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Resiliency of Students Who Failed the State of Texas Assessments of Academic Readiness Exam

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Walden University

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Te T'aime Burks-Green

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2019

Abstract

Resiliency of Students Who Failed the State of Texas Assessments of Academic

Readiness Exam

by

Te T'aime Burks-Green

MA, Walden University, 2014

MA, University of Phoenix, 2008

BS, University of Phoenix, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Clinical Psychology

Walden University

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Abstract

The purpose of this study was to investigate former high school students' resilience following the administration of the State of Texas Assessments of Academic Readiness (STAAR) exam based on the comparison of male and female students who passed the STAAR exam the first time and those who failed it at least 2 times. This study fills a gap in the literature by offering additional data and increased knowledge about the relationship of resiliency to school performance. A total of 133 adults aged 18-29 years who had been enrolled in 3 high schools in a large metropolitan area in Texas were referred by the Texas Education Agency to complete the Resilience Scale online survey. A cross-sectional survey based on Resiliency Scale scores was used to quantify the degree of individual resilience, considered as a positive personality characteristic that enhances individual adaptations. The data were analyzed using 2-way (2 X 2) ANOVA with 3 dependent variables (Resiliency Scale [overall resiliency, personal competency, and acceptance of life and self]), and STAAR passing grouping and gender (male or female) serving as the independent variables. Results indicated that there were no differences between males and females or between students who passed the STAAR the first time and those who failed the STAAR at least 2 times on the dependent variables of reliance, competency, and acceptance of life and self. Positive social change may result from encouraging the teaching of other coping skills and interventions for those who experience failure on high-stakes tests.

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Dedication

First and foremost, I must give thanks to my Lord and Savior Jesus Christ for allowing me the ability to endure and the wisdom that has brought me to this significant milestone. *“I can do all things through Christ who strengthens me Philippians 4:13.”* To My deceased great grandparents Andrew and Goleane Varnado, grandparents Robert Burks and Marguerite Varnado Pittman, and Betty Tucker William Burks (stepmother), I dedicate this dissertation to you for your unwavering prayers, counsel, and loving support throughout my life. Rev. Donald Burks (Daddy), your words of encouragement, your wise counsel to “seek God first” has kept me disciplined, committed, and humbled in my academic journey. I also dedicate this dissertation to my significant other and children, JaDarius Burks, Alexandria and Adonna Green, who have been so patient throughout this journey, and the numerous students whose lives I have touched and who have touched mine. Finally, I would like to dedicate my dissertation to the late Ms. Cassie Ellison (DST) and Sandra Winkley Pikes (AKA) for your words of wisdom, love, and support.

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Chapter 1: Introduction to the Study

Student test achievement ranks as a major concern among politicians, parents, and educators nationwide (Kassam & Mendes, 2013). School failure fosters disappointment and demoralization, leaving behind often-noticeable emotional issues that can result in continued failure at all grade levels and after high school (Kassam & Mendes, 2013). Students' failure on mandatory state exams causes particular concern; repeated test failure erodes students' self-esteem and deters academic motivation (Pekrun, Elliot, & Maier, 2009). Kirwan and Reeb-Sutherland (2012) suggested that failing high-stakes tests affects students' academic success as well as their ongoing attitude toward mandatory testing. Most education researchers suggest that mandatory state exams play an important role in students' high school completion (Kassam & Mendes, 2013). Researchers have identified declines in academic performance, motivation, and perceived support from school administrative and teaching staff as some of the negative effects of mandatory state testing (Weiner, 2007). Currently, there are few data on the psychosocial impact of repeated failure on mandatory high school exit-level exams on students' resilience or ability to cope with the choices that follow failure (e.g., continue high school, take the GED, enter vocational school, seek employment in lieu of school, etc.). Existing literature suggests that test scores alone are not effective evaluators of student achievement or effectiveness (Howard, Romero, Scott, & Saddler, 2015).

However, the concept of resilience incorporates some of those missing evaluators. *Resilience* can be defined as including confidence, a sense of well-being, motivation, goal setting, developing and sustaining positive relationships and connections, and stress

management. Thus, assessments of resilience hold the potential to provide invaluable information about how well a student is equipped for life after high school if he or she chronically performs poorly on mandatory testing (Bank, Abualkibash, & Lera, 2015). Because mandatory exams are increasingly being used in the United States to make important educational decisions in the absence of other data points (Plake, 2002), it is particularly important to consider other factors, such as resilience.

Kassam and Mendes (2013) noted that educators are ill equipped to provide students who chronically fail state exams with the appropriate resources to understand their failure, to understand that academic success remains possible after failure, or to develop a life plan following high school. The National Research Council and the Institute of Medicine (2014) used research and data gathered by Rutter (1979), Benard (2003), and other researchers to demonstrate that motivation, learning, and the achievement gap remain just some areas within education where resilience research holds vital implications for educational practice and policy. Researchers including Pajares (2002) have supported the importance of studying resilience in the context of education because resilience stems from personal beliefs that influence behavior. By applying the findings of resilience-related studies to design and support well-designed preservice or professional development programs, it may be possible to transfer resilience research into education practice that promotes positive experiences and outcomes.

Resilience research supports the argument that discussions about education reform and transformation cannot be limited to discussions about best practices as reflected in existing curricula and programs. As Joan Walsh (1997) stated, “When there's

improvement, it usually isn't that the services per se were different, it's about a change in the person who delivered the service, and the way they delivered it" (p. 29). An examination of resilience allows educators to look more broadly at the student to determine the absolute best pedagogical approach based on how adaptable a particular student may be. Previous studies examined students who were exposed to adverse situations where they described various academic adversity. Various concepts related to resilience were recognized that determine the exact nature of how each concepts of academic resilience and how they assisted with the development of interventions aimed at promoting resilience in students. (Cassidy, 2015).

The following sections of this chapter include summaries of the extant literature on resilience, personal competence, and acceptance of life and self. In the problem statement, I highlight relevant gaps in the literature related to mandatory testing failure and the ongoing impact of that failure on students' self-esteem, outlook on personal success, and ability to cope with the choices that follow failure (e.g., continue high school, take the GED, enter vocational school, seek employment in lieu of school, etc.).

Background

Within psychology, there has been considerable growth in the study and research of human emotionality, self-esteem, coping, and how people express and manage their emotions (Ayton, Pott, & Elwakili, 2007). Ayton et al. (2016) provided information on research related to the emotional consequences of failing and individuals' overestimation of the duration of their disappointment. The study findings suggested that that previous experience of an event did not improve the accuracy of people's predictions of their

emotional response to such as self-assessed failure. A cognitive strategy can be recommended for individual immediate after disappointment. David, Hareli, and Hess (2015) focused on the effects of showing emotions on perceptions of truthfulness in an organizational context for the purpose of clarification the difference between what caused the failure and the emotion expressed. In two web-based studies, participants were shown a work-experiences video and were asked to rate the actor's truthfulness. The actors were rated as less truthful than actors who express no motion, regardless of what attributed to the failure. In both studies, the participants expressed emotions of anger and shame. The results of the study revealed that men were rated as more emotionally competent in general than women were when showing emotional expression. In contrast, woman were perceived as more emotionally responsible because they reacted immediately when emotions were expressed.

Kirwan and Reeb-Sutherland (2012) and Opateye (2014) assessed how high school students' emotional intelligence, test anxiety, and stress levels affected their academic success. Using a correlational research design and a stratified sampling technique, Kirwan and Reeb-Sutherland (2012) and Opateye (2014) selected 600 seniors from 24 secondary schools in Lagos state. Students' Emotional intelligence, stress and Text Anxiety Questionnaire (SEISTAQ) with reliability coefficients of 0.76, 0.83 and 0.71 respectively using Cronbach's alpha were the instruments used to collect data from the participants. The study showed that students with moderate emotional intelligence, low stress, and test anxiety had the highest academic success in electrochemistry. Students with low emotional intelligence, high stress levels, and high test anxiety levels

had the most favorable attitudes toward electrochemistry. The results also revealed low-significance positive relationships between emotional intelligence and academic success, as well as for stress and academic success. Relationships were insignificant between test anxiety and academic success in electrochemistry.

Palmieri, Boden, and Berenbaum (2009) provided support for emotional awareness methodologies frequently used to measure emotions. Multidimensional scaling and confirmatory factor analysis were used to analyze the Toronto Alexithymia Scale-20 and the Trait Meta-Mood Scale. These scales were used to obtain data from 867 college students. The study's results supported distinct clarity and attention constructs. New subscales were within consistent and fared as well as or better than previous versions in terms of internal consistency and convergent validity. Amrein and Berliner (2012) discussed the outcome of students' test results who scored just below and above the passing score for the high school students who take the exit exams and provide a different point of view of educational exams. The results of their study suggested that high school graduation exams increased dropout rates, decreased high school graduation rates, and increased the rate at which students enrolled in General Education Diploma (GED) programs. The average age of GED participants in the states that administer high school graduation exams has decreased the GED enrollment in comparison with the nation as a whole. Using the best exterior measures obtainable, evidence exists (Amrein and Berliner, 2012) that high-stakes tests have unintentional adverse effects that seem to overshadow the few benefits these tests may have.

Erickson, Kleinhammer-Tramill, and Thurlow (2007) showed that students who do not graduate from high school with a traditional diploma face negative consequence. These consequences may include not being able to enter college or the military, ineligibility for federal financial aid for postsecondary training, and denial of employment opportunities. Erickson et al. used preexisting data from the U.S. Department of Education Office of Special Education Programs to profile students in the United States who earn nontraditional exit certificates as compared to those who earn standard diplomas. The effects of state exit exam policies on the selected postschool outcomes of students with disabilities varied. The results of Erickson et al.'s study showed that meeting the requirements of state exit exams did not significantly predict receipt of a standard high school diploma for students with a disability. Neither did meeting the requirements indicate enrollment in postsecondary education for a student.

Cheema and Skultety (2016) and Howard et al. (2015) identified race and gender as strong predictors of individuals' confidence in their ability to complete tasks related to a course subject. Such confidence did not necessarily reflect actual ability in the course subject and could be an over- or underestimation of true ability. The High School Longitudinal Study national database was used to analyze the relationships between subsequent performance, motivation, algebra failure, and college readiness. The degree of over- and underconfidence in mathematics was assessed in 15-year-old students in relation to student demographic characteristics such as race and gender. The study findings suggested that White students regularly underestimate their ability, whereas African America and Hispanic students consistently overestimate their ability. This

pattern in over- and under confidence continued even after controlling for student- and school-level differences.

Mclean, Strongman, and Neha (2007) promoted an efficient alternative, to coping emotionally with failure. Psychological distress and coping in response to possible exam failure were investigated based on potential differing effects of causal attribution. Ninety female and 99 male students from the University of Canterbury were given a 59-item questionnaire. The questionnaire was used to measure expected psychological distress and likely causes for failure on a hypothetical exam using attributional dimensions involving locus of causality, controllability, and stability. Additionally, a question was asked that related to coping strategies from the Revised Way of Coping Checklist. The results of the study showed that exam failures contributed to internal and insecurities were linked to lower levels of anticipated psychological distress. Strong predictors of avoidant and wishful-thinking coping strategies were causes that were rated as stable. As predicted, women projected significantly more psychological stress than men. Women also reported to a greater extent than men that they would adopt a social support coping strategy when coping with failing an exam.

Stoeber, Schneider, Hussain, and Matthews (2014) showed how perfectionists experienced increased adverse effects after failure in comparison to nonperfectionists. Self-oriented perfectionism and socially prescribed perfectionism were two forms of perfectionism that Stoeber et al. investigated in this study. One hundred university students responded to survey questions examining negative emotions: anger, depression, and anxiety. Findings showed that socially prescribed perfectionism predicted increased

anger, depression, and anxiety after original failure and further increased anger after repeated failure. After repeated failure, self-oriented perfectionism predicted increased anxiety, prompting individuals to react with increased adverse effects after repeated failure. These findings suggested that both self-oriented and socially prescribed perfectionism were vulnerability factors.

Ackerman and Maslin-Ostrowski (2002); Copland (2001); Cash (2001); Greene (2002, 2003); Heifetz and Linsky (2004); Ledesman (2012); and Patterson, Patterson, and Collins (2002) all showed a direct relationship between the stress of having a leadership position and the ability to maintain resilience in the face of prolonged interaction with hardship. The above study examined the conceptual framework and research models of resilience theory. As well as, addressed the direct relationship between the stress of a leader's job and his or her ability to maintain resilience in the face of prolonged contact with adversity. Ackerman & Maslin-Ostrowski (2002); Copland (2001); Cash (2001); Greene (2002, & 2003); Heifetz & Linsky (2004); Ledesman (2012); suggested that strong coping skills, self-efficacy, hardiness, positive self-esteem, a sense of coherence, optimism, strong social resources, adaptability, risk-taking, low fear of failure, determination, perseverance, and a high tolerance of uncertainty were variables of resilience. Ackerman & Maslin-Ostrowski (2002); Copland (2001); Cash (2001); Greene (2002, & 2003); Heifetz & Linsky (2004); Ledesman (2012); revealed that for resilience to impact productivity and sustainability, leaders need to create safe environments to help emerging and existing leaders.

However, Wisman, Heflick, and Goldeannberg (2015) disused integrating terror management theory and objective self-awareness theory. They used the existential escape hypothesis, suggesting that people with low self-esteem should be especially prone to escaping self-awareness as a distal response to thoughts of death. Wisman, Heflick, and Goldeannberg (2015) completed five studies that supported this theory. Five studies demonstrated an empirical, causal link between non-conscious, mortality concerns, and people with low self-esteem, both self-reported and behaviorally, inside and outside the laboratory.

Ayyash-Abdo, Sanchez-Ruiz, and Barbari (2016) investigated resilience factors such as sense of mastery, sense of relatedness, emotional reactivity, and hope as predictors of academic performance while controlling for gender, tuition fees, and age. Five hundred ninety-nine Lebanese adolescents (330 female) ranging from ages 11 to 19 participated in this study to determine specific resiliency factors predicting academic performance over gender, tuition fees, and hope. The results of this study revealed that females scored higher than males, and adolescents with low tuition fees scored lower than those with average tuition fees on emotional reactivity and marginally lower than those with high tuition fees on the sense of relatedness.

Problem Statement

As stated previously, mandatory state exams cause particular concern, and repeated test failure erodes students' self-esteem and impedes academic motivation (Pekrun, Elliot, & Maier, 2009). Researchers have identified declines in academic performance, motivation, and perceived support from school administrative and teaching

staff as some of the negative effects of mandatory state testing (Weiner, 2007). However, there are minimal data pertaining to the psychosocial impact of repeated failure on mandatory high school exit-level exams, specifically as they relate to students' resiliency and its effect on the choices that follow failure (e.g., continue high school, take the GED, enter vocational school, seek employment in lieu of school, etc.). Existing literature suggests that test scores alone are not effective evaluators of student achievement or effectiveness (Howard et al., 2015).

Stuewig and Tangney (2007) emphasized that there is a lack of research that pertains to students' perceptions of state testing failure and effects on self-esteem and difficulty related to future test taking following failure. In addition to the lack of clarity regarding interaction among variables, relatively few studies have recognized the possible impact of unfavorable life experiences on psychological resilience. However, the concept of resiliency incorporates some of those missing evaluators. Resiliency can be defined as including confidence, sense of well-being, motivation, setting goals, developing and sustaining positive relationships and connections, and stress management. Assessments of resilience hold the potential to provide invaluable information about how well students are equipped for life after high school if they chronically perform poorly on mandatory tests (Bank et al., 2015). Because mandatory educational exams are increasingly being used in the United States to make important educational decisions in the absence of other data points (Plake, 2002), it is particularly important to consider other factors such as resilience.

Through this study, I aim to contribute to and expand upon existing literature by examining the resilience of former high school students who failed the State of Texas Assessments of Academic Readiness (STAAR) exam. I looked at student perceptions of state testing, personal experiences involving self-esteem, difficulty related to test taking, understanding of the test preparation process, and student perceptions of failure and success as they related to mandatory state testing. Given the plethora of literature that exists on race and its correlation to mandatory school testing failure, race was considered, but only in the context of a school-to-school comparison of student profiles and responses and where race is mentioned as one of the perceived contributing factors to school testing failure.

The problem addressed by the present research involved students who failed the STAAR Exam due to exposure to various academic adversities. Various concepts related to resilience were recognized that determines the exact nature of how failure affects academic resilience and assisted with the development of interventions aimed at promoting resilience in students (Cassidy, 2015). An examination of resilience may allow educators to look more broadly at each student to determine the absolute best pedagogical approach based on how adaptable the particular student may be. Recognition of the various psychosocial impacts of repeated failure on a student's self-esteem and ability to cope with the choices that follow failure may help a person recover faster, both psychologically and emotionally, and such recognition may thus increase a student's chance of being successful in life. While gender differences in resiliency have been addressed in a few studies, there is still a gap in the literature concerning the

difference that gender makes in resiliency following failure on standardized tests. The present study also focused on the role that gender plays in self-esteem and coping as they relate to student achievement (Weiner, 2007).

Purpose

The purpose of this study was to expand the existing literature on resiliency by investigating former high school students' resiliency following the administration of the STAAR exam. Specifically, dimensions of resiliency (resilience, personal competence, and acceptance of life and self) were compared between female and male students who passed the STAAR exam the first time and those that failed the STAAR exam at least two times. Because gender differences had been identified in resiliency in previous research, gender was an additional independent variable in the present study to determine what effect, if any, gender had on resiliency in this context. It was hypothesized that there would be differences in resiliency among those who passed the STAAR the first time and those who failed it more than two times and that the type of resiliency would differ between females and males.

This research fills an existing gap in contemporary literature related to key components of resilience including overall resilience, personal competence, and acceptance of life and self.

Theoretical Framework

The theoretical framework for this study relies on sociometer theory. Sociometer theory is based on Cooley's (1902) notion of the looking-glass self, in which self-appraisals are viewed as inseparable from social milieu, a psychological measure by

which people feel they are relationally valued and socially accepted by other people (Garofalo, Holden, Zeigler-Hill, & Velotti, 2016). Sociometer theory identifies self-esteem as part of a psychological system that observes the social environment for signs indicating low or declining interpersonal relationships and cautions the individual when these symptoms are noticed (Garofalo et al., 2016).

Self-esteem serves as a monitor, or *sociometer*, of social acceptance and rejection. For example, individuals who perform poorly in an activity that is a key to their professional goals, and the personal performances that follow, relate to the desire to improve. Sociometer theory emphasizes that personality is intimately tied to performance and achievement and correlates to such characteristics as tolerance for risk, fear of failure, and a range of psychological phenomena including personality, mood, and coping.

The sociometer theory of self-esteem correlates with resilience, which is one of the most reflective constructs across disciplines (Garofalo et al., 2016). The theory connects communicative, perceptual, and physiological aspects of stress within the context of social relations to explain personal/relational risk, resilience, and thriving (Garofalo et al., 2016). This theory reinterprets several personal phenomena regarding self-esteem motives (Afifi, 2018)—specifically, a person's appraisal of his or her value after repeat failure. *Global self-esteem* signifies a comprehensive value judgment about the self, whereas *domain-specific self-esteem* involves assessments of one's worth in a particular area (Garofalo et al., 2016).

Within this study, sociometer theory formed the basis for examining the resilience of students following failure on mandatory state exams such as STAAR and the influence of this experience on their lives and their appraisals of coping. The theory also identifies how these communication patterns and judgments affect personal and social life (Afifi, 2018). Finally, the interpersonal component is chronic stress and reduction of one's emotional, psychological, and relational resources through repeated stress-related exchanges, which can foster resilience and possible thriving (Affix, 2018).

Research Questions

This quantitative study examined how resilience following the administration and discovery of results related to a mandatory state exam (STAAR) impacted former high school students' perception of later-life success following high school. *Later life success* was defined in terms of what students viewed as their lives after high school. A cross-sectional survey based on Resiliency Scale scores was used to quantify the degree of individual resilience, considered as a positive personality characteristic that enhances individual adaptations. For some participants in the study, post-high-school/later life success meant immediately finding work/a job. Others defined success as college entry/graduation and then job placement. This study was operationalized by selecting a sample size of approximately 113 students that allowed for an inferential analysis of a sample of students from three schools who passed or failed the STAAR. Statistical significance was determined for overall resiliency, personal competency, and acceptance of life and self. Two-way (2X2) ANOVA was used in this study to determine if the dependent variables (resiliency, personal competency, and acceptance of life and self)

varied as a function of changes in the independent variables (gender and STAAR Passing group versus Pass No pass), and the effect of the interaction between the independent variable and the dependent variable. The following research questions guided this study:

RQ1: Does resiliency differ between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times?

H1_a: Resiliency, as measured by the Resiliency Score on the Resiliency Survey (Wagnild, 2011), is significantly higher in former high school students who passed the STAAR the first time than in former high school students who failed the STAAR at least two times.

H1_o: Resiliency, as measured by the Resiliency Score on the Resiliency Survey (Wagnild, 2011), does not differ significantly between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times.

RQ2: Does personal competency differ between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times?

H2_a: Personal competency is significantly higher in former high school students who passed the STAAR the first time than in former high school students who failed the STAAR at least two times.

H2_o: Personal competency does not differ significantly between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times.

RQ3: Does acceptance of life and self differ between former high school students who passed the STAAR the first time and former high school students who failed STAAR at least two times?

H3_a: Acceptance of life and self is significantly higher in former high school students who passed the STAAR the first time than in former high school students who failed the STAAR at least two times

H3_o: Acceptance of life and self does not differ significantly between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times.

RQ4: Does gender affect overall resiliency in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing)

H4_a: Overall resiliency will differ significantly between males and females (gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

H4_o: Overall resiliency will not differ significantly between males and females (gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

RQ5: Does gender affect personal competency in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing)

H5_a: Personal competency will differ significantly between males and females (gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

H5_o: Personal competency will not differ significantly between males and females (gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

RQ6: Does gender affect acceptance of life and self in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing)

H6_a: Acceptance of life and self will differ significantly between males and females (gender grouping) and between students who passed

the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

H6_o: Acceptance of life and self will not differ significantly between males and females (gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

The research questions were directly aligned to the problem and purpose of this study in addressing resiliency among former male and female high school students after taking the STAAR.

Nature of the Study

The nature of this study was quantitative, with a nonexperimental design using a cross-sectional survey methodology. In order to evaluate the hypotheses, a series of two-way (2X2) ANOVA were conducted (male vs. female x STAAR pass or fail) to determine whether there were differences in resiliency, competence, and acceptance of life and self. Using sociometer theory as a base, this study compared resiliency between former high school students who failed the STAAR at least two times and those who passed the first time. Resiliency, as a generic concept, is concerned with how individuals cope with stress and how they recover from traumatic experiences and is considered part of positive development that inclines toward the future and hope (Wagnild & Young, 1993).

The dependent variables were scores from subscales of the Resiliency Scale (Overall Resiliency, Personal Competency, and Acceptance of Life and Self). The two independent variables were gender (male or female) and pass status (pass or no pass). Gender differences were examined using demographic and composition data gathered from the former students to determine whether differences existed between resiliency skills. In addition, interaction effects were examined, although this analysis was exploratory in nature, with no hypotheses being made.

The cross-sectional survey was based on the Resilience Scale (RS). The RS is a 25-item scale using a 7-point rating (1–7). The RS is used to categorize the degree of individual resilience, which is considered a positive personality characteristic that enhances individual adaptations (Wagnild & Young, 1993). The 25-point RS was used as an index that gave a quantitative resilience score. This study showed that the three-factor structure of the RS is a better which measure different aspect of the construct of resilience, which fulfilled this study's goal. The original first factor (overall resiliency) was split into two intrapersonal oriented factor-scales: Personal Competence and Acceptance of Self and Life (Friborg, Barlaug, Martinussen, Rosenvinge, & Hjemdal, 2005). The authors of the study stated that the psychometric evaluation supported the internal consistency, reliability, and concurrent validity of the scale (Wagnild & Young, 1993). Numerous studies have validated that the scale has worked well with samples of all ages and ethnic groups.

The survey was administered using SurveyMonkey to former students who were enrolled in three Dallas Independent School District (DISD) high schools: Woodrow

Wilson, South Oak Cliff, and Molina High Schools. Inferential statistical analysis was used to analyze results of the surveys. Inferential statistics were used to determine the probability of characteristics of a population based on the characteristics of the sample population; they also helped in measuring the strength of the relationship between the independent variables and dependent (effect) variables. The statistics from the sample data were used with hypothesis testing to answer the research questions. The selection of these schools was based on their location, demographic composition, and historical STAAR passage rate. Participants were administered an RS survey to explore how they reacted to experiences of failure on the STAAR in high school. The RS questions were worded so that they represented the positive and negative aspects of each component in approximate equal proportions. The RS used a Likert-based scale of 1 (*strongly disagree*) to 7 (*strongly agree*).

Definitions

Coping: The conscious way of solving a personal and interpersonal problem and determining how to minimize, master, and endure a conflict or stressful situation. The usefulness of coping efforts was determined by the type of stressful feelings about success and failure on the STAAR (Carver, 2011).

Resilience: The concept of resilience derived from deficit-based models of intervention for those who conduct resources and protective processes theories of resilience in development (Yates, Tyrell, & Masten, 2015). Resilience research has informed prevention science by clarifying multilevel goals, identifying mechanisms expected to bring about positive change in varied systems, informing the measurement of

key variables, and providing a conceptual framework to guide the form and application of dynamic and contextually sensitive intervention efforts, which connect in many ways to a person's personality and his or her ability to cope with various situations (Fraser, Richman, & Galinsky, 1999).

Self-esteem: Erol and Orth (2011) described self-esteem as a person's overall sense of self-worth or personal value. Self-esteem can involve a variety of reflections on a student's subjective emotional evaluation after repeatedly failing to meet the standards set forth by the STAAR exam.

Personal competency: Personal competency is the growth of emotional intelligence and consists of personal and social competencies. These factors seem to have a significant impact on how a person understands and deals with disaster. Coping hardiness, a sense of consistency, the use of personal and cognitive resources, threat appraisal, and self-efficacy are believed to be intrinsic factors related to resilience (O'Leary, 1998).

Acceptance of life and self: Self-acceptance involves self-understanding, an individual's realistic, albeit subjective, awareness of his or her strengths and weaknesses. It results in the individual feeling about him- or herself that he or she is of unique worth (Shepard, 1978).

Student resiliencies: The stage of adult cognitive development indicates that cognitive processes that are differentially organized and considers the adolescent stage to be a serious time for the development of identity. On the other hand, young people want to know who they are and what is important in life (Schaie, 1978).

State of Texas Assessments of Academic Readiness (STAAR) exam: The STAAR exam is used to measure a broad range of knowledge and skills, resulting in an assessment system that covers a variety of content standards. The STAAR is designed to emphasize readiness standards and course-specific content standards. This assessment was designed to provide school districts, teachers, and students clarity regarding what will be assessed and how the assessed content standards prepare students for the next grade or course, or for college and careers (Barnes & Slate, 2014).

Assumptions

This study involved several assumptions. The first assumption was that RS scores would accurately reflect the level of resilience for participants completing the survey. Second, I assumed that the study participants answered the items on the questionnaire without purposes of avoidance or falsification. These assumptions were needed in the context of this study because the survey was conducted online. Measuring emotion socialization in high school students can have potentially harmful effects on their self-concept, self-esteem, motivation, and achievement. Causal attribution on both self-esteem and coping evokes two reasonable assumptions of the psychosocial impact of repeated failure on a student's self-esteem and ability to cope with the choices that follow failure. First, students go into the situations with judgments about how well they will be able to perform and the degree to which their skills are sufficient to reach their desired outcomes. Second, students' essential motivation would deteriorate after negative feedback, even if encouragements of actual performance were controlled (Weidinger, Spinath, & Steinmayr, 2016). It is suggested that students will be motivated to describe their

performance as success or failure by comparing them to their desired performance levels. Students' successes and failures may impact their self-esteem and ability to cope with similar future tasks and could alter goals that they set for themselves before failing the STAAR test.

Limitations

There were several limitations to this study. With regard to external validity, the convenience sample consisted of approximately 113 students from three high schools in Dallas Independent School District (DISD). Thus, sample size needs to be taken into consideration when attempting to generalize the findings to former students' resiliency and gender: (male and female and pass-no pass). In addition, the convenience sampling used in this study may have been highly vulnerable to selection bias and influences beyond my control as the researcher (Kam, Wilking, & Zechmeister, 2007). However, although the Dallas area is unlike such places as Irvin or Plano, students from this area are still representative of a significant portion of former students within the state of Texas.

Another limitation of this study related to the data being collected from self-report questionnaires. This study used a questionnaire instrument and therefore was subject to potential response bias. This study was limited to questions regarding overall resiliency, personal competency, and acceptance of life and self and, therefore, did not rule out the possibility that other variables might influence the participants' responses.

A final limitation of the study involved the use of the cross-sectional study that implications are complicated to make causal inference. In cross-sectional studies,

exposure and outcome are simultaneously assessed; there is generally no evidence of a temporal relationship between exposure and outcome (Lindell & Whitney 2001).

Without longitudinal data, it may be impossible to determine cause-and-effect relationships; longitudinal data is also susceptible to bias due to low response and misclassification due to recall bias. Practical measures to address the limitations mentioned above involved noting said limitations within the study's discussion of findings, whereby they can be used as recommendations for further research (Thompson, Diamond, McWilliam, Snyder, & Snyder, 2005).

Significance

Resilience is a significant concept in the psychology of human strength and adaptation (Yates et al., 2015). This study's findings add to the limited research on the psychosocial impact of repeated failure on mandatory high school exit level exams on students' resiliency or ability to cope with the choices that follow failure. By increasing knowledge in this area, the study may provide a better understanding of the parameters that guidance counselors and teachers need to look at when developing success-building programs following STAAR failure for students from various ethnic, racial, socioeconomic, and geographic groups. Exploration of the resiliency of students who repeatedly fail mandatory state testing may provide counseling and school professionals with a practical basis for developing an approach to assist current students as they prepare for their futures after high school. Moreover, the results of this study may indicate whether different methods are necessary for male versus female students.

Literature and discourse continually suggest that high-stakes testing ranks as one of the most controversial and contentious issues in education today. The technical aspects of the debate around high-stakes testing are both highly complex and continuously evolving (Baker, 2012). Proponents of high-stakes testing argue that current testing practices ensure that all students learn what they are expected to learn and are gauged from a level testing perspective. Various concepts related to resilience is determined by the exact nature of an individual's perception of their capabilities (Cassidy, 2015). Opponents of high-stakes testing argue that the practice results in the loss of valuable instructional time to prepare students for tests rather than teaching them the knowledge and skills needed to achieve beyond secondary education.

This study has the potential to result in positive social change. It could produce knowledge that results in the development of approaches to influence students' resilience after repeatedly failing mandatory state testing. Services such as counseling and other assistance for students as they prepare for these tests and following failure may help these students to develop a plan for their futures after high school.

Chapter Summary

Resilience is defined as including confidence, sense of well-being, motivation, goal setting, developing and sustaining positive relationships and connections, and stress management. Assessments of resilience hold the potential to provide invaluable information about how well a student is equipped for life after high school if he or she

chronically performs poorly on mandatory testing (Bank et al., 2015). Research interest in resilience has significantly increased over the last few years. During this time, a few variables have received increased attention from researchers pursuing an understanding of the dynamics of resilience. The understanding of resilience and its components has great potential for both psychological and physiological impact. Psychological resilience has been closely associated with a wide range of disorders, including depression, anxiety, and posttraumatic stress disorder. On the physical side, resilience has been associated with disorders and conditions such as stress, immune responsiveness, general health, and others. Although much has been learned about the development of resilience, much is still unclear. Questions remain about the elements to resilience, in what combinations they occur, and which circumstances result in the most resilience. Additionally, it is not clear how resiliency, competence, and acceptance of life and self endure under varying amounts of either positive or negative life experience. This study was conducted in an attempt to add clarity to these unknowns.

Chapter 2 reviews relevant research exploring resilience in general and students' resilience following the administration of the STAAR exam based on the comparison of male and female students who passed the STAAR exam the first time and those who failed the STAAR exam at least two times. The body of literature highlights the known and unknown and is supportive of the present study's specific research concepts and designs as presented in Chapter 3.

Chapter 2: Literature Review

Introduction

Student test achievement ranks as a major concern among policymakers, parents, and educators nationwide. School failure fosters disappointment and demoralization, leaving behind often-noticeable emotional issues that can result in continued failure at all grade levels and after high school (Kassam & Mendes, 2013). Mandatory state exams cause particular concern, and repeated test failure erodes student self-esteem and impedes academic motivation (Pekrun, Elliot, & Maier, 2009). Kirwan and Reeb-Sutherland (2012) suggested that failing high-stakes tests affects students' academic success as well as their ongoing attitude toward mandatory testing. Most education researchers suggest that mandatory state exams play an important role in students' high school completion (Kassam & Mendes, 2013). Researchers have identified declines in academic performance, motivation, and perceived support from school administrative and teaching staff as some of the negative effects of mandatory state testing (Weiner, 2007). Currently, little data exist on the psychosocial impact of repeated failure on mandatory high school exit-level exams on a students' resilience or ability to cope with the choices that follow failure (e.g., continue high school, take the GED, enter vocational school, seek employment in lieu of school, etc.). Existing literature suggests that test scores alone are not effective evaluators of student achievement or effectiveness (Howard et al., 2015).

However, the concept of resilience incorporates some of those missing evaluators. Resilience can be defined as including confidence, sense of well-being, motivation, goal setting, developing and sustaining positive relationships and connections, and stress

management. Assessments of resilience hold the potential to provide invaluable information about how well a student is equipped for life after high school if he or she chronically performs poorly on mandatory testing (Bank et al., 2015). Given that mandatory educational exams are increasingly being used in the United States to make important educational decisions in the absence of other data points (Plake, 2002), it is particularly important to consider other factors such as resilience.

Hassam and Mendes (2013) used the framework of the emotion socialization model to recognize that the simple act of reporting an emotional state can have a substantial impact on the body's reaction. Self-report of emotion may considerably change the emotional process is required by the awareness and conscious assessment.. Participants in Hassam and Mendes's study were engaged in a difficult math task designed to induce anger or shame while their cardiovascular response was measured. Half of the participants reported on their emotional states and appraised their feelings during the experiment, while the other half completed a controlled questionnaire. Participants in the anger condition who were assigned to report on their emotions exhibited qualitatively different physiological responses from those who did not report. Among those participants in the shame condition, there were no significant differences in physiology based on the self-reporting manipulation. The study proved that reporting on an emotional state may have a substantial impact on the way in which the body reacts.

The National Research Council and the Institute of Medicine (2014) used research and data gathered by Michael Rutter (1979), Bonnie Benard (2003), and other researchers demonstrated that motivation, learning, and the achievement gap are just some areas

within education where resilience research holds vital implications for educational practice and policy. Researchers including Frank Pajares (2002) have supported the importance of studying resilience in the context of education because resilience stems from personal beliefs that influence behavior. By using resilience-related studies to design and support well-designed pre-service, or professional development programs, it may be possible to transfer resilience research into education practice in a concrete way that may promote positive educational experiences and outcomes.

Resilience research supports the argument that discussions about education reform and transformation cannot be limited to discussions about best practices as reflected in existing curricula and programs. As Joan Walsh (1997) stated, “When there's improvement, it usually isn't that the services per se were different, it's about a change in the person who delivered the service, and the way they delivered it” (p. 29). An examination of resilience allows educators to look more broadly at the student to determine the best pedagogical approach based on how adaptable the student may be. Previous studies examined students who were exposed to adverse situation where they described a vicarious academic adversity. Various concepts related to resilience were recognized that determine the exact nature of how academic resilience concepts assisted with the development of interventions aimed at promoting resilience in students (Cassidy, 2015).

The purpose of this study was to expand the existing literature on resilience by investigating former high school students' resilience following the administration of the STAAR exam. Specifically, resilience (overall resilience, personal competence, and

acceptance of life and self) was compared between male and female students who passed the STAAR exam the first time and those who failed the STAAR exam at least two times.

The following review of the literature focuses on key components of resilience, including overall resilience, personal competence, and acceptance of life and self. These variables are compared between female and male students who passed the STAAR exam the first time and those former students who failed the STAAR exam at least two times. In the literature review, I provide an overview of the search strategy employed in the review of the extant literature. In addition, I highlight the theoretical framework associated with the variables of interest. Further, I conclude the chapter with an overview of the various gaps in the literature related to the variables of interest, emphasizing the critical nature of such research to the global well-being of students.

Literature Review Strategy

In conducting the literature search, I primarily relied on filtering in selecting appropriate books, journals, peer-reviewed articles, and state publications. These sources of literature were retrieved from various databases, including PsycARTICLES, PsycBOOKS, SOCIndex, PsycINFO, PsycEXTRA, Google Scholar, Education Research Complete, and Education Resources Information Center (ERIC). Of particular interest to this study were peer-reviewed journals and articles reporting empirical studies with meta-analysis as well as controlled trials. The keys terms that I searched for included *resilience, global resilience, personal competency, acceptance of life and self, gender, resilience scales, and STAAR exam results*. Additionally, some of the epidemiological statistics cited in the study were sourced for internationally recognized references such as

the *International Handbook of Psychosocial Resilience*. Further, the scientific breadth of the study was provided by the range of population parameters such as effect sizes, analysis type, sample sizes, and statistical powers, which I generated from the empirical literature over a specified period (2003-2013). However, for the theoretical literature, I relied on materials that were mainly published in the early 20th century.

Theoretical Literature Foundation

In the following theoretical review, I highlight a theoretical framework based on Mark Leary's (1995) proposal that humans have evolved a form of psychological meter or gauge whereby they monitor the degree to which other people value and accept them, with their evaluation of their level of acceptance by others being a determinant of self-esteem (Garofalo et al., 2016). In addition, I review the theory of resilience (Yates et al., 2015) to provide the primary theoretical foundation for this study, and I discuss the variables of interest, including overall resilience, personal competence, and acceptance of life and self.

Sociometer Theory

Sociometer theory identifies self-esteem as part of a psychological system that observes the social environment for signs indicating low or declining interpersonal relationships and cautions the individual when these symptoms are noticed (Garofalo et al., 2016). Sociometer theory emphasizes that personality is intimately tied to performance and achievement, correlating to such characteristics as tolerance for risk, fear of failure, and a range of psychological phenomena including personality, mood, and coping.

Informed by Garofalo et al. (2016), sociometer theory describes a psychological warning system that monitors and responds to cues that are relevant to the individual's relational value, personality, and ability to cope. This is due to the significance of social inclusion for survival, and humans developing a psychological warning system that monitors and responds to cues that are relevant to the individual's relational value, such as personality and the ability to cope with diverse situations. Fraser et al. (1999) proposed that self-regulation focuses on the generic psychological processes that allow people to control their thoughts, emotions, and behaviors—processes that are nonspecific with concern to the action being regulated.

Leary (2005) presented the interactional process framework of sociometer theory, looking at self-esteem as part of a psychological system that observes social surroundings for signals demonstrating low or declining interpersonal evaluation (e.g., lack of interest, disapproval, rejection) and warning the individual when such signals are detected. Leary presented sociometer theory's perspective on self-esteem, reviewed evidence relevant to the theory, and described how it explains phenomena in which self-esteem has been implicated, including interpersonal emotion, social identity effects, intergroup behavior, and clinical disorders (Leary, 2005).

Srivastava and Beer (2005) presented a longitudinal group study that linked sociometer theory to positive self-evaluations. Both anxious and avoidant attachment predicted lower self-evaluation, and anxious attachment predicated stronger reaction linking sociometer.

Theory of Resilience

The concept of resilience derived from deficit-based models of intervention that conduct resources and protective processes theories of resilience in development (Yates et al., 2015). Resilience research has informed prevention science by clarifying multilevel goals, identifying mechanisms expected to bring about positive change in varied systems, informing the measurement of key variables, and providing a conceptual framework to guide the form and application of dynamic and contextually sensitive intervention efforts, which connect in many ways to a person's personality and ability to cope with various situations (Fraser et al., 1999). The theory of resilience emerged specific principles and practices that support positive development among adversity individuals. However, these same processes can operate in a range of settings beyond individuals, often with cascading implications for child and youth development (Fraser et al., 1999).

As resilience theory emerged, two primary areas of practice, child development and crisis intervention services, became its main areas of focus. Initial research questions included why two children with the same high risk-factor or from the same low-support environment emerge so differently and why some people suffer from posttraumatic stress syndrome while others seem to thrive after encountering a major stressor. Initial research focused on personal qualities, such as "ego strengths," "hardiness," "plasticity," and "survivorship." Later research expanded perspectives on resilience to include not only personal qualities, both inherent and learned, but also ecological qualities (Fraser et al., 1999).

Richardson (2002) offered a constructionist perspective on resilience that was presented as three inquiries of resilience. The classification of resilient qualities was described through phenomenological identification of developmental advantages and protective factors. Another resilient quality was described as a disruptive and iterative process for accessing resiliency. The final resilient quality demonstrated the postmodern and multidisciplinary view of resilience, which involves the strength that drives a person to grow through hardship and disturbances. This constructionist viewpoint is based on the theory of resilience (Richardson, 2002). The application of resilience using an educational and practical framework provides a means for connecting with and nurturing a client's resilience prior to encountering a stressor.

Wagner, Ludtke, Jonkmann, and Trautwein (2013) stated that there are particular patterns and possible conditions of self-esteem development from the significant transition out of high school into young adulthood that are still not well understood. The conditional latent change model indicates that self-esteem shows a steady increase across this transition, with both self-esteem intercept and slope indicating substantial interindividual in the transition to young adulthood. Wagner and colleagues suggested that structural as well as personality characteristics are significantly related to self-esteem progress in developing adulthood. General upward development of self-esteem shows interdependencies with the accomplishment of age-specific challenges during the transition to young adulthood (Wagner et al., 2013).

Literature Review

Resilience

The concept of individual resilience has developed over the years in areas such as developmental psychology, counseling rehabilitation, and clinical and family psychology. Traditionally, researchers have considered unhealthy, pathological development to be the fate of individuals who experience extreme forms of stressors. However, research has indicated that resilience can be used to describe consistent, and acceptance under challenging conditions (Jowkar, Kojuri, Kohoul, & Hayata 2014).

The study of resilience has helped to renew the field of positive psychology. According to Martin (2013), *academic resilience* has been defined as a student's ability to overcome severe challenges that are seen as major threats to the student's educational development. *Academic buoyancy* has been described as the capacity to overcome challenges, difficulties, and setbacks that are part of day-to-day challenges. Academic buoyancy is a concept that has been developed to reflect how students successfully deal with academic challenges and setbacks that usually accompany a routine course load (Martin & Dowson, 2009).

Previous research has explored motivation and engagement as predictors of academic buoyancy, educational impacts of academic buoyancy, coping, adaptability, self-regulation, and academic resilience (Martin, 2013). Academic resilience is distinct, but correlated factors. Academic buoyancy are more relevant to the low-level negative outcome of anxiety, uncertain control, and failure avoidance (Martin, 2013). On the other hand, academic resilience is more relevant to major negative outcomes of self-

handicapping and disengagement. Martin (2013) was the first to test this conceptualization and examine to the degree to which academic buoyancy and academic resilience are distinct but correlated factors:

(1) academic buoyancy and academic resilience are separate (but correlated) factors and (2) academic buoyancy is more relevant to low-level negative outcomes (anxiety, uncertain control, failure avoidance) whereas academic resilience is more relevant to major negative outcomes (self-handicapping, disengagement. (p. 490)

The results, based on 918 Australian high school students from nine schools, revealed that academic buoyancy and academic resilience represented different factors. Academic resilience is the capability to handle moderate or severe academic adversity (Martin & Dowson, 2009). Academic buoyancy is significant in negatively predicting low-level negative outcomes, while academic resilience is important in negatively predicting a major negative outcome. In additional analyses, the effect of academic buoyancy on low-level negative result was an influence on academic resilience (Martin, 2013). In other words, academic buoyancy was more noticeable in negatively predicting low-negative outcomes where academic resilience was more noticeable in negatively predicting major negative outcomes. However, analyzing the results of academic buoyancy negative result weremanaged to be direct, while the effect of the academic buoyancy as a significant negative outcome was judged by academic resilience.

Resilience can be defined as a sense of motivation and an ability to set goals, a develop and sustain positive relationships and connections, and manage stress, all of

which hold the potential to provide invaluable information about how well a student is equipped for post-high school and how she/he chronically performs on mandatory testing (Bank et al., 2015).

Researchers have identified declines in academic performance, motivation, and perceived support from school administrators and teaching staff as some of the negative effects of mandatory state testing (Weiner, 2007). Firestone, Mayrowetz, and Fairman (1998) examined how mandatory assessment affects students and teachers under conditions of moderate and low stakes. Observations suggested that the effect of state testing on students and teachers could be overestimated by both supporters and adversaries of such policies. When combined with moderately high stakes and other conditions, such assessment generates considerable activity focused on the test itself and can result in negative outcomes (Firestone et al., 1998).

Currently, there are little data that examine the psychosocial impact of repeated failure of mandatory high school exit level exams on a student's resilience or ability to cope with the choices that follow the failure of those exams (e.g., continue high school, take the GED, enter vocational school, seek employment in lieu of school, etc.).

Existing literature suggests that test scores alone are not effective evaluators of student achievement or effectiveness in or out of school (Howard et al., 2015). However, the concept of resilience incorporates some of those missing evaluators (Plake, 2002). Since mandatory educational exams are increasingly being used in the United States to make significant educational decisions in the absence of other data points, it is of particular importance to consider other factors, such as resilience (Plake, 2002). Various

concepts related to resilience were recognized that determine the exact nature of how such concepts affected academic resilience and assisted with the development of interventions aimed at promoting resilience in students (Cassidy, 2015).

Cassidy (2015) studied how self-efficacy relates to an individual's perception of their capabilities. Self-evaluative measurement leads to high or low perceived self-efficacy. Individual differences in perceived self-efficacy have been shown to be a better predictor of performance than previous achievement or ability and seem particularly important when people face adversity. Cassidy examined the association between academic self-efficacy (ASE) and academic resilience. An adverse situation case vignette describing either personal or vicarious academic adversity was presented to undergrad students participants ($N=43$) (Cassidy,2015). ASE was measured pre-exposure and academic resilience was measured post-exposure. ASE was a significant predictor of academic resilience and students exhibited greater academic resilience when responding to secondhand adversity compared to personal adversity. The study identified concepts that relate to resilience and establish the precise nature of how such concepts influence academic resilience. These results can potentially assist the development of interventions aimed at promoting resilience in students (Cassidy, 2015).

Wener and Smith (2001) focused on four fundamental characteristics that label young adults as resilient. The finding showed that people tend to perceive their experiences in a positive light even when they were suffering, an active approach toward problem-solving, the ability to gain other people's positive attending, and a firm reliance on faith to maintain a positive life view.

Ungar (2013) stated there is a relationship between resilience and the aspects of the individual's social environment that promote and protect them against the negative impact of the traumatic event. He also stated that the individual interactions within the environment as it relates to resilience could be understood using two principles. First, resilience is not an individual concept. It is considered to be the quality of a person's environment and its ability to facilitate growth. Second, the impact that any single factor has on resilience differs by the amount of risk exposure. The approaches that are used to protect against the impact of trauma are based on individual's background and culture. The relative nature of resilience is discussed, emphasizing that resilience can manifest as either prosocial behaviors or pathological adaptation depending on the quality of the hardship (Ungar, 2013). Studies such as those described above have exposed researchers to the need for additional research regarding resilience. Studies primarily dealing with identifying particular problems and their subsequent outcome set the groundwork for investigating the concepts of resilience (Dumont & Provost, 1999). Goldstein and Brooks (2013) observed that resilience goes hand in hand with the awareness that no child is exempt from pressure in the current fast-paced and stress-filled environment that is created to prepare children to become working adults.

Some children have the privilege of not having to face the significant hardship of trauma, burdened by the extreme amount of stress, anxiety, and pressure around them to be successful, or have others beliefs placed on them (Goldstein & Brooks, 2013). Therefore, the field has progressively focused on recognizing those variables and can predict resilience in the face of hardship and develop methods for effective application

(Goldstein & Brooks, 2013). The belief is that children can: (a) develop in a resilient environment; (b) deal effectively with stress and pressure; (c) cope with everyday challenges; (d) bounce back from disappointment, hardship, and trauma; (e) establish goals and solve problems; and (f) treat oneself and others with respect (Goldstein & Brooks, 2013).

Abiola and Udofia (2011) proposed that resilience is linked with increased quality of life, welfare, and functional capacity in time of hardship. There is a certain appreciation for the meaning of resilience and how individual accomplishments are measured in time of hardship. What began as research on just the personal attributes (i.e., autonomy, self-esteem) of a resilient child later developed into the awareness of more complex external factors affecting resilience. For example, personal qualities of the child, various family characteristics, and the impact on the wider community all played a role in the development of this construct within aforementioned study (Dubowitz et al., 2016).

As the research was evolving, so was the terminology. Zolkoski et al. (2016) stated students with emotional and behavioral issues placed in an education setting could lack resilience and are likely to experience failure in school and beyond without carefully designed intervention programs. Although researchers have examined both resilience in children and youth and their placement in alternative education settings, there is little research regarding resilience among students who have graduated from alternative education settings. Bank et al. (2015) discovered that resilience was an ordinary and shared phenomenon that showed resilience in children is considered the capacity to resist negative psychosocial significantly resulting from stressful events. It is not just the

absence of psychopathology following a potentially traumatic event, but an active process, which maintains personal stability in difficult circumstances over time. It developed originally from an interest in the prevalence and risk factors for psychosocial morbidity in children and young people and then onto protective factors, which identify those who seemed to be less vulnerable to adverse experiences.

Current research on resilience is overturning many negative assumptions and deficit-focused models about children growing up in disadvantageous and adverse circumstances (Zolkoski, Bullock, & Gable 2016). Jowkar, Kojuri, Kohoulat, and Hayat (2014) related that resilient students maintain high levels of achievement motivation and performance in spite of the presence of stressful events and conditions that place them at risk of doing poorly in school and eventually dropping out of school. Therefore, the role of achievement motivation may be central to educational resilience.

Definition of Resilience

Resilience has been defined as the ability to bounce back from hardship, frustration, and misfortune and is believed to be essential for the effective leader (Ackerman & Maslin-Ostrowski, 2002). The literature shows a direct relationship between the stress of the leader's position and the ability to maintain resilience in the face of prolonged interaction with hardship (Ackerman & Maslin-Ostrowski, 2002; Copland, 2001; Cash, 2001; Greene, 2003; Greene, 2002; Heifetz & Linsky, 2004; Ledesman, 2012; Patterson et al., 2002).

O'Leary (1998) hypothesized that recovery, thriving, and survival are concepts associated with resilience and described the various stages at which a person may be

functioning during or after facing hardship. O'Leary's perception of thriving relates to a person's ability to go beyond his or her original level of performance and to grow and function despite repeated exposure to stressful experiences. Many variables that describe resilience and thriving have been proposed. These variables included positive self-esteem, strong coping skills, a sense of coherence, self-efficacy, hopefulness, strong social resources, flexibility, risk-taking, low fear of the future, willpower, determination, and tolerance of uncertainty (Bonanno, 2004; Carver, 1998; Masten, 2005; O'Leary, 1998; Patterson et al., 2002; Ungar, 2004).

Masten (2001) study of resilience reveals many negative assumptions and deficit-focused models about children growing up under the threat of disadvantage and adversity. The finding suggested that resilience is typical and that it usually happens from the normative function of human adaptation systems, with the greatest threats to human development being those that compromise these protective systems.

Bruneau et al. (2003) views of resilience have two forms:

(1) strength of structure or institution when placed under pressure, such as increasing the resilience of structure through specific strengthening measures to reduce their probability of collapse.

(2) the ability of systems to absorb and recover from the impact of disruptive events without fundamental changes in function or structure, which depend on the flexibility and adaptive capacity of the system as a whole, rather than simply strengthening structures or institutions in relation to specific stresses, as in the

hard resilience approach. However, there are three possibilities in response to threats of disturbance. (p. 733)

Likewise, Maten (2009) saw resilience as relative to positive adaptation in the context of significant adversity, emphasizing a developmental systems approach. He organized a set of resilient identifying central concepts of resiliency in developmental research. Some of these include: (a) senses of self-regulation skills, (b) suitable protecting processes, (C) good community resources, and (d) effective schools. Most of the study focuses on reducing risk, building strengths or assets, and mobilizing adaptive systems that protect and restore positive human development. Ungar (2010) defines resilience as developing a positive outcome for individuals under stress. Positive resilience outcomes are the result of health resources and intervention that provided meaningful ways to deal with stress. Herrman et al. (2011) referred to resilience as an effective adaptation, or the ability to maintain or regain mental health, despite experiencing adversity. The first step to understanding resilience is to achieve a clear understanding of the meaning and concepts in the rapidly growing study of resilience. The second step is to understand the lifespan and interaction of resilience that could include intimate relationship and attachments.

Windle (2011) defined resilience as the procedure of effectively negotiating, adapting to, or managing significant sources of stress or trauma. He focused much of his resilience research on the multi-disciplinary studies that examine the dynamics of resilience across the lifespan and its role in managing loss. Southwick, Bonanno, Masten, Panter-Brick, and Yehuda (2014) identified resilience as a complex construct

defined inversely in the context of individual, family, organization, societies, and cultures, with consideration to the cause of resilience. Southwick et al. concluded that through identification of various levels of resilience individuals and relatives could make efforts to adapt to resilience culturally and socially.

Quinn and Quinn (2016) explained resilience as a fundamental concept that provides an understanding of the human and natural systems, reshapes current and creates new institutions and ecosystems. Importantly, resilience is applied across disciplines and thus serves as a unifying concept in the study of human-environment relationships. Todman et al. (2016) identified resilience as several concepts pertaining to environmental systems: (1) degree of return of the function to a reference level; (2) time taken to reach a new quasi-stable state; (3) rate (i.e., gradient) at which the function reaches the new state; and (4) cumulative magnitude of the function area under the curve before a new state is reached. These are the four characteristics of the response of a system function to a disturbance that relates to resilience. The traditional theory of resilience research has been conducted across many disciplines. Higgins (1994) and Wolin and Wolin (1993) defined resilience in the area of psychology as the ability to bounce back and to endure adversity by repairing oneself. Higgins (1994) conducted a study that interviewed 40 adults who were raised in a stressful environment and experienced various significant stressors (i.e., low-income, parental substance abuse, serious illness in themselves or family members) during their childhood and adolescence. Over half of the adults had suffered from repeated mental, physical, and sexual abuse. Higgins reported that all 40 adults were able to love well. Although these individuals were raised in a stressful

environment, they were able to survive difficult emotional experiences and were able to emerge from their difficult situations with an active self-righting ability to acknowledge the psychological pain they endured and move on to develop and maintain intimate long lasting relationships. These studies were called the resilient adults.

Other studies which had an interest in resilience were those study that includes positive adaptation of children within the context of significant hardships (Cicchetti & Gannezy, 1993). Adversity situations observed have ranged from single stressful like experiences, such as exposure to war, to aggregates across multiple negative events (Peddle, 2001). On the other hand, there has been considerable diversity in defining positive adjustment among children at risk. King (2001) researchers have specified that to qualify for labels of resilience, at-risk children must excel in multiple adjustment domains. In all of these studies, the research described the adults and children involved showed the abilities to adapt in the face of numerous hardships and to go and live healthy productive lives. Research that began as personal attributes such as, self-esteem and autonomy of the resilient child evolved into the awareness of more mystifying external factors influencing resilience. Personal qualities of the child, various family characteristics, and the impact from wider community are all examples that played a role in the development of this construct (Luther, Cicchetti, & Becker, 2000; Masten & Garnezy, 1985; Werner, 1984; Werner & Smith, 1982, 1992). During this time, adults and children were exposed to trauma as a result of the war (Peddle, 2001), and children were reacting to their parents getting a divorce and who was going through a divorce (King, 2001). Psychiatry is the biological and psychological strength humans use to

master change successfully (Flach, 1988). Research studies in the field of developmental psychopathology are referred to as the power to cope with challenges and fears while upholding an internal and integrated sense of self (Garmezy & Masten 1986). Werner and Smith (2001) describe how the field of change management is viewed as the ability to demonstrate both strength and flexibility during the change process while displaying minimal dysfunctional behavior.

The research studies of resilience have a long and rich history dating to the mid-20th century, and these studies are continuing today. These studies primarily dealing with human development of specific problems and defining resilience as the ability to endure or effectively cope with hardship. Subsequent outcomes laid the groundwork for investigating the concept of resilience (Werner & Smith, 2001).

In the field of medicine, the theory of resilience has been defined as the ability to identify pain, admit its purposes, and withstand said pain for an extended amount of time until the pain is regulated (Flach, 1998; O'Leary & Ickovics, 1995). Henderson and Milstein's (1996) social sciences research study described resilience as the ability to recuperate from negative life experiences and become stronger while overcoming them. Conceptualized studies in the field of education administration are currently being used. Geocris (2004) used Theory of Resilience in her study of principals to thrive in stressful situations. In early 2000, Isaacs (2003), Nishikawa (2006) and Schaid (2005) used theories of resilience to determine the relationship between the dimensions of the resilience of high school principals and strengthening the leadership abilities of

principals. The research studies of resilience primarily deal with identifying efficacy, internal and external variables, impact, and struggles in education.

As the research developed, so did the terminology. Anthony (1974) categorized those who did well in spite of various risks as invulnerable. It became evident that the term held the undertone of a fixed constant, which proposed a person could regularly escape risk throughout his or her lifetime. Masten and Garmezy (1985) and Werner and Smith (1982) explained that positive adaptation regardless of exposure to hardship was more of a developmental advancement such that new resistances and or strength often emerge with changing life circumstances (Luther, Cicchetti, & Becker, 2000, p. 544). Therefore, the more precise term "resilient" was implemented.

Greene (2002) and Masten (2005) stated resilience refers to the pliant or elastic quality of the substances. Masten (2005) describes resilience as a class of phenomena described by good outcomes in spite of serious threats to an adaptation of development. Psychiatric risk researcher Rutter (1987) defined resilience as a positive tone of individual difference in people's response to stress and hardship. Other studies identified the term as the ability to bounce back from hardship, frustration, and misfortune (James, 2002). Perry (2002) explains resilience as the capacity to face stressors without significant negative interruption in functioning. Typically, in developmental literature, resilience is discussed regarding protective psychological risk factors that foster the development of positive outcome and stable personality characteristics (Bonaanno, 2004). Greene (2002) research showed resilience used as interchangeable with positive coping, adaptation and persistence. In essence, resilience researchers agree that resilience

is concerned with individual variations in response to risk. On the other hand, some individuals surrender to stress and hardship, while others survive and respond well to the challenges related to life's dangers (Rutter, 1987).

As the research evolves so does the terminology. Earlier researchers (Masten & Garmezy, 1985; Werner & Smith, 1982) clarified that positive adaptation in spite of exposure to adversity was more of a developmental progression such that new vulnerabilities and strengths often emerge with changing life circumstances. From a positive psychological viewpoint, the notion of resilience emphasizes the processes of how one copes, may even thrive, in the context of significant adversity or risk rather than how one succumbs to damage and resulting pathologies (Greene, 2000; Masten, 2005). It is not a fixed quality of an individual but a self-motivated process that must be understood within the context of each individual's stress-producing experiences.

Variables of Resilience

Carver (1999) stated that both internal and external components are factors that contribute to an individual's ability to cope. To survive the experience successfully, they were forced to learn something they had not had to know how to do before. Skills often bear in the external world, occasionally on handling internal matters that have an emotional impact. These skills may be real skill or an improved skill or an enhanced knowledge base on awareness of the nature of the domain, or knowledge of resources available to people confronting such knowledge of resources available to people facing such problems. The skills or the knowledge the person obtains may be valid to future problems. When they conquer a new skill, they are fit to deal with an unpredictable

world. When new pathways are acquired, and people are more flexible in confronting the unknown. Flexibilities are built on each of these

Global concerns about the significance of human development and well-being have sparked a stream of international interest in resilience (Masten, 2014). The development of young adults around the world is threatened intimidated by hardships that can have life-altering outcomes for individuals, families, and the future of all societies. Mastern (2014) has raised global concerns about dangers posed to children as well as the future of communities, while also highlighting a lack of preparedness to handle such calamities. These concerns have encouraged renewed attention to resilience across many fields of research as governments and international agencies search for evidence and guidance on what helps to mitigate risk and promote resistance or recovery in the face of these hardships to human life. He is cited for his contribution to the benefits of the integrated research on global resilience.

Cohrs et al. (2013) argue that an individual's positive experiences, personal well-being, and personal resilience, as defined in contemporary positive psychology, may, in fact, contribute to personal and interpersonal peace but can also involve negative consequences for individuals. To understand global resilience, we must review a range of concept of global resilience, outline directions for further conceptual and experimental work in psychology. Such work would do well to go beyond current bias toward individualism and to conceptualize well-being and resilience at the level of the global community (Cohrs, Christie, White, & Das, 2013).

Campbell-Sills, Cohan, and Stein (2006) examined the relationship of resilience to psychiatric systems, coping style, and personality traits in college students to develop a comprehensive understanding of resilience across the lifespan that could potentially be important for mental health promotion. The Connor-Davidson Resilience Scale, NEO Five-Factor Inventory, Coping Inventory for Stressful Situations, and Brief Symptom Inventory were used to measure the relationship of resilience to personality dimension and coping styles. The results of this study were in support of the hypotheses concerning the relationship of resilience to personality dimension and coping techniques. The study concluded that psychiatric symptoms and emotional neglect are forms of moderate relationships of resilience.

Personal Competency

O'Leary (1998) define competency resilience as self-factors, personality factors, or individual resources. These factors seem to have a significant impact on how a person understands and deals with the disaster. Coping hardiness, a sense of consistency, the use of personal resources, cognitive resources, threat appraisal, and self-efficacy are believed to be intrinsic factors related to resilience (O'Leary, 1998). According to Beardslee (1989), internal factors included temperaments such as modes of thoughts, response, action, positive self-esteem, a sense of being effectual, and being in control of one's surroundings. Furthermore, empathy, intellectual competence, optimism, direction or mission, and determination and perseverance are self-factors that are characteristics also reported to be present in flourishing individuals (Ungar, 2004).

Several recent studies have examined personal competency associated with resilience. According to Korgan, and Durdella (2016), these studies continue to agree with the importance of a rather small set of global factors associated with resilience. They further state the connection to competent and caring adults in the family and community are cognitive and self-regulation skills, positive views of self, and the motivation to be effective in the environment as examples of personal competency associated with resilience. Self-enhancement; repressors of emotional dissociation; positive emotion and laughter; personal energy encompassing physical, emotional, mental, and spiritual energy; core personal and professional values; and personal efficacy are other variables reported (Bonanno, 2004, Patterson & Kelleher, 2005). On the other hand, people holding higher levels of optimism and hope are those who expect positive outcomes. Individuals who believe they have the ability to attain their goals are more likely to report experiencing growth in response to stress are the most consistent findings in the literature (Affleck & Tennen, 1996; Cubow, 1996; Davis, Nolen-Hoekseman, & Larson, 1998; Park, Cohen, & Murch, 1996; Tedeschi & Calhoun, 1996).

Beardslee (1989), Masten (2005), and O'Leary (1998) defined personal competency as influencing a person's ability to remain resilient in the face of adversity. The researchers further argued relationships are a critical component of resilience and social support (Ni et al., 2016). Carver (1998) stated, a person experiencing a traumatic event finds that help from others is willingly available; that the significant others in his or her life can be counted on and that the result can be a positive change in the sense of the relationships involved. A sense of security in those relationships can strengthen the

person experiences. “During the period of adversity, the person acquires an enhanced sense of safety in relationships. In belief, this would warrant the person’s future exploration to operate a more secure base.” (p. 252).

Mandleco (2000) proposed salient factors affecting resilience in children begin internally or externally for the individual. Internal factors include biological and psychological factors; external factors are revealed in the nature and quality of relationships formed within or outside the family group. The influence and importance of each factor, however, may vary in individual situations. The external variables associated with resilience point to the importance of relationships as a significant factor for the person facing adversity. It is well defined that social resources are a critical factor in residences nt matter the source of the support (Gallopín, 2006).

Longstaff and Yang (2008) stated that the center of a person’s ability to withstand himself is his relationship with others, and often these relationships serve as the major means of the transformation in one’s life and within oneself. According to Foster (1993), individuals who have handled adversarial experiences the best were those who had the presence of a close, confiding relationship during trying times and emphasized the significance of relationships in the ability to resilient. Masten (2005) suggested that similar sets of global factors associating external variables with resilience are connected to adults in the family and the community. Finally, Rutter (1987) identified the three broad set of variables related to resilience are the availability of external support systems that encourage and reinforce coping for an individual.

Acceptance of Life and Self

Several terms have been used in research to define resilience for acceptance of life and self that essentially describe the same mechanisms for the impact of stress on quality adaptation. Self-acceptance is an individual's satisfaction or happiness with oneself and is thought to be necessary for good mental health (Shepard, 1978). Self-acceptance involves self-understanding, a realistic, albeit subjective, awareness of one's strengths and weaknesses. It results in an individual's feeling about oneself that they are of unique worth (Shepard, 1978). For the purposes of this study, I have used acceptance of life and self of resilience. Woline and Wolin (1993) cover the seven strengths of resilience, of clients who were battling adverse situations. The essential idea is that people can learn to self-repair if they choose to change their mindset from that of damaged victim of past experiences to that of a proud survivor who knows he or she prevailed despite the odds (Woline & Wolin, 1993). Wener and Smith (2001) focused on four fundamental characteristics that label young adults as resilient. People tend to perceive their experiences in a positive light even when they were suffering, an active approach toward problem-solving, the ability to gain other people's positive attending, and a firm reliance on faith to maintain a positive life view. Fergus and Zimmerman (2005) implied that a risk factor can enhance a person's adaptation. In essence, the experience prepares the individual for the next challenge.

Wolin and Wolin (1993) believe that resiliencies tend to group by certain kinds of personality traits. For example, the outgoing person would have a different set of resiliencies than the more reflective, introspective type of person. Zio (2016) proposed

that challenging stressors demands that people tend to perceive as hindering their progress toward personal accomplishments or goal attainment. They further emphasized the role of resilience, regulating the relationship between interventions and strain. A survivor's life is a constant battleground because resiliencies and vulnerability are always at work; some life experiences will raise the survivor up and cause them to become more determined to survive while others will knock him or her down due to discouragement (Cavanaugh, Boswell, Roehling, & Boudreau, 2000).

Wolin and Wolin (1993) perceived the context of the troubled person as a danger or a challenge for the young adult growing up in a world of hardship. They believed as a result of the interaction between risk and challenge; the survivor is left with pathologies that do not disappear completely and with resiliencies that limit their damage and encourage their growth and well-being McEwen et al. (2015) recognized those biological changes that cause flexible adaptability, and to identify gene pathways, epigenetic factors and essential changes that specify the lack of resilience leading to adverse outcomes, mainly when new conditions challenge the individual. It is also stated that recrudescence of such flexibility in individuals lacking such resilience is a new challenge for research and real-world application (McEwen et al., 2015).

Wolin and Wolin (1993) described and recognized several interpersonal resiliencies. Seven of these interpersonal resiliencies are (1) insight into the mental ability of asking difficult questions and giving honest answers, including identifying the source of the problem and trying to figure out how things work for self and others; (2) independence is the right to safe boundaries between oneself and others, including

emotional distancing, and knowing when to separate from bad relationships; (3) relationships developing and continuing intimate and fulfilling ties to other people, including the perceived ability to select healthy partners, to start new relationships, and to maintain healthy relationships; (4) initiative is the determination to master oneself and one's environment, including creative problem solving, enjoyment of figuring out how things work, and generating constructive activities; (5) creativity and (6) humor-related resiliencies of "safe harbors" of imagination where one can take refuge and rearrange the details of experiences to one's liking; the ability to use creativity to forget pain and/or surge emotions and to use humor to reduce tension or make a bad situation better; and (7) morality which is knowing what is right and wrong and standing up for those beliefs, including being willing to take risks for those beliefs, and finding joy in helping others.

Student Resiliencies

According to the cognitive developmental theory of Piaget (1972) adolescence is a period during which teenagers begin to operationalize their thinking process officially. The teenagers should be able to think about possibilities, consider hypotheses, think ahead, consider the thought process, and think beyond conventional likes. In addition, at this stage of development the teenager can use abstract verbal concepts (Masten & Tellegen, 2012).

Schaie's (1978) stage theory of adult cognitive development proposed that cognitive process is differentially organized and considers the adolescent stage as a serious time for the development of identity. On the other hand, young people want to know who they are and what is important in life. Schaie termed this period as a

"psychological moratorium," a gap between childhood security and adult autonomy. McMillan and Reed (1994) reported that there are increasingly high numbers of at-risk high school students in danger of dropping out of school because of academic failure. One interesting approach is to help at-risk students succeed to examine the notion of resilience. Despite incredible hardships and the presence of at-risk factors; some students have developed characteristics and coping skills that enable them to achieve. They appear to promote stable, healthy persons and can recover from or adapt to life's stresses and problems. Another study examined the relationship of resilience to psychiatric systems, coping style, and personality traits in college students to develop a comprehensive understanding of resilience across the lifespan that could potentially be important for mental health promotion (Campbell-Sills, Cohan, & Stein, 2006). According to Campbell-Sills et al., resilience is negatively associated with neuroticism and positively related to extraversion and conscientiousness. Coping styles also predicted variance in resilience above and beyond the contribution of these personality traits. In other words, resilience shows a reasonable relationship between a form of childhood maltreatment (emotional neglect) and current psychiatric symptoms.

Masten and Tellegen's (2012) longitudinal study highlighted the contributed models, measures, and methods as a working definition of concepts like developmental competence tasks, protective factors, and resilience. Their findings verified the change in a normative group of students identified patterns of resilience, competence without major adversity, and maladaptive paths through life. Young people showed resilience had a lot in common with similar successful peers who experienced less adversity over time,

including high-quality relation with peers and other adults, and healthy cognitive, as well as social-emotional skills (Masten & Tellegen, 2012).

Skinner and Pitzer (2012) presented a model grounded in self-determination theory and organized around student engagement, perspectives and disaffection with academic work. The model also emphasized its role in organizing the daily school experiences of children and youth as well as their cumulative learning, long-term achievement, and eventually academic success. This study revealed the incorporation concepts of everyday resilience, focusing on what happens when students make mistakes and encounter difficulties and failures in school. The same personal and interpersonal resources promote engagement and may shape students' reactions to challenges and obstacles, with academic coping and especially important bridge back to reengagement.

Skinner, Pitzer, and Steel (2013) examined a multidimensional measure of children's coping in the academic domain as part of a larger model of motivational resilience. Their study showed how the multidimensional model provides data for adaptive and maladaptive coping for internally consistent and confirmatory analyses. The greatest interest was the connection of these ways of coping to constructs from a model of motivational resilience. Skinner et al. revealed that coping was positively correlated with students' self-system process of relatedness competence and autonomy as well as their ongoing engagement and negatively correlated with their catastrophizing appraisals and emotional reactivity.

Martin (2013) defined academic resilience as the capacity to overcome acute, chronic adversity and is seen as a significant threat to a student's educational

development. This study examined the extent to which academic buoyancy and academic resilience are distinct, correlated factors, and is more relevant to a low-level adverse outcome such as, anxiety, uncertain control, and failure avoidance. However, it was found that academic resilience is more pertinent to a significant adverse outcome (self-handicapping and disengagement). Martin used 918 high school students from nine different schools and showed academic buoyance and academic resilience represented distinct factors sharing approximately 35% of the variance. Academic buoyance was more salient in predicting low-level negative outcome whereas academic resilience was more notable in predicting a major negative result. In addition, the effect of academic buoyancy on low-level negative outcomes tended to be direct, whereas academic resilience mediated the influence of academic buoyancy on significant negative outcomes.

Yeager and Dweck (2012) believe resilience is essential for success in school and in life because challenges are universal. They demonstrated the impact of students' mindsets on their resilience in the face of academic and social challenges. It also showed that students who believed or were taught that intellectual abilities are qualities that can be developed, as opposed to conditions that are fixed, tend to show higher achievement across challenging school transitions and greater course completion rate in challenging school work. Yeager and Dweck's findings show that believing or being taught that social attributes can be developed can lower adolescents' aggression and stress in response to peer victimization or exclusion, and result in enhanced school performance. The findings illustrate why psychological intervention can change students' mindsets and

are effective and what educators can do to foster these mindsets are created resilience in educational settings.

Poorrahipi, Ahadi, Askari, and Bakhtiarpour (2016) investigated the effectiveness of resilience on students' coping strategies, quality of life, and optimism. Results indicated that there was a significant difference between experimental and control groups in quality of life, confidence, and problem-focused strategies. On the other hand, Jun and Lee (2017) identified the role of resilience in the relationship between social anxiety and problem-solving ability in adult students. They determined that resilience played a partial mediation role in the relationship between social anxiety and problem-solving ability. To enhance problem-solving ability in adult students, educators should establish educational strategies that decrease social anxiety and improve resilience.

Hansen (2016) examined ways to reduce the dropout rate. Educators have wrestled with the charge to educate and prepare every child to be successful in a global society; they seek answers about those students who are faced with severe adverse conditions leaving the statistically at risk of failure. Hansen intended to help professionals in the educational community be trained on effective strategies that will foster resilience, grit, and a growth mindset in students. The study aimed to provide real-life experiences of at-risk students succeeding in school to provide effective strategies for fostering resilience with a student in danger of failing school. Four major identifying protective factors are both external and internal to the individual at-risk student, and when fostered, leading to academic success. The four major themes that emerged as critical to the development of resilience, grit, and growth mindset in at-risk students are

involvement, high expectations, positive reinforcement, and fortitude. When these essential components are effectively nurtured, at-risk students have shown to overcome the challenges they face and attain academic achievement.

Erickson, Kleinhammer-Tramill, and Thurlow (2007) have shown that students who do not graduate from high school with a traditional diploma have negative consequences. Some of the consequences consist of not being able to go to college or the military, ineligibility for federal financial aid for postsecondary training, and denial of employment opportunities. Keller-Margulis, Payan, Jaspers, and Brewton (2016) examined the relationship between school size, socio-economic status, expenditure-per-student, mobility rate, and percentage of non-white secondary students taking state or national science exams. The study examines 139 4th grade students from diverse language background using the curriculum-based measurement (CBM) and the technical adequacy of written expression CBM (WE-CBM). The validity of WE-CBM with the statewide writing achievement test and studies the diagnostic accuracy of WE-CBM that was used to determine students at risk using receiver-operating characteristic curves. The finding suggested that WE-CBM varies in validity and diagnostic accuracy across student and depending on the WE-CBM scoring indicator used.

Gender Differences in Resilience

Gender differences about resilience are not as widely discussed as socio-economic status in resilience research because resilience researchers have mostly tended to examine the economic status of resilient young adults. There is a need to extend resilience research to the gender population who are at heightened risk of directly experiencing or

witnessing traumatic events involving repeated failure (Cheema & Skultety 2016).

Werner and Smith (2001) referred to healthy androgyny as a characteristic of both resilient males and females. Werner and Smith stated:

Resilient men and women have developed an alternative to the extremes of masculinity and femininity, a blending of the qualities of both. They are both assertive and yielding, instrumental and expressive, concerned for themselves as individuals and caring in their relationships with others, depending on the appropriateness of these attributes in a particular situation (p. 93).

However, gender has been found to be important in resilience. Cheema and Skultety (2016) and Howard et al. (2015) identified race and gender as reliable predictors of confidence in one's own ability to complete tasks related to math and science, and English. This confidence does not necessarily reflect actual ability in the course subject and can be an over- or under-estimate of real ability. Nevertheless, gender was found to be a significant variable. Ayyash-Abdo et al. (2016) investigated resilience factors, such as the sense of mastery, sense of relatedness, emotional reactivity, and hope as predictors of academic performance, while controlling for gender, tuition fees, and age. Differences in resilience factors across gender were also explored. Resilience factors predicted academic performance over gender, tuition fees, and hope and played a more important role in the academic performance of late rather than earlier adolescence. Gender differences were found in emotional reactivity (marginal) and sense of relatedness, with females scoring higher than males in both cases.

State of Texas Assessments of Academic Readiness (STAAR) Exam

Compared to the nearly 50 years of research on resilience, research on the STAAR exam is relatively recent. The state of Texas Assessment of Academic Readiness (STAAR) was first administered during the 2011-2012 school year replacing the TASK test (Walsh et al., 2014). STAAR is a series of state-mandated standardized test used in Texas public primary and secondary schools to assess a student's achievement and knowledge learned at that grade level (Walsh et al., 2014). The test used to be developed by Pearson Education every school year, although the most recent contract gave Educational Testing Service a role in creating some of the tests under the close supervision of the Texas Education Agency (Walsh et al., 2014). Mandatory educational exams are increasingly being used in the United States to make important educational decisions (Plake, 2002). These tests determine student acceptance into certain schools, promotion to the next grade, licenses, course of study, and graduation. Over 24 states currently require a high school exit exam or basic competency test to receive a standard high school diploma (Plake, 2002). The No Child Left Behind Act requires all states to test their students. In addition, the ACT and SAT are mandatory educational exams for students to be accepted into most colleges and universities.

In 1997, the National Academy of Science (NAS) was directed by Congress to study the use of mandatory state testing for student academic success (Elliot et al., 2017). Hubert and Hauser (1999) reported that the NAS report examined the development of the use of mandatory state testing for all three purposes, determine whether such testing is utilized in a nondiscriminatory and legally defensible manner by school authorities, and

For example: If high-school graduation tests motivate students to work harder in school, the result may be increased learning for those who pass the test and, perhaps, even for those who fail. The primary goal of mandatory states testing is to raise student achievement, and it would seem important to study the effects of testing on students' self-esteem, and motivation. (p. 288)

specifically if the tests yield valid information about student achievement in mathematics and reading. However, the NAS study did not examine the psychosocial consequences of mandatory state testing on students nor the particular emotional impact of failing a mandatory state test (Elliot et al., 2017). Regardless of the increasing and extensive use of high school exit exams, the NAS updated reports determine that little is known about particular effects of passing or failing a high school graduation high stake test, for getting or not getting a high school diploma for other reason (Elliot et al., 2017). The significance of using mandatory state testing to withhold or give high school diplomas could be positive or negative (Elliot et al., 2017). Elliot et.al, 2017 stated:

Why is so little known about the resilience of students following administration of the STAAR exam? Especially when they are often given multiple chances to pass the mandatory test. It would be helpful to gain an understanding whether students (or which students) who fail testing are in fact motivated to work harder in school, so they can pass the test the next time, or whether they are discouraged in manner that decreases their efforts and hinders future achievements.

Nichols et al. (2007) identified and categorized the ways the high-stakes testing threatens the purpose of ideas of the American education systems. For more than a

decade, the debates over high-stakes testing have dominated the field of education. This study was based on Campbell's law, which suggested, "The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor" (p. 85).

Nichols and Berliner (2007) demonstrated both aspects of this corruption, showing how the pressures of high-stakes testing erode the validity of test scores and distort the integrity of the education system. Their analysis provides a coherent and comprehensive intellectual framework for the wide-range of arguments against high-stakes testing while putting a compelling human face on the data marshaled in support of those arguments.

Fields, Allen, Korunic, McLaughlin, and Stathers (2003) reported relevant issues concerning student standardized testing in which there are no-stakes for students. Unlike standardized tests in which there are high-stakes for students, no stakes imply that test results have no impact on the student's academic career. The study also aims to synthesize the relevant empirical research on the impact of standardized testing on teaching and learning and to draw out lessons from the literature on aspects of standardized tests that are more effective in improving student outcomes.

Hermans et al. (2008) and Horner and Wallace (2013) state that the affect-regulation model, memory specificity, predicted the course of symptoms that were experienced as a result of failing these exams, and offered a model that aligns well with the possible methods of measurement of the type of emotions. The affect-regulation

model was used to explain the origin of the reduced specificity. This model assumed that by recalling events in a less specific way might help to prevent harmful or painful emotions. Avoidant memory style could have beneficial effects in a short period, with the less emotional impact of the stressful event but is detrimental over an extended period. Two decades of research supported the affect-regulation model

Chapter Summary

To summarize, the construct of resilience encompasses a range of experiences but is commonly understood to represent the exhibition of positive adaptation characteristics in the face of adverse life situations (Frydenberg, 2017). It is not a static attribute of an individual but a dynamic process that must be understood within the context of each person's stress-producing experiences. Frydenberg stated that certain internal and external protective factors moderate the effects of adversity shown to contribute to significant risks for the development of psychopathology. Resilience appears to be the result of the interplay between environmental and internal characteristics such as possessing a sense of self-worth and a positive self-perception, good cognitive and reasoning skills, social competence, an easy temperament, and good problem-solving skills (Skinner et al. 2013).

According to Sagor (1996), resilience can be defined as a way to prepare resilient youth for an uncertain future is to help them develop feelings of competence, belonging, usefulness, potency, and optimism via authentic, ongoing school experiences and critical examination of outcomes. It is important to emphasize that internal or external protective factors alone do not foster resilience; it is the interaction of both over the course of a

person's life. Johnson, Panagioti, Bass, Ramsey, and Harrison (2016) insights of failure have been implicated in a range of psychosocial disorders, and even a single experience of failure can heighten anxiety and depression. Further reported resilience factors are those which buffer the impact of risk factors, and outlines criteria a variable should meet to be considered as conferring resilience. The study suggests that emotional distress resulting from the experience of failure.

Luther and Cicchetti (2000) cautioned that to perceive resilience as a strictly personal attribute is to pathologize the individual who continues to struggle in the face of adversity; it could be seen as a character flaw in the person who cannot seem to overcome past stressful events. However, researchers have recognized that crucial personal attributes must be present within the resilient individual, and they are required to lead the individual away from pathology and toward emotional health. Resilient characteristics in young adults can safeguard the adverse effects of failure and may decrease the negative. Therefore, a study which links former high school students' resilience following the administration of the State of Texas Assessments of Academic Readiness (STAAR) exam is warranted.

Chapter 3: Methodology

The purpose of this study was to expand the existing literature on resiliency by investigating former high school students' resiliency following the administration of the STAAR exam. Specifically, resiliency, as indicated by overall resilience, personal competence, and acceptance of life and self, was compared in female and male students who passed the STAAR exam the first time and those who failed the STAAR exam at least two times. This chapter contains the methodology of the study, including the research design, instrumentation, data analysis plan, threats to validity, and ethical procedures.

Research Design and Rationale

This was a cross-sectional study that was focused on the relationships of the variables of interest at one specific period when the research was conducted. The dependent variables in this study were three different measures of resilience—resiliency, personal competency, and acceptance of life and self—while the independent variables was gender and the respondent was high school students who passed the STAAR the first time or former high school students who failed the STAAR at least two times (STAAR passing status grouping). The present research was designed to test the following alternative hypotheses and null, which were supported, or suggested, by relevant research in recent literature:

RQ1: Does resiliency differ between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times?

H1_a: Resiliency, as measured by the Resiliency Score on the Resiliency Survey (Wagnild, 2011), is significantly higher in former high school students who passed the STAAR the first time than in former high school students who failed the STAAR at least two times.

H1_o: Resiliency, as measured by the Resiliency Score on the Resiliency Survey (Wagnild, 2011), does not differ significantly between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times.

RQ2: Does personal competency differ between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times?

H2_a: Personal competency is significantly higher in former high school students who passed the STAAR the first time than in former high school students who failed the STAAR at least two times.

H2_o: Personal competency does not differ significantly between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times.

- RQ3: Does acceptance of life and self differ between former high school students who passed the STAAR the first time and former high school students who failed STAAR at least two times?
- H3_a: Acceptance of life and self is significantly higher in former high school students who passed the STAAR the first time than in former high school students who failed the STAAR at least two times
- H3_o: Acceptance of life and self does not differ significantly between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times.
- RQ4: Does gender affect overall resiliency in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing)
- H4_a: Overall resiliency will differ significantly between males and females (gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).
- H4_o: Overall resiliency will not differ significantly between males and females (gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

RQ5: Does gender affect personal competency in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing)

H5_a: Personal competency will differ significantly between males and females (gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

H5_o: Personal competency will not differ significantly between males and females (gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

RQ6: Does gender affect acceptance of life and self in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing)

H6_a: Acceptance of life and self will differ significantly between males and females (gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

H6_o: Acceptance of life and self will not differ significantly between males and females (gender grouping) and between students who

passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing grouping).

A cross-sectional survey using Resiliency Scale scores was used to quantify the degree of individual resilience, considered as a positive personality characteristic that enhances individual adaptations. Consistent with the proposed hypotheses, the resiliency survey subscale consisted of two components of personal competence and acceptance of life and self, which measured various aspects of the construct of resilience. Gender (female or male) was included as the first independent variable in order to explore its influence, if any, on former male and female high school students' resilience given the second independent variable, STAAR exam performance—passed or repeated failure (no pass)—to meet the standards set forth by the STAAR exam.

This study employed a quasi-experimental design that neither manipulated the variables nor assigned participants randomly. The selection of a quasi-experimental research design was made for several reasons. First, while it might have been possible to select, control, and manipulate participants according to the variables under question, doing so would have been neither necessary nor desirable for a speculative study. Second, control of all but a single independent variable would have been both unrealistic and artificial, more likely obscuring the “true” relationships between and among the variables. Finally, inclusion of laboratory controls, or manipulation of the variables in question, would have been costly, highly impractical, and perhaps ethically problematic. While this approach did not allow conclusions as to cause and effect, the quasi-

experimental research design allowed me to specify the extent of the relationship between or among variables (Weiner, Geldard, & Mittnacht, 2013). Specifically, the study examined the relationship of various measures of resilience, which included resiliency, personal competency, and acceptance of life and self, with STAAR passing status and gender. This study examined whether there were significant individual effects by genders (male vs. female) and STAAR passing status (pass-not pass) and interaction effects between genders and STAAR passing status on the three different measures of resilience (overall resiliency, personal competency, and acceptance of life and self).

The investigation was primarily exploratory because little is known about the psychosocial impact of repeated failure on mandatory high school exit-level exams on students' resiliency or ability to cope with the choices that follow failure. Two-way (2X2) ANOVA was conducted using three different measures of reliance, which included overall resiliency, personal competency, and acceptance of life and self as dependent variables and gender (male vs. female) and STAAR passing grouping as independent variables in order to explore their influence, if any, between former high school students who passed the STAAR the first time (passed) and former high school students who failed the STAAR at least two times (no-pass).

Methodology

Population

The target population was former high school students who were enrolled in three Dallas Independent School District (DISD) schools: Woodrow Wilson High School, South Oak Cliff, and Molina. Specifically, this study's target population consisted of both

male and female former high students who were 18 years of age and older who did not graduate or receive a traditional high school diploma because they failed the STAAR test at least two times.

Sampling and Sampling Procedures

The minimum sample size necessary to achieve statistical validity was calculated. The required number of samples for this study was determined through power analysis. Power analysis was conducted through G*Power software. The sample size computation was based on factors that included Cohen's effect size, level of significance, and statistical power or the probability of rejecting a false null hypothesis. An *a priori* power analysis was conducted with the following factors: (a) statistical test of ANOVA: special effects and interactions; (b) statistical power of 0.80, which is normally used in quantitative studies (Faul, Erdfelder, Lang, & Buchner, 2009); (c) medium effect size of 0.0625 for an ANOVA; (d) level of significance of 0.05; (e) four groups (male pass, male no pass, female pass, and female no pass); (f) two predictors (gender and STAAR passing status); and (g) three response variables (resiliency, personal competency, and acceptance of life and self). This yielded a minimum sample size of 1 113 total samples (see Appendix A). The minimum sample size of 113 was equally divided into the four groups, resulting in 29 for each of the following groups: (a) male pass, (b) male no pass, (c) female pass, and (d) female no pass.

Former high school students were selected as the target population for the research for four primary reasons. First, they were accessible because these schools are located in the southern sector of Dallas, which led to a larger enough sample size. Second, their

location, demographic composition, and historical STAAR passage rate provided adequate number of participants to sample. Third, they were likely to have been exposed to many of the experiences of interest in this study. Finally, they were of an age that allows informed consent. Participants were drawn from a school database from the Texas Education Agency (TEA) to which I had no access. A permission letter was submitted to the TEA asking for assistance in identifying former students who repeatedly failed the STAAR. Permission letters were sent through emails to former students. Convenience sampling was used in this study because collection of participants is accessible.

The population of former students of these schools encompassed a wide range of ethnic, socioeconomic, cultural, and regional backgrounds. Equal numbers of males and females were sampled because gender was one of the primary variables under consideration. This study sampled students from schools with diverse student bodies.

The recruitment of respondents began after the Institutional Review Board (IRB) approved the research plan. Individuals were solicited for participation in research who had been identified in the TEA database. An email (Appendix C) was sent to those students selected to introduce the study and ask for voluntary participation. The email provided a link to a SurveyMonkey web address where respondents could complete the survey. Potential participants received a password to unlock the survey. All former students were offered the opportunity to complete the survey.

Data Collection

A survey questionnaire was used for gathering data for this study. I used two survey instruments: a demographic questionnaire to determine the age, gender, and

STAAR passing status of students, and the Resilience Scale to measure the resiliency of the students. The survey was administered online and was made available through SurveyMonkey (www.surveymonkey.com), a company that specializes in hosting surveys. The online survey, which was created using templates available in SurveyMonkey, consisted of (a) a statement indicating that participation in the study was entirely voluntary, assuring confidentiality, and indicating lack of risks or rewards of participation; (b) a demographic questionnaire containing questions regarding age, gender, and STAAR passing status of students; (c) overall instructions for the online survey questionnaire; and (d) the 25-item Resilience Scales that measured the primary variables under consideration: overall resilience, personal competence, and acceptance of life and self, along with individual instructions. A copy of the questionnaire is provided in Appendix B. It took approximately 5-7 minutes for participants to complete the online questionnaire.

The participants completed password-protected survey. Participants were asked to indicate their gender and age, the school they attended, whether they had passed the STAAR exam, and/or how many times they had failed the exam. After answering these questions, participants were able to move on to the main body of the survey, which consisted of the Resiliency Scale Survey. The online survey was designed such that every question required a response before allowing the participant to move on to the next question. This procedure prevented incomplete or partial answers to any part of the survey.

Participants' consent was required for participation in the study. The survey questionnaire was administered electronically and did not include any questions that would solicit identifying information such as participants' names. Data were gathered on students' gender and STAAR passing status to determine those variables' effect on student's self-esteem and coping abilities after taking the STAAR. However, statistics point to low-performing schools as ground-zeroes for repeated failure (Wellington, 2015).

The TEA helped in identifying potential participants for the study by indicating whether individuals were students who passed the STAAR the first time or former high school students who had failed the STAAR at least two times. The TEA verified the samples but did not use it to measure the data for resilience since an actual survey data collection process was conducted for this study. The TEA had information about former students who took the STAAR exam, their test results, the number of times that the test was taken by each student, and the score required to graduate. The TEA verified the identities of students who passed the STAAR the first time and former students from each school who had repeatedly failed the STAAR. Verification was conducted by the TEA.

A baseline profile created for each school in the study was obtained from the TEA. The baseline profile included a summary of percentages of students by race/gender who pass/fail the STAAR exam, trending of past failure/passage rates, and school racial/gender composition.

Instrumentation and Operationalization of Constructs

As stated, two survey instruments were used for this study. The first was a demographic questionnaire used to obtain information on the students' age, gender, and STAAR passing status. The second was the Resilience Scale, which was used to measure the dependent variable of resiliency of the students.

The original Resilience Scale was developed by Wagnild and Young (1993). This 25-item scale was developed based on narratives from elderly women who were interviewed because they were perceived to be successful and had positively adapted following major and potentially harmful life events. The Resilience Scale, which is intended to measure an individual's resilience score based on meaningful or purposeful life, perseverance, self-reliance, equanimity, and existential aloneness, is assessed using two subscales: the Personal Competence subscale and Acceptance of Life and Self subscale (Wagnild & Young, 1993). The questions in the Resilience Scale ask respondents to rate how they feel on a 1- to 7-point scale anchored with *strongly disagree* and *strongly agree*. Sample items on the Resilience Scale are "I feel I can handle many things at a time" and "I usually look at a situation in a number of ways." The overall resiliency score, which is obtained by summing the responses to the 25 items, ranges from 25 to 175. The overall resiliency score is categorized into six levels: very low (25-100), low (101-115), moderately low (116-130), moderate (131-144), moderately high (145-160), and very high (161-175).

Previous validation studies available for review suggests that the 25-item Resilience Scale is a valid and reliable tool for measuring resilience among adults with

0.87 (Ayyash-Abdo, Sanchez-Ruiz, & Barbari, 2016). Cronbach's Alpha reliability coefficients of the total scale (0.897) and for each of the subscales personal competence subscale (0.64) and acceptance of life and self subscale (0.61) basically reported good psychometric properties both from the original authors as well as others (Aroian & Norris, 2000; Christopher, 2000; Humphreys, 2003; Heilemann et al., 2003).

Apart from reporting a reliable scale, Portzky et al. (2010) in a Dutch adaptation of the Wagnild and Young Resilience Scale study, reported that all the 25 items of the original Resilience Scale were retained, but a 4-point rather than a 7-point response was used, and one item was re-worded by removal of the negation. Their factor analysis however maintained a two-factor solution ('Personal Competence' and 'Acceptance of Self and Life') because they did not observe strong evidence for a five-factor structure reflecting the five characteristics described by Wagnild and Young, mainly because of high secondary loadings.

Wagnild and Young concluded that the resilience scale is a valid and useful screening instrument to detect persons at risk, who could benefit from closer and prolonged psychological help. Reliability is different from validity. It is necessary but not sufficient. In other words, a measure must be reliable to be valid but alone reliability does insure validity. The Resilience Scale has respectable reliability in these samples as well as evidence of validity. They established reliability in several studies. Internal consistency reliability coefficient was 0.89, and Test-Retest 0.19 and 0.53 for positive stress, and 0.56 and 0.88 for negative stress. The fact that the scale attempts to measure ongoing, resent events would reasonably result in lower test-retest reliability estimates,

and achieved high test-retest correlation would be somewhat counter to the attempts to sample immediacy. Sarason, Johnson, and Siegel (1978) determined the mean negative score for male college students to be 6.22 ($SD = 6.28$) for males, and 7.04 ($SD = 7.90$) for females.

Regarding validity, Lee, Brown, Mitchell, and Schiraldi (2007) used the Resilience Scale to determine the relationships between resilience and the theoretically relevant variables of self-esteem, optimism, religiousness and cultural interdependence. The Cronbach's alpha for the Resilience Scale in this study was 0.95. The study found that the mothers and daughters scores on the resilience scale were lower than expected perhaps because the scale did not account for cultural differences. Further, Sinclair and Wallston (2004) found that resilient coping is a salient indicator of dispositional resilience. Resilience was conceptualized as a positive characteristic that leads to adaptation despite adversity. Two sample groups ($n=90$ and $n=140$) items used to develop the scale were administered.

Even more pertinent to the present research Sinclair and Wallston determine a correlation between their scale and the Internal-External Control Scale (I-E). For a group of internal consistency was adequate, but only met the minimal standard for research instruments at baseline (0.70) and the three-month follow-up (0.71). The alphas below the minimum standard were 0.69 for the total sample pool, 0.64 at baseline, 0.69 ends of a program and, for sample 2, the alpha was 0.68. The scale showed test-retest reliability through correlation on the post-intervention scale.

In addition to the validity data just noted, several researchers have found an association between resilience was conceptualized as a positive characteristic that leads to adaptation despite adversity. Self-esteem, optimism and control beliefs were identified as resources to a resilient personality. The researchers found that self-esteem, optimism, religiousness and cultural interdependence were significantly related to mother's resilience. Self-esteem and optimism predicted resilience in both mothers and daughters.

Data Analysis Plan

SPSS Version 21 was the statistical software used to perform the data analyses to test the research hypotheses. The collected raw data were explored and were examined for some possible data anomalies and possible outliers. Descriptive statistics were generated to summarize the information about the variables of interest. Categorical variables such as gender and STAAR passing status were summarized using frequency and percentages while continuous variables, such as age and resiliency scores, was described using mean, minimum, maximum, and standard deviation. Reliability of the Resilience scale from this sample was measured by calculating Cronbach's alpha to measure the internal consistency of the responses.

A two-way (2X2) analysis of variance (ANOVA) was used to address the six research questions of the study to determine whether there is a difference in resiliency scores between the are STAAR passing status groups of former students who passed the STAAR exam on their first take and the group of former students who failed the exam at least two times and also to determine the interaction effects of the two independent variables gender and STAAR passing status on the different resilience scores. The

dependent variables were three resiliency scores of resiliency, personal competency, and acceptance of life and self; and the two independent variables are STAAR passing status (pass or no-pass pass) and gender (female or male). The two-way MANOVA is often considered as an extension of the two-way ANOVA for situations where there are two or more dependent variables. The primary purpose of the two-way MANOVA is to understand if there is an interaction between the two independent variables on the two or more dependent variables. A 0.05 level of significance will be used in the MANOVA. There is a significant difference in the resiliency scores between the group of former students who passed the STAAR exam on their first take and the group of former students who failed the exam at least two times; and there is a significant interaction effect of gender and STAAR passing status on the different resiliency scores if the p -value of the F -test in the MANOVA is equal to or less than the level of significance value. If there are significant differences and interaction effect observed, post-hoc tests using Tukey's statistics was conducted to further investigate the relationships between the independent and dependent variables.

Prior to conducting the two-way (2X2) ANOVA, different test was conducted to ensure if the data of the study variables meets all the necessary assumptions for the parametric analysis of MANOVA. six assumptions of MANOVA will be evaluated as follows:

- *Assumption 1:* There should be more than one dependent variables (resiliency, personal competency, and acceptance of life and self) and each should be continuous measured data. This is satisfied.

- *Assumption 2:* The data should include two independent variables (gender and STAAR passing status) which are independent and have at least one categorical grouping. This is also satisfied.
- *Assumption 3:* There should be no outliers in the data of each of the dependent variables. Outlier investigation will be conducted by investigating z-scores of the dataset of the different dependent variables. Z-score greater than 3 or less than -3 is considered to be an outlier. This rule of thumb is based on empirical rule.
- *Assumption 4:* Homogeneity of variance or also called Homoscedasticity. The homogeneity of variances was tested using Levene's test. The *p*-value of the Levene's test should be greater than the level of significance value of 0.05 to prove that the variances of the dependent variables are equal or homogenous across the different categorical groups of the independent variables. However, two-way (2X2) ANOVA is robust for violation of this assumption.
- *Assumption 5:* Normality of the data of the different dependent variables. Normality testing was conducted through investigation of skewness and kurtosis statistics and histogram should be investigated to assess normality of the data of the dependent variables (overall resiliency, personal competency, and acceptance of life and self). To determine whether the data follows normal distribution, skewness statistics greater than three indicate strong non-normality and kurtosis statistics between 10 and 20 also indicate non-normality (Kline, 2005). The histogram should exhibit a pattern of a bell-

shaped curve. Most common deviation from normality is positive skew. *F*-test such as ANOVA becomes slightly conservative when the distribution is skewed but overall two-way (2X2) ANOVA is also robust for violation of this assumption.

Threats to Validity

External Validity

External validity is any factors within a study that reduce the generalizability (or generality) of the results (Pearl, 2015). A power analysis using G*power generated 113 participants must be sampled for this study which was equally divided into the four numbers of groups of (1) male pass, (2) male no pass, (3) female pass, and (4) female no pass. The sample size could also be the external threat to validity. There should be enough number of samples in order to generalize the results of the study to the targeted sample. The more the number of samples means that it is more representative to the population and the more confident was in generalizing the samples populations (Stangor, 2011). The current study should adhere to the minimum sample size computed in the power analysis in order to recruit a representative and generalizable sample.

Convenience sample could be another external threat to validity. Convenience sampling is a non-probability sampling technique where participants are selected because of their convenient accessibility and proximity to the researcher (Shamsudheen, Bishmi, & Appu, 2017). This is a commonly used sampling technique because it is fast, inexpensive, easy, and the subjects are readily available. However, convenience can be a threat to validity since there could be a highly vulnerable to section bias and high levels

of sampling error. The convenience sampling can limit in the generalization of conclusion about the whole population. Since the sample does not include the representative of the population, their results of the study cannot speak for the entire population which can result in the low external validity of this study (Cindy, et al., 2007).

Internal Validity

A threat to the internal validity of the study is the respondent's attitude or honesty towards answering the survey which could result to inaccurate or untruthful responses (Simon & Goes, 2013). The respondent may answer the questionnaire haphazardly. It is possible that one may supply answers to the questionnaire without actually reading and comprehending each item, just for the sake of completing the survey. It was assumed that participants in this project will not be deceptive with their answers in the survey questionnaire, and that the participants completed data entry honestly and to the best of their ability. Given that it did take considerable time and resources to validate each and every response, the researcher assumed honest answers from the participants. To support this assumption, identities of the respondents was not obtained, and was kept anonymous and confidential. In addition, using an online survey tool facilitated the ability to anonymity of the respondents and also quickly inputting the data via a mobile phone which prevented missing data inputs. Inadvertent data disorganization (missing data due to collection situation) could have been a threat to validity, that is, if any of the data collected would have been accidentally deleted or altered in the dataset during data handling (Remler & Van Ryzlin, 2014). With these, it was essential to check the data before subjecting it to analysis.

Ethical Procedures

The methods of data collection designed for this study was reviewed and approved by the IRB's. The institutional permission which included an Institutional Review Board (IRB) application was acquired to guarantee that the ethical principles of beneficence, justice and respect for persons were maintained in this study. The IRB approval number for this study is 10-16-18-0352523.

A brief overview of the research and its purpose was provided to the participants who volunteered before taking the survey. They were informed that participation in the study was voluntary and that they could have withdrew from the study at any time. Participants was also informed that their responses will remain confidential and that only the research team have access to the complete questionnaires. The participants were asked to provide their name or any other identifying information on the survey itself. Instead of names of the participants, codes were used as non-identifying tracking numbers assigned to each participant for the purpose of recording. The downloaded copy of all the data gathered from the online survey is kept in researchers secured locked with password personal computer in which only the researcher has access to.

Appropriate data management permits researchers to accrue information in different locations or forms for various research purposes, while maintaining the security of the data (Anton, Bertino, Li, & Yu, 2008). The resilience variable was measured using online process (e.g., SurveyMonkey). The online survey questionnaire is password protected and is not open to the public. It is only available to the research participants. The online survey questionnaire in Survey Monkey will be deleted after the study is

completed. Once the survey data has been collected an electronic copy will be save an external hard drive that is password protected that is owned and can be accessible by the researcher only. The external hard drive is stored in a secured location only known to the researcher.

Summary

In addressing the purpose of the study which was to expand the existing literature on resiliency by investigating former high school students' resiliency following the administration of the State of Texas Assessments of Academic Readiness (STAAR) exam based on gender and STAAR passing status. An online survey questionnaire upload in SurveyMonkey was administered to measure the resiliency of the students to the selected former students of the three Dallas Independent School District (DISD) schools namely Woodrow Wilson High School, South Oak Cliff, and Molina. Two-way (2X2) ANOVA was performed to generate results that best address the research questions. The next chapter will present all the results and corresponding interpretations of the statistical analyses done according to the procedures mentioned in Chapter 3.

Chapter 4: Results

Introduction

The intent of this descriptive, correlational, cross-sectional study was to examine the relationship between resiliency and female and male students who passed the STAAR exam the first time and those who failed the STAAR exam at least two times. The study investigated whether resilience, personal competence, and acceptance of life and self influenced former students following failure on the STAAR exam accounted for any of the variation in the resilience scores. I used an online survey consisting of the Resilience Scale (RS; Wagnild & Young, 1993). The Walden University IRB approval number for this study is 10-16-18-0352523.

In this chapter, I discuss the response rate achieved by the study, present a profile of the sample, offer data collection details, indicate the time frame in which the data was collection, and provide demographic characteristics of the sample. The results include a descriptive statistics report characterizing the sample, evaluation of statistical assumptions, and reported statistical analysis that relates to research questions and hypotheses. In conclusion, a summary addresses the study's answers to the research questions.

Data Collection

Data Collection Time Frame, Recruitment, and Response Rates

The time frame for data collection was from October 17, 2018 to October 31, 2018. The participants in this study, who remained anonymous, were male and female adults 18 years of age or older drawn from three different Dallas ISD schools (Woodrow

Wilson High School, South Oak Cliff, and Molina). A permission letter was submitted to the TEA asking for assistance in identifying former students who had repeatedly failed the STAAR. Individuals who met the criteria for participation in the study were sent an e-mail with a consent form. The email introduced the study, asked for voluntary participation, and provided a link to a Survey Monkey web address where participants could complete the survey.

Participants were given the option to contact me via e-mail if they had any questions. The informal consent form gave the participants the option to exit the survey at any time. A clause was added in the consent form along with contact numbers for available low-cost or free services in various locations across the Dallas-Fort Worth area for participants who became upset upon reflecting upon their exam failure. Each participant was assigned a number and password for the survey once he or she agreed to complete the survey. All participants were identified by the TEA. There was no report of any participants who refused to complete the survey or who dropped out after granting consent. No information was collected identifying the organizational affiliation of the respondents.

Data Cleaning and Screening

Version 21.0 SPSS software was used to conduct the data analysis for this study. Prior to conducting analyses, I cleaned and screened the data to guarantee that the data were reliable, valid, and able to be used for this study. SPSS screen was used first to check for missing data to provide assurance that there were enough data points to run the analyses and prevent any bias issues. A boxplot was used next within SPSS to find

Table 2

Tests of Normality for All Research Variables

	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	<i>df</i>	Sig.	Statistic	<i>df</i>	Sig.
Resilience	Female	.154	85	.000	.861	85	.000
	Male	.209	48	.000	.836	48	.000
Personal competency	Female	.163	85	.000	.868	85	.000
	Male	.189	48	.000	.847	48	.000
Acceptance	Female	.141	85	.000	.885	85	.000
	Male	.225	48	.000	.826	48	.000

^aLilliefors significance correction.

Although a normal distribution of data is not essential for correlational analysis, nonnormal distributions create reservations with regard to determination of statistical significance. The most frequently accepted procedure for dealing with significantly skewed distributions is to convert the data. No attempt was made to convert. Control, due to its closely normal distribution determined by inspection of its histogram.

Sample's Descriptive and Demographic Characteristics

As described in Chapter 3, the sample for this study was obtained from survey questionnaires collected from October 17, 2018 to October 31, 2018 through Survey Monkey. The sample consisted of adults ages 18 to 29 years who were referred by the TEA to complete the Resilience Scale survey. A total of 133 participants completed the research questionnaire. There were no duplications of the survey. There was an overrepresentation of female participants, who totaled 85 (63.92%) compared to 48 males (36.09%), with an average age of 18-20 years. Of the sample ($N = 133$), two participants (1.5%) were American Indian/Alaskan Native, 35 (26.3%) were Black/African American,

10 (7.5%) were multiple races, 48 (36.1%) were Hispanic, two (1.5%) were Native Hawaiian, and 20 (15.0%) were White.

As mentioned in Chapter 3, data collection for the main dataset involved former students from three Dallas Independent School District schools. Fifty-three participants were from Molina High School (39.8%), 42 participants were from South Oak Clift High School (31.6%), and 38 (28.6%) were from Woodrow Wilson High School. Thirty-three (24.8%) of the former students did not pass the STAAR test at all, 49 (36.8%) failed but passed after subsequent attempts, and 51 (38.3%) passed the STAAR on their initial attempt. The highest educational level attained was a high school degree or equivalent (e.g., GED), with 59 (44.4%) individuals falling into this category. Twenty-four participants (18.0%) had attained less than a high school degree, 24 (18.0%) had some college but no degree, 11 (8.3%) had an associate's degree, 10 (7.5%) had a bachelor's degree, and five (3.8%) had a graduate degree. Table 3 represents the reported descriptive and demographic characteristics of this study's sample. STAAR passing status is visually represented in Figure 1.

Table 3

Demographic Characteristics of Sample

		Frequency	Percent	Valid percent	Cumulative percent
Gender					
Valid	Female	85	63.9	63.9	63.9
	Male	48	36.1	36.1	100.0
	Total	133	100.0	100.0	
Age					
Valid	18-20	84	63.2	63.2	63.2
	21-29	48	36.1	36.1	99.2
	30-39	1	.8	.8	100.0
	Total	133	100.0	100.0	
Race					
Valid	American Indian	2	1.5	1.5	1.5
	Black or African	35	26.3	26.3	27.8
	Ethiopian	1	.8	.8	28.6
	From multiple races	10	7.5	7.5	36.1
	Hispanic	6	4.5	4.5	40.6
	Hispanic	48	36.1	36.1	76.7
	Hispanic/Latino	2	1.5	1.5	78.2
	Human	1	.8	.8	78.9
	Latin American	1	.8	.8	79.7
	Latino	1	.8	.8	80.5
	Latino	1	.8	.8	81.2
	Mexican	3	2.3	2.3	83.5
	Native Hawaiian	2	1.5	1.5	85.0
	White	20	15.0	15.0	100.0
	Total	133	100.0	100.0	
School					
Valid	Molina High School	53	39.8	39.8	39.8
	South Oak Cliff High School	42	31.6	31.6	71.4
	Woodrow Wilson High School	38	28.6	28.6	100.0
	Total	133	100.0	100.0	
Education					
Valid	Associate's degree	11	8.3	8.3	8.3
	Bachelor's degree	10	7.5	7.5	15.8
	Graduate degree	5	3.8	3.8	19.5
	High school degree or equivalent (e.g., GED)	59	44.4	44.4	63.9
	Less than high school degree	24	18.0	18.0	82.0
	Some college but no degree	24	18.0	18.0	100.0
	Total	133	100.0	100.0	

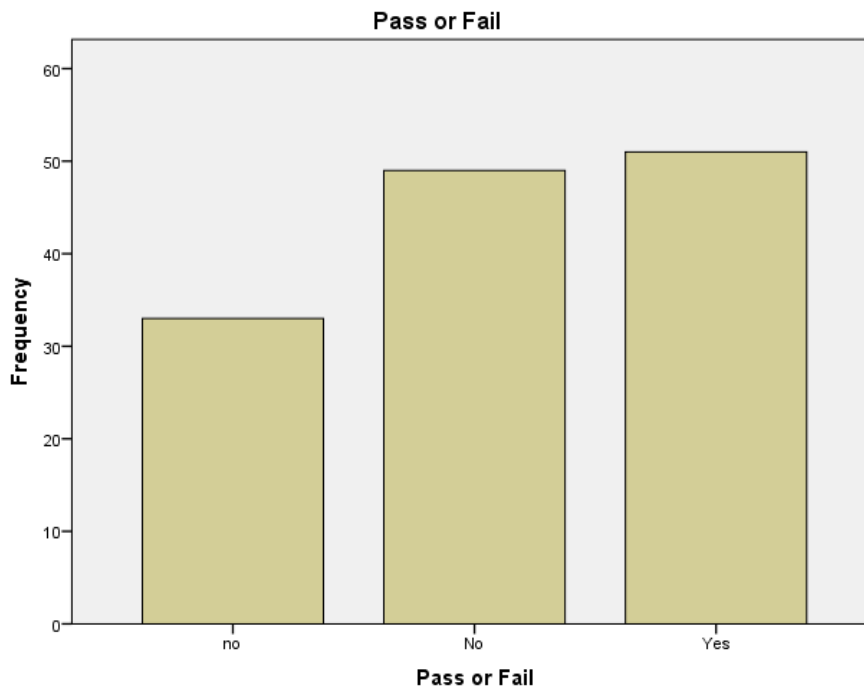


Figure 1. STAAR passing status.

Sample's Generalizability

The sample was drawn from the TEA, which identified potential participants who met the criteria and sent them emails about the study on my behalf. A number and password were assigned to each survey once an individual agreed to complete it. Therefore, the sample appears to be an unbiased indication of the population it represents. Additionally, the random sampling strategy helped to accomplish my comprehensive goal of increasing reliability and validity. Using analysis of variance (ANOVA) techniques, they were compared statistically with the 133 respondent surveys on total scores for resilience, personal competence, acceptance of life, STAAR passing status, and gender.

The reliability of the two construct measures used in this study is the Resilience Scale ([RS]; Wagnild & Young, 1993) Factor Subtotal (25 items), and demographic

questionnaire. The analysis resulted in a Cronbach’s alpha coefficient of .90 overall for the RS, which was generally consistent with the earlier research of the instrument designers. These results are summarized in Table 4.

Table 4

Scale Factors

Scale Factors		Mean	SD	Variance	N of Items	Reliability Statistics Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
RS Factors	Gender						
Personal competence	Female	91.14	23.862	569.381	85	0.076	0.913
	Male				48		
Acceptance of Self and Life	Female				84	0.9	0.982
	Male	41.7	10.513	110.53	48		
Resilience	Female				84	0.844	0.976
	Male	2271.21	916.485	839945.2	48		

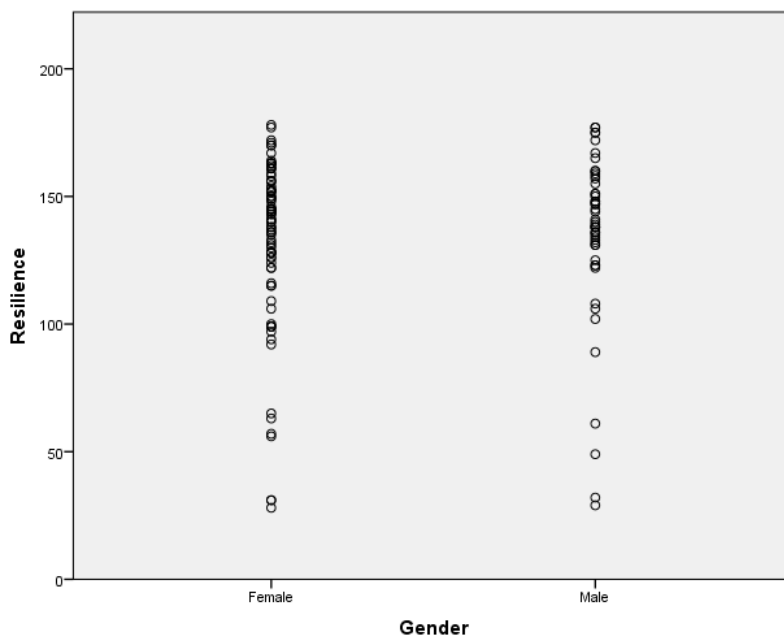


Figure 2. Scatter gram of RS total and gender total.

Statistical Assumptions

Statistical analyses were performed to ensure that the data met the assumptions of the ANOVA analysis. Five assumptions of the ANOVA were evaluated as follows:

- *Assumption 1:* There should be more than one dependent variable (resiliency, personal competency, and acceptance of life and self), and each should be continuous measured data. This is satisfied.
- *Assumption 2:* The data should include two independent variables (gender and STAAR passing status), which are independent and have at least one categorical grouping. This is also satisfied.
- *Assumption 3:* There are no outliers in the data of each of the dependent variables. Outlier investigation was conducted by investigating z -scores of the dataset of the different dependent variables. Z -score greater than 3 or less than -3 was considered to be an outlier.
- *Assumption 4:* The homogeneity of variance was evaluated, and the equality of variances for each dependent variable was met. Levene's test of equality of error variances test indicated that all three dependent variables were nonsignificant (resilience, $p = .113$, Personal competency ($p=.018$), and acceptance of life and self ($p = .040$), and in both case $p > .05$. See Table 7 for individual illustration of each dependent variable. However, two-way (2X2) ANOVA is robust for violation of this assumption.
- *Assumption 5:* The assumption of normality was tested ($\alpha = .05$) using the Shapiro-Wilks test. Given that $p = .015$ for gender, the dependent variable of

resilience (total of $p = .003$ for females composite score, and $p=.058$ for male composite score, $p = < .001$ for personal competency, and acceptance of life and self composite score, for STAAR passing status of dependent variable of resilience no composite score, $p=.015$, composite score—resilience yes, $p=.011$ for composite score—personal competency, acceptance of life and self no, $p=.001$ and yes, $p=.001$), the assumption of normality was met and this level of dependent variable was normally distributed. However, for the perception of passing status of personal competency and acceptance of life and self dependent variable, the total of $p = < .001$, indicating the dependent variable was not normally distributed. However, for the perception of passing status of personal competency and acceptance of life and self dependent variable, the total of $p = < .001$, indicating that the variable was not normally distributed. Nevertheless, the violation of this assumption was deemed insignificant because two-way (2X2) ANOVA is robust for violation of this assumption. The means and standard deviations for each diagnostic and perception measure are illustrated in Table 5.

Table 5

Tests of Normality of RS, Gender, and Passing Status

	Passing status	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Resilience	No	.075	82	.200*	.962	82	.015
	Yes	.123	51	.052	.939	51	.011
Personal competency	No	.146	82	.000	.897	82	.000
	Yes	.204	51	.000	.783	51	.000
Acceptance of life and self	No	.145	82	.000	.887	82	.000
	Yes	.185	51	.000	.839	51	.000
Resilience	Female	.095	85	.054	.952	85	
	Male	.109	48	.200*	.954	48	
Personal competency	Female	.163	85	.000	.868	85	
	Male	.189	48	.000	.847	48	
Acceptance of life and self	Female	.141	85	.000	.885	85	
	Male	.225	48	.000	.826	48	

*This is a lower bound of the true significance.

^aLilliefors significance correction.

Table 6

Dependent Variables: Z-Score

Z Resilience	Z Personal competency	Z Acceptance of life
-1.33758	-1.22132	-0.35186
-1.05498	-0.67652	-0.73233
0.19618	0.37119	0.69443
-0.81857	-0.5927	-0.35186
-1.81222	-1.89185	-2.44444
-0.06751	-0.00599	0.12372
0.59589	0.58073	0.50419
-0.50505	-0.13171	0.59931
0.94687	0.79027	0.88466
-2.38834	-3.10719	-2.63468
0.30529	0.20355	0.50419
-0.72328	-0.46698	-0.63721
-1.57654	-1.34705	-0.44698
1.52007	1.20935	1.36025
-0.26282	-0.25744	-0.5421

Table 7

Test of Homogeneity of Variance

		Levene statistic	df1	df2	Sig.
Resilience	Based on mean	2.216	2	130	.113
	Based on median	2.133	2	130	.123
	Based on median and with adjusted <i>df</i>	2.133	2	129.806	.123
	Based on trimmed mean	2.204	2	130	.114
Personal competency	Based on mean	4.171	2	130	.018
	Based on median	3.692	2	130	.028
	Based on median and with adjusted <i>df</i>	3.692	2	125.497	.028
	Based on trimmed mean	4.066	2	130	.019
Acceptance of life and self	Based on mean	3.292	2	130	.040
	Based on median	2.590	2	130	.079
	Based on median and with adjusted <i>df</i>	2.590	2	124.650	.079
	Based on trimmed mean	3.039	2	130	.051

Statistical Analyses

The purpose of this study was to investigate former high school students' resilience following the administration of the State of Texas Assessments of Academic Readiness (STAAR) exam based on the comparison of male and female students who passed the STAAR exam the first time and those that failed the STAAR exam at least two times. With the internal consistency of the instruments established and with the assumptions of normality and linearity acceptably satisfied, other standard statistical tests proceeded. These mainly involved correlational and regression techniques to both explain any relationships that existed as well as to decide the degree of that relationship between and among variables. Participant data were analyzed to determine appropriate answers to

the research questions that could be statistically validated in describing the sample and the associations. The tests were conducted as they pertained to each question, and the results were summarized accordingly. Variables were treated as continuous data unless otherwise stipulated. These findings are presented in the following sections by research question.

Hypothesis

The null hypothesis stated resiliency, as measured by the Resiliency Score on the Resiliency Survey will not differ significantly between males and females (Gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing status grouping). Conducting an ANOVA, the study applied the criterion of alpha level of .05 to examine the p-value linked with the F statistic and the hypothesis. The null hypothesis that the specified predictor (gender) differ significantly between males and females (Gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing status grouping) this p-value, therefore, for the specified alpha level of .05, if the p-value was less than alpha, then the null hypothesis would be rejected. A two-way ANOVA was conducted that examined the effect of gender and STAAR Passing on Resilience, Personal Competency, and Acceptance of Life and Self. There was no statistically significant interaction between the effects of gender and STAAR Passing on Resilience, $F(1, 129) = 2.285, p = .133$. Analyses also showed that the main effect of gender was not significant more between STAAR Passing and Personal competency, $F(1, 129) = 1.767,$

($p = .186$), and Acceptance of Life and Self $F(1, 129) = 2.154$, ($p = .145$). Therefore, since the p -value was more than alpha, the main hypothesis was not rejected that stated resiliency, as measured by the Resiliency Score on the Resiliency Survey will not differ significantly between males and females (Gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing status grouping). Table 8 illustrates the Two-way analysis of Variance examination of the p -value linked with the F statistic and the hypothesis that resulted in the study's findings.

While none of the means were significantly different, a review of the means indicated the following. The Resilience composite score for Females who did not pass was lower than Resilience composite score for Males who did not pass STAAR. Resilience composite score for those Females who passed group was lower than Resilience composite for Males who passed pass the STAAR. However, the Resilience composite score for Males who passed the STARR was lower than the Resilience composite score for those Female who pass the STAAR. Likewise, observations of variables measured by the Personal Competency composite score indicated Females who did not pass STARR had lower means than Males who did not pass the STAAR. The Personal Competency composite score for Females who passed the STARR was slightly higher than Personal Competency composite for Males who passed the STAAR.

Table 8

Two-Way Analysis of Variance

Tests of between-subjects effects						
Type III sum of						
Source	Dependent variable	squares	df	Mean square	F	Sig.
Corrected model	Resilience	6072.026 ^a	3	2024.009	1.846	.142
	Personal competency	3129.423 ^b	3	1043.141	1.868	.138
	Acceptance of life and self	605.884 ^c	3	201.961	1.863	.139
Intercept	Resilience	2123095.786	1	2123095.786	1936.333	.000
	Personal competency	983364.949	1	983364.949	1761.156	.000
	Acceptance of life and self	207661.384	1	207661.384	1915.629	.000
Gender * Pass or Fail	Resilience	2505.768	1	2505.768	2.285	.133
	Personal competency	986.391	1	986.391	1.767	.186
	Acceptance of life and self	233.532	1	233.532	2.154	.145
Error	Resilience	141442.275	129	1096.452		
	Personal competency	72028.863	129	558.363		
	Acceptance of life and self	13984.086	129	108.404		
Total	Resilience	2527094.000	133			
	Personal competency	1179992.000	133			
	Acceptance of Life and Self	245854.000	133			
Corrected total	Resilience	147514.301	132			
	Personal competency	75158.286	132			
	Acceptance of life and self	14589.970	132			

^aR squared = .041 (adjusted R squared = .019). ^bR squared = .042 (adjusted R squared = .019). ^cR squared = .042 (adjusted R squared = .019).

In Addition, the Acceptance of Life and Self composite score for Females who did not pass STARR was lower than Males who did not pass STAAR The Acceptance of Life and Self composite score for Females who passed the STARR was slightly higher than Males who passed pass the STAAR.

Table 9

Descriptive Statistics: Significant Interaction Effect of Gender and STAAR Passing Status on the Different Resiliency Scores

	Gender	Pass status	Mean	Std. deviation	N
Resilience	Female	No	2104.45	985.959	53
		Yes	2553.68	701.538	32
		Total	2273.57	911.783	85
	Male	No	2253.94	937.654	29
		Yes	2286.98	954.758	19
		Total	2267.02	934.426	48
	Total	No	2157.32	966.004	82
		Yes	2454.32	806.386	51
		Total	2271.21	916.485	133
Personal competency	Female	No	86.75	26.557	53
		Yes	99.22	14.321	32
		Total	91.45	23.435	85
	Male	No	90.28	23.040	29
		Yes	91.11	28.022	19
		Total	90.60	24.842	48
	Total	No	88.00	25.281	82
		Yes	96.20	20.628	51
		Total	91.14	23.862	133
Acceptance of life and self	Female	No	39.21	11.951	53
		Yes	44.38	6.814	32
		Total	41.15	10.578	85
	Male	No	42.86	10.020	29
		Yes	42.37	11.320	19
		Total	42.67	10.438	48
	Total	No	40.50	11.379	82
		Yes	43.63	8.711	51
		Total	41.70	10.513	133

Research Questions

Multiple regression analysis was used to determine the extent to which the variables were used to explain the RS total score. The test included the RS total score as the dependent variable's resiliency, personal competency, and acceptance of life and self, with the independent variables of gender and STAAR Passing Status. In terms of answering the research question, the study's findings in this case, the ANOVA indicated that there is no significant difference between overall Resiliency ($F = 2.046$, $df = 1$, $p < .155$), Personal Competency ($F = 2.306$, $df = 1$, $p < .131$) and Acceptance of Life and Self ($F = 1.468$, $df = 1$, $p < .228$) in former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times. .

Table 10

Analysis of Variance of Resilience Total as the Dependent Variable With Independent Variables of Gender, Resilience, Personal Competency, Acceptance of Life and Self

Source	Dependent variable	Type III sum of squares	df	Mean square	F	Sig.
Gender	Resilience	100100.334	1	100100.334	.121	.729
	Personal competency	153.678	1	153.678	.275	.601
	Acceptance of Life and Self	19.789	1	19.789	.183	.670
Passing status	Resilience	1694781.798	1	1694781.798	2.046	.155
	Personal competency	1287.710	1	1287.710	2.306	.131
	Acceptance of Life and Self	159.179	1	159.179	1.468	.228
Gender * Passing Status	Resilience	1262162.340	1	1262162.340	1.524	.219
	Personal competency	986.391	1	986.391	1.767	.186
	Acceptance of Life and Self	233.532	1	233.532	2.154	.145

^aR squared = .036 (adjusted R squared = .014). ^bR squared = .042 (adjusted R squared = .019). ^cR squared = .042 (adjusted R squared = .019).

Summary

This study's statistical analyses were performed to ensure the data met the assumptions of the ANOVA. The RS revealed that Females former students who passed the STAAR has no more resilience, personal competence, acceptance of Life and Self, than Male former students who pass the STAAR, On the other hand, Male former students who fail the STAAR has no more resiliency than females who did not past the STAAR the first time. Also, the level of significance (p-value) personal competency and acceptance of life and self dependent variable, the total of $p = < .001$, indicating that this level of dependent variable was not normally distributed indicating there were no significant differences between the covariance matrices, so this assumption was not met.

As it relates to the study's hypothesis, the analysis of the data established that there was not a difference between males and females (Gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing status grouping). There were no differences between reliance, competency and acceptance of life and self and passing status compared to reliance, competency and acceptance of life and self and gender. Chapter 5 address these findings in terms of their consistency with earlier research based on literature, conclusions, and implications will be drawn, and a series of recommendations will be suggested.

Chapter 5: Discussion, Conclusions, and Recommendations

This study was designed with the intent to increase understanding of how resilience plays out in life. The data from this study, as documented in Chapter 4, provide additional insights about resiliency (resilience, personal competence, and acceptance of life and self) and are compared between female and male students who passed the STAAR exam the first time and those who failed the STAAR exam at least two times.

This chapter provides a brief review of the scores attained and provides explanations of the data analyses, synthesizing them into several theoretical and practical implications that might be logically and statistically drawn from answering these six research questions:

- RQ1: Does resiliency differ between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times?
- RQ2: Does personal competency differ between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times?
- RQ3: Does acceptance of life and self differ between former high school students who passed the STAAR the first time and former high school students who failed STAAR at least two times?

- RQ4: Does gender affect overall resiliency in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing)
- RQ5: Does gender affect personal competency in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing)
- RQ6: Does gender affect acceptance of life and self in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing).

Further, this chapter addresses the online survey and the data that were collected. This discussion includes additional questions or areas of research proposed for future study. Chapter 5 ends with an overview of what was accomplished by this study.

Nature of the Study

This study consisted of two dependent variables which are subscales of the Resiliency Scale (overall resiliency, personal competency, and acceptance of life and self) and STAAR passing grouping. The two independent variables were gender (male or female) and STAAR passing status (pass or no pass). The population sample was obtained from former high school students who were enrolled in three Dallas Independent School District (DISD) schools: Woodrow Wilson High School, South Oak Cliff, and Molina. Specifically, this study's target population consisted of both male and female

former high school students who were 18 years of age or older and who did not graduate or receive a traditional high school diploma because they failed the STAAR test at least two times. The data were analyzed using two-way (2 X 2) ANOVA statistical tests that consisted of two dependent variables (Resiliency Scale [overall resiliency, personal competency, and acceptance of life and self] and STAAR passing grouping) with continuous data and two independent variables (gender [male or female] and passing status [pass or no pass]) with categorical data. Hence, the ANOVA statistical analysis aptly examined if a differences existed between in resiliency, competence, and acceptance of life and self. Additionally, ANOVA considered the intercorrelations among dependent variables, which were pertinent to testing this study's hypotheses.

Key Findings

The statistical analysis indicated that there was no significant difference between males and females (gender grouping) or between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing status grouping). This finding did not validate the main hypothesis resiliency, as measured by the Resiliency Score on the Resiliency Survey (Wagnild, 2011), were not significantly higher in former high school students who passed the first time than in former high school students who failed the STAAR at least two times. This study failed to reject the null hypothesis for each hypothesis and none of the null hypotheses were supported. The key difference were among the Personal Competency composite score for Females who did not pass the STARR ($M = 86.75$ $SD = 26.557$) was lower than Personal Competency composite score for Males who did not pass the

STAAR ($M=90.28$, $SD=23.040$). Personal Competency composite score for those Females who passed the STAAR ($M = 99.22$, $SD = 14.321$) was slightly higher than Personal Competency composite Males who passed the STAAR ($M=91.11$, $SD=28.022$). Life and Self composite score for Female who did not pass the STARR ($M = 39.21$ $SD = 11.951$) was lower than Acceptance of Life and Self composite score for Males who did not pass the STAAR ($M = 42.86$ $SD = 10.020$). Acceptance of Life and Self composite score for those females who passed the STAAR was slightly higher than Acceptance of Life and Self composite Males who passed pass the STAAR ($M=42.37$, $SD=11.320$.) as represented in Table 9.

The survey showed a significant correspondence of resilience former high school students who passed the first time than in former high school students who failed the STAAR at least two time with gender as a distinct indicator. It certainly stands out that gender is a clear discriminator for resilience former high school students who passed the first time than in former high school students who failed the STAAR.

This reinforced the difference indicated of the RS revealed that Females former students who passed the STAAR has more resilience, personal competence, acceptance of Life and Self, than Male former students who pass the STAAR, On the other hand, Male former students who fail the STAAR has more resiliency than females who did not past the STAAR the first time.

Interpretation of the Findings

This study's findings are interpreted within the context of the data collected via the Chapter 3 methodology and analyzed in Chapter 4 into brief responses to the six-

research question posed by this study. This study relies on theoretical framework of the sociometer theory which is essentially the conceptual framework regarding, the Resilience Scale to determine the relationships between resilience and the theoretically relevant variables of self-esteem, optimism, religiousness and cultural interdependence (Lee, Brown, Mitchell, & Schiraldi, 2007) were foundational to this study's findings.

Research Question 1

Does resiliency differ between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? There is no significant difference between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times. Overall, former students who passed the STAAR are not more resilience than students who failed the STARR at least two times. The relationship was stronger between the RS Factor 2 (Acceptance of Self and Life). This finding aligns well with the tendency to discuss resilience along with other constructs of positive psychology such as self-esteem and coping (Ayton, Pott, & Elwakili, 2007). It also raises a question about whether the RS can be effectively restructured to obtain a more effective measure of resilience STAAR.

Research Question 2

Does personal competency differ between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times?

Personal Competency composite score did not differ between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times. Multiple regression analysis was used to determine the extent personal competency explained the RS total score. The test included the RS Total score as the dependent variable with the independent variables of gender and STARR passing.

Research Question 3

Does acceptance of life and self differ between former high school students who passed the STAAR the first time and former high school students who failed STAAR at least two times? Acceptance of Life and Self) did not differ between former high school students who passed the STAAR the first time and former high school students who failed STAAR at least two times.

Research Question 4

Does gender affect overall resiliency in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing status)?

Gender did not affect overall resiliency in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing status).

Research Question 5

Does gender affect personal competency in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times?

(Interaction effect of gender and STAAR passing status). Gender did not affect personal competency in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing status.)

Research Question 6

Does gender affect acceptance of life and self in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing status). Gender did not affect acceptance of life and self in students who passed the STAAR the first time and former high school students who failed the STAAR at least two times? (Interaction effect of gender and STAAR passing status.)

Theoretical Framework Analysis and Interpretation

This study's findings are interpreted within the context of Sociometer theory identifies self-esteem, fundamentally the conceptual frame work of a psychological system that observes the social environment for signs indicating low or declining interpersonal relationships and cautions the individual when these symptoms are noticed (Garofalo et al., 2016). The Resilience Scale was used to determine the relationships between resilience and the theoretically relevant variables of self-esteem, optimism, religiousness and cultural interdependence were foundational to this study's findings. (Lee et al., 2007).

For example, the emphasis on individualization and setbacks (adapt well to change and keep going in the face of adversity), however, it did not differ for gender or

passing no pass in that it positions of human functioning in contexts of hardship. From this perspective, individuals develop the shared experiences they have had with social and related resources both good and bad entrench the strategies they use for coping. Rather than deny the importance of related resources, this finding highlights human's developed and psychological warning system that monitors and responds to cues that are relevant to the individual's relational value, personality, and his/her ability understanding how previous experiences resilience have developed ways in which individuals will understand and make sense of their experiences, as well as how they will engage with and work with their available resources at specific moments in time.

Limitations of the Study

The implementation of the study confirmed some limitation that aligned with previous limitations discussed in Chapter 1 of the study. The use of approximately 113 students from three high schools in Dallas Independent School District (DISD). Thus, sample size taken into consideration when attempting to generalize the findings to former student's resiliency and gender. Although 133 former students participated in the survey, there was still some limitations. This has been credited to small sample size of male groups for participating in surveys. With the increasing diversity among males comes a greater need to collect data on origin and to analyze generational differences in resiliency highly vulnerable to selection bias and influences beyond the control of the researcher (Kam, Wilking, & Zechmeister, 2007).

Furthermore, there were some limitations to the study's validity because the of the cross-sectional study that causal implications that make causal inference instrument

measurement used self-report data being collected were created in the form of questionnaires, which limited me from exploring questions in-depth. However, details such as individual's beliefs or biases were unable to be examined when using these instruments. Longitudinal data would expand on the cause and effect relationship to include a vulnerable the bias component to see if resilience influences on overall resiliency, personal competency, and acceptance of life and self. Additionally, since the study used limited questions regarding overall resiliency, personal competency, and acceptance of life and self which ruled out other variables that did not apply to this study.

Recommendations for Further Research

Methodological Expansion

An essential to descriptive research is that it can provide suggestions toward unexpected theories and recommend directions of future research. The current study helped clarified the work remaining to be done in learning more about factors which influence resilience on overall resiliency, personal competency, acceptance of life and self, gender and failure. It provided an example using a younger population than in most previous research, and it reinforced the need to continue to research constructs related to positive psychology. Based on the limitations of this study, it would be beneficial to have further studies apply a phenomenological or qualitative approach using more concentrated methods, such as in-depth interviews, stories, and journalizing. Reliance research had been lacking data about participants ongoing experiences, and cultural beliefs for example prospects, feelings, ideas, and attributions. Such data are needed to develop interventions that can be customized to fit individuals. Furthermore, this target

population was limited to the three Dallas Independent School District schools: Woodrow Wilson, South Oak Cliff, and Molina High Schools. Hence, future studies which include a broader target population would increase generalizability and provide more experiential data about gender and resilience. Additionally, linking the current population with a bigger group with a similar demographics might include other school districts and schools within the state of Texas who dealing with academic failure. A more significant demographic population could also clarify whether resiliency, personal competency, and acceptance of life and self are part of the individual's personality regardless of external influences. This could also be applied to other populations such as those in other West Dallas schools. With no significant association found between resilience, gender, and failure the results of this study point to the likelihood of these concepts reflect aspects of individuals personality than reactions to self-esteem as a result of specific events. This was in keeping with the viewpoints taken in much of the literature, especially as viewed through the lens of positive psychology (Wolin & Wolin, 1993). Finally, additional studies which included a sample size greater than 133 ($n > 133$) would improve this study's finding by adding more statistical power to the existing reliability and statistically significant findings.

Advancing Research

The study's findings showed overall Resilience was higher, although not significant, among Females and former students who passed the STAAR. RS revealed that Females and former students who passed the STAAR have more resilience, personal competence, acceptance of Life and Self, than Male former students who pass the

STAAR. The main difference was Male former students who failed the STAAR have more resiliency than females who did not pass the STAAR the first time. However, resilience has begun to surface what goes wrong with people psychological for people struggle or revolve harmful influences. Additionally, understanding resilience suggestions the possibility of more effective interventions (Pekrun, Elliot, & Maier 2009). Hence, this experiential validation reinforced the need for future studies to examine other factors that would contribute to resilience and failure. Also, these findings add to the scholarly literature using the various concepts that related to how resilience affected academic and assisted with the development of interventions aimed at promoting resilience in students. (Cassidy, 2015). These findings revealed policy and procedures geared toward strengthening and establishing positive individuals and increase the district themselves and increase the possibility of positive outcomes in the longer term. Listing of the current resources that are available for individuals and the application of the principles of resilience can help build bridges toward future research. Therefore, this study's findings contributed to highlight the need for further studies which examine the resilience and self-esteem among different groups, along with the impact this may have on long term and intervention (Cassidy, 2015).

Implications

Positive Social Change

This study's findings provided data which focused on the overall resilience among former students who passed the STAAR (gender: Male and Female and pass- no pass). Therefore, knowledge from this study may make for more accurate analysis, that

frequently one focuses on the stressful aspects of the STARR exam, and forget how the exam do benefit students in contain ways (Patterson & Collins, 2002). Not all students obtain the same advantage from the STARR exam, and this is something that test examiners should keep in mind. However, some of the positive effects of standardizes testing are when appropriately and promptly testing results can help teachers design curriculums to meet the needs of students. Although testing does not always provide the full pictures, it can cause a student to feel better about themselves when receiving a high score. The slight pressure that is placed on the students can help with studying and memory (Patterson & Collins, 2002). Often time stress can be motivational and helps students retain information and synthesize it better for future use which embodies positive social change.

Findings confirmed and highlighted the difference indicated that Females former students who passed the STAAR have more resiliency than Male former students who pass the STAAR previously identified in the literature. Many other factors influence scholar performance like being sick, a recent trauma, a loss, or other significant life events. Which these variables are not considered into the STAAR results but must be understood by testing personnel, as they can have a considerable impact on a student's performance (Baker, 2012), The STAAR does not measure the student's willingness to perform. Consequently, if a child is feeling quite indifferent or oppositional to the STAAR the results will be skewed significantly as well. Another way to look at the social implications of students passing the STAAR is to view them with other data, such as classroom grades and other standardized test results. Further investigation of other

factors such as English language learner (ELL), teacher experience, location, specific regional characteristics, school funding, and resources.

Empirical Implications

The empirical contribution of this study's findings has added to limited knowledge on the issue of former high school students' resiliency following the administration of the State of Texas Assessments of Academic Readiness (STAAR) exam. Thus, by evaluating this topic through the lens of gender groups, I was able to distinctively address an under-researched area of resilience using the resilience scale. By increasing the knowledge in this area, the study's findings help to incorporate resilience and failure into independent school districts to continue finding ways of prevention and therapy. For example, make suggestions for policy and procedures in disciplines such as secondary education, adult education, training and development, psychology and related clinical practice in the community, and family counseling based on the young adult's gender. Therefore, educational groups will be able to help develop individual intervention plans for coping and self-esteem after failure based on the different gender groups. (Wagnild & Young, 1993).

Recommendations for Practice

The study's finding that there was no significant difference between males and females (Gender grouping) or between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing status grouping). In relation to STAAR passing status gender groups, it is recommended to find ways to measure failure other than self-report and the emphasis is on qualitative or

mixed-method techniques and get away from limited reliance on self-report measures and their embedded threat to validity. For instance, provided multi-method assessments using physiological measures, interview with the open-ended question, and collaborate with educators as a measure for a better outcome. Finally, regarding resilience, more research is required with differences in gender, cultural and geographic factors. As resilience emerges more training should be incorporated into education, intervention studies will assist with verifying the best practices to help people become more resilient. A longitudinal study design that includes the RS subscales could be used to determine if resilience influences coping and self-esteem among gender in general (Wagnild, 2003).

Conclusion

This study investigated former high school students' resiliency following the administration of the State of Texas Assessments of Academic Readiness (STAAR) exam. Specifically, data confirmed that resiliency does not differ between former high school students who passed the STAAR the first time and former high school students who failed the STAAR at least two times. Therefore, my purpose for this study was driven dimensions of resiliency (resilience, personal competence, and acceptance of life and self) compared between female and male students who passed the STAAR exam the first time and those that failed the STAAR exam at least two times.

Using a quantitative approach, I investigated the relationship between Resiliency using Two-Way ANOVA, indicated no significant effect of specified predictor (gender) do not differ significantly between males and females (Gender grouping) and between students who passed the STAAR the first time and former high school students who

failed the STAAR at least two times (STAAR passing status grouping). Contrastingly, significant correspondence of resilience former high school students who passed the first time than in former high school students who failed the STAAR at least two times with gender as a distinct indicator. It certainly stands out that gender is a clear discriminator for resilience of former high school students who passed the first time than in former high school students who failed the STAAR. This finding was consistent with (Garofalo et al., 2016) emphasizes that personality is intimately tied to performance and achievement, and correlates to such characteristics as tolerance for risk, fear of failure, and a range of psychological phenomena including personality, mood, and coping. Therefore, this study's findings confirmed and highlighted the difference indicated that Females former students who passed the STAAR had more resiliency than Male former students who pass the STAAR.

However, this empirical justification advanced the need for future studies to apply a phenomenological or qualitative study using more concentrated methods, such as in-depth interviews, stories, and journalizing. Reliance research had been lacking data about participants ongoing experiences, and cultural beliefs for example prospects, feelings, ideas, and attributions. Additionally, the study's findings showed that overall, former students who passed the STAAR are more resilience then students who failed the STARR at least two times. The relationship was stronger between the RS Factor 2 (Acceptance of Self and Life). This finding aligns well with the tendency to discuss and to sty resilience along with another construct of positive psychology such as self-esteem and coping (Ayton, Pott, & Elwakili, 2007).

Also, these findings add to the scholarly literature various concepts related to resilience were recognized that determine the exact nature of how such concepts affected academic resilience and assisted with the development of interventions aimed at promoting resilience in students (Cassidy, 2015). As a result, this study's findings help to reveal the need for further studies which examine the resilience and self-esteem among different groups, along with the impact this may have on long term intervention (Cassidy, 2015). Therefore, based on my inclusive literature review, it was evident that there were limitations, and gaps related to the variables of interest, literature related to mandatory testing failure and the on-going impact of that failure on self-esteem, outlook on personal success, and ability to cope with the choices that follow failure (e.g., continue high school, take the GED, enter vocational school, seek employment in lieu of school, etc.).

Significantly, the present study specifically filled the gap in the literature by offering additional data and increased knowledge about data established that there was no difference between males and females (Gender grouping) and between students who passed the STAAR the first time and former high school students who failed the STAAR at least two times (STAAR passing status grouping). There were no differences between reported perceptions of as measured by reliance, competency, and acceptance of life and self and passing status compared to reliance, competency, acceptance of life and self and gender. In summation, these findings emphasize as resilience emerges more training should be incorporated into education, intervention studies will assist with verifying the best practices to help people become more resilient. A longitudinal study design that includes the RS subscales to determine if resilience influences coping and self-esteem,

and gender in general. This positive social change would involve encouraging the teaching of other cope skills and interventions associated with failure to the benefit of students and society.

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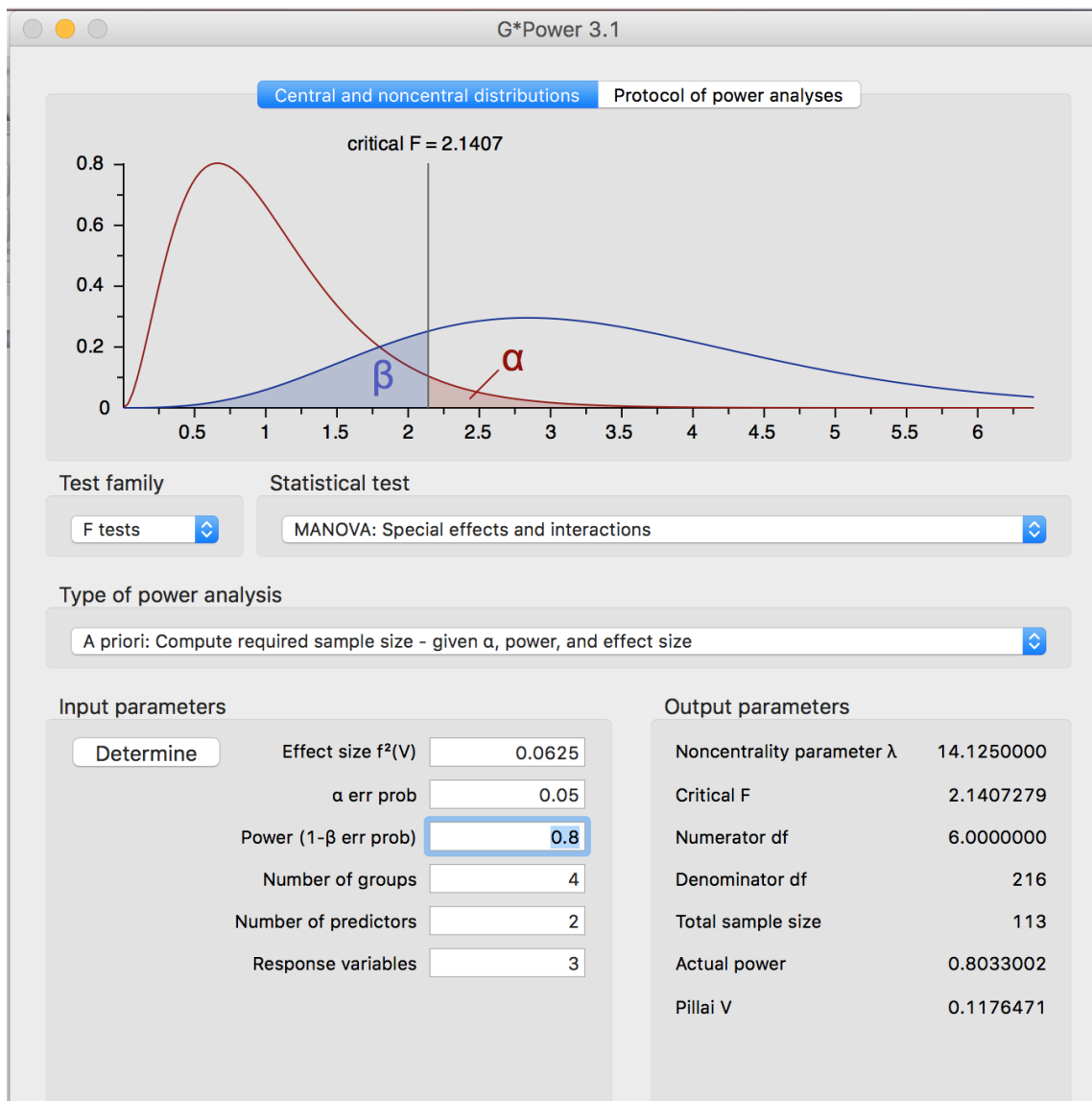
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Appendix A: Minimum Sample Size



Appendix B: Resilience Survey

I am interested in how you view yourself. Please be as honest as possible when rating each of the statements below. There are no right or wrong answers. In the blank write in the number that best describes how you feel explore how you react to experiences of failing/Passed the STAAR exam in high school

Please read the following statements. To the right of each you will find seven numbers, ranging from "1" (Strongly Disagree) on the left to "7" (Strongly Agree) on the right. Circle the number which best indicates your feelings about that statement. For example, if you strongly disagree with a statement, circle "1". If you are neutral, circle "4", and if you strongly agree, circle "7",

Circle the number in the appropriate column	Strongly Disagree							Strongly Agree
	1	2	3	4	5	6	7	
1. When I make plans, I follow through with them.	1	2	3	4	5	6	7	
2. I usually manage one way or another.	1	2	3	4	5	6	7	
3. I am able to depend on myself more than anyone else.	1	2	3	4	5	6	7	
4. Keeping interested in things is important to me.	1	2	3	4	5	6	7	
5. I can be on my own if I have to.	1	2	3	4	5	6	7	
6. I feel proud that I have accomplished things in life.	1	2	3	4	5	6	7	
7. I usually take things in stride.	1	2	3	4	5	6	7	
8. I am friends with myself.	1	2	3	4	5	6	7	
9. I feel that I can handle many things at a time.	1	2	3	4	5	6	7	
10. I am determined.	1	2	3	4	5	6	7	
11. I seldom wonder what the point of it all is.	1	2	3	4	5	6	7	
12. I take things one day at a time.	1	2	3	4	5	6	7	
13. I can get through difficult times because I've experienced difficulty before.	1	2	3	4	5	6	7	
14. I have self-discipline.	1	2	3	4	5	6	7	
15. I keep interested in things.	1	2	3	4	5	6	7	
16. I can usually find something to laugh about.	1	2	3	4	5	6	7	
17. My belief in myself gets me through hard times.	1	2	3	4	5	6	7	
18. In an emergency, I'm someone people can generally rely on.	1	2	3	4	5	6	7	
19. I can usually look at a situation in a number of ways.	1	2	3	4	5	6	7	
20. Sometimes I make myself do things whether I want to or not.	1	2	3	4	5	6	7	
21. My life has meaning.	1	2	3	4	5	6	7	
22. I do not dwell on things that I can't do anything about.	1	2	3	4	5	6	7	
23. When I'm in a difficult situation, I can usually find my way out of it.	1	2	3	4	5	6	7	
24. I have enough energy to do what I have to do.	1	2	3	4	5	6	7	
25. It's okay if there are people who don't like me.	1	2	3	4	5	6	7	

Appendix C: Consent E-Mail

You are invited to take part in my research project to help me find out information that may help counseling and school professionals with a basis for assisting students as they prepare for the test and provide a basis for supporting students who chronically fail to develop a plan for their futures post-high school. I have worked with students for more than 17 years as a teacher. An important lesson I have learned in those years is that students are very bright, thoughtful, insightful, and honest young people.

Information will be gathered through a Resilience survey in this research project; you will be asked to complete three questionnaires. The survey will ask 25 questions along with their individual instructions which will address the primary variables under consideration: overall resilience, personal competence, and acceptance of life and self: For example, you will be asked whether you "strongly agree or strongly disagree with the statement, "I have enough energy to do what I have to do." It will take approximately 5-7 minutes to complete all questionnaires. You will not be able to skip any question. There are no right or wrong answers. Your name will not be asked, nor will it be used. This will be done so that your responses from the survey can be compared. Your name is not needed to find out the information for this study. If you have any question about this study before starting the survey, you can contact me through e-mail at tetaimegreen@waldenu.edu or Research Participant Advocate (1-800-925-3368 ext. 312-1210 from within the USA, 001-612-312-1210 from outside the USA, or email address irb@mail.waldenu.edu). The survey can be taken at any time at www.surveymonkey.com, where you will be prompt to enter a password. Once you have expected to participate in the research study, a password will be given to you. Due to the confidentiality of this study, your password cannot be shared with anyone. Your participation is voluntary. I believe your participation in this study will not cause you any risk; however, if you should feel uncomfortable at any time, you may withdraw from the study. You do have to answer every question and, if answering some of the questions makes you feel uncomfortable, you may withdraw at any time without penalty. Electronic data will be password protected, and laptops will be lock in a personal vault. All data downloaded Survey Monkey Survey will be secured in a password protected computer. All the data collected will not have any personal identifiers. Materials will be kept for five years after study closure. Overwriting software will be used to disposal of electronic data records. The hope is that the information collected from this research project will benefit former and current students by helping them to understand themselves better and how they deal with failure. Also, the hope is that the information will benefit teacher and counselor by helping them to understand better how students feel, think and behave after repeated failure. Thank you for your consideration of this research project. You may contact the following persons if you have any questions about this study's Te T'aime Burks-Green at Tetaime.green@waldenu.edu

Appendix D: Demographic Survey

1. Are you male or female?

- Male
- Female

*** 2. What is the highest level of school you have completed or the highest degree you have received?**

- No high school degree
- High school degree or equivalent (e.g., GED)
- Some college but no degree
- Associate degree
- Bachelor degree
- Graduate degree
-

*** 3. What is your age?**

- 18-20
- 21-29
- 30-39
- 40-49
- 50-59
- 60 or older
-

*** 4. Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?**

- White
- Black or African-American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or other Pacific Islander
- From multiple races
- Some other race (please specify) _____

*** 5. What High School did you attend?**

- Woodrow Wilson High School
- South Oak Cliff High School
- Molina High School

*** 6. Did you pass the STAARR TEST?**

- Yes
- No

*** 7. How many times did you fail the STARR EXAM?**

- 1
- 2
- 3
- 4
- 5 or More