students. This study should serve as a useful guide to teachers, administrators, families and communities, to recognize and foster the potential in every student.

Limitations of the Study

There are certain limitations to this study in terms of its applicability of results to the general population. Because this study is limited to 90 students in one school district, its significance is generalizable only to the students in that community. The sample is further limited to the ninth and twelfth grade age group within this school district. Another limitation is that all self-reporting studies are susceptible to the documented limitation inherent in all self-report/assessment type research.

Definition of Terms

For the purposes of this study, the following definitions will apply:

Resilience refers to a set of attributes that provides people with the strength and determination to overcome adversity and develop social, academic and vocational competence.

Protective factors refer to characteristics of individuals, families, schools, communities and peer groups that foster resiliency.

At-Risk Students refers to those that endured adverse environmental conditions such as poverty, abuse, neglect, and alcohol and drug addicted parents.

Social competence refers to the attributes in students that enable them to attract attention, support and affection from adults and peers.

Organization of the Study

This dissertation is presented in five chapters. Chapter I contains an introduction to the topic of resiliency, the purpose of the study, the research questions, the significance

of the study, the limitations of the study, the definition of terms, and the organization of the study.

Chapter II presents a review of the relevant literature on resiliency theory. The first section deals with resiliency and the individual, resiliency and the family and resiliency and the community. The second section examines risk factor and protective factor research. Successful at-risk students are identified and the characteristics that helped them to be successful are investigated.

Chapter III gives an overview of the study and describes the subjects, the instrument and research procedures to be used in the study. Types of data analysis to be used in evaluating the significance are described.

Chapter IV presents the research findings and discusses implications for intervention and student programs.

Chapter V will address the significance of the major finding of the study. It will also include conclusions and recommendations for future research.

CHAPTER II

REVIEW OF RELEVANT LITERATURE

Many factors, both individual and environmental, contribute to the increasing incidence of youth crime, violence and other anti-social behaviors. Although the problem is staggering and there are complex factors that must be addressed by families, schools and communities, there is overwhelming evidence that delinquency and violence among our nation's youth are neither uncontrollable nor inevitable (Wright,1996). Although defining resilience is a continuing problem (Kaufman, Cook, Arny, Jones & Pittinsky, 1994), there is sufficient agreement on many of the factors that contribute to resilience or define resilience in certain populations (Grotberg, 1995). These factors began to emerge from early studies by researchers such as Werner (1982), Garmezy (1985;1991) and Rutter (1985;1991). These factors have been rediscovered, reinforced or added to by other researchers. For example, Wolin and Wolin (1993) reinforced Werner and Garmezy's resilience factor of trusting relationships; Loesel (1992) reinforced Werner's resilience factor of emotional support outside of the family; Brooks (1992) and Wolin and Wolin (1993) reinforced the resilience factor of self-esteem. Segal and Yahraes (1988) added the resilience factor of encouragement of autonomy and Mrazek and Mrazek (1987) added hope, responsible risk taking, and a sense of being lovable. Loesel (1992), Osborn (1990), and Wang, Haertel and Walberg (1994) added school achievement as a resilience factor. Garbarino (1993) added belief in God and morality,

and Bronfenbrenner (1979) had already contributed the resilience factor of unconditional love from someone.

The problem of defining resilience seems to be more related to the dynamic interaction of the resilience factors, the roles of different factors in different contexts, the expressions of resilience factors, and the sources of resilience factor (i.e. internal/external and resources/skills) (Grotberg, 1995). In addition, the genetic makeup and temperament of a child are forces that contribute to the process of becoming resilient (Grotberg, 1995). Whether a child is more or less vulnerable to anxiety, challenges, stress and unfamiliarity, whether the child is inhibited or uninhibited, determines how a child perceives himself or herself, how he or she interacts with others and how he or she addresses adversities (Kagan, 1991).

This paper will identify and explore the characteristics of people who have successfully overcome adverse environmental conditions, and determine how schools can create environments that support these children and improve curriculum to promote the development of those characteristics that lead to healthy behavior.

The following review will look at resiliency and protective factors providing resiliency in individuals, families and communities. The role of schools as one important institution within a community will also be reviewed. Individuals, families and communities show resiliency in unique ways.

Resiliency and the Individual

The research on resilient children comes from a number of sources. Some of the major findings are from studies that followed the same children from infancy through

adolescence (Block, 1981; Block and Block, 1980; Murphy and Moriarity, 1976; Werner and Smith, 1982). Clark (1983) and Garmezy (1983) studied the lives of minority children who had succeeded in school. Anthony (1987) looked at the traits and factors surrounding resilient children from highly dysfunctional families, and Moskowitz (1983) and Garbarino, Kostelny and Dubrow (1991) studied resilient survivors of wars and concentration camps. Werner and Smith (1982, 1989) summarized all of these studies to find that resilient children share four central characteristics.

Resilient children take a proactive rather than reactive or passive approach to problem solving. This means that they tend to take charge of their life situation. This proactive approach to problem solving requires children to be self-reliant and independent while at the same time socially adept enough to get appropriate help from adults and peers.

Resilient children are able to construe their experiences in positive and constructive ways. This is true even when those experiences are painful or negative.

Resilient children are good natured and easy to deal with. They gain other people's positive attention. These children usually establish a close bond with at least one caregiver during infancy and early childhood. This caregiver is not always the parent. It can be another relative, neighbor, friend, coach, or teacher.

Finally, resilient children develop a basic belief that life makes sense and that one has some control over what happens. This sense of coherence keeps resilient children strong through the more difficult times. According to the research done by Moskowitz (1983), children subjected to the trauma of war and concentration camps were able to

love and behave compassionately toward others despite the horror that surrounded them. They saw and construed a higher purpose for their lives.

Children often provide the most graphic examples of resiliency. Albert Einstein, Helen Keller, and Thomas Edison all succeeded despite being labeled unteachable and doomed to fail as children (NNFR Publication, 1997). Rutter (1985) found that children growing up in adverse conditions did not repeat the pattern in their own adult lives. Pioneering resilience researchers Emmy Werner and Ruth Smith have been documenting their longitudinal study of the children of Kauai (Hawaii) for over forty years. Their study, called the Birth Cohort, was begun in 1955. Their goal was to study children in a variety of deprived environments, whose parents were poverty stricken, alcoholic, abusive, and/or mentally ill. Over the course of 20 years, they found that one-third of the children of Kauai having four or more risk factors during their childhood were doing fine by adolescence. By the age of 32, two-thirds of the children who did develop problems during adolescence were leading successful lives (Werner & Smith, 1992). Children in this study who received supportive, stimulating care showed normal development at two, six, and ten years. Those at risk for school failure thrived when caring adults valued them and supported their educational and extracurricular activities.

Gender differences also seem to play a role in resiliency. More females than males appeared to cope successfully (Werner & Smith, 1982). These researchers found that boys with moderate to severe prenatal stress were more vulnerable when exposed to a disorganized environment than girls. However, boys begin to improve in adolescence and behavior and learning problems appear to decrease by age 18. Girls appear to be more successful through early adolescence, but experience more problems with mental

health issues in late adolescence. Werner and Smith (1982) attribute this discrepancy to society's gender role expectations and the limitations of these roles. Block and Block (1980) also found that the early resilience experiences of girls do not carry into their adolescent years. Adolescent girls need sustained support through their teen years to overcome adversity.

Resiliency and the Family

The quality of the family environment is central to the development of resilience. Parents and families provide the first protective agents in the child's environment (Masten, Best, & Garnezy, 1990). Studies of at-risk families seek to identify barriers that impede the development of children and features of the caregiving environment that fosters resilience. Wolin and Wolin (1993) noted that the family's primary obligation is to provide physical safety and nourishment. In healthy families children do not question these fundamentals. They assume that they will have a home on secure ground with food, clothing and a reliable parent who cares. Resilient survivors do not make these assumptions. They are often physically unsafe and see themselves as weak in a dangerous world.

Fostering resilience in children requires family environments that are caring and structured, hold high expectations for children's behavior, and encourage participation in the life of the family (Wang, Haertel & Walberg, 1994). These characteristics are among the protective factors that can foster resilience (Benard, 1991). Most resilient children have at least one strong relationship with an adult (not always a parent), and this relationship diminishes risks associated with family discord (Wang et al. 1994).

Receiving care and affection is critical throughout childhood and adolescence, but particularly during the first year of life (Werner & Smith, 1982).

Rutter (1990) documented the importance of good parent-child relationships in a review of data from short term prospective studies, intergenerational studies, and studies involving retrospective recall of adults. Results from all these studies provide evidence that secure and supportive personal attachments early in life make it likely that individuals will be protected against adversity later in life. Positive social relationships throughout life also provide benefits. Positive, intimate relationships correlate with a positive self-concept and can enhance the individual's worth within the social network.

The problem facing many children and families at-risk are the problems faced by the adolescents in the community. Behavior problems, substance abuse, academic underachievement, and teenage pregnancy are problems that the intervention literature strongly suggests cannot be addressed without direct involvement of the family (Benard, 1991). The solution to many of these problems lies within the family (Wang et al., 1994).

In their review of studies of competence under stress, Masten, Best, and Garmezy (1990) provided evidence that family instability and disorganization predicted school disruptiveness. Peers and teachers more often rated children whose families had a history of marital instability and frequent moves as disruptive. In contrast to these conclusions, there is some evidence that the stress produced in conflicted families can be mitigated. Benard (1991) found that the availability of social support from family and community could reduce stress and yield positive outcomes in children of divorced families.

According to Wolin and Wolin (1993), competent parents regulate what they say and how they speak to meet their children's needs. Their conversations are clear,

flexible, open, and responsive. In troubled families, children are either silenced or driven to noisy rebellion. Parents are curt and withholding. Garmezy (1985) noted the importance of several family-related variables protecting children against adversity. They include family cohesion, family warmth, and the absence of discord. Households that are structured and employ consistent discipline, rules and regulations produce better outcomes (Bennett, Wolin, & Reiss, 1988).

Benard (1991) noted the importance of children's participation in family household activities in fostering resiliency. Werner and Smith (1982) emphasized the value of assigned chores, caregiving for brothers and sisters, and the contribution of part-time work in supporting the family. These behaviors help establish that children can truly contribute and improve their circumstances. Helping behaviors on the part of children enhance self-esteem and ultimately foster resilience.

Stinnett and DeFrain (1985) identified commitment, appreciation, time together, communication, faith and values, and coping skills as traits in healthy families. Healthy families solve problems with cooperation, creative brainstorming, and openness to others (Reiss, 1980). Families that learn how to cope with the challenges and meet individual needs are more resilient to stress and crisis. Tiger (1995) found that protection is essential to a child's healthy development. It may also be essential to producing and maintaining the tone of hopefulness in a child's life which stimulates the action and energy invested in the accomplishments of children (Tiger, 1995). The values and skills learned at home give the individuals the power to shape their lives. Strong families help the child learn resilient behavior when they teach problem solving skills and provide

positive, non-critical support and a sense of togetherness (Roosa, 1993). A supportive family environment is critically important to the development of resiliency.

A study by Nancy St. John (1972) found a significant correlation between mother's and child's attitudes toward scholastic success. Supportive behavior by mothers appeared to be influential in ensuring success even when the usually potent influences of socioeconomic and I.Q. level were held constant.

Family involvement in school

The active participation of family members in students' learning has improved student achievement, increased school attendance, decreased student dropouts, decreased delinquency, and reduced pregnancy rates (Wang et al., 1994). These results are present regardless of racial, cultural, or social class (Peterson, 1989).

Several types of family involvement programs are being implemented by schools across the country. Some programs involve families directly in school management and choice and encourage parents' presence in the school. Others are focused on training families in communication skills and helping their children to develop good study habits and high expectation. Still others focus on family resource and support programs. These programs provide a host of direct services to families and children. They may involve home visits, job training, career counseling, health care, mental health, and social support services (Wang, Haertel & Walberg, 1992).

Resiliency and the Community

Like individuals and families, communities have strengths and vulnerabilities that influence life and foster resiliency. Neighborhoods, schools, churches, businesses, and government organizations are all part of this multifaceted influence. Economic vitality is one factor necessary for community survival. A sagging economy increases risks and diminishes long-term opportunities for families within a community. Natural network helpers like family and friends buffer stress and promote resilience. Kretzman and McKnight (1993) found that personal, cultural, and material resources were building blocks for maximizing community resiliency. Education and human service providers can strengthen family resiliency when they provide programming that is comprehensive, preventative, family centered, integrated, flexible, diversity sensitive, and outcome oriented (Melaville, Blank & Asayesh, 1993). Working together to maximize assets in a community may be more important than the number of assets available. A study by Blyth and Roehlkepartain (1993) found that supportive community resources, including peers and caring adults, significantly reduced the risks for children. This study also found that combining opportunities for volunteerism, leadership, mentoring, and personal growth, with prevention programs, significantly correlated with lower risks for youths.

One of the clearest signs of a cohesive and supportive community is the presence of social organizations that provide for healthy human development (Garmezy, 1991). Health-care organizations, child-care services, job training opportunities, religious institutions, and recreational facilities are some of the social organizations that serve human needs. Benard (1991) identified three characteristics of communities that foster resilience. These characteristics are: availability of social organizations that provide an

array of resources to residents; consistent expression of social norms so that community members understand what constitutes desirable behavior; and opportunities for children and youth to participate in the life of the community as valued members.

Socialization occurs principally within nuclear families and especially for youth of color (Scales & Gibbons, 1996), also within their extended families. However, families do not exist in isolation. They are part of neighborhoods and of larger communities that exert broad cultural and normative influences and offer positive and negative possibilities to specific youth (Benson, Leffert, Scales & Blyth, 1998). Garbarino (1995) found that some communities clearly are dangerous environments due to extreme poverty, family and institutional disintegration, and crime. Communities that may have economic and social resources may still fail to connect youth with those supports. It is clear that community has both direct and indirect effects on children and adolescents (Benson et al., 1998).

Werner and Smith's (1992) longitudinal study has shown that those who were most resilient as adults had the largest network of multigenerational family and unrelated adults for support during childhood. More specifically, when they were children of elementary school age, they had more access to supportive teachers, clergy, neighbors, and other caring adults outside their family than did their less resilient peers.

The role of religion and faith has also been identified as a protective factor for at-risk students. Masten, Morison, Pelligrini, and Tellegen (1990) identified both the beliefs based on abstract relationships with religious protective figures and the concrete relationships with members of the religious community as protective factors. Religious

beliefs are helpful across ethnic groups and social classes, and provide standards and expectations to guide children's behavior (Wang et al. 1994).

Individuals, families and communities demonstrate resiliency when they build caring support systems and solve problems creatively. While individuals, families and communities each have unique coping capacities, together they form a dynamic support system. Because individuals, families and communities show resiliency in unique ways, there are not universal rules for success.

Applications of the varied concepts of community are now common in a number of applied areas, including alcohol and other drug prevention (Hawkins & Catalano, & Miller, 1992), student learning and achievement (Comer, 1997), and health promotion (Walberg, Reyes, Weissberg, & Kuster, 1997). A common theme running through the various community based organizations is the assumption that child and adolescent well-being requires the engagement and participation of multiple community forces and sectors. The initial publication of the National Longitudinal Study of Adolescent Health (Resnick, Bearman, Blum, Bauman, Harris, Jones, Tabor, Beuhring, Sieving, Shew, Ireland, Bearinger, & Udry, 1997) concluded that youth connectedness to multiple support networks such as family, school, and community serve as an important protective factor across multiple domains, including emotional health, violence, substance use, and sexuality.

Resiliency versus Risk Factor Research

Resiliency research differs from the decades of research on risk that contributed to the deficit, pathology-focused model that permeates views of human development

(Henderson & Milstein, 1996). Practitioners in the social and behavioral sciences often follow a problem-focused model to try to address the needs of at risk people. A problem focused model involves identifying the individual risk factor such as dysfunctional families, diseases, illness, maladaptation, incompetence, drug abuse, school failure and criminal involvement. Once these troubled individuals are identified, programs are developed to work with the at risk populations. Krovetz (1999) believes that this approach is reactive, and offers little help to educational leaders who would prefer a more proactive approach. He believes that building communities based on protective factors would reduce the need for special programs for at risk students because fewer students would be at risk. A proactive approach is based on building capacities, skills, and assets. It emphasizes strengthening the environment.

Risk research is limited because it does not clearly show cause and effect. Does alcoholism lead to homelessness or does homelessness lead to alcoholism (Henderson & Milstein, 1996)? The presence of risk factors correlate with failure but does not predict it. For example, children of alcoholics are more likely to become alcoholics than children of non-alcoholic parents, but most children of alcoholics do not become alcoholic. The presence of risk factors does not guarantee that a young person will engage in delinquency, substance abuse, or other anti-social behavior. These factors, however, do represent an increased probability that such behavior will occur. The more risk factors present, the higher the risk. Rutter, Maughan, Mortimore, Ouston, and Smith (1979) found that children exposed to one of six risk factors fared as well as other children, but those with four or more risk factors were ten times as likely to become emotionally disturbed.

Butler (1997) pointed out that in the 1970's and 1980's researchers used statistical models and compiled lists of risk factors such as poverty, overcrowding, neighborhood and school violence, parental absence, or unemployment, that could increase a child's odds of ending up as a delinquent, addict, or severely emotionally disturbed. Since many of the risks were correlated with poverty. Butler (1997) suggests that the studies were widely used to lobby for social programs. The implication is that the risk factor model burdens at risk children with the expectation that they will fail, and ignores those who beat the odds.

The response to this cause-effect dilemma was a research design that is developmental and longitudinal. Assessing individuals at various stages during their development found that although a certain percentage of at risk children developed various problems, a greater percentage of the children became healthy, competent young adults (Benard, 1991). In contrast to retrospective studies, longitudinal studies have shown that even children exposed to several risk factors do not develop the number of problems educators have come to expect. They are from high risk environments but they are resilient individuals. Clearly we need an awareness of the self-righting tendencies that move children toward normal adult development under all but the most adverse circumstances (Werner & Smith, 1992). Retrospective studies can not explain why one man raised in a harsh, crowded household in impoverished Richmond, California becomes addicted to crack cocaine and dies of AIDS, while his younger brother, Christopher Darden, graduates from law school and goes on to prosecute O.J. Simpson. We can not explain why one girl sexually abused by a relative becomes an unwed mother or a prostitute while another becomes an Oprah Winfrey or Maya Angelou.

Vanistendael (1995), Werner and Smith (1992), Benard (1991), recommend a shift in our perspective on resiliency. Rather than focusing on the weaknesses and deficits and how to compensate for them, we need to start looking at the strengths of certain individuals and how to use them. The examination of these strengths and the acknowledgment that everyone has strengths and the capacity for transformation, gives educators a clearer sense of direction. While we need to understand the stress that children face, Benard (1993) believes we must move beyond a focus on the risk factors and problems in order to create the conditions that will facilitate children's healthy development. Labeling students at risk can set in motion a vicious self-fulfilling prophecy. Herb Kohl stated:

“Although I've taught in East Harlem, Berkeley, and in rural California, I have never taught an at risk student in my life. The term is racist. It defines a child as pathological, based on what he or she might do rather than on anything he or she has actually done” (Nathan, 1991).

Search Institute's asset building approach is an example of the shift in thinking from a risk factor or problem focused approach to a preventative and protective factor approach. Search Institute, a Minneapolis-based research organization that focuses on children and youth, bases its model's intellectual underpinnings on studies of resilience (Leffert, 1997). In examining the lives of children growing up under extremely disadvantaged conditions, researchers found that some individuals escaped without serious damage. These young people were described as invulnerable, stress resistant, hardy, or resilient (Rutter, 1993). Werner and Smith(1982) asked questions about this group, with the idea that understanding resiliency could lead to successful prevention efforts.

This line of research has shown that some individuals are more resistant to stress than others, but even resilient youth can be overwhelmed by stress (Leffert, 1997). Researchers also found that people are not necessarily born stress resistant (Rutter, 1993). Instead, several factors appear to protect young people from severe, long-term damage resulting from adverse conditions. Children who have experienced chronic adversity have better outcomes if they have positive relationships with competent adults, are good learners and problem solvers, are engaging or liked by others, and have a sense of competence or self-efficacy (Masten, Best & Garmezy, 1990). This research has practical applications, since to some extent, these protective factors can be manipulated in the environment. The more we understand about protective factor research, the better equipped we will be to build resilient youth.

Protective Factor Research

Protective factors are conditions or influences that reduce the effects of the risk factors and promote resilience. They are not the opposite of risk factors, however they are the skills that kids need to become resilient. The following, often quoted analogy to clarify the terms, risk, resilience, and protective factors help to explain the differences:

...three dolls made of glass, plastic, and steel and exposed to the same risk, the blow of a hammer. The first doll breaks down completely, the second shows a dent that it carries permanently, and the third doll gives out a fine metallic sound. Of course, the outcomes for the three dolls would be different if their environment were to buffer the blows from the hammer by interposing some type of 'umbrella' between the external attack and the recipient (Anthony, 1987 p.10-11).

In this analogy, the steel doll is resilient, the glass and plastic dolls represent degrees of vulnerability, and the buffer or umbrella represents the protective factors.

Werner and Smith (1982) believe the balance between risk factors, stressful life events and transitions, and protective factors determine the range of human development outcomes. The risk and resiliency literature emphasizes that schools are critical environments for individuals to develop the capacity to bounce back from adversity (Henderson & Milstein, 1996). According to Benard (1991, 1993, 1995) resilient children usually have four attributes in common:

1. **Social competence:** Ability to elicit positive responses from others, thus establishing positive relationships with both adults and peers
2. **Problem solving skills:** Planning that facilitates seeing oneself in control and resourcefulness in seeking help from others.
3. **Autonomy:** A sense of one's own identity and an ability to act independently and exert some control over one's environment
4. **A sense of purpose and future:** Goals, educational aspirations, persistence, hopefulness, and a sense of a bright future

Most people have these four attributes to some extent. Whether or not these attributes are strong enough within the individual to help that person bounce back from adversity is dependent on having certain protective factors in one's life (Krovetz, 1999).

Wolin and Wolin (1993) have identified seven internal characteristics termed resiliencies that are seen in both resilient children and adults. Their studies were on children and adults from alcoholic and other stressful environments. Wolin and Wolin (1993) report that individuals can develop these internal resiliencies, any one of which

can become a lifeline for overcoming adversity. The seven resiliencies are initiative, independence, insight, relationship, humor, creativity, and morality. Signs of their development vary with age.

Initiative in a young child is seen as the child explores his/her environment and in an adult by the individual's ability to take action. Independence in a young child may be seen in that child's straying or disengaging from unpleasant circumstances; an adult behaves with autonomy, the ability to separate oneself from external situations. Insight in a child is evidenced by the child sensing that something is wrong in an environmental situation; an adult shows a more developed perception of what is wrong and why it is wrong. When a young child seeks to connect with others he/she is exhibiting relationship resilience; an adult with this resiliency has a complex set of abilities that enable him/her to form relationships with others. Humor and creativity in adults are self-explanatory; in children playing evidences both. Morality in a child is shown by that child's judgment of right and wrong; in adults morality means altruism and acting with integrity (Wolin & Wolin 1993).

The Wolins (1993) note that even one of these characteristics in a child or an adult can be enough to propel that person to overcome challenges of dysfunctional and stressful environments and that additional resiliencies can develop from an initial single strength. Individuals who have family dysfunction or other environmental stresses often reach out with a dual response of both negative behavior and resiliency behavior. For example, behavior that is often seen as dysfunctional, such as running away from home, may contain elements of resiliency (initiative and independence).

Search Institute's asset-building model has similar goals. Search Institute has identified 40 developmental assets, organized into eight broad categories, including commitment to learning, positive identity, support, empowerment, and constructive use of time (Leffert 1997). Their study of more than 400,000 adolescents supported the hypothesis that the developmental assets inoculate youth from high risk behaviors. The more assets young people have, the less likely they are to engage in problem behaviors, and the more likely they are to grow into healthy and productive adults (Benson, 1997).

According to Henderson and Milstein (1996) six consistent themes have emerged from resiliency research showing how schools, families and communities can provide both the environmental protective factors and the conditions that foster individual protective factors. The first three protective factors described may decrease the risk. They include social bonding, clear and consistent boundaries, and teaching life skills (Henderson & Milstein, 1996).

Decreasing Risk

The risk literature suggests three main strategies for decreasing the impact of risk factors in the lives of children and moving them towards resiliency.

Increasing bonding involves increasing the connections between individuals and any prosocial person or activity and is based on evidence that children with strong positive bonds are far less involved in risk behaviors than children without these bonds (Hawkins & Catalano, 1990). Henderson and Milstein (1996) found that the school change literature also focuses on bonding students to school and academic accomplishment through connecting to each student's preferred learning style. Wolin and Wolin (1993)

found that intimate and fulfilling ties to other people is one of the seven resiliencies that was important and involved the capacity to give to someone else.

Setting clear and consistent boundaries involves the development and consistent implementation of school policies and procedures and speaks to the importance of clarifying expectations of behavior (Hawkins & Catalano 1990). These expectations should include addressing risk behaviors for students and should be clearly written, clearly communicated and coupled with appropriate consequences that are consistently enforced (Henderson & Milstein 1996).

Teaching life skills include cooperation, healthy conflict resolution, resistance and assertiveness skills, communication skills, problem solving and decision making skills, and healthy stress management (Henderson & Milstein 1996). When these skills are adequately taught and reinforced, they help students successfully navigate the perils of adolescence, especially the use of tobacco, alcohol, and other drugs (Botvin & Botvin, 1992). According to Joseph (1994) all resilient children do well in at least one activity. They are often good students and excel in some activity like sports, art or music. They are not necessarily outstanding in any of these areas, but they are recognized because of their efforts and the outcomes they produce. Skills build resiliency because they are resources we can use to deal with stress (Joseph, 1994). Joseph (1994) noted that skills and talents aid in the establishment and pursuit of goals, and goals give people reason for persevering.

Building Resiliency

The resiliency research yields three additional protective factors that are important in building resiliency. These protective factors are providing care and support, setting and communicating high expectations, and providing opportunities for meaningful participation.

Children need at least one adult who knows them well and cares deeply about their well being. Support refers to a range of ways in which young people experience love, affirmation, and acceptance (Benson, Scales, Leffert & Roehlkepartain, 1999). Caring and support includes the presence of at least one caring person as a protective factor that is the basic support for healthy development and learning (Benard 1993, 1995). It is the most critical of all the factors that promote resiliency, and includes providing unconditional positive regard and encouragement (Henderson & Milstein, 1996). Someone who conveys an attitude of compassion and who understands that no matter how awful a child's behavior, the child is doing the best he or she can given his or her experience.

Adult relationships and a caring neighborhood hold up the importance of intergenerational relationships (Benson et al., 1999). Ideally, children and teenagers should have a sustained relationship with many adults beyond their immediate family, including aunts and uncles, grandparents, teachers, neighbors, formal and informal mentors, coaches, youth workers, and employers. Such relationships are critical for nurturing self-esteem, building social competencies, and transmitting important cultural values (Benson et al., 1999). Intergenerational, nonfamily relationships become even

more important when parents are less often with their children because of work, separation or divorce.

Resilient youth seem to take advantage of the opportunity to fulfill the basic need for social support, caring and love. If this opportunity is unavailable to them in the immediate family environment, it is imperative that the school gives them the chance to develop caring relationships. Caring relationships convey compassion, understanding, respect, and interest, and are grounded in listening and establishing basic trust.

Communicating high expectations appears consistently in both the resiliency literature and the research on academic success (Henderson & Milstein, 1996). Clearly articulated positive expectations for each child and the purposeful support necessary to meet these expectations are critical to building resiliency. Schools that establish high expectations for all youth, and give them the support necessary to achieve them, have high rates of success (Benard, 1995). They also have lower rates of problem behaviors like dropping out, drug abuse, teen pregnancy, and delinquency (Rutter et al. 1979) In addition, successful schools share certain characteristics such as an academic emphasis, teachers' clear expectations, a high level of student participation, and alternative resources such as library facilities, vocational work opportunities, art, music, and extracurricular activities (Rutter et al., 1979). Another study found that high expectations and a school-wide ethos that values student participation also decreased the most powerful risk factor for alcohol and drug use, peers who use drugs (Brook, Nomura & Cohen, 1989).

High expectation messages communicate firm guidance, structure and challenge.

High expectations look at the strengths and assets of the students, as opposed to problems and deficits.

The challenge for our schools is to engage children by providing them opportunities to participate in meaningful activities. Benard (1995) said that participation, like caring and respect, is a fundamental human need. A 15 year study of the Perry Preschool project demonstrates the importance of creating opportunities for participation. This study found that when children from an impoverished inner-city environment were given the opportunities to plan and make decisions in their preschool, they were at the age of 19 significantly (as much as 50%) less involved in drug use, delinquency, teen pregnancy, or school failure (Berruta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984).

There are many ways to infuse participation into the school day. Some examples include giving students more opportunities to respond to questions, asking their opinions on issues, asking questions that encourage critical and reflective thinking, making learning more hands on, involving students in curriculum planning, and using participatory evaluation strategies (Benard, 1995). In addition, Benard also suggests using strategies such as cooperative learning, peer tutoring, cross-age mentoring, and community service. Sarason (1990) illustrates the need for meaningful participation with the following:

“When one has no stake in the way things are, when one’s needs or opinions are provided no forum, when one sees oneself as the object of unilateral actions, it takes no particular wisdom to suggest that one would rather be elsewhere” (p. 83).

Profile of the Resilient Child

Werner and Smith (1992) described the profile of the resilient child as one who “works well, plays well, loves well, and expects well.” Benard (1993, 1995) found that resilient children usually have four attributes: social competence, problem-solving skills, autonomy, and a sense of purpose and future.

Social competence includes qualities such as responsiveness (especially the ability to elicit positive responses from others), flexibility, empathy, communication skills, and a sense of humor. From early childhood on, resilient children tend to establish positive relationships, both with adults and peers that help them bond to their family, school and community.

Problem-solving skills encompass the ability to be able to attempt alternate solutions to both cognitive and social problems. The ability to plan, to be resourceful in seeking help from others, thinking critically, creatively, and reflectively are all critical skills. The literature of children growing up in slums provides an extreme example of the role these skills play in the development of resiliency. These children must continually negotiate the demands of their environment or die (Felsman, 1989).

Autonomy is having a sense of one’s own ability to act independently and exert control over one’s environment. Berlin and Davis (1989) identified the ability to separate oneself from a dysfunctional family environment, to detach enough from parental distress to maintain outside pursuits and satisfactions, as the major characteristic of resilient children growing up in families with alcoholism and mental illness. A sense of purpose

in life has been identified as having goals, educational aspirations, persistence, hopefulness, and a sense of a bright future.

Resiliency in Schools

Effective schools are powerful environments. Given the incredible stresses the family system is now experiencing, school has become a vital refuge for a growing number of children serving as a protective shield to help children withstand the complicated and unpredictable changes that they can expect from a stressful world (Garmezy, 1991).

Students can acquire resilience in educational environments that foster development and competence in achieving learning success (Wang et al. 1994). Resiliency is a characteristic critical to student and educator success (Henderson & Milstein, 1996). Schools can use the resiliency paradigm as a comprehensive model for developing academic and social success for all students. There is much evidence in the literature that school as an organization and education in general can be powerful resiliency builders. Many techniques are already part of many teachers' daily routines. Infusing the classroom and the curriculum with resiliency-building experiences can have a profound impact on students. When taking this perspective, we begin to see that building resiliency and teaching are one and the same thing (Sagor 1996).

Schools That Build Resiliency

Now that resiliency variables have been identified, what can schools do to help the development of the protective characteristics that help individuals to succeed and go

on to live moral and productive lives? What will help these students engage in school and begin to succeed?

There are often signs that a child is at-risk in and even before kindergarten. Early educational experiences may help to break the bond between particular family characteristics and school failure. One study found that early childhood education can have immediate and positive effects on a child's intellectual performance, can reduce placement in special education classes, and can help prevent dropout in high school (Berrueta-Clement et al., 1984).

A positive school climate seems to be a strong encouragement to stay in school. This climate includes strong leaders who stress academic achievement, maintain order and work with the staff to instill positive values and self-confidence in the students. The goal of creating an effectively inviting school climate is to enhance a sense of belonging for students who do not feel as if they belong in many other areas of their lives. Characteristics of a positive climate include ensuring high time-on-task activities, facilitating a high degree of student interaction, providing positive reinforcement for desired classroom behavior, maintaining high expectations, inviting success, and establishing a cooperative learning environment (McMillan, Reed, & Bishop, 1992). The classroom teacher is the critical component of a positive school climate.

In the classroom and in the general school structure, teachers play a tremendous role in the success or failure of at-risk students. In a successful school the faculty must be cooperative and mutually supportive. Teachers who are successful in reaching low achieving students combine a high sense of their own efficacy with high expectations for student achievement. Alderman (1990) said that teacher efficacy refers to the teachers'

confidence in their ability to influence student learning and motivation. Teacher efficacy affects teachers' expectations concerning students' abilities. Caring, skilled teachers who believe their students can learn and who work with each student's learning styles are more successful (Alderman, 1990).

Resilient Teachers

It is unrealistic to expect students to be resilient if educators are not. If educators themselves are in high-risk situations and barely coping, how can they find the energy and strength to promote resiliency among students? How can students be expected to accept the challenges required to move toward resilient behaviors and attitudes if educators, some of their primary role models, do not demonstrate these qualities? If teachers cannot bounce back, how can students be expected to do so? "If we want to change the situation, we first have to change ourselves" (Covey, 1989, p.18).

The six resiliency-building protective factors identified earlier are also applicable to educators: (a) Increased bonding, (b) set clear and consistent boundaries, (c) teach life skills, (d) provide caring and support, (e) set and communicate high expectations, and (f) provide opportunities for meaningful participation. Supervisors must be cognizant of the needs of their teachers and use the resiliency paradigm to foster resiliency in their staff. We need to focus on increasing cooperative professional efforts, have regular reviews to be sure that rules and policies are understood and appropriate, provide meaningful professional development, give feedback that communicates teachers are doing their job well, motivate teachers to believe that they serve causes that are larger than themselves or their particular roles, and give opportunities to capitalize on the potential and skills of

each teacher. Teachers can build resiliency into the curriculum, while administrators can build the same attributes into supervision.

The Role of Teachers in Fostering Resilience

The importance of external support systems as protective mechanisms that enable children to cope under adverse conditions has been stressed in the literature on childhood resilience (Wang et al. 1994). Teachers can play an important role in reducing stress by providing the positive supports needed by children in adverse conditions. The contributions of teachers has been documented in the words of the children of Kauai who took part in Werner and Smith's (1989) longitudinal study of the long-term effects of prenatal and perinatal stress. Of the 142 high-risk children identified in her study, 72 beat the odds and became competent successful adults. Describing these resilient children as easygoing and even-tempered, the teachers praised the students' problem-solving abilities and competence in reading. The school became a home away from home for the children; it was a refuge from a chaotic home life. Favorite teachers became role models in whom the children confided when their own family was threatened by dissolution.

The level of caring and support within a school gives us a powerful indicator of positive outcomes for youth. Although only a few studies have explored the role of teachers as protective buffers in the lives of children to overcome adversity, Werner and Smith (1989) found that:

“Among the most frequently encountered positive role models in the lives of resilient children, was a favorite teacher who was not just an instructor for academic skills, but also a confidant and positive model for personal identification” (p.162).

The value of teachers providing concern and support is also described in the research of Noddings (1988):

At a time when the traditional structures of caring have deteriorated, schools must become places where teachers and students live together, talk with each other, take delight in each other's company. My guess is that when schools focus on what really matters in life, the cognitive ends we now pursue so painfully and artificially will be achieved somewhat more naturally...It is obvious that children will work harder and do things – even odd things like adding fractions – for people they love and trust (p. 32).

The power of a caring teacher is also evident in the 30 to 40 year follow-up study of childhood survivors of the Nazi Holocaust. Following World War II, children from concentration camps and orphanages were sent to a therapeutic nursery school in England. All 24 of the resilient survivors considered one woman to be among the most potent influences in their lives, the nursery school teacher who provided warmth and caring, and taught them to behave compassionately (Moskovitz, 1983).

In their study of public and private high schools Coleman and Hoffer (1987) pointed to the role of caring and engaging teachers in helping high school students develop the values and attitudes necessary to be successful in school. They noted the importance of intimate, intergenerational and sustained relationships of moderate intensity to support students' academic and social endeavors. Wang et al. (1994) found that a major risk factor that contributes to learning problems, particularly in schools serving students from diverse ethnic and cultural backgrounds is the disconnection between school and home. Students bring to the learning situation a diversity of cultural and language backgrounds and prior knowledge. These differences may be important sources of variation on how and what students learn. How students interact with the classroom and learning environment can enhance or limit the students' ability to learn.

Effective teachers can minimize risk or vulnerability and maximize resources that can serve to enhance student development and promote resilience (Wang et al. 1994).

Campione and Armbruster (1985) found that students with excellent comprehension skills usually related new information to personal experiences. Cultural differences may create differences in prior knowledge. These differences may be important sources of variation in the way students' learn. Students from culturally diverse backgrounds may not only have difficulty accessing background knowledge they may also have knowledge deficits. Ogbu (1992) identified several ways that teachers can help at-risk children with cultural and language difficulties perform in school. He recommended that teachers learn about student's cultural backgrounds and use the knowledge to organize their classrooms and instructional programs. Teachers can gather information about the cultural backgrounds of at-risk students by observing student behaviors, asking students and their families about their cultural practices, conducting research on ethnic groups in the school setting, and reviewing published research on children from different cultural groups. Recognition of cultural diversity that can foster resilience must be based on actual knowledge of different cultural groups and how these cultures differ from the mainstream culture (Ogbu, 1992).

While we cannot overemphasize the importance of teachers, we must not overlook the role of caring peers and friends in the school and community environments. Research into the resiliency of street gangs clearly identifies peer support to the survival of these young people (Felsman, 1989). Werner also found that caring friends was a major factor in the development of resiliency in the disadvantaged children in Kauai (Werner and Smith, 1989).

The meaning of the term resilience offers a challenge to educational researchers and practitioners. For educators, the term resilience suggests the potential benefits of early experience; the need to mitigate adverse subsequent circumstances; and the importance of educationally important and alterable risk and protective factors in communities, homes, peer groups, schools and classrooms. For educational researchers, it offers the hypothesis that early alterable conditions strengthen students to persist successfully through inevitable and dangerous difficulties (Wang et al. 1994). The repeated documentation of resiliency has clearly established the self-righting nature of human development (Benard, 1993). Several longitudinal studies of children growing up in adverse conditions have identified protective factors in the child, family, school, and community that can buffer life's stresses.

Summary

The capacity to live life to its fullest is very difficult for people who have grown up experiencing chaos, stress and trauma. Somehow, some of these traumatized children have reached adulthood with a sense of direction in their lives, able to seek out fulfillment, and with a remarkable ability to flourish and thrive. These people are described as resilient. They have crossed over the line that separates those who exist from those who have discovered how to live.

It seems logical that both innate traits and the environment contribute to the resiliency of a child, just as it seems that both are as likely to contribute to the development of the delinquent child. In my opinion though the innate abilities seem to have a slightly stronger advantage over contributions from the environment. There has

been a shift in the perspective of resiliency research from an identification of risk factors, to an understanding of the strengths of resilient individuals. What can we learn from people like Christopher Darden, Oprah Winfrey and Maya Angelou?

The most important protective factor for development is a strong relationship with a competent, caring, prosocial adult. The most important individual quality is probably normal cognitive development, which has become a key factor in many studies. Cognitive development can mean average or better IQ scores, good attention skills, and street smarts. The research has shown that adverse stress can threaten a child's ability to think and solve problems, but if good parenting (by parent or others) and good cognitive development are sustained, human development is healthy even in the face of adversity.

The study of resilience makes it clear that we cannot overlook the positive assets of children in our assessments. We need to remember that children live complicated lives within multiple circumstances, in families, schools, peer groups, baseball teams, religious organizations and many other groups. Each context is a potential source of protective factors as well as possible risks. We must also understand that development itself is a context, and that the nature of risk, vulnerability and the protective process changes and shifts as development unfolds. Research shows that children have different vulnerabilities and protective systems at different points in development. We need different strategies to promote resilience in a four year old than a 14 year old.

Resilience research highlights the lives of successful high-risk children in a time of growing concern about the effects of poverty, homelessness, maltreatment, and violence on developing children. The consequences of youth problems including teenage pregnancy, school failure and crime are a concern for both youth and society. Children

are protected not only by the self-righting nature of development, but also by their own actions and the actions of adults. Adult behavior plays a central role in a child's risks, resources, opportunities and therefore, his/her resilience.

Evidence demonstrated that a nurturing school environment has the power to overcome incredible risk factors in the lives of children. What is far less acknowledged is that creating this climate for students necessitates creating this environment for all school personnel. Sarason (1990) said that whatever factors, variables, and atmosphere are conducive for the growth, development, and self-regard of students are precisely those that are crucial to obtaining the same outcomes for a school's staff. As educational leaders it is important to understand that in order to create these places and to be that someone that students can turn to, we must first support our own resilience. Building community and creating belonging for youth means we must first do this for ourselves. We all have a need for a sense of belonging, of being connected to others, and to ideas and values that make our lives meaningful and significant. Fostering resiliency in young people is ultimately an inside-out process that depends on educators taking care of themselves. To see strengths in children we must first see our own strengths. If we can look beyond their risks and see their resilience, than we have acknowledged our own inner resilience.

More than ever before, our schools are serving children from dysfunctional homes, children living in poverty, children of teenage parents, and special education students. Although I believe that we are all born with innate resilience, I am convinced that this attribute we call resilience can be acquired. The stories of those who have overcome adversity, tell us that resilience is a process of connectedness, of linking to

people, to interests and ultimately to life itself. Our challenge as educators lies in doing something to alter these linkages, to see that kids who start in a bad environment have an opportunity to build relationships that give meaning to their lives and a reason for commitment and caring. We need to transform our families, schools, and communities to be safe havens where our children can find mutually caring and respectful relationships and opportunities for meaningful involvement.

We must create schools that respect and care for its students as individuals and invite their participation, their critical inquiry, dialogue, reflections, and action. We must create the conditions that allow their innate potential for social competence, problem solving, sense of identity and efficacy, and hope for the future in order to help them grow into competent adults.

The study of resilience offers both hope and guidance to those who seek to improve the odds of favorable child development. What is overwhelming to me at times is the complexity of the processes that influence the course of human development and the difficulty of implementing change in the powerful systems in which children develop. I believe we face a great challenge as educators, to apply the lessons learned from naturally occurring resilience, to change the course of development among children who have little chance for resilience without intervention. Research and interventions that focus on resilience point to what should be added to children's lives to give them better tools for coping with diverse, stressful settings.

The belief that people can bounce back from negative life experiences and often become stronger in the process has emerged from the research on resiliency. Educators must understand the need for schools to be resiliency fostering institutions for all who

work and learn in them. Resiliency research offers evidence that schools can provide the environment and conditions that foster resiliency.

School administrators, teachers and curriculum must all respond to the needs of all our children. We must not overlook the children that need us so badly, no matter how hopeless our cause seems. And we must not overlook the children who appear to be successful, because their need for help is no less important.

CHAPTER III

METHODOLOGY

Overview

The intent of this study was to determine if there are differences between ninth grade and twelfth grade students with regard to their perception of protective factors and their own resiliency. I examined the variables of grade and gender level to determine if there is a difference between the variables. This chapter describes the participants involved, the instrument used, the research procedure, and the types of data analysis used to determine significance.

Participants

The participants of this study were ninth and twelfth grade students at a suburban multicultural high school in Westchester County, New York. With permission from the district superintendent, a list of all students in both grades was obtained from the registrar in order to get an adequate sample. Both male and female responses were studied and compared. Parent and student permission was obtained before administrating the survey. The students volunteering to complete the survey were offered an opportunity to make up the physical education class that was missed. Students volunteered during a transitional period between instructional units. Races of the students were predominantly Hispanic, Caucasian, and African-American; however, race was not compared in this study.

Instrument

The instrument used in this study is a survey using questions from Search Institute's Profiles of Student Life: Attitudes and Behaviors (1996) combined with the Adolescent Resiliency Attitude Survey (A.R.A.S.), developed by Dr. Belinda Biscoe and Mrs. Betty Harris (1994). The survey instrument consisted of two parts. Part 1 used thirty questions from Search Institute's Profiles of Student Life: Attitudes and Behaviors (1996), which required the students to self-report their perceptions of the protective factors that have been available to them. Part 2, Adolescent Resiliency Attitude Survey, measured the student's resilience as defined by Wolin and Wolin, (1993). The survey questions (Appendix B) were designed to test skills that reflect adolescent resiliency skills.

The thirty questions used from the Attitudes and Behavior survey were taken from 11 subscales that all have a reliability coefficient greater than .70. Cronbach's coefficient alpha was computed for scales with three or more items to assess reliability. Subscales with two items were measured using the Spearman-Brown prophecy formula to assess reliability. Subscales measured with single items were not used for this study.

The scales measured assessed protective factors including family support, other adult relationships, parent involvement in schooling, community values youth, positive peer influence, caring, equality and social justice, integrity, restraint, cultural competence, and self-esteem. Protective factors offer positive, hopeful responses to the challenges and risks young people face. Protective factors serve to strengthen youth against many forms of high-risk behaviors (Werner & Smith, 1998). They serve as an enhancement factor, increasing the probability that youth will engage in thriving

behaviors (Benson, Scales, Leffert, & Roehlkepartain, 1999). They help youth deal with adversity and minimize the negative impact of deficits that can interfere with healthy development (Benard, 1996).

The A.R.A.S. scales were developed by Dr. Belinda Biscoe and Mrs. Betty Harris (1994) to tap into the seven resiliencies identified by Wolin and Wolin (1993). These 67 questions tested the resiliency sub-scales of insight, independence, relationships, initiative, creativity, humor and morality. These questions also tested skill sub-scales within each sub-scale. An eighth resilience by the survey authors has been added called general resilience, which is an ability to persist in working through difficulties and a belief that one can survive and make things better. The Wolins (1993) studied children and youth from alcoholic and other stressful environments. They believe that even one of these characteristics in a child can be enough to propel that person to overcome the challenges of dysfunctional and stressful environments and that additional resiliencies often develop from an initial single strength. Resiliency researchers emphasize that resiliency is a process more than a list of traits (Henderson & Milstein, 1996). Although it appears that some individuals have genetic tendencies that contribute to their resiliency, most of the characteristics associated with resiliency can be learned (Higgins, 1994).

This study compared the differences between high school freshmen and seniors as well as males and females with regard to their perception of what protective factors exist in their lives. Protective factors are environmental conditions that inhibit high-risk behaviors such as substance abuse, violence, early sexual involvement and dropping out of school. Resiliency was also studied comparing freshmen and seniors as well as males and females. Resiliency is the skill needed that increases the ability to bounce back from

stressful situations such as poverty, drug and alcohol abusing parents and dangerous neighborhoods.

Research Procedure

Parental permission was received from each student involved in the study. A letter seeking permission was mailed to each parent with a one-week turnaround in response requested. A master list was used to check off all students whose parents granted permission. Only students with parental permission were asked to complete a survey. Students with parental permission signed an assent form prior to filling out the survey. Participation in the study was completely voluntary. Any student whose parent had given permission had the right to refuse to complete a survey if they did not want to participate in the study. Students who chose not to complete the survey participated in their regular physical education class on that day with their tenth and eleventh grade classmates that were not part of the study. Both the informed consent and the assent form guaranteed anonymity and confidentiality.

The researcher, a central office administrator, was the survey administrator in this study. Special care was taken to ensure that the classroom teachers did not feel compelled to cooperate with my research. First, the student survey was done independent of the teachers' normal classroom activities. Second, the teachers were not being asked to participate in the study. I explained the purpose of the study and had the students put the surveys in an envelope after they finished. The surveys were stored in a locked filing cabinet in the researcher's home office. Because physical education is given every other day, I completed the testing in a two-day period in order to cover all sections of high

school physical education classes that contain ninth and twelfth grade students. The surveys were completed during the school day within a 53-minute physical education class period.

Data Analysis

Statistical analyses were applied to 90 of the returned surveys. The analyses was used to answer the following:

1. Are there significant differences between high school students' perceptions of protective factors from the beginning to the end of their high school experience?
2. Are there significant differences between high school students' perceptions of protective factors from the beginning to the end of their high school experience with regard to gender?
3. Is resiliency significantly different from the beginning to the end of a student's high school experience?
4. Is resiliency significantly different from the beginning to the end of a student's high school experience with regard to gender?

The primary analysis was a t-test for two independent samples to determine if there is a significant difference in the independent variables. In this analysis the independent variables are grade in school and gender.

Part 1 of the survey, questions 3-33, tested protective factors as previously discussed. Each of the thirty questions asked was analyzed using the t-test to compare the freshmen responses to these questions with the senior responses to these questions, which answered research question 1. Research question 2 was addressed in an identical way using a t-test

method to compare the males and females in this sample with regard to perceived protective factors.

Part II of the survey, questions 34-99, tested the students' perceived resiliency. The t-test method was used to analyze the sub-scales and skill sub-scales discussed earlier in this chapter used to measure resiliency. This analysis answered research question 3 and research question 4.

The level of significance for rejecting the null hypothesis was $p < .05$. Although not statistically significant, trends were discussed on questions and sub-scales with p-values between .051 and 1.00. Reliability coefficients were determined for thirty questions in Part I and for fifteen subscales in Part II

Summary

This chapter discussed the mechanisms used to study perceived differences between ninth and twelfth grade male and female high school students with respect to protective factors and the development of resiliency. The objective of this research was to determine if either grade or gender had a statistically significant impact on the levels of protective factors and resiliency in these high school students. A comparative analysis between grade and gender was used and the information presented provided for the data analysis in Chapter 4.

CHAPTER IV

FINDINGS

Introduction

The Adolescent Resiliency Survey was administered to 90 volunteer adolescent students. This two part instrument was completed by 54 freshman and 36 seniors in a suburban multi-cultural high school in Westchester County, N.Y. Prior to discussing the results of this study, it is necessary to comment on the reliability of the research tool. The reliability analysis provides a large number of reliability coefficients for multiple-item scales. The concept of reliability refers to how accurate, on the average, the estimate of the true score is in a population of objects to be measured (SPSS 10.0, 2001).

Part I of the Adolescent Resiliency Survey investigated the protective factors contributing to the development of resiliency. The reliability coefficients of the thirty items in Part I had an alpha of .7998 (Appendix C). Part II of the Adolescent Resiliency Survey investigated the resiliency of the students. The reliability coefficients of the sixty-seven items contributing to total resiliency in Part II had an alpha of .8699 (Appendix C). Finally, the reliability coefficient of the fifteen sub-scales analyzed in Part II had an alpha of .8399 (Appendix C).

Data Results

Parental permission letters were mailed to 180 freshmen and 116 senior parents. The cover letter introduced the researcher, explained the research project and guaranteed anonymity and confidentiality if their child participated. The parents were given a one week interval within which to return the consent form in a stamped return envelope. Students whose parents gave permission were also given a student assent letter at the time of survey administration. Of the 180 freshman students, 54 participated in the study for a 30% response rate. Of the 116 senior students, 36 participated in the study for a 31% response rate.

Participants were asked to complete the 99 item Adolescent Resiliency Survey. They were to read each question and answer on a scantron provided as an answer key. The survey was divided into two parts. Part I consisted of questions 1-32 and investigated the protective factors of each student. Part II consisted of questions 33-99 and investigated the total resiliency of the students. There are seven resiliency sub-scales analyzed in Part II as identified in the research by Wolin and Wolin (1993); insight, independence, relationships, initiative, creativity and humor and morality. An additional sub-scale was added to assess general resilience. Resiliency skills break down the resiliency sub-scales into skills for each resiliency. Each skill within the sub-scale was analyzed as well as total resiliency. For each resiliency sub-scale there was approximately seven to twelve questions. To reduce response bias, approximately half of the questions were written to reflect high resiliency as indicated by the student's strong agreement with the question and half the questions are reverse coded making a disagreement with the question indicate high resiliency.

The population for this study consisted of 54 high school freshman and 36 high school seniors. Of these 90 high school students 40 were male and 50 were female. All of the subjects were volunteers and appropriate Parental Consent (Appendix A), District Approval (Appendix A), and Student Assent (Appendix A) was obtained prior to the collection of data. Table 1 and Table 2 presents the frequency distribution of the subject population. The frequency distribution of the students' responses to each question is found in Appendix E.

Table 1
Frequency Distribution of Grade

Grade	Frequency	Percent
9 th	54	60.0
12 th	36	40.0
Total	90	100.00

Table 2
Frequency Distribution of Gender

Gender	Frequency	Percent
Male	40	44.4
Female	50	55.6
Total	90	100.0

The information that follows has been organized into the four research questions stated in Chapter I. Data gathered from the responses to each research question have been reported separately. For each research question group means were compared using a t-test. In Part I grade and gender comparisons were made with respect to protective factors. In Part II grade and gender comparisons were made with respect to resiliency. Sub-scales of total resiliency as well as specific skills of the sub-scale were also

compared by means of t-tests. The tables reporting these results follow the descriptive analysis of the mean and standard deviation for each group of adolescents as well as for subgroups.

Research Question 1

Are there significant differences between high school students' perceptions of protective factors from the beginning to the end of their high school experience? This question was addressed in Part I of the survey. The t- test for equality of means showed a statistically significant difference between the freshmen and seniors with regard to protective factors. A significance of .023 was reported between grades for total protective factors. Scores for protective factors could range between 30 - 150. Higher scores indicate higher protection and lower scores indicate lower protection. The observed scores for the freshman showed 37% ranging between 110 - 125, while 13% of the senior scores ranged between 110 - 136. Table 3 presents the freshmen findings. Table 4 presents the senior findings. Table 5 presents the total protective factors.

Table 3
Total Protective Factors

Protective Factor Scores	Freshmen	
	Frequency	Percent
79	1	1.9
80	2	3.7
83	1	1.9
85	1	1.9
88	1	1.9
92	2	3.7
93	1	1.9
94	1	1.9
95	1	1.9
96	2	3.7
97	1	1.9
98	2	3.7
99	1	1.9
100	2	3.7
102	1	1.9
103	1	1.9
105	2	3.7
106	3	5.6
107	3	5.6
108	2	3.7
109	3	5.6
110	2	3.7
112	2	3.7
113	3	5.6
114	2	3.7
115	2	3.7
116	2	3.7
117	1	1.9
118	1	1.9
119	1	1.9
122	2	3.7
124	1	1.9
125	1	1.9
Total	54	100.0

Table 4
Total Protective Factors

Protective Factor Scores	Seniors	
	Frequency	Percent
70	1	2.8
76	1	2.8
81	1	2.8
82	1	2.8
84	1	2.8
85	1	2.8
87	1	2.8
88	1	2.8
89	1	2.8
91	1	2.8
92	1	2.8
93	2	5.6
95	2	5.6
96	1	2.8
97	3	8.3
100	1	2.8
101	1	2.8
103	1	2.8
104	1	2.8
105	1	2.8
106	1	2.8
107	2	5.6
108	2	5.6
109	2	5.6
111	1	2.8
115	1	2.8
118	1	2.8
119	1	2.8
136	1	2.8
Total	36	100.0

Table 5
t-test For Equality of Means

	t	Sig. (2-tailed)
Total Protective Factors/Grade	2.321	.023

In relation to grade comparisons, there were five questions in which the t-test reported statistically significant differences between freshman and senior students. In addition, three questions in Part I showed signs of a trend between the grades. Table 6 presents the t test for equality of means for only those questions that showed statistical significance. For the complete table see Appendix E.

Table 6
t-test For Equality of Means (Protective Factors/Grade)

Question	t	Sig. (2-tailed)
Q6. How important is speaking up for equality?	1.978	.051 (trend)
Q9. How often does one of your parents help you with your schoolwork?	2.397	.019
Q10. How often does one of your parents talk to you about what you are doing in school?	1.677	.097 (trend)
Q18. It is against my values to have sex while I am a teenager.	2.274	.025
Q19. My parents tell me often that they love me.	5.362	.000
Q26. How many of your friends drink alcohol once a week or more?	2.446	.016
Q27. How many of your friends have used drugs such as marijuana or cocaine?	2.761	.007
Q29. How many of your friends get into trouble in school?	-1.903	.060 (trend)

Question 6. How important is speaking up for equality (everyone should have the same rights and opportunities) to you in your life?

Although the t- test for equality of means did not show a statistically significant difference between the freshmen and seniors with regard to speaking up for equality, a trend was established and a significance of .051 was reported. The observed score for the freshman was 57% strongly agreeing that standing up for equality and social justice is important while 33% of the seniors strongly agreed with the importance of standing up for equality and social justice. Table 7 presents these findings.

Table 7

How important is speaking up for equality (everyone should have the same rights and opportunities) to you in your life?

	Grade in School		Total
	9 th	12th	
Strongly Disagree	1	0	1
Disagree	1	4	5
Undecided	4	3	7
Agree	17	17	34
Strongly Agree	31	12	43
Total	54	36	90

Question 9. How often does one of your parents help you with your schoolwork?

The t- test for equality of means showed a statistically significant difference between the freshmen and seniors with regard to schoolwork. A significance of .019 was reported. The observed score for the freshman was 54% receiving help with their schoolwork at least sometimes, while the observed score for the seniors was only 19% saying they received help with schoolwork from their parents at least sometimes. Table 8 presents these findings.

Table 8

How often does one of your parents help you with your schoolwork?

	Grade in School		Total
	9 th	12th	
Never	14	18	32
Seldom	11	11	22
Sometimes	23	2	25
Often	4	4	8
Very Often	2	1	3
Total	54	36	90

Question 10. How often does one of your parents talk to you about what you are doing in school?

Although the t- test for equality of means did not show a statistically significant difference between the freshmen and seniors with regard to talking to their parents about what they are doing in school, a trend was established and a significance of .097 was reported. The observed score for the freshman was 50% reporting that they often or very often talk with their parents about what they are doing in school. The observed score for the seniors was 28% reporting that they often or very often talk with their parents about what they are doing in school. Table 9 presents these findings.

Table 9

How often does one of your parents talk to you about what you are doing in school?

	Grade in School		Total
	9 th	12th	
Never	6	4	10
Seldom	8	10	18
Sometimes	13	12	25
Often	16	6	22
Very Often	11	4	15
Total	54	36	90

Question 18. How much do you agree or disagree with the following? It is against my values to have sex while I am a teenager.

The t- test for equality of means showed a statistically significant difference between the freshmen and seniors with regard to having sex while they are teenagers. A significance of .025 was reported. The observed score for the freshman was 31% disagreeing or strongly disagreeing that it was against their values to have sex as a teenager, while the observed score for the seniors was 55% disagreeing or strongly disagreeing that it was against their values to have sex as teenagers. In addition 30% of the freshman reported that they were not sure how they felt on this question while only 14% of the seniors were ambivalent. Table 10 presents these findings.

Table 10

How much do you agree or disagree with the following? It is against my values to have sex while I am a teenager.

	Grade in School		Total
	9 th	12 th	
Strongly Disagree	5	9	14
Disagree	12	11	23
Undecided	16	5	21
Agree	8	8	16
Strongly Agree	13	3	16
Total	54	36	90

Question 19. How much do you agree or disagree with the following? My parents often tell me they love me.

The t- test for equality of means showed a statistically significant difference between the freshmen and seniors with regard to how often their parents tell them they

love them. A significance of .000 was reported. The observed score for the freshmen was 81% agreeing or strongly agreeing that their parents often tell them they love them, while only 39% of the seniors agreed or strongly agreed that their parents often tell them they love them. In addition, 50% of the seniors disagreed or strongly disagreed that their parents often tell them they love them as opposed to only 15% of the freshmen. Table 11 presents these findings.

Table 11

How much do you agree or disagree with the following? My parents often tell me they love me.

	Grade in School		Total
	9 th	12 th	
Strongly Disagree	2	8	10
Disagree	6	10	16
Undecided	2	4	6
Agree	21	13	34
Strongly Agree	23	1	24
Total	54	36	90

Question 26. Among the people to be your closest friends, how many would you say drink alcohol once a week or more?

The t- test for equality of means showed a statistically significant difference between the freshmen and seniors with regard to having friends that drink. A significance of .016 was reported. The observed score for the freshman was 78% saying that none or only a few of their friends drink once a week or more, while the observed score for the seniors was 50% saying that none or only a few of their friends drink once a week or more. Table 12 presents these findings.

Table 12

Among the people to be your closest friends, how many would you say drink alcohol once a week or more?

	Grade in School		Total
	9 th	12th	
All	0	2	2
Most	6	6	12
A Few	6	10	16
Some	20	8	28
None	22	10	32
Total	54	36	90

Question 27. Among the people to be your closest friends, how many would you say have used drugs such as marijuana or cocaine?

The t- test for equality of means showed a statistically significant difference between the freshmen and seniors with regard to having friends that use marijuana or cocaine. A significance of .007 was reported. The observed score for the freshmen was 72% saying that none or only a few of their friends use drugs such as marijuana or cocaine. The observed score for the seniors was 52% saying that none or only a few of their friends use drugs such as marijuana or cocaine. In addition only 11% of the freshmen reported that most or all of their friends use drugs as opposed to 33% of the seniors reported that most or all of their friends use drugs. Table 13 presents these findings.

Table 13

Among the people to be your closest friends, how many would you say have used drugs such as marijuana or cocaine?

	Grade in School		Total
	9 th	12 th	
All	2	3	5
Most	4	9	13
Some	9	5	14
A Few	7	8	15
None	32	11	43
Total	54	36	90

Question 29. Among the people you consider to be your closest friends, how many would you say get into trouble in school?

Although the t- test for equality of means did not show a statistically significant difference between the freshmen and seniors with regard to having close friends get into trouble in school, a trend was established and a significance of .060 was reported. The observed score for the freshman was 16% reporting that most or all of their friends get into trouble in school as opposed to the 3% of the seniors who reported that most or all of their friends get into trouble in school. Table 14 presents these findings.

Table 14

Among the people you consider to be your closest friends, how many would you say get into trouble in school?

	Grade in School		Total
	9 th	12 th	
All	2	0	2
Most	7	1	8
Some	10	7	17
A Few	20	14	34
None	15	14	29
Total	54	36	90

Research Question 2

Are there significant differences between high school students' perceptions of protective factors from the beginning to the end of high school with regard to gender? This question was addressed in Part I of the survey. Although the t- test for equality of means did not show a statistically significant difference between the males and females with regard to total protective factors, there were eight questions in which the t-test showed statistically significant differences between male and female students. In addition, three questions in Part I showed signs of a trend between the genders. Table 15 presents the t-test for equality of means for only those questions that showed statistical significance or a trend. For the complete table see Appendix E.

Table 15
t-test For Equality of Means (Protective Factors/Gender)

Question	t	Sig. (2-tailed)
Q3. How important is it to help other people in your life?	-3.178	.002
Q4. How important is it to make the world a better place?	-2.004	.048
Q5. How important is it to make sure that all people are treated fairly.	-1.996	.049
Q9. How often does one of your parents help you with your school work?	2.527	.013
Q10. How often does one of your parents talk to you about what you are doing in school?	1.863	.066 (trend)
Q14. At times, I think I am no good at all. Agree or disagree?	-1.676	.097 (trend)
Q16. I feel I do not have much to be proud of. Agree or Disagree?	-2.140	.035
Q18. It is against my values to have sex while I am a teenager. Agree or Disagree?	-2.217	.029
Q20. How do you think people that know you well would rate you on the following? Respecting the values and beliefs of people who are of a different race or culture.	-2.333	.022
Q21. How do you think people that know you well would rate you on each of these? Enjoy being with people who are of a different race than I am.	-3.071	.003
Q32. How many adults who have known you for two or more years who talk to you at least once a month?	1.650	.102 (trend)

Question 3. How important is helping other people to you in your life?

The t- test for equality of means showed a statistically significant difference between the males and females with regard to the importance of helping other people. A significance of .002 was reported. The observed score for the males was 82% agreeing or

strongly agreeing that helping other people is important, while the observed score for the females was 98% agreeing or strongly agreeing. Table 16 presents these findings.

Table 16
How important is helping other people to you in your life?

	Gender		Total
	Males	Females	
Strongly Disagree	0	0	0
Disagree	2	0	2
Undecided	5	1	6
Agree	25	28	53
Strongly Agree	8	21	29
Total	40	50	90

Question 4. How important is it to help make the world a better place in which to live?

The t- test for equality of means showed a statistically significant difference between the males and females with regard to helping make the world a better place. A significance of .048 was reported. The observed score for the males was 60% agreeing or strongly agreeing that helping to make the world a better place is important, while the observed score for the females was 74% agreeing or strongly agreeing. Both groups had an equal number of students answer undecided to this question. Table 17 presents these findings.

Table 17
How important is it to help make the world a better place in which to live?

	Gender		Total
	Males	Females	
Strongly Disagree	0	0	0
Disagree	4	1	5
Undecided	12	12	24
Agree	15	18	33
Strongly Agree	9	19	28
Total	40	50	90

Question 5. How important is it to help make sure that all people are fairly treated?

The t- test for equality of means showed a statistically significant difference between the males and females with regard to helping to make sure that all people are treated fairly. A significance of .049 was reported. The observed score for the males was 75% agreeing or strongly agreeing that it is important to make sure that all people are treated fairly, while the observed score for the females was 82% agreeing or strongly agreeing. In addition there were some males who disagreed or strongly disagreed that helping others was important. Table 18 presents these findings.

Table 18
How important is it to help make sure that all people are fairly treated?

	Gender		Total
	Males	Females	
Strongly Disagree	1	0	1
Disagree	1	0	1
Undecided	8	9	17
Agree	21	20	41
Strongly Agree	9	21	30
Total	40	50	90

Question 9. How often does one of your parents help you with your schoolwork?

The t- test for equality of means showed a statistically significant difference between the males and females with regard to getting help with schoolwork. A significance of .013 was reported. The observed score for the males was 47% never or seldom getting help with their schoolwork, while the observed score for the females was 70% never or seldom getting help. In addition, 50% of males reported receiving help

sometimes, often or very often as opposed to the 28% of females who reported receiving help only sometimes. Table 19 presents these findings.

Table 19
How often does one of your parents help you with your schoolwork?

	Gender		Total
	Males	Females	
Never	13	19	32
Seldom	6	16	22
Sometimes	11	14	25
Often	7	1	8
Very Often	3	0	3
Total	40	50	90

Question 10. How often does one of your parents talk to you about what you are doing in school?

Although the t- test for equality of means did not show a statistically significant difference between the males and females with regard to how often parents talk about what is going on in school, a trend was established and a significance of .066 was reported. The observed score for the males showed that 76% talk to their parents about school, while only 62% of the females talk to their parents about school. Table 20 presents these findings.

Table 20

	Gender		Total
	Males	Females	
Never	2	8	10
Seldom	7	11	18
Sometimes	13	12	25
Often	8	14	22
Very Often	10	5	15
Total	40	50	90

Question 14. How much do you agree or disagree with the following? At times, I think I am no good at all.

Although the t- test for equality of means did not show a statistically significant difference between the males and females with regard to believing in themselves, a trend was established and a significance of .097 was reported. The observed score for the males was only 28% agreeing or strongly agreeing that they are no good at all, while 40% of the females reported that they agreed or strongly agreed with this. Table 21 presents these findings.

Table 21
How much do you agree or disagree with the following? At times, I think I am no good at all.

	Gender		Total
	Males	Females	
Strongly Disagree	9	4	13
Disagree	9	15	24
Undecided	11	11	22
Agree	9	13	22
Strongly Agree	2	7	9
Total	40	50	90

Question 16. How much do you agree or disagree with the following? I feel I do not have much to be proud of. The t- test for equality of means showed a statistically significant difference between the males and females with regard to having much to be proud of. A significance of .035 was reported. The observed score for the males was 15% agreeing or strongly agreeing that they do not feel like they have much to be proud of, while the observed score for the females was 30% agreeing or strongly agreeing. Table 22 presents these findings.

Table 22

How much do you agree or disagree with the following? I feel I do not have much to be proud of.

	Gender		Total
	Males	Females	
Strongly Disagree	14	7	21
Disagree	13	21	34
Undecided	7	7	14
Agree	5	11	16
Strongly Agree	1	4	5
Total	40	50	90

Question 18. How much do you agree or disagree with the following? It is against my values to have sex while I am a teenager.

The t- test for equality of means showed a statistically significant difference between the males and females with regard to having sex while they are teenagers. A significance of .029 was reported. The observed score for the males was only 25% agreeing or strongly agreeing it is against their values to have sex as a teenager, while the observed score for the females was 44%% agreeing or strongly agreeing. Table 23 presents these findings.

Table 23

How much do you agree or disagree with the following? It is against my values to have sex while I am a teenager.

	Gender		Total
	Males	Females	
Strongly Disagree	7	7	14
Disagree	15	8	23
Undecided	8	13	21
Agree	6	10	16
Strongly Agree	4	12	16
Total	40	50	90

Question 20. How do you think people that know you well would rate you on the following? Respecting the values and beliefs of people who are of a different race or culture.

The t- test for equality of means showed a statistically significant difference between the males and females with regard to respecting the values and beliefs of different races and cultures. A significance of .022 was reported. The observed score for the males was 73% agreeing or strongly agreeing that it is important respect the values or beliefs of people who are of a different race or culture, while the observed score for the females was 88% agreeing or strongly agreeing. Table 24 presents these findings.

Table 24

How do you think people that know you well would rate you on the following?
Respecting the values and beliefs of people who are of a different race or culture.

	Gender		Total
	Males	Females	
Not At All Like Me	0	1	1
A Little Like Me	3	1	4
Somewhat Like Me	8	4	12
Quite Like Me	20	20	40
Very Much Like Me	9	24	33
Total	40	50	90

Question 21. How do you think people who know you well would rate you on each of these? Enjoy being with people who are of a different race than I am.

The t- test for equality of means showed a statistically significant difference between the males and females with regard to being with people of a different race or culture. A significance of .003 was reported. The observed score for the males was only 70% reporting that the people that know them well believe that they enjoy being with

people from different races. The observed score for the females was 90% reporting that the people who know them well believe that they enjoy being with people from different races. Table 25 presents these findings.

Table 25

How do you think people that know you well would rate you on each of these? Enjoy being with people who are of a different race than I am.

	Gender		Total
	Males	Females	
Not At All Like Me	0	0	0
A Little Like Me	1	0	1
Somewhat Like Me	11	5	16
Quite Like Me	18	20	38
Very Much Like Me	10	25	35
Total	40	50	90

Question 32. How many adults have you known for two or more years who talks with you at least once a month?

Although the t- test for equality of means did not show a statistically significant difference between the males and females with regard to speaking to adults on a regular basis, a trend was established and a significance of .102 was reported. The observed score for the males was 80% reporting that they know two or more adults that they talk to on a regular basis. The observed score for the females was 70% reporting that they know two or more adults that they talk to on a regular basis. Table 26 presents these findings.

Table 26

How many adults have you known for two or more years who talks with you at least once a month?

	Gender		Total
	Males	Females	
Zero	1	5	6
One	7	10	17
Two	5	8	13
Three or Four	9	12	21
Five or More	18	15	33
Total	40	50	90

Research Question 3

Is resiliency significantly different from the beginning to the end of a student's high school experience? This question was addressed in Part II of the survey. Although the t- test for equality of means did not show a statistically significant difference between the freshman and seniors with regard to total resiliency, there was a trend reported in the relationship sub-scale. In addition, the skill sub-scales of recruiting and valuing showed statistically significant differences between freshman and senior students. See Table 27.

Table 27
t-test For Equality of Means (Resiliency/Grade)

Resiliency	t	Sig. (2-tailed)
INSIGHT	-.341	.734
• Sensing	-1.341	.183
• Knowledge	.936	.352
INDEPENDENCE	.986	.327
• Separating	1.029	.306
• Distancing	.539	.591
RELATIONSHIPS	1.682	.096 (trend)
• Recruiting	2.426	.017 (sig.)
• Connecting	.149	.882
INITIATIVE	.035	.972
• Problem solving	-.466	.642
• Constructive Activities	.491	.625
CREATIVITY AND HUMOR	.169	.866
• Imagination	-.571	.570
• Creating to express feelings	1.419	.159
• Humor	-.927	.357
MORALITY	1.344	.182
• Valuing	2.301	.024 (sig.)
• Helping Others	-1.535	.128
GENERAL RESILIENCY	1.511	.134
• Persistence	1.308	.194
• Belief in ability to make it	1.393	.167
TOTAL RESILIENCY	1.111	.269

Relationships. Although the t- test for equality of means did not show a statistically significant difference between the freshmen and seniors with regard to relationships, a trend was established and a significance of .096 was reported. The relationship sub-scale score could range between 10 - 50. Higher scores represent higher resiliency and lower scores represent lower resiliency. The observed scores for the freshmen showed 44% ranging between 35-41, while 22% of the senior scores ranged between 35-41. Table 28 presents these findings.

Table 28
Relationship Scores/Grade

RELATIONSHIPS	Grade in School		Total
	9 th	12th	
21	0	1	1
22	1	0	1
23	1	1	2
25	0	2	2
26	1	0	1
27	1	0	1
28	1	2	3
29	7	6	13
30	2	3	5
31	4	3	7
32	5	3	8
33	3	2	5
34	4	5	9
35	5	1	6
36	5	1	6
37	6	0	6
38	3	2	5
39	2	4	6
40	2	0	2
41	1	0	1
TOTAL	54	36	90

Recruiting. The t- test for equality of means showed a statistically significant difference between the freshmen and seniors with regard to recruiting, which is a skill in the relationship sub-scale. A significance of .017 was reported. The recruiting skill sub-scale score could range between 6 - 30. Higher scores represent higher resiliency and lower scores represent lower resiliency. The observed scores for the freshmen showed 50% ranging between 20 - 26, while 28% of the senior scores ranged between 20-26. Table 29 presents these findings.

Table 29
Recruiting Scores/Grade

RECRUITING	Grade in School		Total
	9 th	12th	
10	0	1	1
12	1	0	1
13	1	0	1
15	1	6	7
16	5	1	6
17	3	7	10
18	10	5	15
19	6	5	11
20	9	5	14
21	6	1	7
22	5	1	6
23	3	2	5
24	2	1	3
25	1	0	1
26	1	0	1
TOTAL	54	36	90

Valuing. The t- test for equality of means showed a statistically significant difference between the freshmen and seniors with regard to valuing, which is a skill in the morality sub-scale. Although morality as a sub-scale was not statistically significant, the skill of valuing reported a significance of .024. The valuing skill sub-scale score could

range between 8 - 40. Higher scores represent higher resiliency and lower scores represent lower resiliency. The observed scores for the freshmen showed 72% ranging between 25 - 34, while 50% of the senior scores ranged between 25-34. Table 30 presents these findings.

Table 30
Valuing Scores/Grade

VALUING	Grade in School		Total
	9 th	12 th	
16	1	0	1
17	0	1	1
18	1	1	2
19	2	3	5
20	0	4	4
21	0	3	3
22	4	2	6
23	4	2	6
24	3	2	5
25	9	5	14
26	9	3	12
27	2	2	4
28	6	3	9
29	2	1	3
30	1	2	3
31	5	0	5
32	2	0	2
33	1	1	2
34	2	1	3
TOTAL	54	36	90

Research Question 4

Is resiliency significantly different from the beginning to the end of a student's high school experience with regard to gender? This question was addressed in Part II of the survey. Although the t- test for equality of means did not show a statistically

significant difference between the males and females with regard to total resiliency, there was a trend reported in the relationship sub-scale. In addition, the skill sub-scale of humor showed statistically significant differences between male and female students.

See Table 31

Table 31
t-test For Equality of Means (Resiliency/Gender)

	Resiliency	t	Sig. (2-tailed)
INSIGHT		.502	.617
• Sensing		1.051	.296
• Knowledge		-.354	.724
INDEPENDENCE		-.017	.987
• Separating		-.723	.472
• Distancing		.698	.487
RELATIONSHIPS		1.826	.071 (trend)
• Recruiting		1.290	.200
• Connecting		1.457	.149
INITIATIVE		.779	.438
• Problem solving		.349	.728
• Constructive Activities		.944	.348
CREATIVITY AND HUMOR		.833	.407
• Imagination		.469	.641
• Creating to express feelings		-.626	.533
• Humor		2.404	.018 (sig.)
MORALITY		1.203	.232
• Valuing		1.462	.147
• Helping Others		-.078	.938
GENERAL RESILIENCY		.834	.407
• Persistence		.765	.446
• Belief in ability to make it		.706	.482
TOTAL RESILIENCY		1.213	.228

Relationships. Although the t- test for equality of means did not show a statistically significant difference between the males and females with regard relationships, a trend was established and a variance of .071 was reported.. The

relationship sub-scale score could range between 10 - 50. Higher scores represent higher resiliency and lower scores represent lower resiliency. The observed scores for the males showed 85% ranging between 30 - 41, while 64% of the female scores ranged between 30-41. Table 32 presents these findings.

Table 32
Relationship Scores/Gender

RELATIONSHIPS	Gender		Total
	Male	Female	
21	1	0	1
22	0	1	1
23	0	2	2
25	2	0	2
26	0	1	1
27	0	1	1
28	1	2	3
29	4	9	13
30	2	3	5
31	4	3	7
32	5	3	8
33	2	3	5
34	4	5	9
35	1	5	6
36	2	4	6
37	3	3	6
38	3	2	5
39	6	0	6
40	1	1	2
41	1	0	1
TOTAL	40	50	90

Humor. The t- test for equality of means showed a statistically significant difference between the males and females with regard to humor, which is a skill in the creativity and humor sub-scale. Although creativity and humor as a sub-scale was not statistically significant, humor was reported with a significance of .018. The humor skill

sub-scale score could range between 3 - 15. Higher scores represent higher resiliency and lower scores represent lower resiliency. The observed scores for the males showed 63% ranging between 10 - 14, while 52% of the female scores ranged between 10-14. Table 33 presents these findings.

Table 33
Humor Scores/Gender

HUMOR	Gender		Total
	Male	Female	
5	0	1	1
6	3	2	5
7	0	6	6
8	3	8	11
9	9	7	16
10	4	11	15
11	6	8	14
12	8	4	12
13	3	2	5
14	4	1	5
TOTAL	40	50	90

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes four major sections: (a) Summary of the Study, (b) Summary and Discussion of Results, (c) Conclusions, and (d) Recommendations. The quantitative results of Chapter IV will be used to supply information for each area.

Summary of the Study

The purpose of this study was to determine if there are differences between ninth grade and twelfth grade student with regard to their perception of protective factors and their own resiliency. I examined the variables of grade and gender to determine if there was a significant difference in students from the beginning of their high school experience to the end of their high school experience. This study was conducted during the month of February 2001, at a small suburban multicultural high school in Westchester County, New York. Races of the students were predominantly Hispanic, Caucasian and African-American, however, these variables were not accounted for in this study.

Based on longitudinal studies, researchers have found that for every child who comes from an at-risk background who later needs intervention, there is a higher percentage of children who come from the same background who become healthy, competent adults. Werner and Smith's (1992) definitive research serves as the foundation for resiliency theory. Resiliency theory is based on defining the protective factors within

the family, school and community that exist for the successful child or adolescent. Chapter II reviewed resiliency research theory and protective factor research. The resiliency research theory explored four areas: (a) Resiliency and the individual, (b) Resiliency and the family, (c) Resiliency and the community, and (d) Resiliency and the school.

Protective factor research identifies conditions or influences that reduce the effects of the risk factors and promote resilience. They are not the opposite of risk factors, however they are the factors that kids need to become resilient. According to Benard (1991, 1993, 1995), resilient children usually have four attributes in common: (a) Social competence, (b) Problem-solving skills, (c) Autonomy, and (d) A sense of purpose and future. Most people have these four attributes to some extent. Whether or not these attributes are strong enough within the individual to help that person bounce back from adversity is dependent on having certain protective factors. The following are the key protective factors needed with the family, school and community: (a). A caring environment: At least one adult who knows the child well and cares deeply about the well-being of that child, (b). Positive expectations: High, clearly articulated expectations for each child and the purposeful support necessary to meet these expectations, (c). Participation: Meaningful involvement and responsibility (Werner & Smith, 1998; Henderson & Milstein 1996; Krovetz, 1999).

Students' perceptions of what protective factors exist and how resilient they believe they are, can be important information for school administrators, teachers and staff. Perceptions can contribute to, or detract from, learning. It is this researcher's belief that schools can play a major role in providing the protective factors and the resiliency

building skills needed for healthy and competent development. With the emphasis recently on higher standards, test scores seem to have replaced the affective learning that is vital for success. If we truly want to raise educational standards, then we must understand what builds resiliency in students. Resilient individuals will raise standards, not test scores.

Participants in this study were asked to complete a survey that indicated their perceptions of protective factors that exist in their lives and their own resiliency. The survey instrument was called the Adolescent Resiliency Survey. Part I of the survey assessed protective factors. The scales measured assessed protective factors including family support, other adult relationships, parent involvement in schooling, community values youth, positive peer influence, caring, equality and social justice, integrity, restraint, cultural competence, and self-esteem. Part II of the survey assessed resiliency. The scales measured assessed insight, independence, relationships, initiative, creativity, humor and morality. An eighth was added called general resilience, which is an ability to persist in working through difficulties and a belief that one can survive and make things better.

Summary and Discussion of Results

The findings of the study are summarized in reference to each research question. Part I of the survey, questions 3-32, assessed protective factors. Part II of the survey, questions 33-99, assessed resiliency.

Are there significant differences between high school students' perceptions of protective factors from the beginning to the end of their high school experience?

In relation to grade comparisons, the t-test correlations revealed significance in five survey questions. In addition, three questions in Part I showed signs of a trend between the grades.

As observed in Chapter IV, question 6 assessed the prosocial value of equality and social justice that involves caring for others and the world. The observed score for the freshman was 57% strongly agreeing that standing up for equality and social justice is important while 33% of the seniors strongly agreed with the importance of standing up for equality and social justice. Although not statistically significant, this trend supports the research of Benson, Scales, Leffert, and Roehlkepartain (1999) that reported that the importance of working for equality and social justice declined through high school. In recent years much attention has been focused on teaching young people positive values in school. While there is certainly a place for classroom learning about important values, it is important to remember that for positive values to become more normative among young people, they must be modeled by at least one strong, competent adult in their lives (Werner & Smith, 1992).

Questions 9,10 and 19 assessed the important protective factor of support. Support refers to a range of ways in which young people experience love, affirmation, and acceptance. Question 9 and Question 10 specifically assess support as it refers to parental involvement in schooling. Question 19 addresses the importance of family support.

The observed score for the freshman was 54% receiving help with their schoolwork at least sometimes, while the observed score for the seniors was only 19% saying they received help with schoolwork from their parents at least sometimes. With

regard to talking to parents about what they were doing in school, 50 % of the freshmen reported that they often or very often talk with their parents about school, while 28% of the seniors reported that they often or very often talk with their parents about school. These findings support the research of Benson, Scales, Leffert, and Roehlkepartain (1999), who found that parental involvement in schooling is experienced by only one in five high school students. The active participation of family members in students' learning has improved student achievement, increased school attendance, decreased student dropouts, decreased delinquency, and reduced pregnancy rates (Wang et al., 1994).

Family support showed a statistically significant difference between freshmen and seniors. The observed score for the freshman was 81% agreeing or strongly agreeing that their parents often tell them they love them, while only 39% of the seniors agreed or strongly agreed that their parents often tell them they love them. While the research shows that family support is an important protective factor (Werner & Smith, 1994) it is disturbing that one third of the students surveyed in Benson, Scales, Leffert, and Roehlkepartain's research (1999) do not experience this fundamental need in their homes.

In today's society, parents are given the message that adolescence is a turbulent time and teenagers do not want parents around. As teenagers become more independent, they rely less on their parents, so it is easy for parents to become less involved in their lives, including their school life. However, research clearly shows the importance of maintaining close relationships and staying involved, even while the child is becoming more independent and autonomous (Benson, Scales, Leffert, & Roehlkepartain (1999).

Question 18 assessed the protective factor of having the positive value called restraint. Restraint refers to the belief a young person has in the importance of not being sexually active or to use alcohol and other drugs. Values can powerfully affect behavior. However, adolescents who act with self-control may believe it is important to use restraint, but it does not necessarily follow that youth with lower levels of behavioral restraint do not have this value. Although the research findings on the benefits of youth behavioral restraint are impressive, they do not directly address the effects of adolescents' valuing restraint (Scales & Leffert, 1999). The observed score for the freshmen was 31% disagreeing or strongly disagreeing that it was against their values to have sex as a teenager, while the observed score for the seniors was 55% disagreeing or strongly disagreeing that it was against their values to have sex as teenagers.

In their research on adolescence, Benson, Scales, Leffert, and Roehlkepartain (1999) found that restraint, defined as a positive value, dropped dramatically in high school. This would support my finding that seniors disagreed significantly that having sex as a teenager was against their values. A key protective factor for teenagers is restraint, the internal belief that keeps them from engaging in risky or unhealthy behaviors such as early sexual activity and alcohol and other drug use (Leffert, Benson, & Roehlkepartain, 1997). Research shows that the way parents and caregivers touch, hold, and handle a child has much to do with the foundation for the child's development of healthy sexual attitudes and beliefs. Also relevant are the parents' own beliefs and values about sexuality. Clarifying sexual values is as important as giving children accurate information about sex (Bernstein, 1994).

As observed in Chapter IV, questions 26, 27 and 29 assessed the protective factor of positive peer influence. In the same way that positive adult role models are important, so are the relationships with peers who model positive behavior. According to Benard (1993, 1995), the ability to establish positive relationships with both adults and peers is an attribute that resilient children have in common.

The observed score for the freshman was 78% saying that none or only a few of their friends drink once a week or more, while the observed score for the seniors was 50% saying that none or only a few of their friends drink once a week or more. The observed score for the freshman was 72% saying that none or only a few of their friends use drugs such as marijuana or cocaine. The observed score for the seniors was 52% saying that none or only a few of their friends use drugs such as marijuana or cocaine. The observed score for the freshman was 16% reporting that most or all of their friends get into trouble in school as opposed to the 3% of the seniors who reported that most or all of their friends get into trouble in school.

Although the seniors showed an increase in the number of friends who drink or use drugs as compared to the freshmen, they also show a decrease in the number of friends who get into trouble in school. This refutes the research of Benson, Scales, Leffert, and Roehlkepartain (1999), who found that even though boundaries decline during the high school years, positive peer influence should not. Benard (1993, 1995) also found the importance that autonomy played in the development of resilient individuals. She believed that a sense of one's own identity and an ability to act independently and exert control over one's environment was critical to healthy development.

Are there significant differences between high school students' perceptions of protective factors from the beginning to the end of high school with regard to gender?

This question was addressed in Part I of the survey. In relation to gender comparisons, the t-test correlation revealed significance in eight survey questions. In addition, three questions in Part I showed signs of a trend between males and females.

Questions 3, 4 and 5 assessed the protective factor of having positive values. Question 3 and Question 4 specifically assessed values as it refers to placing a high value on helping other people. The observed score for the males was 82% agreeing or strongly agreeing that helping other people is important, and 60 % of the males agreed or strongly agreed that it was important to help make the world a better place. The observed score for the females was 98% agreeing or strongly agreeing that helping other people is important, and 74% of females agreed or strongly agreed that it was important to help make the world a better place. Question 5 addressed the importance a young person places on promoting equality and social justice. The observed score for the males was 75% agreeing or strongly agreeing that it is important to make sure that all people are treated fairly, while the observed score for the females was 82% agreeing or strongly agreeing. In addition there were some males who disagreed or strongly disagreed that helping others was important.

These findings are consistent with the research on adolescents' values, which shows gender differences with regard to positive values. Females consistently are found to have higher levels of prosocial and personal character values (Scales & Leffert, 1999). Beutel and Marini (1995) concluded that females consistently showed more compassion, defined as concern and responsibility for others, than did males. Benson, Scales, Leffert,

and Roehlkepartain (1999), found a gender gap in their research of adolescent values, with females being 10 percentage points higher in all the categories they studied.

As discussed earlier in this chapter and in Chapter IV, questions 9 and 10 specifically assess support as it refers to parental involvement in schooling. The observed score for the males was 47% never or seldom getting help with their schoolwork, while the observed score for the females was 70% never or seldom getting help. The observed score for the males showed that 76% talk to their parents about school, while 62% of the females talk to their parents about school.

These findings refute the research of Benson, Scales, Leffert, and Roehlkepartain (1999), who found that males and females reported very similar levels of support from parents. Although most students reported receiving little help with their schoolwork, a higher percentage of students, both male and female, reported talking to their parents about school. This finding is supported by the research of Stevenson and Baker (1987) who found that parents of young children tended to be more involved in their children's school activities than were parents of older children. These researchers speculated that this could reflect parents' feeling that the early years of schooling are particularly important. Parents may feel that they are more competent to help younger children than older ones and that it may be appropriate to disengage from involvement in schooling after their children are well established in the educational environment. Werner and Smith (1992) found that one of the most powerful variables positively associated with the successful adult adaptation of high risk children was the educational level of the opposite-sex parent: mother's educational level for boys, father's educational level for girls.

Question 14 and Question 16 specifically assess positive identity as it refers to self-esteem. Positive identity focuses on how youths view themselves. The observed score for the males was only 28% agreeing or strongly agreeing that they are no good at all, while 40% of the females reported that they agreed or strongly agreed with this. The observed score for the males was 15% agreeing or strongly agreeing that they do not feel like they have much to be proud of, while the observed score for the females was 30% agreeing or strongly agreeing.

Researchers have observed gender differences in self-esteem, particularly in adolescence (Gilligan, Lyons, & Hanmer, 1990; Benson, Scales, Leffert, & Roehlkepartain, 1999). Kelly and Jordan (1990) examined the relation of achievement and self-concept among young adolescents. They found that males reported higher levels of both scholastic and job-related self-concept than females did. They observed that "even though academic accomplishments of the boys and girls in this study were equal, boys saw themselves as more capable than girls" (p.176). Gilligan, Lyons and Hanmer (1990) observed that adolescence is a particularly crucial time in the development of self-esteem for girls. "Adolescence seems a watershed in female development, a time when girls are in danger of drowning or disappearing" (p. 10). She suggests that girls must be able to move beyond female stereotypes and balance their responsiveness to others with their responsiveness to their own needs.

As discussed in Chapter IV, question 18 assessed the protective factor of having the positive value called restraint. Restraint refers to the belief a young person has in the importance of not being sexually active or to use alcohol and other drugs. The observed score for the males was only 25% agreeing or strongly agreeing it is against their values

to have sex as a teenager, while the observed score for the females was 44%% agreeing or strongly agreeing.

This finding is supported by a national study of more than 1,000 sexually experienced 15-19 year old males, which found that adherence to a traditional dominant-culture masculine ideology was associated with less sexual restraint, less caring, and less belief in male responsibility to prevent pregnancy (Pleck, Sonenstein, & Ku, 1993). Values can powerfully affect behavior. However, adolescents who act with self-control may believe it is important to use restraint, but it does not necessarily follow that youth with lower levels of behavioral restraint do not have this value. Although the research findings on the benefits of youth behavioral restraint are impressive, they do not directly address the effects of adolescents' valuing restraint (Scales & Leffert, 1999).

Question 20 and Question 21 specifically assess social competence as it refers to cultural competence. Social competence is the skill that adolescents' use to deal with the many choices, challenges and opportunities they face. Cultural competence refers to a youths knowledge of and comfort with people of different cultural, racial, and ethnic backgrounds.

The observed score for the males was 73% agreeing or strongly agreeing that it is important to respect the values or beliefs of people who are of a different race or culture, while the observed score for the females was 88% agreeing or strongly agreeing. The observed score for the males was 70% reporting that the people that know them well believe that they enjoy being with people from different races. The observed score for the females was 90% reporting that the people who know them well believe that they enjoy being with people from different races.

These findings are supported by the work of Benson, Scales, Leffert, and Roehlkepartain (1999), who found that there was a considerable gap between males and females with respect to social competency. They found that females scored an average of 17 percentage points higher on cultural competence than did males.

Question 32 specifically assessed support as it refers to the support a young person receives from adults other than his or her parents. The observed score for the males was 80% reporting that they know two or more adults that they talk to on a regular basis. The observed score for the females was 70% reporting that they know two or more adults that they talk to on a regular basis.

This refutes the research of Svedhem (1994), who found that females seem to have a larger possible network of support, including more adults and more connections across family, school and neighborhood. Other research suggests that males may be even more sensitive to and helped by support offered outside the family, in the neighborhood and wider community (Werner & Smith, 1992).

Is resiliency significantly different from the beginning to the end of a student's high school experience? This question was addressed in Part II of the survey. Although the t- test for equality of means did not show a statistically significant difference between the freshman and seniors with regard to total resiliency, there was a trend reported in the relationship sub-scale. In addition, the skill sub-scales of recruiting and valuing showed statistically significant differences between freshman and senior students. In all three scales, the relationship sub-scale, and the recruiting and valuing skill sub-scales, the freshmen assessed had higher resiliency scores than the seniors.

Wolin and Wolin (1993) define relationships as intimate and fulfilling ties to other people. They are proof that you can love and be loved. Youth who feel supported feel that they are connected to people they value and those adults know them and care for them. They also feel that they have adults they can turn to for help (Scales & Leffert, 1999). Active recruiting is enlisting a friend, neighbor, teacher, policeman, or minister as a parent substitute (Wolin & Wolin, 1993). Supported youth know they can rely on positive, fulfilling relationships with numerous adults in their families, schools, and communities.

Several researchers have noted that children's resistance to hardship or resilience is greater when they have access to one healthy, caring parent or to a supportive adult outside the immediate family (Werner and Smith, 1998; Garmezy, 1991; Rutter, 1985). Werner (1998) also found that after a family member, a favorite teacher is reported to be the most positive role model. Benson, Scales, Leffert, and Roehlkepartain (1999) found support to be fragile in the communities they studied and that adult support declined through the middle and high school years. This would support my finding that freshmen had higher resiliency scores in the relationships and recruiting scales.

Although morality was not statistically significant in this study, the skill sub-scale of valuing was considerably higher for the freshmen than it was for the seniors. Wolin and Wolin (1993) define valuing as principles such as decency, compassion, honesty, and fair play. This refutes the research of Benson, Scales, Leffert, and Roehlkepartain (1999), who found that integrity increases as students get older. However, the same researchers found that compassion actually declines as students get older. A limitation worth noting in summarizing the research on values is that studies frequently report the

impact not of values per se but of behaviors that researchers take to be reflections of corresponding values. It may be incorrect to assume that a given behavior implies the existence of a similar underlying value (Scales & Leffert, 1999).

Is resiliency significantly different from the beginning to the end of a student's high school experience with regard to gender? This question was addressed in Part II of the survey. Although the t- test for equality of means did not show a statistically significant difference between the males and females with regard to total resiliency, there was a trend reported in the relationship sub-scale. In addition, the skill sub-scale of humor showed statistically significant differences between male and female students. In both scales, the relationship sub-scale, and the humor skill sub-scale, the males assessed had higher resiliency scores than the females.

In making a comparison in gender in the relationship sub-scale, the research of Benson, Scales, Leffert, and Roehlkepartain (1999) refutes my finding that males scored statistically higher. They found a considerable gap between males and females in interpersonal competence, with the females scoring an average of 34 percentage points higher.

Creativity and humor as a sub-scale was not statistically significant in this study; however, the skill sub-scale of humor was higher for the males than it was for the females. Although nothing was found in the research that supported a gender difference in relation to humor, there was support for the power of humor as skill to reverse harsh realities. Sigmund Freud was the first to note the transforming magic in creativity that he saw in a joke (Wolin & Wolin, 1993). Goleman (1995) found that good moods enhance the ability to think flexibly and with more complexity, thus making it easier to find

solutions to problems, whether intellectual or interpersonal. He suggests that one way to help someone think through a problem is to tell them a joke. Laughing, like elation, seems to help people think more broadly and associate more freely. This supports the resiliency research that found resilient survivors regularly defeat despair with a good laugh.

Conclusions

Some of the most notable differences in this study are based on age. The high school seniors reported lower levels of parental support, restraint, relationships and values. In the six variables that were assessed with statistical significance, the seniors scored lower than the freshmen for protective factors and resilience. It is difficult to know from this study exactly how to interpret this data. Adolescence is a time when we need to nurture a sense of independence and autonomy while also providing the connections, support and expectations that guide youth to make healthy choices. Perhaps schools, families and communities are providing the needed support more formally with younger students, and have reduced support in late adolescence in the name of independence and autonomy. A more in depth discussion was presented earlier in this chapter in the summary of the findings.

Gender comparisons was another area in which pervasive differences were found. Females scored higher in the positive values variables including caring for others, social justice and restraint. Males scored higher in relationships and their ability to establish relationships with nonparental adults. The most notable difference between males and

females was in self-esteem. Although the overall statistics were low, females reported between 12-15 percentage points lower in self-esteem than the males.

In their longitudinal and groundbreaking research, Werner and Smith (1991) found that there was a higher proportion of disordered behavior in childhood among the males than the females. However, this trend was reversed in the second decade of life when they reached adolescence. They found that boys were now more prepared for the demands of school and work, although they were still more often involved in antisocial and delinquent behavior. Girls were now confronted with social pressures and sex-role expectations that produced a higher rate of mental health problems in late adolescence and serious coping problems associated with teenage pregnancies and marriage. While control of aggression appeared to be one of the major problems for the boys in childhood, dependency became a major problem for the girls in adolescence. For each sex, traditional sex-role expectations set limits to their behavior; limits on the expressive roles played by the boys and limits on the instrumental roles played by the girls. Werner and Smith (1998) also found that related to this trend was the cumulative number of stressful life events reported by each sex. Boys with serious coping problems experienced more adversities than girls in childhood, while girls with serious coping problems reported more stressful life events in adolescence. In spite of the biological and social pressures, which seem to make each sex more vulnerable at different times, more at-risk girls than at-risk boys grew into resilient young adults.

Recommendations

As a result of this study, the following recommendations are listed for further investigation:

1. The present study should be replicated on the college level with students between the ages of 18-22. It would be informative to compare the data from the high school population to the college population.
2. The gender differences suggest that a great deal still needs to be learned about the developmental differences and the different contextual experiences of boys and girls. We need to understand more fully the unique developmental paths and challenges of both females and males.
3. We need to explore if positive values are not adequately nurtured and valued in boys and men.
4. We must examine how society continues to undermine the self-esteem and a sense of purpose in girls.
5. We need to find out more about the role of grandparents, aunts, uncles and other extended family resources as sources of support for children who grow up in adversity.
6. We need to find out more about the role of other alternate caregivers outside the home and the role the community plays in healthy development.
7. We need to do more studies on family size and birth order in order to find out what these demographic variables mean to competence and resilience in children.

8. We need to look more closely at the effect of parental age of both the mother and father and its effect on the vulnerability of the children.
9. This study should be replicated to include a comparison of race and culture and how that effects vulnerability and resilience.
10. School districts should consider resiliency assessments periodically in a student's educational experience and especially as freshmen in high school. This assessment could be used to develop an overall sense of beliefs about school-based resiliency. This strategy would reinforce the support systems that can be provided by the community and school district.
11. Resiliency education should become part of teacher certification programs.

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APPENDIX A
Correspondence

INFORMED CONSENT FORM

February 22, 2002

Dear Parents,

I have been the Director of Health, Physical Education and Athletics for the Public Schools of the Tarrytowns for the past three years. I am a graduate student at Seton Hall University completing my doctoral dissertation in Educational Administration.

Your child is being asked to participate in my doctoral dissertation research project. The purpose of the research is to analyze students' perceptions of their own resilience. The concept of resilience originated in medicine where it seems to provide an explanation of how some individuals can adapt and react positively to stress and adversity. This study will provide new information on the development of resilience.

Your child will be asked to complete a questionnaire in physical education class titled *Adolescent Resiliency Survey*. It contains some questions on drugs, alcohol and sex, and should take approximately 30 minutes to complete. Participation in the research is **voluntary**. Their responses are completely **confidential** and **anonymous**. In no way will any data be presented so that an individual can be identified. After completing the survey, your child will place it in an envelope and return it to the survey administrator. If at any time during the completion of the questionnaire your child is unable to continue, he/she may withdraw. Be assured that a withdrawal or decision not to participate will not affect your child's class standing. Please feel free to contact me at home (718/ 796-5092) or school (914/ 631-3664) if you have any questions.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the student's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275 - 2974.

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to have my child participate in this activity, realizing that he/she may withdraw without prejudice at any time.

Student's Name (Please Print) _____ Grade _____

Parent's Name (Please Print) _____

Parent's Signature _____ Date _____

Thank you for your anticipated cooperation with my research project. Please sign and return this form ASAP to: **Fran Clemente, 3215 Netherland Ave. #4D, Riverdale, NY 10463**

Sincerely,

Fran Clemente
Director of Health, Physical Education and Athletics

FORMULARIO DE CONSENTIMIENTO

El 2 de febrero de 2001

Estimados Padres,

He desempeñado el puesto de directora del departamento de Salud, Educación Física y Atletismos en las Escuelas Públicas de Tarrytowns durante los pasados tres años. Soy egresada de Seton Hall University con la meta de completar mi disertación doctoral en Administración Educativa.

Se le pide a su niño/a participar en mi proyecto de estudio para la disertación doctoral. El propósito del estudio es analizar las percepciones propias de los estudiantes en su capacidad de resalto. El concepto de resalto originó en medicina donde parece proporcionar una explicación de cómo unos individuos pueden ajustar y reaccionar positivamente a stress y adversidad. Este estudio proporcionará información nueva en el desarrollo del resalto.

Se pedirá que su niño/a complete una encuesta titulada *Adolescent Resilience Survey* en la clase de educación física. Esta encuesta contiene unas preguntas relacionadas a drogas, alcohol y sexo, y debe tomar aproximadamente 30 minutos completar. Participación en la investigación es **voluntaria**. Sus contestaciones son completamente **confidenciales** y **anónimas**. De ninguna manera se presentará datos de manera que se puede identificar un individuo. Después de completar la encuesta, su niño/a lo colocará en un sobre y lo devolverá al administrador del estudio. Si en cualquier tiempo durante la realización de la encuesta su niño/a se ve incapaz de continuar, él o ella se puede retirar. Le aseguro que un retiro o decisión de no participar no afectará las notas de la clase de su niño/a. Por favor si tiene cualquier pregunta, siéntase libre de ponerse en contacto conmigo al llamarme a casa al teléfono (718) 796-5092 o escuela (914) 631-3664.

Este proyecto ha sido revisado y aceptado por el Seton Hall Universidad Institutional Review Board for Human Subjects Research (La Junta de Revisión Institucional para el Estudio de Sujetos Humanos.) El IRB cree que el procedimiento del estudio resguarda adecuadamente la privacidad, bienestar, libertad civil, y derechos del estudiante. El Presidente del IRB puede ser contactado en la Oficina de Servicios para Concesiones y Estudios. El número telefónico de la oficina es (973) 275-2974.

He leído el contenido de este formulario, y he recibido contestación satisfactoria a las preguntas que he hecho. Estoy de acuerdo de que mi niño/a participe en esta actividad, teniendo en cuenta de que él o ella se puede retirar sin prejuicio en cualquier tiempo.

Nombre Estudiante (Letra de Molde) _____ Grado _____

Nombre de Padre/Madre _____

Firma de Padre/Madre _____ Fecha _____

Gracias por su anticipada cooperación con mi proyecto de estudio. Favor de firmar y regresar éste formulario lo mas pronto posible a: **Fran Clemente.3215 Netherland Ave.#4D.Riverdale, NY 10463**

Sinceramente,

Fran Clemente

Directora de Salud, Educación Física y Atletismo

ASSENT FORM

February 22, 2002

Dear Student,

I am working on my doctorate in Educational Administration at Seton Hall University. Part of my degree requirement is to complete a research project, which is called a dissertation. You are being asked to participate in my doctoral dissertation research study.

The purpose of my research is to identify how students overcome difficult and stressful situations. Resilience is the term used to describe people who have the ability to bounce back from problems. Resilience originated in medicine where it seems to provide an explanation of how some individuals can adapt and react positively to stress and adversity. This study will provide new information on the development of resilience.

Please complete the enclosed questionnaire titled *Adolescent Resiliency Survey*. It contains some questions on drugs, alcohol and sex, and should take approximately 30 minutes to complete. Participation in the research is **voluntary**, and your responses are completely **confidential** and **anonymous**. In no way will any data be presented so that you can be identified. If at any time during the completion of the questionnaire you are unable to continue, you may withdraw. Be assured that a withdrawal or decision not to participate will not affect your class standing. If necessary, you will have the opportunity to speak to a counselor, teacher or friend.

After completing the survey, please place it in the envelope provided and return it to your test administrator. Please feel free to contact me at home (718/ 796-5092) or school (914/ 631-3664) if you have any questions.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the student's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275 - 2974.

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

Student's Name (Please Print) _____

Student's Signature _____ Date _____

Thank you for your anticipated cooperation with my research project.

Sincerely,

Fran Clemente
Director of Health, Physical Education and Athletics

August 5, 2000

Jean Wachs
Research and Evaluation Manager
Search Institute
700 South Third Street
Suite 210
Minneapolis, MN 55415

Dear Jean,

I am a graduate student at Seton Hall University completing my doctoral dissertation in Educational Administration. I would like to request your written permission to use 30 items from the Attitudes and Behavior Survey, Profiles of Student Life for my dissertation. These 30 items will be part of a survey instrument that I am creating for my dissertation.

My dissertation will compare protective factors and resiliency as perceived by high school students in my school district. I will examine the variables of gender and grade level to determine if there is a definitive difference. I would like to use the following survey items: 40, 44, 48, 142, 143, 146, 21, 22, 24, 111, 112, 114, 115, 123, 124, 125, 126, 6, 8, 10, 12, 14, 15, 37, 45, 72, 78, 36, 39, 42. I will not present my findings as measuring developmental assets nor will I use the developmental asset labels in my research. However, I will cite the Search Institute on all printed materials.

I am currently the Director of Health, Physical Education and Athletics for the Tarrytown Public Schools. I hope my research will provide valuable information for intervention and student programs that can benefit our students and others. I will be happy to share my findings with you at the completion of my study. Thank you for your time and consideration.

Sincerely,

Fran Clemente
Director of Health, Physical Education and Athletics



August 9 , 2000

Fran Clemente
3660 Waldo Avenue, #4H
Riverdale NY 10463

Dear Ms. Clemente:

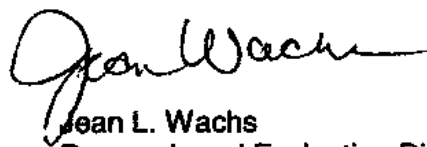
Thank you for your letter of August 5. Permission to use items from our survey *Search Institute Profiles of Student Life: Attitudes and Behaviors* is granted with the following understandings:

- Permission is granted for use of the following items: 6, 8, 10, 12, 14, 15, 21, 22, 24, 36, 37, 39, 40, 42, 44, 45, 48, 72, 78, 111, 112, 114, 115, 123, 124, 125, 126, 142, 143, 146,.
- Permission is granted for one-time use only. Any additional use of the items or the newly created survey requires additional written approval from Search Institute.
- Permission to use survey items is restricted exclusively to the organization/ individual requesting the permission. Permission cannot be transferred to another organization/individual, nor may the new survey be made available for use by another organization/individual.
- Search Institute must be cited on all printed materials (survey, reports, articles, etc.) as follows:

[List your survey item numbers] taken from *Search Institute Profiles of Student Life: Attitudes and Behaviors*, copyright © 1996 Search Institute, Minneapolis, MN. Used by permission.
- Scoring of the survey items and subsequent reporting may not be presented as measuring the developmental assets nor presented using the developmental assets labels.

Thank you for your interest in our work. I wish you well in your endeavors.

Sincerely,



Jean L. Wachs
Research and Evaluation Division Manager

RESILIENCY ATTITUDES SCALES

Terms of Use

PURPOSE:

Check One: Pilot Scales: _____

Review Scales: _____

Agency Name: FRAN CLEMENTE agrees to participate in a field test to collect pilot data using one or more of the three Resiliency Attitudes Scales designed for use with Eagle Ridge Institute's "New Destiny Residential Treatment Program for Women and Children." The three versions of the scale are the: Resiliency Attitudes Scale (R.A.S.), adult version, the Adolescent Resiliency Attitudes Scales (A.R.A.S.), and the Children's Resiliency Attitudes Scales (C.R.A.S.). These scales are under development by Dr. Belinda Biscoe and Mrs. Betty Harris in Oklahoma City, Oklahoma. The data on these scales are to be collected with anonymity and forwarded to Dr. Biscoe to assist with scale validation. We are also asking pilot sites to forward data on any other scales administered to help us establish convergent and discriminate validity. There are no foreseeable risks to clients agreeing to be assessed using these scales.

Agency Name: FRAN CLEMENTE also agrees to use these scales only for its in-house purposes. However, if it is necessary for you to publish your findings prior to validation of the scales, contact me for data and information to include in the article pending scale validation. If others are interested in using these scales, please have them contact Dr. Biscoe to obtain permission for consent to use. These scales are copyrighted and can not be used without prior consent. We look forward to collaborating with you as we explore the world of resilience.

Fran Clemente 8/14/00 3215 Netherland Ave. #4D
Signature of Agency Representative, Date Riversdale, N.Y. 10463

8/18/2000
Permission granted for use _____
Address _____

Belinda Biscoe, Ph.D. Belinda Biscoe
Director, Region VII Comprehensive Center
University of Oklahoma
College of Continuing Education

(W) 914/631-3664 (H) 718/796-5092
Phone and Fax Numbers (FAX) 914/332-6283

P.S.: PLEASE RETURN THIS FORM TO ME BY MAIL OR FAX:

*Region VII Comprehensive Center
555 East Constitution Street
Norman, Oklahoma 73072
(405-325-0473) - Work
(405-325-1824) - Fax*

My E-mail address is: Bbiscoel23@aol.com

APPENDIX B

Adolescent Resiliency Survey

ADOLESCENT RESILIENCY SURVEY

Your answers on this questionnaire will be kept strictly confidential. DO NOT put your name on this form. It has no code numbers, so no one will be able to find out how you or anyone else answered. Therefore, no one will be able to connect your answers with your name.

This is not a test you take for school grades. You are just being asked to tell about yourself, your experiences, and your feelings. Please be as honest as you can. Place all answers on the scan sheet provided.

Some of the questions in this survey ask about your parents. In this survey, "parents" refer to the adults who are now most responsible for you. They could be foster parents, step-parents, or relatives/guardians. If you live in a one-parent family, answer for that adult.

PART I

1. What is your grade in school?

1 = 9th

2 = 12th

2. What is your gender?

1 = Male

2 = Female

How important is each of the following to you in your life?

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

3. Helping other people
 4. Helping to make the world a better place in which to live
 5. Helping make sure that all people are treated fairly
 6. Speaking up for equality (everyone should have the same rights and opportunities)
 7. Doing what I believe is right even if my friends make fun of me
 8. Standing up for what I believe, even when it's unpopular to do so

For each of the following, mark one response. How often does one of your parents....?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Very Often

9. Help you with your school work
 10. Talk to you about what you are doing in school
 11. Go to meetings or events at your school

How much do you agree or disagree with the following? Choose one answer for each.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

12. On the whole, I like myself
 13. It is against my values to drink alcohol while I am a teenager
 14. At times, I think I am no good at all
 15. I get along well with my parents
 16. I feel I do not have much to be proud of
 17. My parents give me help and support when I need it
 18. It is against my values to have sex while I am a teenager
 19. My parents often tell me they love me

Think about the people who know you well. How do you think they would rate you on each of these? People who know me would say that this is

1	2	3	4	5
Not At All Like Me	A Little Like Me	Somewhat Like Me	Quite Like Me	Very Much Like Me

20. Respecting the values and beliefs of people who are of a difference race or culture than I am
 21. Enjoying being with people who are of a different race than I am

How much do you agree or disagree with the following? Mark one answer for each.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

22. Adults in my town or city make me feel important
 23. Adults in my town or city listen to what I have to say
 24. Adults in my town or city don't care about people my age
 25. In my town or city, I feel like I matter to people

Among the people you consider to be your closest friends, how many would you say.....?

1	2	3	4	5
All	Most	Some	A Few	None

26. Drink alcohol once a week or more
 27. Have used drugs such as marijuana or cocaine
 28. Do well in school
 29. Get into trouble in school

How many adults have you known for two or more years who.....?

1	2	3	4	5
0	1	2	3 or 4	5 or More

30. Give you lots of encouragement whenever they see you
 31. You look forward to spending time with
 32. Talk with you at least once a month

PART II

Please be as honest as possible when rating each of the statements below. There are no right or wrong answers. Record all of your answers on the separate answer grid. Please read each item carefully and rate how strongly you agree or disagree with it using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

33. Most of the time I am not sure how my parents or those who take care of me will act.
34. I avoid accepting responsibility for other people's problems.
35. When others think badly of me, there's probably a good reason for it.
36. I try to notice signals from other people that spell trouble.
37. It doesn't do any good to try and figure out why things happen.
38. Often I find myself taking responsibility for other people's problems.
39. I have not learned how to stay out of the way of grow-ups when they are doing or saying things that scare me.
40. It is hard for me to pay attention at school if people in my family have been fussing or fighting all night.
41. I am able to step back from troubled family members and see myself as OK.
42. If you care about someone, you should try to do what the person wants, even if it seems unreasonable.
43. I can't help acting like a baby around my parents.
44. I find other places to go when people in my family are fussing or fighting.
45. I can stay calm around troubled people because I understand why they act the way they do.
46. If I love someone, I can put up with them hurting me.
47. I realize that I can't change other people: they have to change themselves.
48. It's hard for me to stay calm when someone I care about is being unreasonable.
49. I am good at figuring out why people act the way they do.
50. There are only a few people I can really count on.
51. I try to figure out why some of my friends are not good for me and then try to find different friends.
52. It's hard for me to believe that I'll ever find a good friend.
53. I am good at making new friends.
54. I can't do anything about whether people like me or not.
55. I am good at keeping friendships going.
56. I am shy around people I don't know.
57. I am able to love others and be loved by them.

58. I know how to get grown-ups to spend time with me.
59. It's beyond me how most things work.
60. I have hobbies or other activities that are important to me.
61. I don't keep making the same mistakes.
62. I can learn from my past mistakes and use that information to make the future better.
63. I am successful in taking care of myself and getting my needs met.
64. I often get really frustrated when dealing with problems and can't figure out what to do.
65. There are few things that I am good at doing.
66. I don't like to try to find out how things work.
67. I do enough to get by, but not much more.
68. I am good at getting things done.
69. I don't think I'm creative.
70. I forget my problems when I'm involved in art, music, singing, or dancing.
71. I am hardly ever bored
72. One way I express my feelings is through my art work, dance, music, or writing.
73. Using my imagination doesn't help solve problems.
74. When I'm involved in art, music, singing, or dancing, I can forget my sadness or anger.
75. Most problems have only one answer.
76. It's hard for me to laugh when things are not going okay.
77. I take everything in life very seriously.
78. I am good at using humor to make myself and others feel better in bad situations.
79. I find it easy to choose between right and wrong.
80. I like to help people.
81. There's no way I can make a difference in someone's life.
82. It's a dog eat dog world, so one has to do whatever it takes to get by.
83. I am sometimes unfair to my friends.
84. I like to help my friends even if they don't help themselves.
85. I don't always do what I know is right.
86. I do things to make it better for other people.
87. I stand up to people when I see them being dishonest, or mean.
88. I do what's right even if I don't win.
89. Sometimes I feel like I don't have a purpose in life.
90. I stand up for my classmates even when others make fun of them.
91. No matter what happens, if I keep trying I'll make it.
92. There are things I can do to make my life better.
93. Sometimes, it's hard, but I don't let things keep me down.
94. Even if bad things happen, I can deal with them.
95. No matter how hard I try, I can't make things right.
96. When I fail a test, I want to know what I did wrong.
97. I sometimes keep making the same mistakes.
98. I'm good at making the best of problems at school or home.
99. It's hard for be to bounce back from problems.

APPENDIX C

Reliability Analysis

RELIABILITY ANALYSIS - SCALE (ALPHA)

Method 2 (covariance matrix) will be used for this analysis

Part I - Correlation Matrix

	Q3	Q4	Q5	Q6	Q7
Q3	1.0000				
Q4	.5539	1.0000			
Q5	.5472	.4840	1.0000		
Q6	.3024	.4220	.5613	1.0000	
Q7	.2995	.2686	.2973	.3950	1.0000
Q8	.2440	.2524	.2681	.3663	.5217
Q9	-.0423	.1471	.0661	.1037	-.0958
Q10	.1097	.2208	.0969	.2433	.1147
Q11	.0993	.1898	.1610	.2043	.1124
Q12	.1286	.1314	.1150	.4044	.2663
Q13	.0222	.1286	.1097	.2692	.1297
Q14	.0015	-.2119	-.1477	-.2378	-.2168
Q15	.0590	.0228	-.0842	.0527	.2593
Q16	.0222	-.0982	-.1220	-.3666	-.1650
Q17	-.0276	.1488	.0947	.2312	.1586
Q18	.3003	.2981	.2191	.2390	.1285
Q19	.0916	.1304	.1315	.2866	.1600
Q20	.3452	.1804	.2208	.2317	.3302
Q21	.2762	.2649	.2795	.2869	.3652
Q22	.2852	.3553	.2202	.2130	.1969
Q23	.2776	.2985	.1439	.2492	.3205
Q24	-.1053	-.1462	-.0615	-.1302	-.2716
Q25	.4286	.4309	.1531	.2213	.2470
Q26	.1659	.3248	.1627	.3713	.2500
Q27	.0848	.0881	.2953	.4364	.2507
Q28	-.0426	-.0106	-.0479	-.0812	.0659
Q29	.0676	.1375	.1852	.1988	.0662
Q30	.1594	.1220	.1331	.2005	.1608
Q31	.1966	.1249	.1306	.1276	.0536
Q32	.0225	.0082	.0710	.1699	.1282
	Q8	Q9	Q10	Q11	Q12
Q8	1.0000				
Q9	-.1813	1.0000			
Q10	-.0606	.5078	1.0000		

	Q8	Q9	Q10	Q11	Q12
Q11	-.0939	.5102	.4943	1.0000	
Q12	.1847	.0155	.3489	.2175	1.0000
Q13	-.0606	.2248	.1638	.1918	.0972
Q14	-.1655	-.1391	-.2102	-.2371	-.2143
Q15	-.0142	.1159	.1900	.1731	.4409
Q16	-.0507	-.1595	-.2291	-.2156	-.5313
Q17	.0583	.3908	.4072	.3335	.3261
Q18	.0339	.1616	.1518	.1073	.0849
Q19	-.0514	.3611	.2729	.2807	.2923
Q20	.2917	-.0227	.0456	.1765	.1116
Q21	.3225	-.0577	-.0550	.1605	.0057
Q22	.0337	.3167	.3651	.1516	.3190
Q23	.1808	.1492	.2782	.0381	.3728
Q24	-.1391	-.2609	-.1968	-.2165	-.2124
Q25	.1924	.2424	.3792	.1949	.2103
Q26	.0067	.4085	.4284	.2105	.1187
Q27	.0346	.3622	.3096	.2122	.1384
Q28	.0660	-.0437	-.0238	-.0172	-.0527
Q29	.0672	.2033	.1623	.3008	.2324
Q30	-.1037	.1686	.3519	.1772	.4294
Q31	.0546	.1673	.2861	.1729	.3352
Q32	-.0250	.1085	.4150	.1778	.4902

	Q13	Q14	Q15	Q16	Q17
Q13	1.0000				
Q14	-.2006	1.0000			
Q15	.3250	-.2099	1.0000		
Q16	-.2717	.3972	-.3771	1.0000	
Q17	.2858	-.3642	.4314	-.4890	1.0000
Q18	.4606	.0596	.0542	-.0753	.1915
Q19	.0819	-.2238	.3401	-.3173	.3990
Q20	.0549	-.0825	.0085	.0489	.0128
Q21	-.0558	-.1701	.0141	.1168	-.0341
Q22	.3777	-.1535	.2255	-.3279	.3927
Q23	.1889	-.1134	.2672	-.3036	.4502
Q24	-.1596	.1799	-.2388	.2584	-.2391
Q25	.0252	-.1302	.2127	-.2965	.1651
Q26	.4109	-.1686	.2505	-.3685	.3712
Q27	.4522	-.1077	.2289	-.3148	.4438
Q28	-.2396	-.0870	-.2399	.2160	-.1556

	Q13	Q14	Q15	Q16	Q17
Q29	.1757	-.0722	.2062	-.0873	.2572
Q30	.1885	-.2242	.3354	-.4060	.4320
Q31	.0106	-.0813	.3713	-.4173	.2686
Q32	.0826	-.2534	.4095	-.4678	.3512

	Q18	Q19	Q20	Q21	Q22
Q18	1.0000				
Q19	.1900	1.0000			
Q20	.1848	.2069	1.0000		
Q21	.1385	.1996	.3869	1.0000	
Q22	.3839	.3871	.2003	.0427	1.0000
Q23	.3025	.2936	.2578	.0397	.7155
Q24	-.1797	-.2350	-.2630	-.0825	-.3018
Q25	.2013	.2022	.2205	.0829	.4141
Q26	.2891	.2089	-.0848	-.0835	.3072
Q27	.3187	.2677	.0228	-.0758	.2255
Q28	-.1439	-.1855	-.0261	.2981	-.1220
Q29	.0461	.1297	.0632	-.0729	.0393
Q30	.2281	.3859	-.0177	-.0785	.3377
Q31	.1366	.3451	.1130	.0734	.3065
Q32	.0376	.3157	.0246	.0005	.3266

	Q23	Q24	Q25	Q26	Q27
Q23	1.0000				
Q24	-.3731	1.0000			
Q25	.5071	-.3661	1.0000		
Q26	.2719	-.0826	.4203	1.0000	
Q27	.3164	-.2004	.2260	.6598	1.0000
Q28	-.0446	.0292	-.0152	-.1928	-.3012
Q29	.1116	-.0801	-.0301	.2276	.3548
Q30	.3936	-.2274	.1752	.2512	.2208
Q31	.3318	-.2470	.2977	.1016	.0470
Q32	.3777	-.3399	.2375	.1286	.2378

	Q28	Q29	Q30	Q31	Q32
Q28	1.0000				
Q29	-.2408	1.0000			
Q30	-.1479	.1171	1.0000		
Q31	-.0166	.0963	.5871	1.0000	
Q32	-.0674	.1103	.5654	.5300	1.0000

N of Cases = 90.0

Reliability Coefficients 30 items

Alpha = .7998 Standardized item alpha = .8014

RELIABILITY ANALYSIS - SCALE (ALPHA)

Method 2 (covariance matrix) will be used for this analysis

Part II- Correlation Matrix

	Q33R	Q34	Q35R	Q36	Q37R
Q33R	1.0000				
Q34	.1333	1.0000			
Q35R	.1385	.0150	1.0000		
Q36	.0101	-.0179	-.1997	1.0000	
Q37R	.0838	-.0235	.2071	.2073	1.0000
Q38R	.3603	.3020	.1550	-.0946	-.0051
Q39R	.1388	-.0358	.0184	.2316	.0526
Q40R	.2002	-.0232	.0043	.0953	-.0172
Q41	.0278	-.1225	-.0394	.1563	.2993
Q42R	.0696	.0768	.2994	-.0720	.1589
Q43R	.1322	.1533	.0074	.1630	.1791
Q44	-.0473	-.1230	.0568	.0236	.0884
Q45	.0204	-.1059	.0667	-.0557	.0245
Q46R	.0956	.1465	.2533	.0006	.2667
Q47	-.0277	-.0538	.0314	-.1215	-.1319
Q48R	.1510	.1455	-.1273	-.1075	-.1372
Q49	.0781	-.0691	-.1280	.1413	.2384
Q50R	.2962	.0127	.0492	.1005	.1303
Q51	-.1416	.0563	-.0784	-.0701	-.0446
Q52R	.2392	-.0575	.1213	.0917	.3483
Q53	-.0105	.0022	.0966	-.1326	.1013
Q54R	.0343	.0549	-.0011	.3444	.0537
Q55	-.1071	-.1255	.1341	-.1197	.2889
Q56R	-.1048	.2996	-.0317	-.0495	-.2572
Q57	.0358	-.1241	.1178	.0434	.1400
Q58	.1710	.0023	.1890	-.1232	.0741
Q59R	.1870	.0117	.1036	.2210	.1105
Q60	-.0381	.1178	-.1663	.1784	.1879
Q61	.1147	-.0020	.0494	-.0114	-.0365
Q62	-.0357	-.0491	-.0343	.1225	.0794
Q63	.0146	.0624	.0069	-.0385	-.0362
Q64R	.3118	.3038	.1537	-.0918	.0739
Q65R	.2135	.0274	-.0127	.0933	.2000
Q66R	.2165	-.1424	.0583	.0825	.2330
Q67R	.2005	-.0229	.0974	.0446	.0901
Q68	-.1253	.0000	.1992	-.1313	.2148

	Q33R	Q34	Q35R	Q36	Q37R
Q69R	.1399	.1605	.1981	-.1668	.0649
Q70	.0136	-.0393	-.0111	.0595	.2140
Q71	.0065	-.0762	-.0780	.1019	.0233
Q72	.0166	-.0841	-.0115	.1233	.2363
Q73R	.1637	-.1276	.2341	-.0327	.0726
Q74	-.0271	-.0705	.0862	-.0395	.1453
Q75R	.2252	.0208	.1188	.0712	.2474
Q76R	.0209	.0288	.1017	.0196	.1462
Q77R	.1690	.0463	-.1350	.0022	.0262
Q78	.1227	-.0760	.0131	.0157	.2253
Q79	-.0175	-.0607	-.0493	.0577	-.0095
Q80	.0113	-.1261	.0296	.0389	.1073
Q81R	.2099	.0891	.1736	.0549	.2627
Q82R	-.0597	.0037	-.1102	.0135	.0053
Q83R	.1124	-.0168	.1431	.0785	.0498
Q84R	.1135	.1133	-.1071	-.0587	-.0696
Q85R	.1097	.1210	-.0220	.1419	-.0908
Q86	.0193	-.1945	.0831	.1431	.1490
Q87	-.1062	-.0511	-.0465	.0702	.1216
Q88	-.0525	-.0964	-.0339	.0174	.0000
Q89R	.1272	.1902	.1464	-.0721	.1403
Q90	.2163	-.0760	.0164	.0548	.2764
Q91	-.0370	.0325	.1264	-.1560	.3241
Q92	.0761	.0315	.1809	.0327	.3207
Q93	-.0372	-.0924	.1422	-.0753	.1960
Q94	.0329	-.0762	-.1574	.0086	.1759
Q95R	.1907	-.0882	.0456	.2576	.1967
Q96	-.0625	-.0897	.2450	.0860	.1848
Q97R	.0356	-.0416	-.1319	-.0068	-.0434
Q98	.2917	.1396	.0467	.0891	.3816
Q99R	.2324	-.0323	.1201	-.0155	.2458

	Q38R	Q39R	Q40R	Q41	Q42R
Q38R	1.0000				
Q39R	.1806	1.0000			
Q40R	.1445	.3108	1.0000		
Q41	.0525	.0655	.2121	1.0000	
Q42R	.1245	.0851	.2389	.0780	1.0000
Q43R	-.0304	.1752	.1409	-.0441	-.0238
Q44	-.1133	-.0462	-.0166	.1088	-.0850
Q45	.0254	.0315	.1815	.4380	.1402
Q46R	.1430	.0625	-.0636	-.0141	.4057
Q47	-.0311	.0528	.0812	.0652	.1500
Q48R	.0624	.1009	.1426	.0072	-.0010
Q49	.1441	.1514	.0414	.3208	-.1022
Q50R	.1839	.0825	.2072	.0338	.0074
Q51	-.0252	-.2309	-.0440	.0385	.0959
Q52R	.1636	.2416	.3059	.0343	.1716
Q53	.0013	-.0271	-.0220	.3329	-.0709
Q54R	.1403	.1296	.1684	.0275	.1635
Q55	.0634	.0584	.1019	.2731	.0871
Q56R	-.0264	-.0052	.1877	-.0257	.1033
Q57	-.0295	-.0023	-.0058	.2568	-.0951
Q58	.0614	.0676	.2599	.2235	.0005
Q59R	.0034	.1900	.0613	-.0186	.1861
Q60	.0746	-.0029	.1133	.2546	.0567
Q61	.1341	.1283	-.0591	.2179	-.1145
Q62	-.0014	-.0047	.0235	.3039	-.0687
Q63	.2058	.0906	.1175	.1831	.2705
Q64R	.2123	.0721	.1461	.0847	.1041
Q65R	.2776	.1804	.1824	.2207	.1538
Q66R	.0387	.1023	.0946	.2177	.1194
Q67R	.1008	.1110	.3380	.1016	.1289
Q68	.1085	.0401	.0424	.1290	.1327
Q69R	-.0011	.0267	.2277	.1058	.3041
Q70	.0005	-.1654	-.0767	.3195	.0860
Q71	.0808	-.0621	.1499	.2667	-.0809
Q72	.0450	-.2134	.0146	.2928	.0569
Q73R	.1398	.3074	.3728	.0757	.1907
Q74	-.0917	-.1271	-.1295	.0592	-.0299
Q75R	.1156	.1880	.0966	.1544	.0716
Q76R	.1551	.1146	.2115	.3041	.0285
Q77R	.0134	.0929	.2425	.1584	.0688
Q78	.0847	-.0139	.2312	.2590	-.0186
Q79	.2308	.1899	.1634	.1709	-.0751

	Q38R	Q39R	Q40R	Q41	Q42R
Q80	.1879	.2021	.0720	.2562	.0319
Q81R	.2092	.1723	.0840	.2270	.0064
Q82R	-.0247	-.0242	-.1278	-.0330	-.1656
Q83R	.2469	.1094	.1185	.1764	.0524
Q84R	-.0030	-.0486	-.0734	-.1521	.0349
Q85R	.1519	-.0300	.2076	-.1185	.1362
Q86	-.1299	.0907	.0108	.2223	-.0764
Q87	-.0006	-.0289	-.0377	.1991	-.1069
Q88	.0742	.1439	.3249	.3352	-.1541
Q89R	.2567	.1143	.1984	.3833	.1532
Q90	.0000	.0243	.0636	.2072	-.0149
Q91	.1774	-.0837	-.0123	.2997	.0074
Q92	.1938	-.0262	-.0583	.3328	.0497
Q93	.0255	-.1458	.0162	.4107	.0677
Q94	.0371	.0884	.1066	.4238	.0525
Q95R	-.0220	.1281	.2887	.1003	.0016
Q96	.0675	.0574	.1685	.1422	-.0421
Q97R	.0993	.1329	-.0142	-.0440	.0994
Q98	.3096	.0356	.1487	.2004	.0982
Q99R	.1407	.0126	.1817	.1672	.1633

	Q43R	Q44	Q45	Q46R	Q47
Q43R	1.0000				
Q44	-.0316	1.0000			
Q45	-.0482	.0570	1.0000		
Q46R	-.0303	.0428	.0384	1.0000	
Q47	.0092	.0338	.1393	.1630	1.0000
Q48R	.0018	.0027	.0772	.0081	-.0543
Q49	.0191	.1331	.2663	.1017	.0224
Q50R	.0364	-.0951	-.0345	.0382	-.1062
Q51	-.0247	-.0410	.0572	.0900	.0911
Q52R	.2323	.1622	.1080	.1199	-.1589
Q53	.0817	.1172	.0959	.0314	.0240
Q54R	.2535	-.1571	.2148	-.0682	-.2273
Q55	.1026	.1468	.0973	.0124	-.0473
Q56R	.1227	.0245	.0466	.0539	.2141
Q57	-.0832	.0263	.0679	.0079	-.0757
Q58	.0946	.0257	.2978	-.0606	.0413

	Q43R	Q44	Q45	Q46R	Q47
Q59R	.1967	.1066	.0740	.0127	-.1526
Q60	-.1532	.1481	.1061	.3161	.0078
Q61	-.0322	.0412	.1385	-.0017	-.0775
Q62	-.0742	.0565	.1905	.1658	.1685
Q63	-.0150	-.1050	.3219	.2258	.0166
Q64R	.1801	-.0738	.1195	.0954	-.0881
Q65R	.1287	-.0198	.1920	.2073	.0256
Q66R	-.0249	.2437	.0959	.1960	.1074
Q67R	.0703	.1789	-.0787	.0826	.0287
Q68	-.0670	-.0214	.0183	.1016	.0748
Q69R	.0798	-.0932	.1586	.1432	.0352
Q70	.0825	.0499	.1122	.0962	-.0041
Q71	-.0298	.1155	.0896	-.0729	.0380
Q72	.0189	.0129	-.0397	-.0303	.1010
Q73R	.1670	-.0804	.1589	.2279	-.0619
Q74	-.0334	-.0489	.1764	.1763	.1798
Q75R	.2715	-.0811	.2310	.0577	.0957
Q76R	.1404	-.0105	.1919	-.1128	-.0940
Q77R	.2871	.0988	.1407	-.1077	-.0459
Q78	-.0519	-.0306	.0802	.0000	.0488
Q79	-.2578	.0968	.0411	.1587	.0396
Q80	-.0906	-.0644	.1511	-.0388	.1554
Q81R	.2553	.0769	-.0060	.0784	-.0861
Q82R	.0882	.1097	-.0630	.1335	-.0824
Q83R	.0374	.0482	-.0329	.1358	-.0443
Q84R	.0797	-.0896	-.0530	-.0328	.0516
Q85R	-.0481	.0499	-.1490	.0681	-.1750
Q86	-.0745	.0267	.2237	.0855	-.0771
Q87	.0934	-.0516	-.0647	.0788	-.0641
Q88	-.0236	-.0856	.1650	-.1303	.0666
Q89R	-.0175	-.0263	.0995	.0907	-.0467
Q90	.0399	-.0102	-.0070	.1145	-.1164
Q91	-.0812	-.0061	.0009	.1942	.1172
Q92	-.1211	.1497	.0641	.2235	.0221
Q93	-.2022	.1255	.1571	.2829	.1380
Q94	-.0681	.0966	.1788	-.0483	-.0324
Q95R	.3425	.0805	.0835	-.1150	.0890
Q96	.0139	.0711	-.0106	-.0057	-.0082
Q97R	.0521	-.0872	-.0213	-.0367	.0707
Q98	.2888	-.0301	.0015	.1421	-.0164
Q99R	.1473	.2053	.2081	.1410	.0384

	Q48R	Q49	Q50R	Q51	Q52R
Q48R	1.0000				
Q49	.0267	1.0000			
Q50R	.2589	-.1620	1.0000		
Q51	-.1393	-.0303	-.3259	1.0000	
Q52R	.1580	.1282	.3119	-.0935	1.0000
Q53	.0568	.1404	.0421	-.0295	.1012
Q54R	-.0682	.1069	.1049	.0493	.0616
Q55	-.0890	.3567	-.0014	.0789	.4136
Q56R	.0703	-.1392	.0041	-.0141	-.1774
Q57	.0276	.1862	.0391	-.0703	.1347
Q58	.0321	.0999	.0680	.1310	.2987
Q59R	-.0376	-.0366	.0528	-.0992	.1916
Q60	.1744	.3196	-.0006	-.0179	.2688
Q61	.1526	.1558	.1677	-.1302	.0403
Q62	.0721	.2339	.0356	-.0301	.1234
Q63	.1542	.2161	.0502	.0799	.1044
Q64R	.2797	-.0408	.3425	-.0172	.0853
Q65R	.2609	.0606	.3572	-.1853	.2932
Q66R	.0905	.1810	-.0691	.0630	.1850
Q67R	.0700	.0508	.2746	-.2421	.2137
Q68	-.0979	-.0474	-.1075	.1197	.0450
Q69R	.1016	-.0726	-.0635	.2182	.1159
Q70	-.0045	.1061	-.1401	.0584	-.1673
Q71	-.0689	.3472	.0828	-.1310	-.0706
Q72	-.1100	.1651	-.0079	.2190	-.0092
Q73R	.1339	-.0095	.0761	-.0041	.3740
Q74	-.0198	.1121	-.1780	.1643	-.1322
Q75R	.1008	.2142	.1614	-.1576	.2364
Q76R	.1297	.2697	.0779	-.2115	.2023
Q77R	.1762	.0289	.0811	-.0920	.1270
Q78	.1754	.2826	.0803	-.0190	.2148
Q79	.2770	.2159	.1591	-.1477	.0373
Q80	.1202	.0283	.0702	-.0896	.0946
Q81R	.2311	.1160	.1715	-.2571	.2674
Q82R	.2344	.1556	.1384	-.0607	.1738
Q83R	.0160	.0300	.1221	-.1459	.2438
Q84R	-.0685	-.0837	.1003	-.0908	-.2536
Q85R	.0110	-.0039	.1499	.0043	.0293
Q86	.1602	.1772	.0537	.0071	.1186
Q87	.0744	.1111	.0722	-.0240	.0322
Q88	.2319	.1617	.1475	.0563	.0847
Q89R	.1772	.0618	.2035	-.0060	.0770
Q90	.0485	.2713	.1108	-.0285	.1117

	Q48R	Q49	Q50R	Q51	Q52R
Q91	.0212	.1514	.0469	.0885	.1019
Q92	.1391	.2955	-.0088	.0598	.1633
Q93	-.0094	.1454	.1859	.0791	.1080
Q94	.1177	.2204	.0106	.0428	.0661
Q95R	.0198	.0710	.2372	-.1470	.2407
Q96	-.0089	.0443	.1470	-.1014	.2429
Q97R	.0705	.2258	.1110	-.0742	.0029
Q98	.0675	.1072	.1587	-.0891	.2528
Q99R	.0508	.0931	.2852	-.1295	.4541

	Q53	Q54R	Q55	Q56R	Q57
Q53	1.0000				
Q54R	-.0796	1.0000			
Q55	.4238	-.0310	1.0000		
Q56R	.2342	.0606	-.0876	1.0000	
Q57	.2687	-.1037	.3989	-.1020	1.0000
Q58	.2930	.0821	.3572	-.0730	.3646
Q59R	-.0757	.4196	-.1393	.2331	-.1786
Q60	.0004	-.0751	.1352	-.0304	.0837
Q61	.3037	.0263	.1050	.0114	.3355
Q62	.2494	-.1271	.1599	-.0526	.2551
Q63	-.0156	.1571	.2669	.1110	.1815
Q64R	.1208	.1216	-.0646	.1271	-.0575
Q65R	.1209	.0613	.0533	-.0503	-.0461
Q66R	-.0002	-.0871	.0506	-.0779	.0835
Q67R	-.1731	.0370	.0588	.0656	-.0963
Q68	.1284	.0409	.2825	.0000	.0534
Q69R	-.0100	.1380	.0380	.1264	-.0661
Q70	.1125	.0529	-.0663	.0974	.2012
Q71	.1839	.1113	.1750	.0587	.1472
Q72	.1659	-.0533	.0922	-.0765	.2600
Q73R	.1811	.1467	.2950	.1130	.2530
Q74	.0543	.0158	-.0187	-.0128	.1720
Q75R	-.1381	-.0146	-.0449	-.1942	-.0398
Q76R	.1447	.2109	.2423	.0318	.1987
Q77R	.0631	.0252	-.0874	.2163	-.1195
Q78	.2142	.0177	.2188	-.2441	.2546
Q79	.1930	.0567	.1542	-.0219	.2550
Q80	.0343	.0568	.2250	-.1091	.1972
Q81R	.2486	-.0061	.1843	.1156	.1176

	Q53	Q54R	Q55	Q56R	Q57
Q82R	.3098	.0314	.3170	.0152	-.0511
Q83R	.1483	-.0217	.2119	.0374	.0591
Q84R	-.2943	.0945	-.2985	.0695	-.3290
Q85R	-.0839	.2051	.0651	.1526	-.1867
Q86	.2412	.0013	.3188	-.0736	.4276
Q87	.2360	-.0332	.1858	.0231	.2842
Q88	.0849	.0682	.1743	.0602	.1946
Q89R	.2542	-.0048	.2265	.1441	.1204
Q90	.2677	-.0390	.1725	-.0751	.1910
Q91	.2721	-.1137	.1684	.0677	.1896
Q92	.2758	-.0120	.2456	.0857	.3116
Q93	.3599	-.1539	.2255	.0518	.3189
Q94	.1958	.0492	.2584	.0252	.1329
Q95R	-.0031	.1930	.0935	.1145	.1223
Q96	.1356	.1396	.4659	.0245	.4126
Q97R	.1510	.1392	.1234	-.0360	.0308
Q98	.0279	.0885	.1358	.0338	-.0125
Q99R	.2873	-.0027	.2871	-.0115	.1696

	Q58	Q59R	Q60	Q61	Q62
Q58	1.0000				
Q59R	-.1625	1.0000			
Q60	-.0627	-.0085	1.0000		
Q61	.2295	.0728	.1145	1.0000	
Q62	.3064	-.0382	.3762	.5196	1.0000
Q63	.1706	-.0181	.4151	.2578	.2398
Q64R	.1711	.1513	-.1284	.1250	-.1289
Q65R	.1307	.1073	.1668	.0845	.2374
Q66R	.0853	.0486	.2522	.1178	.3899
Q67R	.0722	.1917	.1622	.0622	.1320
Q68	.3510	.0086	-.0249	.1117	.2739
Q69R	.1633	.2098	-.0003	.1197	.2099
Q70	-.0175	.0953	-.0754	.1303	.2024
Q71	.0831	.1679	.1378	.2410	.2447
Q72	.0838	-.0110	.0883	-.0118	.2033
Q73R	.4580	.0674	-.0195	.1852	.1665
Q74	.1193	-.0699	.0142	.1621	.3084
Q75R	.1348	.0770	-.0151	-.0858	.0090
Q76R	.2505	.0662	.1448	.1427	.0709
Q77R	.1112	.1965	.0674	-.0758	.0371
Q78	.2016	-.0409	.1778	.1172	.3591
Q79	.0645	-.0889	.3184	.3358	.1990
Q80	.1004	-.0714	.0828	.1084	.2702
Q81R	.0303	.2196	.1906	.2150	.2876
Q82R	.0440	.0373	.2252	.1242	.1874
Q83R	.1118	-.0332	.0253	.2419	.0990
Q84R	-.2418	.0331	-.1376	-.2322	-.3023
Q85R	-.0747	.2184	-.0229	.0375	-.1123
Q86	.2317	-.1632	.2344	.3061	.1675
Q87	.2075	-.1814	.0817	.1651	.3624
Q88	.1849	-.0605	.1578	.2469	.2897
Q89R	.2190	.1891	.0654	.0792	.1163
Q90	.2944	.0531	.0948	.1918	.2408
Q91	.2151	-.0242	.3001	.2817	.5524
Q92	.2448	.1032	.2761	.2902	.5310
Q93	.1922	.0633	.3289	.2875	.4743
Q94	.1096	.1372	.1266	.2162	.2717
Q95R	.1569	.3222	.1190	.0991	.1276
Q96	.3271	.0889	.1212	.2294	.1749
Q97R	-.0930	.2075	-.0016	.3769	.1600
Q98	.0294	.1648	.1847	.0360	.2304
Q99R	.3170	.0979	.1066	.1575	.2083

	Q63	Q64R	Q65R	Q66R	Q67R
Q63	1.0000				
Q64R	-.0340	1.0000			
Q65R	.0587	.3501	1.0000		
Q66R	.1396	-.0066	.2885	1.0000	
Q67R	.1069	.0491	.3261	.1832	1.0000
Q68	.1580	-.0753	.1252	.0728	.1939
Q69R	.1351	.2016	-.0135	.1031	.1317
Q70	-.0399	.0450	-.0023	.0946	-.0817
Q71	.1920	-.0454	.0992	.0051	.1738
Q72	.0037	-.0193	.0432	.0812	-.1173
Q73R	.2268	.1882	.1418	.2472	.0876
Q74	-.0086	-.0088	-.0393	-.0369	-.2064
Q75R	-.0844	.2912	.3738	.1300	.0825
Q76R	.2015	.1812	.1876	.1393	.0336
Q77R	-.0928	.0204	.0424	-.0603	-.0588
Q78	.0377	.0718	.2715	.2995	.1305
Q79	.2710	.1593	.1955	-.0057	.0996
Q80	.2298	-.0740	.2261	.2319	.2717
Q81R	.0429	.2351	.3021	.2687	.3199
Q82R	.0147	.0321	.2855	.0142	.1546
Q83R	.2286	.0416	.2070	.0813	.3431
Q84R	-.0005	-.0290	-.1168	-.1988	.0268
Q85R	.0699	.2215	.0990	-.0855	.2361
Q86	.2998	.0153	.1325	.1745	.0933
Q87	.2553	-.1085	.0395	.1404	.0126
Q88	.1795	-.0101	.0883	.1081	.2413
Q89R	.1680	.2165	.2031	-.1734	.1468
Q90	.1130	.0410	.0328	.1059	.0761
Q91	.1619	.0256	.1625	.2461	.1857
Q92	.1658	.0355	.2286	.4208	.2060
Q93	.2076	.0794	.2274	.2105	.1987
Q94	.2555	-.0442	.1689	.1885	.2508
Q95R	.0688	.2969	.2769	.1527	.3723
Q96	.2895	.0112	-.0143	.0207	.3051
Q97R	.1385	.0655	.1459	.0194	.0665
Q98	.2723	-.0335	.2348	.2922	.3211
Q99R	.1885	.1738	.3453	.3248	.1798

	Q68	Q69R	Q70	Q71	Q72
Q68	1.0000				
Q69R	.1084	1.0000			
Q70	.0033	.2202	1.0000		
Q71	.1054	-.0023	.0528	1.0000	
Q72	.0064	.0598	.5110	.0931	1.0000
Q73R	.2298	.3117	-.0025	-.1034	-.0503
Q74	.0408	.2263	.5857	.1037	.3742
Q75R	-.0035	.0015	.0535	-.1818	.1096
Q76R	.1053	.0947	.0211	.2463	-.0477
Q77R	-.0271	.1384	.1294	-.0990	.0348
Q78	.1192	.0733	.1060	.2190	.3363
Q79	.1517	-.0440	.0155	.2286	.0090
Q80	.3213	.0650	.1311	-.0085	.2300
Q81R	-.0326	.2109	.1685	.0282	.0763
Q82R	.0577	-.0962	-.3034	.0925	-.1427
Q83R	.1142	.0292	-.0326	.1411	-.0153
Q84R	-.3374	-.0427	-.0093	-.1414	-.0595
Q85R	.2032	-.0633	-.1006	.1412	-.2714
Q86	.0044	-.0684	-.0640	.0589	.1312
Q87	.0447	.1151	.3259	-.0105	.1905
Q88	.1410	.2810	.0092	.2974	.0859
Q89R	.3135	.1745	.2110	.2524	.1045
Q90	.0000	.0867	.1278	.2657	.1956
Q91	.4428	.2811	.3058	.1706	.3171
Q92	.2142	.2851	.3015	.1797	.3859
Q93	.1268	.1989	.3388	.3277	.4260
Q94	.2679	.2881	.2202	.3631	.2175
Q95R	.0037	.0919	-.0142	.0334	.1551
Q96	.2722	.1537	.0502	.1749	.1004
Q97R	.0160	-.1148	-.0092	.2610	-.0588
Q98	.2208	.1282	.1617	.2214	.2462
Q99R	.0661	.1760	-.1697	.1632	-.0211

	Q73R	Q74	Q75R	Q76R	Q77R
Q73R	1.0000				
Q74	-.0387	1.0000			
Q75R	.0715	.0214	1.0000		
Q76R	.2258	-.0672	.0228	1.0000	
Q77R	.1126	-.1271	.1442	.1903	1.0000
Q78	.0813	.1554	.2338	.0836	-.1907
Q79	.1487	-.0151	-.0378	.0338	-.2429
Q80	.1210	.0679	.0558	.0337	-.1387
Q81R	.2732	-.0831	.2309	.1345	.0818
Q82R	.1068	-.0853	-.1231	.0782	-.0184
Q83R	.2871	-.1189	.0330	.0160	-.0989
Q84R	-.2874	.0228	-.0636	-.1143	.1425
Q85R	.1201	-.1789	-.1452	.0494	.0257
Q86	.2703	.0181	.0491	.0624	-.2002
Q87	.2636	.1963	-.0463	.1193	-.0121
Q88	.2457	.1341	-.0584	.1402	.0765
Q89R	.1668	.1168	.1003	.2501	.2093
Q90	.2049	.1069	.0724	.1171	.0937
Q91	.2077	.3233	.0662	.1812	.0313
Q92	.2262	.2465	.0291	.1290	-.0246
Q93	.1439	.3495	-.0293	.0793	-.1344
Q94	.1633	.1173	-.0489	.1643	.0766
Q95R	.2087	-.0730	.2315	.0963	.1721
Q96	.3351	.1204	-.0122	.1419	-.2179
Q97R	-.0680	-.0307	-.0128	-.0804	-.0109
Q98	.2384	.0720	.1048	.2024	.0916
Q99R	.3193	-.2276	.1579	.2497	.0387

	Q78	Q79	Q80	Q81R	Q82R
Q78	1.0000				
Q79	.3141	1.0000			
Q80	.3322	.1152	1.0000		
Q81R	.2605	.1497	.2140	1.0000	
Q82R	.1425	.2056	.0629	.2237	1.0000
Q83R	.0461	.1665	.2017	.2508	.1843
Q84R	-.3217	-.2904	-.2237	-.2720	-.0669
Q85R	-.0775	.1224	-.1579	-.0751	.2205
Q86	.2841	.2897	.3880	.1944	.1534
Q87	.2521	.1867	.0621	.1844	.0095
Q88	.3474	.1827	.3319	.1265	.1485
Q89R	.0427	.2903	.0095	.2045	.1304
Q90	.4091	.0670	-.0086	.2643	.1295
Q91	.3477	.1790	.2015	.4053	.0690
Q92	.3810	.1586	.2735	.5429	.1603
Q93	.3187	.2542	.1594	.2331	.1694
Q94	.2869	.1266	.2939	.1712	.1885
Q95R	.0875	.1738	.0898	.2860	.0775
Q96	.1607	.2840	.3304	.2072	.1908
Q97R	.0611	.2254	-.0804	.0026	.0880
Q98	.3220	-.0942	.3094	.3643	.0385
Q99R	.2224	.1154	.0791	.2543	.2188

	Q83R	Q84R	Q85R	Q86	Q87
Q83R	1.0000				
Q84R	-.1277	1.0000			
Q85R	.2695	.0057	1.0000		
Q86	.1985	-.3018	-.1542	1.0000	
Q87	.0663	-.1719	-.1129	.1708	1.0000
Q88	.2231	-.2651	-.0191	.2007	.2524
Q89R	.1044	-.1027	.2491	-.0821	.2218
Q90	.0419	-.1608	-.0517	.1611	.2831
Q91	.0905	-.3634	-.1020	.0569	.3388
Q92	.1865	-.3768	-.0813	.2140	.3368
Q93	.1596	-.2849	-.0637	.2050	.3660
Q94	.2637	-.1459	-.0521	.1671	.2634
Q95R	.0725	.0201	.0803	.1749	.0499
Q96	.2633	-.2809	.0393	.3228	.2412
Q97R	.1468	.0127	.2180	.0071	.0349
Q98	.2949	-.0896	-.0408	.1063	.2679
Q99R	.2699	-.1589	.0287	.1808	.0888

	Q88	Q89R	Q90	Q91	Q92
Q88	1.0000				
Q89R	.1701	1.0000			
Q90	.3138	.1150	1.0000		
Q91	.3411	.3189	.3335	1.0000	
Q92	.3138	.1733	.3732	.6642	1.0000
Q93	.3088	.4076	.2747	.6117	.5592
Q94	.5020	.3392	.1645	.3488	.3922
Q95R	.0724	.0348	.0175	.0955	.1120
Q96	.3534	.2522	.1854	.2878	.2580
Q97R	-.0678	.0148	-.0955	.0219	-.0481
Q98	.2870	.1457	.2724	.4318	.3245
Q99R	.1276	.0981	.0763	.1639	.2212

	Q93	Q94	Q95R	Q96	Q97R
Q93	1.0000				
Q94	.4199	1.0000			
Q95R	.0738	.0590	1.0000		
Q96	.4326	.2481	.2458	1.0000	
Q97R	.0473	.1139	.2522	.0440	1.0000
Q98	.1665	.4229	.1151	.1185	.0258
Q99R	.1874	.3295	.3282	.1292	.1241

	Q98	Q99R
Q98	1.0000	
Q99R	.3024	1.0000

N of Cases = 90.0

Reliability Coefficients 67 items

Alpha = .8699 Standardized item alpha = .8718

APPENDIX D

t-test for Equality of Means

Independent Samples Test
Grade Comparisons and Protective Factors

t-test for Equality of Means		
Question	t	Sig.(2-tailed)
Q3	-.129	.897
Q4	.862	.391
Q5	.578	.565
Q6	1.928	.051
Q7	1.181	.241
Q8	-.518	.606
Q9	2.397	.019
Q10	1.677	.097
Q11	1.556	.123
Q12	-.876	.383
Q13	.689	.493
Q14	-.526	.600
Q15	.329	.743
Q16	.000	1.000
Q17	1.025	.308
Q18	2.274	.025
Q19	5.362	.000
Q20	1.477	.143
Q21	1.360	.177
Q22	-.087	.931
Q23	-.084	.933
Q24	.089	.920
Q25	1.389	.168
Q26	2.446	.016
Q27	2.761	.007
Q28	-1.344	.183
Q29	-1.903	.060
Q30	.974	.333
Q31	.241	.810
Q32	-.129	.898

Independent Samples Test
Gender Comparisons and Protective Factors

t-test for Equality of Means		
Question	t	Sig.(2-tailed)
Q3	-3.178	.002
Q4	-2.004	.048
Q5	-1.996	.049
Q6	-.052	.959
Q7	-1.049	.297
Q8	-.625	.534
Q9	2.527	.013
Q10	1.863	.066
Q11	.562	.576
Q12	.822	.413
Q13	-.222	.824
Q14	-1.676	.097
Q15	.742	.460
Q16	-2.140	.035
Q17	.501	.618
Q18	-2.217	.029
Q19	.556	.580
Q20	-2.333	.022
Q21	-3.071	.003
Q22	-.262	.794
Q23	-.368	.713
Q24	-1.224	.224
Q25	.365	.716
Q26	.988	.326
Q27	.700	.485
Q28	-.027	.979
Q29	.912	.364
Q30	.311	.756
Q31	.510	.612
Q32	1.650	.102

APPENDIX E
Frequency Distribution

Frequency Distribution

PART I

What is your grade in school?

	Frequency	Percent
Valid 9th Grade	54	60.0
12th Grade	36	40.0
Total	90	100.0

What is your gender?

	Frequency	Percent
Valid Male	40	44.4
Female	50	55.6
Total	90	100.0

How important is it to help other people?

Q3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	2.2	2.2	2.2
Undecided	6	6.7	6.7	8.9
Agree	53	58.9	58.9	67.8
Strongly Agree	29	32.2	32.2	100.0
Total	90	100.0	100.0	

How important is it to help make the world a better place in which to live?

Q4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	5.6	5.6	5.6
Undecided	24	26.7	26.7	32.2
Agree	33	36.7	36.7	68.9
Strongly Agree	28	31.1	31.1	100.0
Total	90	100.0	100.0	

How important is it to help make sure that all people are treated fairly?

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	1	1.1	1.1	2.2
	Undecided	17	18.9	18.9	21.1
	Agree	41	45.6	45.6	66.7
	Strongly Agree	30	33.3	33.3	100.0
	Total	90	100.0	100.0	

How important is it to speak up for equality?

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	5	5.6	5.6	6.7
	Undecided	7	7.8	7.8	14.4
	Agree	34	37.8	37.8	52.2
	Strongly Agree	43	47.8	47.8	100.0
	Total	90	100.0	100.0	

How important is it to do what I believe is right even if my friends make fun of me?

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	6.7	6.7	6.7
	Undecided	11	12.2	12.2	18.9
	Agree	38	42.2	42.2	61.1
	Strongly Agree	35	38.9	38.9	100.0
	Total	90	100.0	100.0	

How important is it to stand up for what I believe, even if it is unpopular to do so?

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	4.4	4.4	4.4
	Undecided	14	15.6	15.6	20.0
	Agree	40	44.4	44.4	64.4
	Strongly Agree	32	35.6	35.6	100.0
	Total	90	100.0	100.0	

How often does one of your parents help you with your schoolwork?

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	32	35.6	35.6	35.6
	Seldom	22	24.4	24.4	60.0
	Sometimes	25	27.8	27.8	87.8
	Often	8	8.9	8.9	96.7
	Very Often	3	3.3	3.3	100.0
	Total	90	100.0	100.0	

How often does one of your parents talk to you about what you are doing in school?

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	11.1	11.1	11.1
	Seldom	18	20.0	20.0	31.1
	Sometimes	25	27.8	27.8	58.9
	Often	22	24.4	24.4	83.3
	Very Often	15	16.7	16.7	100.0
	Total	90	100.0	100.0	

How often does one of your parents go to meetings or events at your school?

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	22	24.4	24.4	24.4
	Seldom	18	20.0	20.0	44.4
	Sometimes	24	26.7	26.7	71.1
	Often	20	22.2	22.2	93.3
	Very Often	6	6.7	6.7	100.0
	Total	90	100.0	100.0	

On the whole, I like myself. How much do you agree or disagree?

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.2	2.2	2.2
	Disagree	11	12.2	12.2	14.4
	Not Sure	13	14.4	14.4	28.9
	Agree	41	45.6	45.6	74.4
	Strongly Agree	23	25.6	25.6	100.0
	Total	90	100.0	100.0	

It is against my values to drink alcohol while I am a teenager. How much do you agree or disagree?

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	14.4	14.4	14.4
	Disagree	25	27.8	27.8	42.2
	Not Sure	19	21.1	21.1	63.3
	Agree	14	15.6	15.6	78.9
	Strongly Agree	19	21.1	21.1	100.0
	Total	90	100.0	100.0	

At times, I think I am no good at all. How much do you agree or disagree?

Q14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	13	14.4	14.4	14.4
Disagree	24	26.7	26.7	41.1
Not Sure	22	24.4	24.4	65.6
Agree	22	24.4	24.4	90.0
Strongly Agree	9	10.0	10.0	100.0
Total	90	100.0	100.0	

I get along well with my parents. How much do you agree or disagree?

Q15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	6.7	6.7	6.7
Disagree	13	14.4	14.4	21.1
Not Sure	18	20.0	20.0	41.1
Agree	34	37.8	37.8	78.9
Strongly Agree	19	21.1	21.1	100.0
Total	90	100.0	100.0	

I feel I do not have much to be proud of. How much do you agree or disagree?

Q16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	21	23.3	23.3	23.3
Disagree	34	37.8	37.8	61.1
Not Sure	14	15.6	15.6	76.7
Agree	16	17.8	17.8	94.4
Strongly Agree	5	5.6	5.6	100.0
Total	90	100.0	100.0	

My parents give me help and support when I need it. How much do you agree or disagree?

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	8.9	8.9	8.9
	Disagree	11	12.2	12.2	21.1
	Not Sure	12	13.3	13.3	34.4
	Agree	39	43.3	43.3	77.8
	Strongly Agree	20	22.2	22.2	100.0
	Total	90	100.0	100.0	

It is against my values to have sex while I am a teenager. How much do you agree or disagree?

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	15.6	15.6	15.6
	Disagree	23	25.6	25.6	41.1
	Not Sure	21	23.3	23.3	64.4
	Agree	16	17.8	17.8	82.2
	Strongly Agree	16	17.8	17.8	100.0
	Total	90	100.0	100.0	

My parents often tell me they love me. How much do you agree or disagree?

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	11.1	11.1	11.1
	Disagree	16	17.8	17.8	28.9
	Not Sure	6	6.7	6.7	35.6
	Agree	34	37.8	37.8	73.3
	Strongly Agree	24	26.7	26.7	100.0
	Total	90	100.0	100.0	

How do you think the people who know you well would rate you on respecting the values and beliefs of people who are of a different race or culture? People who know me would say this is.....

Q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All Like Me	1	1.1	1.1	1.1
	A Little Like Me	4	4.4	4.4	5.6
	Somewhat Like Me	12	13.3	13.3	18.9
	Quite Like Me	40	44.4	44.4	63.3
	Very Much Like Me	33	36.7	36.7	100.0
	Total	90	100.0	100.0	

How do you think the people who know you well would rate you on how much you enjoy being with people who are of a different race? People who know me would say this is.....

Q21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A Little Like Me	1	1.1	1.1	1.1
	Somewhat Like Me	16	17.8	17.8	18.9
	Quite Like Me	38	42.2	42.2	61.1
	Very Much Like Me	35	38.9	38.9	100.0
	Total	90	100.0	100.0	

Adults in my town or city make me feel important. How much do you agree or disagree?

Q22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	11.1	11.1	11.1
	Disagree	31	34.4	34.4	45.6
	Not Sure	32	35.6	35.6	81.1
	Agree	14	15.6	15.6	96.7
	Strongly Agree	3	3.3	3.3	100.0
	Total	90	100.0	100.0	

Adults in my town or city listen to what I have to say. How much do you agree or disagree?

Q23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	15.6	15.6	15.6
	Disagree	33	36.7	36.7	52.2
	Not Sure	24	26.7	26.7	78.9
	Agree	18	20.0	20.0	98.9
	Strongly Agree	1	1.1	1.1	100.0
	Total	90	100.0	100.0	

Adults in my town or city don't care about people my age. How much do you agree or disagree?

Q24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	8.9	8.9	8.9
	Disagree	26	28.9	28.9	37.8
	Not Sure	36	40.0	40.0	77.8
	Agree	17	18.9	18.9	96.7
	Strongly Agree	3	3.3	3.3	100.0
	Total	90	100.0	100.0	

In my town or city, I feel like I matter to people. How much do you agree or disagree?

Q25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.7	6.7	6.7
	Disagree	18	20.0	20.0	26.7
	Not Sure	37	41.1	41.1	67.8
	Agree	25	27.8	27.8	95.6
	Strongly Agree	4	4.4	4.4	100.0
	Total	90	100.0	100.0	

Among the people you consider to be your closest friends, how many would you say drink alcohol once a week or more?

Q26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All	2	2.2	2.2	2.2
	Most	12	13.3	13.3	15.6
	Some	16	17.8	17.8	33.3
	A Few	28	31.1	31.1	64.4
	None	32	35.6	35.6	100.0
	Total	90	100.0	100.0	

Among the people you consider to be your closest friends, how many would you say have used drugs such as marijuana or cocaine?

Q27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All	5	5.6	5.6	5.6
	Most	13	14.4	14.4	20.0
	Some	14	15.6	15.6	35.6
	A Few	15	16.7	16.7	52.2
	None	43	47.8	47.8	100.0
	Total	90	100.0	100.0	

Among the people you consider to be your closest friends, how many would you say do well in school?

Q28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All	11	12.2	12.2	12.2
	Most	45	50.0	50.0	62.2
	Some	24	26.7	26.7	88.9
	A Few	9	10.0	10.0	98.9
	None	1	1.1	1.1	100.0
	Total	90	100.0	100.0	

Among the people you consider to be your closest friends, how many would you say get into trouble in school?

Q29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All	2	2.2	2.2	2.2
	Most	8	8.9	8.9	11.1
	Some	17	18.9	18.9	30.0
	A Few	34	37.8	37.8	67.8
	None	29	32.2	32.2	100.0
	Total	90	100.0	100.0	

How many adults have you known for two or more years who give you lots of encouragement whenever they see you?

Q30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zero	7	7.8	7.8	7.8
	One	16	17.8	17.8	25.6
	Two	10	11.1	11.1	36.7
	3 or 4	32	35.6	35.6	72.2
	5 or More	25	27.8	27.8	100.0
	Total	90	100.0	100.0	

How many adults have you known for two or more years whom you look forward to spending time with?

Q31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zero	7	7.8	7.8	7.8
	One	17	18.9	18.9	26.7
	Two	19	21.1	21.1	47.8
	3 or 4	27	30.0	30.0	77.8
	5 or More	20	22.2	22.2	100.0
	Total	90	100.0	100.0	

How many adults have you known for two or more years who talk to you at least once a month?

Q32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zero	6	6.7	6.7	6.7
	One	17	18.9	18.9	25.6
	Two	13	14.4	14.4	40.0
	3 or 4	21	23.3	23.3	63.3
	5 or More	33	36.7	36.7	100.0
	Total	90	100.0	100.0	

PART II

Most of the time I am not sure how my parents or those who take care of me will act. How much do you agree or disagree?

Q33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	12.2	12.2	12.2
	Disagree	34	37.8	37.8	50.0
	Undecided	20	22.2	22.2	72.2
	Agree	17	18.9	18.9	91.1
	Strongly Agree	8	8.9	8.9	100.0
	Total	90	100.0	100.0	

I avoid accepting responsibility for other people's problems. How much do you agree or disagree?

Q34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.6	5.6	5.6
	Disagree	17	18.9	18.9	24.4
	Undecided	32	35.6	35.6	60.0
	Agree	27	30.0	30.0	90.0
	Strongly Agree	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

When others think badly of me, there's probably a good reason for it. How much do you agree or disagree?

Q35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	17.8	17.8	17.8
	Disagree	34	37.8	37.8	55.6
	Undecided	14	15.6	15.6	71.1
	Agree	23	25.6	25.6	96.7
	Strongly Agree	3	3.3	3.3	100.0
	Total	90	100.0	100.0	

I try to notice signals from other people that spell trouble. How much do you agree or disagree?

Q36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.6	5.6	5.6
	Disagree	8	8.9	8.9	14.4
	Undecided	23	25.6	25.6	40.0
	Agree	47	52.2	52.2	92.2
	Strongly Agree	7	7.8	7.8	100.0
	Total	90	100.0	100.0	

It doesn't do any good to try to figure out why things happen. How much do you agree or disagree?

Q37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	27.8	27.8	27.8
	Disagree	39	43.3	43.3	71.1
	Undecided	14	15.6	15.6	86.7
	Agree	7	7.8	7.8	94.4
	Strongly Agree	5	5.6	5.6	100.0
	Total	90	100.0	100.0	

Often I find myself taking responsibility for other people's problems. How much do you agree or disagree?

Q38

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	14.4	14.4	14.4
	Disagree	27	30.0	30.0	44.4
	Undecided	14	15.6	15.6	60.0
	Agree	31	34.4	34.4	94.4
	Strongly Agree	5	5.6	5.6	100.0
	Total	90	100.0	100.0	

I have not learned how to stay out of the way of grown-ups when they are doing or saying things that hurt me. How much do you agree or disagree?

Q39

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	25.6	25.6	25.6
	Disagree	38	42.2	42.2	67.8
	Undecided	18	20.0	20.0	87.8
	Agree	6	6.7	6.7	94.4
	Strongly Agree	5	5.6	5.6	100.0
	Total	90	100.0	100.0	

It is hard for me to pay attention at school if people in my family have been fussing or fighting all night. How much do you agree or disagree?

Q40

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	10.0	10.0	10.0
	Disagree	24	26.7	26.7	36.7
	Undecided	17	18.9	18.9	55.6
	Agree	22	24.4	24.4	80.0
	Strongly Agree	18	20.0	20.0	100.0
	Total	90	100.0	100.0	

I am able to step back from troubled family members and see myself as OK. How much do you agree or disagree?

Q41

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	8.9	8.9	8.9
	Disagree	16	17.8	17.8	26.7
	Undecided	19	21.1	21.1	47.8
	Agree	36	40.0	40.0	87.8
	Strongly Agree	11	12.2	12.2	100.0
	Total	90	100.0	100.0	

If you care about someone, you should try to do what the person wants, even if it seems unreasonable. How much do you agree or disagree?

Q42

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	13.3	13.3	13.3
	Disagree	31	34.4	34.4	47.8
	Undecided	28	31.1	31.1	78.9
	Agree	17	18.9	18.9	97.8
	Strongly Agree	2	2.2	2.2	100.0
	Total	90	100.0	100.0	

I can't help acting like a baby around my parents. How much do you agree or disagree?

Q43

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	34	37.8	37.8	37.8
	Disagree	39	43.3	43.3	81.1
	Undecided	9	10.0	10.0	91.1
	Agree	7	7.8	7.8	98.9
	Strongly Agree	1	1.1	1.1	100.0
	Total	90	100.0	100.0	



I find other places to go when people in my family are fussing or fighting. How much do you agree or disagree?

Q44

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	4.4	4.4	4.4
Disagree	19	21.1	21.1	25.6
Undecided	20	22.2	22.2	47.8
Agree	34	37.8	37.8	85.6
Strongly Agree	13	14.4	14.4	100.0
Total	90	100.0	100.0	

I can stay calm around troubled people because I understand why they act the way they do. How much do you agree or disagree?

Q45

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	7.8	7.8	7.8
Disagree	9	10.0	10.0	17.8
Undecided	24	26.7	26.7	44.4
Agree	39	43.3	43.3	87.8
Strongly Agree	11	12.2	12.2	100.0
Total	90	100.0	100.0	

If I love someone, I can put up with their hurting me. How much do you agree or disagree?

Q46

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	24	26.7	26.7	26.7
Disagree	30	33.3	33.3	60.0
Undecided	14	15.6	15.6	75.6
Agree	14	15.6	15.6	91.1
Strongly Agree	8	8.9	8.9	100.0
Total	90	100.0	100.0	

I realize that I can't change other people: they have to change themselves. How much do you agree or disagree?

Q47

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.2	2.2	2.2
	Disagree	10	11.1	11.1	13.3
	Undecided	15	16.7	16.7	30.0
	Agree	42	46.7	46.7	76.7
	Strongly Agree	21	23.3	23.3	100.0
	Total	90	100.0	100.0	

It's hard for me to stay calm when someone I care about is being unreasonable. How much do you agree or disagree?

Q48

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	14	15.6	15.6	16.7
	Undecided	19	21.1	21.1	37.8
	Agree	38	42.2	42.2	80.0
	Strongly Agree	18	20.0	20.0	100.0
	Total	90	100.0	100.0	

I am good at figuring out why people act the way they do. How much do you agree or disagree?

Q49

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.7	6.7	6.7
	Disagree	12	13.3	13.3	20.0
	Undecided	26	28.9	28.9	48.9
	Agree	41	45.6	45.6	94.4
	Strongly Agree	5	5.6	5.6	100.0
	Total	90	100.0	100.0	

There are only a few people I can really count on. How much do you agree or disagree?

Q50

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	10.0	10.0	10.0
	Disagree	14	15.6	15.6	25.6
	Undecided	8	8.9	8.9	34.4
	Agree	28	31.1	31.1	65.6
	Strongly Agree	31	34.4	34.4	100.0
	Total	90	100.0	100.0	

I try to figure out why some of my friends are not good for me and then try to find different friends. How much do you agree or disagree?

Q51

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	11.1	11.1	11.1
	Disagree	26	28.9	28.9	40.0
	Undecided	24	26.7	26.7	66.7
	Agree	20	22.2	22.2	88.9
	Strongly Agree	10	11.1	11.1	100.0
	Total	90	100.0	100.0	

It's hard for me to believe that I'll ever find a good friend. How much do you agree or disagree?

Q52

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	31.1	31.1	31.1
	Disagree	34	37.8	37.8	68.9
	Undecided	7	7.8	7.8	76.7
	Agree	12	13.3	13.3	90.0
	Strongly Agree	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

I am good at making new friends. How much do you agree or disagree?

Q53

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.4	4.4	4.4
	Disagree	6	6.7	6.7	11.1
	Undecided	22	24.4	24.4	35.6
	Agree	43	47.8	47.8	83.3
	Strongly Agree	15	16.7	16.7	100.0
	Total	90	100.0	100.0	

I can't do anything about whether people like me or not. How much do you agree or disagree?

Q54

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.7	6.7	6.7
	Disagree	23	25.6	25.6	32.2
	Undecided	25	27.8	27.8	60.0
	Agree	30	33.3	33.3	93.3
	Strongly Agree	6	6.7	6.7	100.0
	Total	90	100.0	100.0	

I am good at keeping friendships going. How much do you agree or disagree?

Q55

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	7	7.8	7.8	8.9
	Undecided	13	14.4	14.4	23.3
	Agree	47	52.2	52.2	75.6
	Strongly Agree	22	24.4	24.4	100.0
	Total	90	100.0	100.0	

I am shy around people I don't know. How much do you agree or disagree?

Q56

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.6	5.6	5.6
	Disagree	26	28.9	28.9	34.4
	Undecided	10	11.1	11.1	45.6
	Agree	35	38.9	38.9	84.4
	Strongly Agree	14	15.6	15.6	100.0
	Total	90	100.0	100.0	

I am able to love others and be loved by them. How much do you agree or disagree?

Q57

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.2	2.2	2.2
	Disagree	5	5.6	5.6	7.8
	Undecided	13	14.4	14.4	22.2
	Agree	50	55.6	55.6	77.8
	Strongly Agree	20	22.2	22.2	100.0
	Total	90	100.0	100.0	

I know how to get grown-ups to spend time with me. How much do you agree or disagree?

Q58

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.3	3.3	3.3
	Disagree	13	14.4	14.4	17.8
	Undecided	33	36.7	36.7	54.4
	Agree	34	37.8	37.8	92.2
	Strongly Agree	7	7.8	7.8	100.0
	Total	90	100.0	100.0	

It's beyond me to know how most things work. How much do you agree or disagree?

Q59

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.7	6.7	6.7
	Disagree	30	33.3	33.3	40.0
	Undecided	34	37.8	37.8	77.8
	Agree	18	20.0	20.0	97.8
	Strongly Agree	2	2.2	2.2	100.0
	Total	90	100.0	100.0	

I have hobbies or other activities that are important to me. How much do you agree or disagree?

Q60

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.3	3.3	3.3
	Disagree	4	4.4	4.4	7.8
	Undecided	9	10.0	10.0	17.8
	Agree	45	50.0	50.0	67.8
	Strongly Agree	29	32.2	32.2	100.0
	Total	90	100.0	100.0	

I don't keep making the same mistakes. How much do you agree or disagree?

Q61

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.6	5.6	5.6
	Disagree	20	22.2	22.2	27.8
	Undecided	21	23.3	23.3	51.1
	Agree	37	41.1	41.1	92.2
	Strongly Agree	7	7.8	7.8	100.0
	Total	90	100.0	100.0	

I can learn from my past mistakes and use that information to make the future better.
How much do you agree or disagree?

Q62

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.2	2.2	2.2
	Disagree	7	7.8	7.8	10.0
	Undecided	13	14.4	14.4	24.4
	Agree	49	54.4	54.4	78.9
	Strongly Agree	19	21.1	21.1	100.0
	Total	90	100.0	100.0	

I am successful in taking care of myself and getting my needs met. . How much do you agree or disagree?

Q63

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.3	3.3	3.3
	Disagree	7	7.8	7.8	11.1
	Undecided	10	11.1	11.1	22.2
	Agree	58	64.4	64.4	86.7
	Strongly Agree	12	13.3	13.3	100.0
	Total	90	100.0	100.0	

I often get really frustrated when dealing with problems and can't figure out what to do.
How much do you agree or disagree?

Q64

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.6	5.6	5.6
	Disagree	20	22.2	22.2	27.8
	Undecided	14	15.6	15.6	43.3
	Agree	42	46.7	46.7	90.0
	Strongly Agree	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

There are few things that I am good at doing. How much do you agree or disagree?

Q65

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	10	11.1	11.1	11.1
Disagree	32	35.6	35.6	46.7
Undecided	11	12.2	12.2	58.9
Agree	26	28.9	28.9	87.8
Strongly Agree	11	12.2	12.2	100.0
Total	90	100.0	100.0	

I don't like to try to find out how things work. How much do you agree or disagree?

Q66

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	16	17.8	17.8	17.8
Disagree	44	48.9	48.9	66.7
Undecided	15	16.7	16.7	83.3
Agree	12	13.3	13.3	96.7
Strongly Agree	3	3.3	3.3	100.0
Total	90	100.0	100.0	

I do enough to get by, but not much more. How much do you agree or disagree?

Q67

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	10	11.1	11.1	11.1
Disagree	28	31.1	31.1	42.2
Undecided	28	31.1	31.1	73.3
Agree	21	23.3	23.3	96.7
Strongly Agree	3	3.3	3.3	100.0
Total	90	100.0	100.0	

I am good at getting things done. How much do you agree or disagree?

Q68

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.2	2.2	2.2
	Disagree	10	11.1	11.1	13.3
	Undecided	18	20.0	20.0	33.3
	Agree	46	51.1	51.1	84.4
	Strongly Agree	14	15.6	15.6	100.0
	Total	90	100.0	100.0	

I don't think I'm creative. How much do you agree or disagree?

Q69

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	25.6	25.6	25.6
	Disagree	35	38.9	38.9	64.4
	Undecided	16	17.8	17.8	82.2
	Agree	12	13.3	13.3	95.6
	Strongly Agree	4	4.4	4.4	100.0
	Total	90	100.0	100.0	

I forget my problems when I'm involved in art, music, singing, or dancing. How much do you agree or disagree?

Q70

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.4	4.4	4.4
	Disagree	18	20.0	20.0	24.4
	Undecided	14	15.6	15.6	40.0
	Agree	30	33.3	33.3	73.3
	Strongly Agree	24	26.7	26.7	100.0
	Total	90	100.0	100.0	

I am hardly ever bored. How much do you agree or disagree?

Q71

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	13	14.4	14.4	14.4
Disagree	34	37.8	37.8	52.2
Undecided	24	26.7	26.7	78.9
Agree	16	17.8	17.8	96.7
Strongly Agree	3	3.3	3.3	100.0
Total	90	100.0	100.0	

One way I express my feelings is through my artwork, dance, music, or writing. How much do you agree or disagree?

Q72

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	5.6	5.6	5.6
Disagree	28	31.1	31.1	36.7
Undecided	12	13.3	13.3	50.0
Agree	29	32.2	32.2	82.2
Strongly Agree	16	17.8	17.8	100.0
Total	90	100.0	100.0	

Using my imagination doesn't help solve any problems. How much do you agree or disagree?

Q73

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	8.9	8.9	8.9
Disagree	35	38.9	38.9	47.8
Undecided	25	27.8	27.8	75.6
Agree	16	17.8	17.8	93.3
Strongly Agree	6	6.7	6.7	100.0
Total	90	100.0	100.0	

When I'm involved in art, music, singing, or dancing, I can forget my sadness or anger. How much do you agree or disagree?

Q74

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	3.3	3.3	3.3
Disagree	20	22.2	22.2	25.6
Undecided	13	14.4	14.4	40.0
Agree	34	37.8	37.8	77.8
Strongly Agree	20	22.2	22.2	100.0
Total	90	100.0	100.0	

Most problems have only one answer. How much do you agree or disagree?

Q75

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	17	18.9	18.9	18.9
Disagree	36	40.0	40.0	58.9
Undecided	15	16.7	16.7	75.6
Agree	18	20.0	20.0	95.6
Strongly Agree	4	4.4	4.4	100.0
Total	90	100.0	100.0	

It's hard for me to laugh when things are not going okay. How much do you agree or disagree?

Q76

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	15	16.7	16.7	16.7
Disagree	30	33.3	33.3	50.0
Undecided	10	11.1	11.1	61.1
Agree	22	24.4	24.4	85.6
Strongly Agree	13	14.4	14.4	100.0
Total	90	100.0	100.0	

I take everything in life seriously. How much do you agree or disagree?

Q77

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	10	11.1	11.1	11.1
Disagree	29	32.2	32.2	43.3
Undecided	19	21.1	21.1	64.4
Agree	25	27.8	27.8	92.2
Strongly Agree	7	7.8	7.8	100.0
Total	90	100.0	100.0	

I am good at using humor to make myself and others feel better in bad situations. How much do you agree or disagree?

Q78

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	4.4	4.4	4.4
Disagree	9	10.0	10.0	14.4
Undecided	13	14.4	14.4	28.9
Agree	51	56.7	56.7	85.6
Strongly Agree	13	14.4	14.4	100.0
Total	90	100.0	100.0	

I find it easy to choose between right and wrong. How much do you agree or disagree?

Q79

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	5.6	5.6	5.6
Disagree	14	15.6	15.6	21.1
Undecided	23	25.6	25.6	46.7
Agree	37	41.1	41.1	87.8
Strongly Agree	11	12.2	12.2	100.0
Total	90	100.0	100.0	

I like to help people. How much do you agree or disagree?

Q80

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.1	1.1	1.1
Disagree	6	6.7	6.7	7.8
Undecided	12	13.3	13.3	21.1
Agree	48	53.3	53.3	74.4
Strongly Agree	23	25.6	25.6	100.0
Total	90	100.0	100.0	

There's no way I can make a difference in someone's life. How much do you agree or disagree?

Q81

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	18	20.0	20.0	20.0
Disagree	48	53.3	53.3	73.3
Undecided	12	13.3	13.3	86.7
Agree	10	11.1	11.1	97.8
Strongly Agree	2	2.2	2.2	100.0
Total	90	100.0	100.0	

It's a dog eat dog world, so one has to do whatever it takes to get by. How much do you agree or disagree?

Q82

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	9	10.0	10.0	10.0
Disagree	21	23.3	23.3	33.3
Undecided	23	25.6	25.6	58.9
Agree	28	31.1	31.1	90.0
Strongly Agree	9	10.0	10.0	100.0
Total	90	100.0	100.0	

I am sometimes unfair to my friends. How much do you agree or disagree?

Q83

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	4.4	4.4	4.4
Disagree	24	26.7	26.7	31.1
Undecided	33	36.7	36.7	67.8
Agree	28	31.1	31.1	98.9
Strongly Agree	1	1.1	1.1	100.0
Total	90	100.0	100.0	

I like to help my friends even if they don't help themselves. How much do you agree or disagree?

Q84

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.1	1.1	1.1
Disagree	7	7.8	7.8	8.9
Undecided	13	14.4	14.4	23.3
Agree	56	62.2	62.2	85.6
Strongly Agree	13	14.4	14.4	100.0
Total	90	100.0	100.0	

I don't always do what I know is right. How much do you agree or disagree?

Q85

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.2	2.2	2.2
Disagree	14	15.6	15.6	17.8
Undecided	20	22.2	22.2	40.0
Agree	51	56.7	56.7	96.7
Strongly Agree	3	3.3	3.3	100.0
Total	90	100.0	100.0	

I do things to make it better for other people. How much do you agree or disagree?

Q86

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	3.3	3.3	3.3
Disagree	11	12.2	12.2	15.6
Undecided	23	25.6	25.6	41.1
Agree	49	54.4	54.4	95.6
Strongly Agree	4	4.4	4.4	100.0
Total	90	100.0	100.0	

I stand up to people when I see them being dishonest or mean. How much do you agree or disagree?

Q87

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.2	2.2	2.2
Disagree	17	18.9	18.9	21.1
Undecided	20	22.2	22.2	43.3
Agree	43	47.8	47.8	91.1
Strongly Agree	8	8.9	8.9	100.0
Total	90	100.0	100.0	

I do what's right even if I don't win. How much do you agree or disagree?

Q88

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	3.3	3.3	3.3
Disagree	13	14.4	14.4	17.8
Undecided	22	24.4	24.4	42.2
Agree	40	44.4	44.4	86.7
Strongly Agree	12	13.3	13.3	100.0
Total	90	100.0	100.0	

Sometimes I feel like I don't have a purpose in life. How much do you agree or disagree?

Q89

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	11	12.2	12.2	12.2
Disagree	32	35.6	35.6	47.8
Undecided	17	18.9	18.9	66.7
Agree	25	27.8	27.8	94.4
Strongly Agree	5	5.6	5.6	100.0
Total	90	100.0	100.0	

I stand up for my classmates even when others make fun of them. How much do you agree or disagree?

Q90

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	3.3	3.3	3.3
Disagree	17	18.9	18.9	22.2
Undecided	25	27.8	27.8	50.0
Agree	37	41.1	41.1	91.1
Strongly Agree	8	8.9	8.9	100.0
Total	90	100.0	100.0	

No matter what happens, if I keep trying I'll make it. How much do you agree or disagree?

Q91

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	3.3	3.3	3.3
Disagree	9	10.0	10.0	13.3
Undecided	26	28.9	28.9	42.2
Agree	30	33.3	33.3	75.6
Strongly Agree	22	24.4	24.4	100.0
Total	90	100.0	100.0	

There are things I can do to make my life better. How much do you agree or disagree?

Q92

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.2	2.2	2.2
Disagree	9	10.0	10.0	12.2
Undecided	10	11.1	11.1	23.3
Agree	49	54.4	54.4	77.8
Strongly Agree	20	22.2	22.2	100.0
Total	90	100.0	100.0	

Sometimes it's hard, but I don't let things keep me down. How much do you agree or disagree

Q93

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	3.3	3.3	3.3
Disagree	17	18.9	18.9	22.2
Undecided	18	20.0	20.0	42.2
Agree	42	46.7	46.7	88.9
Strongly Agree	10	11.1	11.1	100.0
Total	90	100.0	100.0	

Q94

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	6.7	6.7	6.7
Disagree	21	23.3	23.3	30.0
Undecided	24	26.7	26.7	56.7
Agree	32	35.6	35.6	92.2
Strongly Agree	7	7.8	7.8	100.0
Total	90	100.0	100.0	

Even if bad things happen, I can deal with them. How much do you agree or disagree?

No matter how hard I try, I can't make things right. How much do you agree or disagree?

Q95

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	12	13.3	13.3	13.3
Disagree	36	40.0	40.0	53.3
Undecided	19	21.1	21.1	74.4
Agree	20	22.2	22.2	96.7
Strongly Agree	3	3.3	3.3	100.0
Total	90	100.0	100.0	

When I fail a test, I want to know what I did wrong. How much do you agree or disagree?

Q96

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.1	1.1	1.1
Disagree	7	7.8	7.8	8.9
Undecided	17	18.9	18.9	27.8
Agree	43	47.8	47.8	75.6
Strongly Agree	22	24.4	24.4	100.0
Total	90	100.0	100.0	

I sometimes keep making the same mistakes. How much do you agree or disagree?

Q97

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	3.3	3.3	3.3
Disagree	21	23.3	23.3	26.7
Undecided	17	18.9	18.9	45.6
Agree	45	50.0	50.0	95.6
Strongly Agree	4	4.4	4.4	100.0
Total	90	100.0	100.0	

I'm good at making the best of problems at school or home. How much do you agree or disagree?

Q98

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.3	3.3	3.3
	Disagree	16	17.8	17.8	21.1
	Undecided	32	35.6	35.6	56.7
	Agree	35	38.9	38.9	95.6
	Strongly Agree	4	4.4	4.4	100.0
	Total	90	100.0	100.0	

It's hard for me to bounce back from problems. How much do you agree or disagree?

Q99

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	10.0	10.0	10.0
	Disagree	38	42.2	42.2	52.2
	Undecided	15	16.7	16.7	68.9
	Agree	22	24.4	24.4	93.3
	Strongly Agree	6	6.7	6.7	100.0
	Total	90	100.0	100.0	