

Socioeconomically Disadvantaged and Resilient Students' Characteristics and Their Perceptions about School

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Abstract

This study aims to evaluate socioeconomically disadvantaged and resilient students' opinions about school and their expectations from school. The research is designed in qualitative research methods, phenomenology patterns, and interview techniques. Twenty students consist of the working group of the research. The data has been analyzed with content analysis. The research concludes that the resilience source of resilient students exhibits an interactive and intertwine structure in educational, psychological, social, and personal dimensions. Significance of focusing on their characteristics with psychological frame backgrounds such as intrinsic motivation, commitment, self-confidence, and self-management to understand the resilience of these students have been detected. It is understood from the student views these two frameworks contribute to shaping life expectations, education processes, and being favorable to school and distinguish oneself despite socioeconomic disadvantages surrounding them. Psychological dimensions and personal characteristics are the main determinants of the perspective towards the educational framework. Active participation in lessons, achievement, discipline, school and teacher perceptions, fun learning approaches, and social environment relations reveal the power of their inner dynamics. Similarly, different learning strategies, the consciousness of taking responsibility, expressing oneself clearly, and self-efficacy beliefs that they could better reveal a personality structure that is open to change and development. Moreover, students have expectations from the school, such as improving the school's physical and educational capacity, tight disciplinary practices, teachers' self-renewal and sincere behavior, and the desire to participate in school decisions. This study will present a new point of view to curriculum development experts and school administrators in the formation of teaching programs that take into account student views.

Keywords: Academic Resilience, Academic Success, Disadvantaged Students, Education

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INTRODUCTION

Facilitating the learning, turning the school environment into where the students are happy, and diversifying the ways of learning and delivering educational services, which is a fundamental right, to everyone within the framework of equal opportunity are among the priority education policy areas that all education systems work. Modern education systems keep social mobility channels open to all society members from the perspective of equal opportunity in education. Through these transformative characteristics of education, high social status, and a better quality of life channels are open for the socioeconomically disadvantaged individuals. Social mobilization keeps society alive and dynamic from economic, social, and cultural aspects. This major axis is one of the primary purposes of all quality-focused school systems. However, the range of student learning moves in a broad spectrum, depending on the difference in socio-economic conditions where individuals are born, characteristics, and the mental schemes developed over the years. The high academic success of socioeconomically disadvantaged students at one end of this spectrum and academic resilience source has attracted academic circles in recent decades.

Resilience is a subject of psychology as well as a discussed topic in different disciplines, especially in education. Resilience studies, discussed in the preliminary researches in psychology and sociology field in the beginning and frequently addressed with negative aspects, have acquired a different dimension with international PISA research. Although no consensus is standard on the definition of resilience referred to in an academic educational environment, in its most general meaning, it is defined as the ability to overcome any difficulties faced and the ability to bounce back (Allan & Ungar, 2014; Alva, 1991; Erberber, Stephens, Mamedova, Ferguson, & Kroeger, 2015; Luthar, Cicchetti, & Becker, 2000; OECD, 2011; Pench, 2017). Masten, Best, and Garmezy (1990) regard resilience as the individual's capacity to return to normative functioning after being exposed to atypical stress. Pulley and Wakefield (2001) convey resilience as a quick recovery after difficulties and negative experiences. Different definitions and interpretations related to resilience arise from the source of the resilience, variables related, interactions between individuals and their contexts, and differences of opinion about whether resilience could be promoted through a joint effort or not. At the top of the difficulties, a subject to resilience in educational organizations, a socio-economic disadvantage associated with students' academic success appears. In this context, academic resilience is defined as the high academic success of the socioeconomically disadvantaged students by surviving the difficulties (OECD, 2011).

Resilience has gained more importance as a skill to develop for the students. Behind the visible and reflected face of resilience, reaching the deeply embedded sources could define and guide mental barriers to students' learning. Academic resilience could be the functional interface of education policies such as "education for everyone" and "every student can learn." It could contribute to the learning and resilience of students with low academic performance.

Successful education systems could offer equal opportunity for learning to disadvantaged students by developing systems that absorb socio-economic inequalities (OECD, 2011). The structure contains achieving goals in the face of obstacles and coping with the difficulties skill (Masten, 2007). As a result, in successful education systems, approximately half of the socioeconomically disadvantaged students could exceed the international comparable performance criterion and are considered successful from a global perspective. In many successful school systems, the success spectrum is not broad, and resilient students exhibit the common characteristic. (OECD, 2011). Literature elaborates that school characteristics of resilient students and positive school climate support the learning environment (Cunningham, 2006; Erberber et al., 2015). International research findings illustrate that resilience prevalence is higher in successful education systems such as Australia, Canada, Finland, Japan, Korea, and New Zealand compared to other education systems. Although the parameters are not the same for all countries, according to PISA results, behind the success of the resilient students, extra time spent on the lesson, self-confidence, and positive attitudes towards the lesson are effective.

However, socio-economic infrastructure could profoundly affect the academic success of students in many school organizations. This situation triggers disadvantaged students more to perform lower than their peers. However, some students perform academic and social resilience despite the difficulties stemming from their current socio-economic disadvantages. According to empirical research demonstrating that resilience is not inherited and stable and could be developed in individuals, Bryan (2005) suggests that academic resilience could increase the likelihood of individuals overcoming difficulties. Morrison and Allen (2009) mention that a framework is necessary to guide educators in the subject of resilience in school. Educational institutions are expected to introduce educational and psychosocial coping strategies to increase children's resilience in cooperation with families and communities for socioeconomically disadvantaged students. In line with this objective, Ungar, Connelly, Liebenberg, and Theron (2019) present a new model that could increase resilience and enable the children in different schools and cultures to develop themselves better by using an understanding of social-ecological resilience. The introduced structural resilience framework consists of access to material and supportive resources, development of a desired personal identity, the creation of power and control experiences, adherence to cultural traditions, social justice experiences, and the creation of social adaptation experiences with others. This model requires the activation of non-school factors as well as coping strategies that could be used in school organizations to conceptualize the resilience (Bierman et al., 2008). This approach necessitates the implementation of training programs that contribute to strengthening the academic resilience of disadvantaged students and the extensive participation of all partners outside the school.

Preliminary researches focusing on student success present that economic status predicts more at all educational level than other variables and is often associated with low success in explaining the cognitive successes of socioeconomically disadvantaged students. The reality presented in this researches is that socio-economic conditions negatively affect academic success, and the relationship between low socio-economic level and low achievement is linear (Cunningham, 2006; Erberber et al., 2015; Hanushek & Woessmann, 2010; OECD, 2011; OECD, 2013; Sirin, 2005). However, many studies have revealed that, despite limited resources, these students have achieved high success. (Erberber et al., 2015; Lee & Burkam, 2002; Ljzendoorn, Vereijken, Bakermans-Kranenburg, & Riksen-Walraven, 2004; Yaşar, 2016).

Although a significant number of the researcher has been studying the relationship between the socio-economic background and student outputs, studies on resilient students overcoming difficulties and having high levels of academic success, are limited (Williams & Bryan, 2013). Preliminary resilience studies mostly focus on resilient students (Masten, 2007; Williams & Bryan, 2013). Resilience studies researches have been associated with different variables in advancing years. Studies that take into account achievement tests in defining resilient students (Rouse, 2001; Waxman & Huang, 1996), and highlighting features such as successful, homework and motivation (Deci, Vallerand, Pelletier, & Ryan, 1991; Finn & Rock, 1997; Lee, Winfield, & Wilson, 1991), draw attention. Studies have been discovered focusing on the learning strategies (Finn & Rock, 1997; Seidel & Shavelson, 2007) and the extracurricular activities of resilient students (Clark & Linn, 2003; Catterall, 1998; Lee et al., 1991) as well. Besides, the self-efficacy of resilience students (Cassidy, 2015; Connell, Spencer, & Aber, 1994), self-esteem (Borman & Overman, 2004), school climate (Aldridge et al., 2016) and few studies of effects of moral identity on resilience have been outlined. In the literature, studies diagnosing the effectiveness of resilience-oriented programs in explaining the link between developmental goals such as academic achievement, school attendance, self-esteem, and self-efficacy, appear (Hart & Heaver, 2012). Atkins and Shrubbs (2019) have surveyed the relationship between self-efficacy, resilience, and leadership. Also, studies displaying that moral identity affects resilient students positively (Woodlief, 2011) and studies focusing on the relationship between resilience and "mind" (Duckworth, 2013; Galante et al., 2018) have been documented.

Resilient students have high success in their school and social lives despite socio-economic and all environmental difficulties (OECD, 2011; Wang, Haertel, & Walberg, 1994). Theoretical and experimental studies to understand the factors behind this success indicate that these students make different mental, cognitive, and social efforts and activities compared to other peers. (Finn & Rock, 1997; OECD, 2011). However, quantitative research techniques are frequently used in these studies in

the literature. Because the reality revealed in quantitative research compared to qualitative research is thought to be inefficient in understanding the resilient students, exploring the sources of resilience, discovering the individual and social characteristics, and explaining perspectives and mind charts.

In the Turkish National Education System, giving priority to facilitating the quality of education recently, the weighted axis focuses on improving general school, student, teacher conditions, and researching learning environments. Evidence indicates that this issue could not reach the target level despite the rhetoric about equality of opportunity in education and quality problems in education on the agenda of policymakers in Turkey. (Atasoy & Cemaloğlu, 2018; ERG, 2017; ERG, 2009b; MEB, 2016a; MEB, 2016b). Student assessment results such as the international TIMSS and PISA demonstrate that resilient students could pass this quality threshold/barrier. Research results document that a considerable amount of socioeconomically disadvantaged students below the average necessary skills have low academic performance; their general and school well-being remain low. In this context, through understanding resilient students and revealing sources of their resilience could return of low performing students inverting the quality goals in education has been speculated. Additionally, whether academic resilience, which is considered a multidimensional psychosocial concept in both national and international types of research, could be a model for other peers of students who have managed to survive the difficulties are wondered. From the perspective of resilient students managed to survive difficulties and bounce back despite being socioeconomically disadvantaged, this study aims to reveal students' opinions about themselves, the school and their environment, and also give clues regarding school-centered student programs, school learning and teaching processes, school student well-being, structure and behavior of the school organization, and school leadership.

Objective

This study aims to reveal the resilience sources and school expectations of the resilience students with socioeconomically disadvantaged and academically successful. Based on this purpose, answers to the following questions have been sought in the research.

- i. What are the views of socioeconomically disadvantaged and resilient students' academic resilience sources and opinions about school?
- ii. What are the socioeconomically disadvantaged and resilient students' expectations from the school?

METHOD

In this study, the phenomenological method and interview technique of the qualitative research designs were applied. The purpose of designing the research in a qualitative pattern is to investigate the opinions, resilience sources and well-being of the socioeconomically disadvantaged and academically successful students in an in-depth, realistic and holistic way (Yıldırım & Şimşek, 2013). Patton (2015) states that qualitative research patterns are reliable in providing a broader perspective on the subject being studied. The interview technique was chosen in the research because it is one of the most effective techniques in revealing the perspectives of people, subjective experiences, feelings, values, and perceptions (Yıldırım & Şimşek, 2013).

Working Group

The criterion sampling method, one of the purposive sampling methods, was used to select the working group in the research. Criterion sampling is a sampling in which participants meeting some previously identified criteria are determined. In this sampling type, the researcher determines the criteria based on the subject's content to be researched and forms the working group (Marshall & Rossman, 2014). No specific formulation exists in determining the size of the working group (Liamputtong, 2018). Besides, the first approach considers necessary that research reaches flexibility,

depth (Hesse-Biber, 2017), and saturation determines the working group's determination. Malterud, Siersma, and Guassora (2016) put forward that the subject depends on the informative power (the aim of the study, originality of the sample, use of the theory, and quality of the interview and the strategy of analysis. In this context, whether the information obtained from the studying group allows for a comprehensive examination of the situation is essential (Mason, 2010).

This research was conducted in a state school in the city center of Istanbul. Views of 20 students were taken. For the qualitative data, this amount of working group was sufficient to provide the content expected from the research and to prevent repetition (Patton, 2015; Creswell, 2014). Of these participants, ten students are eighth-grade students, and ten students are seventh-grade students. Eleven students are girls, and nine students are boys. In the process of determining the working group, a weighted grade point average of 1021 students enrolled in seventh and 8th grades for all courses in the 2018-2019 educational year's first semester were listed according to success rating. One hundred thirteen highly successful students were identified, starting from the top success ranking. A weighted grade point of chosen students varies between 99.95 and 85.4. In the next stage of the process of determining the working group, the opinions of the school administration, the class advisors and the school counseling service about the socio-economic status of the selected students were taken, and by comparing the determined temporary working group candidates with the student information forms, the information related to students' status was verified. Students with medium and high family income were removed from the list among the students with high academic success. After this stage, among the students with low family income, those with high academic success were accurately detected. There were no international students from these students. Before the research, 42 students determined for the working group, and their parents had been interviewed one-to-one, informed about the research, and stated that participation in the research is voluntary. Twenty students voluntarily agreed to participate in the study were interviewed, and interviews were conducted in the school's natural environment.

Data Collection Tools

In this study, which aims to determine the sources of resilience and school perceptions and expectation from the school of the participant students who are socioeconomically disadvantaged and have high academic success, a semi-structured, interview form entitled "The views of students with high academic success and socioeconomically disadvantaged students on the school" developed by the researchers was used. The related literature was scanned in the process of the development of the interview form. Besides, a focus group discussion was done with three school principals, five class advisors on the subject. In the light of the raw data resulting from the literature review and focus group discussions, a 16-item question pool with the potential to be used in the interview form was created. To finalize the form, the opinions of the experts received education sciences from the university were asked. Two instructors, a language specialist and assessment and evaluation specialist examined the interview form, and a ten-item questionnaire was created and supported with the drilling question. The pilot practice of the interview form was carried out with three students at the relevant school, and its practicability was determined. Permission was taken from Istanbul Provincial Directorate for National Education to carry out the interview form in the relevant school. The data collection process was provided through face-to-face interviews in a state school in the city center of Istanbul between April and June 2018, and students filled in a participant approval form. During the interviews, participants were not influenced, and particular importance was attached to the participants' comfortably expressing their thoughts. The interview duration lasted between 30 and 45 minutes on average. After the interview, the process of analyzing the qualitative data (coding, categorization, and identification of the themes) was carried out in NVIVO 10 package program. In the research, coding was used to keep the identities of the participant confidential. Each participant was coded with numeric "Y."

Data Analysis

Data analysis was carried out with content analysis. In content analysis aims, concepts, units of analysis, the processes of locating and defining the data related to the subject are operated, and this

emerging concept tries to reach a logical structure from the content and structures. In the next phase, from these structures, determining the stages of coding, categorizing, counting, interpreting and writing the results are aimed (Büyüköztürk, Akgün, Karadeniz, & Demirel, 2012; Watling & James, 2012).

Validity and Reliability

Guba and Lincoln (1982) and Houser (2015) suggest that qualitative research should focus on credibility rather than validity and reliability, and the study should be discussed in the context of credibility, reliability, practicability, and transferability. Credibility is the researcher establishes an environment of trust through the long-term interaction criterion with the participant where the data is collected (Yıldırım & Şimşek, 2013). At the end of the collection of data process, participant verification with seven students to ensure internal validity, accuracy, and integrity was made. Most of the available sample was reached to ensure transferability and external validity. Contents analysis was reported objectively, and the study’s codings were supported by quotation (Guba & Lincoln, 1982). Recording and note-taking technique was used to provide with the accuracy of the data (Houser, 2015; Yıldırım & Şimşek, 2013). For the reliability, validity, and ensuring the reliability of a document that was analyzed in content, it was considered necessary that the researcher and one or more researchers come through substantially similar results to a large extent (Tavşancıl & Aslan, 2001). The researchers took advantage of the triplication method to increase internal validity. Two researchers coded separately during the data analysis process. Besides, an instructor from university coded to increase reliability. Raw data obtained from the working group during the analysis was subjected to preliminary assessment in the first step. After two weeks, analyses that three researchers carried out, reevaluated. To ensure the integrity of the themes and categories, another expert in the field of education management re-analyzed. Findings of three researchers and field experts were evaluated together, similar and different coding were determined, a common consensus was reached. Coding reliability and the percentage of the fit index have been acceptable as 0.81 about the researchers’ internal consistency.

FINDINGS

Findings in this research were evaluated in the two themes, such as “resilience sources of socioeconomically disadvantaged students with high academic success and their expectations regarding the school.”

Findings on the theme of resilience sources of students

In the first sub-problem of the research, the opinions of the students who are socioeconomically disadvantaged and who have high academic success were analyzed in five sub-dimensions and presented in Table 1.

Theme	Sub-themes	Categories	n	f
Resilience sources	Educational Framework	Active class environment	19	34
		Attitude towards the lesson	17	44
		School perception	20	48
		Teacher perception	19	46
		Self-perception of success	18	27
		Factors affecting success	19	40
		Peer Bullying	17	34
		Discipline	15	32
		Entertainment, humor and social activities	12	27

	Future anxiety and setting goals	20	38
Psychological Framework(Internal Factors)	Motivation	19	50
	Self-confidence and awareness of desires	13	23
	Commitment to school	19	50
	Happiness at school	19	35
Social Environment (External Factors)	Friend relationships	19	47
	Adaptation	11	14
	Social media	19	19
	Contribution and cooperation	7	11
Personal Characteristics	Openness to change and development	9	18
	Expressing oneself	13	31
	Seeing oneself inadequate	12	15
	Learning strategies	19	33
	Awareness of taking responsibility	9	15

* n: number of participants. Frequency (f) represents the number of times the item has been reported.

As seen in Table 1, “resilience sources” theme consists of four sub-themes: “educational framework, psychological framework, social environment and characteristics”. Among them, “Educational framework” sub-theme, of the “resilience sources” theme, consists of “active class environment” (n: 19; f: 34), “attitude towards the lesson” (n: 17; f: 44), “school perception” (n: 20; f: 48), “teacher perception” (n: 19; f: 46), “self-perception of success” (n: 18; f: 27), “factors affecting success” (n: 19; f: 40), “Peer bullying” (n: 17; f: 34), “discipline” (n: 15; f: 32) and “entertainment, humor and social activities” (n: 12; f: 27).

It has been reflected that nineteen students emphasized on “active class environment when the student views on the “educational framework” sub-theme of the “resilience sources” theme were examined. Resilient students want experiments in lessons, gamification of lesson topics, and competition-style activities. These students expect a fun class environment where they could express themselves comfortably, and they demand to take more active roles in in-class practices. It has been observed that they are happy at school, they developed positive attitudes towards the teacher and school, their commitment to school increased, and they felt more successful depending on the level of these expectations are met.

We research and learn with fun in technology design class, and I feel myself belong to school [Y₁₅]. The projects we do in science class make me feel belong to the school [Y₁₄]. I wish the teachers made us do something like play and activity [Y₁₃]. When I attend the class, I am sure that I have understood the lesson [Y₁₇]. Experiments and observations are more memorable [Y₆].

Seventeen participants presented opinions in the “attitudes toward the lesson” category. Expressing their opinions, focusing on the subject without distracting the lesson, believing that the lessons may contribute them, loving the class because he/she loves the teacher, learning while having fun in the lesson play a leading role in developing positive attitudes towards the class during the lesson has been understood from the student views.

I like defending my opinion in lessons [Y₁₀]. English is indispensable for me; my English needs to be well [Y₁₄]. I love my science teacher and his/her lesson [Y₁₇]. Fun should be in classes as well as lessons; otherwise, it would be monotonous [Y₁₈].

In the study, all socioeconomically disadvantaged and resilient participants expressed their views on the “school perception” sub-theme. It has been observed that students’ perception of school identifies with the education, teacher, heavy school bag, flower, and cactus metaphors. Besides, it is perceived as a warm family environment, a safe harbor, a place where they have fun, a tool that may make them reach future profession or goal, development, learning, and a place where they can spend time with friends during lessons and breaks.

A warm environment [Y₂]. School is a step into the future [Y₇]. A place where I have fun with my friends [Y₁₁]. The school is a safe harbor [Y₁₇]. The school reminds me of detail [Y₄]. School is anywhere where the teacher is. [Y₁₆]. The school is a mediator to where I want to be in my dream. I identify the school with cactus. There are both good and bad sides [Y₆].

Nineteen participants expressed their views on “teacher perception.” In the research, positive teacher perception is determined to be strong. Participants see their teachers as a guide, a life coach, a friend, and sometimes a parent, with whom they could communicate comfortably and express that they feel safe. It has been determined that the positive teacher perception of the participants is effective in improving the well-being of the students and strengthening their positive feelings about the school regardless of class success. However, a few participants believe that some teachers distinguish students in classroom practices.

My teachers have become like my parents [Y₉]. We are like friends [Y₁₀]. I love our teacher and his/her lesson [Y₁₅]. We are like their children [Y₄]. Some teachers discriminate against students [Y₁₂]. I feel more sheltered with some teachers, but I do not feel like going next to some [Y₁₇]. I also share things from my private life [Y₁₄].

Eighteen participants stated their opinions in the “self-perception of success” category. Most of the participants’ self-perception of success is not high. The vast majority of students believe that they could achieve a higher level of success by studying harder. It has been seen that students’ base the criterion of success world-wide or Turkey rather than their peers at school. The participants believe that they cannot fully use their learning potential. One of the reasons students do not find themselves successful is they do not want to look like an ego person, think that they do not study enough, and it is distraction sourced.

I am not an ego person. I do not find myself much successful [Y₁]. I find myself successful but I’m inadequate [Y₂]. In Turkey general, I do not find myself much successful [Y₁₄]. I can do better [Y₅].

19 participants expressed their opinions in the category of “factors affecting success.”

Resilient socioeconomically disadvantaged students stated that their success level could change depending on their efforts, beliefs and willingness, regular study habits, active participation in the class, teachers’ attitudes towards students, and the teaching methods and techniques. Some participants stated that their success is not related to being socioeconomically disadvantaged or advantageous. Together with these views, student negative behaviors and psychological conditions of students in the classroom are regarded among the factors affecting success as well.

Success depends entirely on the student [Y₂]. My friends affect my success at school [Y₁₀]. Repetitions, tests, and courses at school are beneficial for my success [Y₁₃]. Success has nothing to do with income. It is all about effort [Y₁₄]. Lessons should be fun [Y₁₈]. If we were wealthier, my performance would not be affected. I am what I am [Y₁₉]. Teachers, friends, curriculum affect my success [Y₁₈]. My psychological state influences my school success [Y₆]. The naughtiness of my class affects my classes [Y₅].

In the “Peer Bullying” category, seventeen participants expressed their opinions. Participants stated that they are disturbed by their classmates who are disrupting the course flow, fighting, and lying. Accordingly, inferred from the student views that enough discipline lacks towards negative student behaviors in school, and this impacts academic happiness and academic success negatively.

Some students in the class are always disturbing [Y₇]. I stay away from people I do not like [Y₁₃]. Students fight, and discipline lacks in the classroom [Y₁₂].

In the “Discipline” category, fifteen participants coded. Some participants expressed that they do not like disturbing students at school, and enough measures are not taken for naughty students, and

harmful behaviors are often ignored. Some participants think that students who are not taking teachers seriously affect the school and classroom environment adversely, students who do not listen to the lesson should be removed from the classroom environment, and some course teachers have difficulty in providing classroom management against negative student behavior.

Naughty students deserve the disciplinary committee. Sometimes I cannot listen to the lessons because of the talking [Y₁₁]. Discipline lacks in the classroom [Y₁₂]. More precautions should be taken for disciplinary rules [Y₁₉]. For instance, a student does something that should not be forgiven, but he/she is forgiven. Thus, the student becomes more spoilt [Y₁₆]. It would be better for some disturbing students to be in a separate class [Y₃]. School discipline should act a little more effectively.

In the entertainment, humor, and social activities category, the participants expressed that their motivation is high in fun lessons, and learning happens easier and permanently. Some participants stating that entertainment and humor are as necessary as lessons, and they create a positive school environment expressed that they prefer to be at school rather than home. In the category of social events, participants reported that excursions and sports activities are entertaining and relaxing for students, yet they should be diversified.

There should be jokes, humor, and fun as well as lessons; otherwise, lessons would be monotonous [Y₁₈]. I get bored at home when I do not go to school [Y₁₀]. Trips before or after exams are also nice [Y₁₂]. Different social activities should take place [Y₁₉].

The coding related to the “psychological framework” sub-theme of the “sources of resilience” theme consist of “motivation” (n: 19; f: 50), “future anxiety and goal setting” (n: 20; f: 38), “happiness at school” (n : 19; f: 35), “commitment to school” (n: 19; f: 50) and “self-confidence and awareness of desires” (n: 13; f: 23).

All participants expressed their opinions in the category of “future anxiety and goal setting” when the student views on the “psychological framework” sub-theme of the “resilience sources” theme were analyzed. This area is directly related to the will and self-control management of resilient students. Moderate anxiety about the future was determined and is influential in shaping the long-term goals according to the participants’ views. In addition, some participants questioned the school’s role in the choice of profession and transition to a higher education institution and its contribution to living a quality life. This sub-theme is where the participants are adapted mentally to the profession they choose, plan their lives, discover their talents, realize what success brings to their lives, and the views on being useful for society and country are collected. Some views on this sub-theme are as follows.

I have to go to school for my future [Y₁₄]. I also study to live a more comfortable life in the future [Y₂]. If I manage to go to a good university, I will get a better education [Y₁₄]. I have had a dream to start a joint business with my sister for years. I want to open a cafe or an orphanage [Y₁₀]. When I become a mechanical engineer, I plan to manufacture our domestic warplanes [Y₁₆]. I want to be a software engineer [Y₁₉]. I want to be a neurosurgeon. Brain symptoms of humans need to be examined [Y₂₀].

Nineteen participants coded opinions about the “motivation” category. In the research, peer relationships, reward and encouragement practices, the interestingness of the course subject, techniques used in learning processes, positive dialogues of teachers and humorous language, stress levels of teachers, and diversity in learning tools were identified as the primary sources of external motivation for resilient students. However, students are internally motivated in line with their will and goals. Students participating in the research have a high willingness to reach their goals, to have a decent profession, and to benefit the society, even if their financial income is low. Motivation sources are related to all class and school elements according to student views.

If I have wrong fiends, they drag me into mischief, and I cannot study even if I want [Y₁₇]. The reward increases my motivation [Y₁]. Communication with teachers also increases my

motivation [Y₁₂]. Whether I like a subject affects my motivation [Y₁₁]. I do not see a reason to increase my motivation at school, but my motivation rises when I think of becoming a doctor [Y₁₇]. I like to think about what can make people's lives easier [Y₂].

Thirteen participants coded in the category of "self-confidence and awareness." Student demands gain weight about their future professional expectation, and social benefit. Participants are aware that their wishes are realistic and reachable by studying.

I am aware of what I should do [Y₁₀]. If our financial situation were better, my success would be the same [Y₆]. I think of being an interior designer [Y₁₀]. I want to open an orphanage [Y₁₃]. I do not believe the financial situation is essential, and I think people can do anything if they want [Y₁]. If the student wants to have an education, he/she can do it anywhere [Y₁₆].

In the "School Commitment" category, nineteen participants expressed their opinions. Participants stated that the education they receive and the learning experiences they have, connect them to the school. In this context, it has been detected that some enjoyable, efficient and fluent lessons, positive student and teacher relations, satisfaction in the desire to be appreciated, and the trust of the students to teachers reinforce the students' commitment to the school. However, few students expressed that their commitment to school remains low due to the methods used in lessons, education programs and behaviors of other students.

The education I receive connects me to school; for example, I love mathematics lessons [Y₁]. The lessons are fun; and connect me to school [Y₁₁]. I feel belonging to the school. Some of our teachers teach well [Y₁₄]. I can say that I am in my dream school [Y₄]. Education at school does not connect me to school, and I find their education inadequate. Lessons are according to the curriculum and focused on exams. We cannot do activities such as drama, cartoon drawing [Y₆].

In the "Happiness at school category, nineteen students stated their opinions. Most of the participants expressed that they are happy at school. It could be claimed that their school success, student-teacher relations, expectations of fun and humor, seeing the school as a living space that shapes their future, and the healthy relationships with their friends are influential for happiness at school. Along with this, it has been detected that the negative behavior of the peers, inadequacy in discipline practices, and intense course contents negatively affect the students' commitment to school, success, and being happy at school.

I love school more when I am successful [Y₁₁]. I am happy. I have friends [Y₅]. Because I spend more time here than with my family [Y₁₇]. Students have begun to get a little worse [Y₁₅]. I am not happy because the lessons are intense [Y₁₄].

The coding of the "sources of resilience" theme on the "social environment" sub-theme is gathered in four categories. These include "adaptation" (n: 11; f: 14), "friend relationships" (n: 19; f: 47), "social media" (n: 19; f: 19) and "Contribution and cooperation" (n: 7; f: 11) categories.

Nineteen participants expressed their opinions in the friend relations category of the social environment sub-theme. Most of the participants in this category stated that they are attentive in the selection of their friend and selective. The direction of friendship relationships is determined by in-class, in-school, and out-of-school behaviors.

I am attentive in choosing friends [Y₂₀]. Friends who do not care about lessons and want to go somewhere constantly cause our success to decrease [Y₁₀].

In the "Adaptation" category, eleven participants expressed their opinions. They stated that they had difficulty in the adaptation to school, teachers, and class in the first place; however, afterward, they were adapted, especially to the teachers. Most of the nineteen participants stating an opinion in the "social media" category expressed that they do not use social media; some of them use

limitedly. In the “Contribution and cooperation,” category seven participants stated their opinions. Participants reporting that they help each other most while studying said that they receive help from the teachers from time to time as well.

I do not spend much time on social media during school times [Y₁₀]. I use social media for about ten minutes daily [Y₁₁]. I have nice friends. My thoughts about school have changed positively [Y₂]. We are in collaboration and solidarity with each other [Y₁].

Codes related to the “characteristics” sub-theme of the “sources of resilience” theme are also categorized into five categories. These are classified as “openness to change and development” (n: 9; f: 18), “self-expression” (n: 13; f: 31), “seeing oneself inadequate” (n: 12; f: 15), “learning strategies” (n: 19; f: 33) and “sense of taking responsibility” (n: 9; f: 15).

Nine participants expressed their opinions in the category of “openness to change and development.” While some participants expressed their perception of school as “improving,” the others described the improvement as increasing their success in a competitive world, learning innovations, and doing research. Some students interpreted the change and development as changing clothes, lesson hours, and lesson types at school as well.

The school reminds improvement [Y₁₉]. Here is an ideal place to learn new things and research [Y₃]. I would add new lessons to the education system [Y₁₇]. I can improve more by studying more [Y₅].

Thirteen participants stated their opinions in the “self-expression” category. Students expressed their goals, expectations, and willingness to school openly in this context. Besides, it could be said that these students take a clear stance on subjects related to themselves and school (belonging, learning strategies, discipline, perceptions of success, perspectives towards classmates and teachers).

Private school or state schools do not matter [Y₁₆]. It is necessary to try to understand students deranging class order. [Y₇]. I have to distinguish between right and wrong [Y₄].

Twelve participants expressed their opinions in the category of “seeing oneself inadequate.” Participants do not see themselves adequate in making sufficient efforts, doing better and achieving desired success, and compare their success levels with students from across the country and the world.

I am aware of what I should do. I feel that I will never be enough, no matter how much I try [Y₁₀]. It could be across Turkey; maybe, however, I do not see myself successful worldwide [Y₁₅].

Nineteen participants expressed their opinion in the “Learning strategies” category. Participants use distinctive learning methods and techniques by writing and summarizing, reviewing the solved questions, producing own formulas, watching videos, revising the subjects, coding, and listening. Almost all participants used a learning strategy in this category.

I know myself about how to study [Y₁₈]. I study by coding and mostly comprehend with the shapes and symbols [Y₄]. I produce solutions based on annotated questions [Y₁]. I usually summarize in the notebook and study [Y₁₂].

Views of nine participants were coded in the “Taking responsibility” category. It could be stated that participants are more sensitive in studying, not giving harm to anyone at school, maintaining a competitive learning life, make an effort to reach a professional goal.

I also study for my family [Y₂]. Just the hope my family has attached to me increases my learning motivation [Y₇].

Findings of the expectations of students about school

In the second sub-problem of the research, the expectations of the socioeconomically disadvantaged and have high academic success students are given in Table 2.

Table 2. Expectations of Students from School Organizations

Theme	Sub-themes	n	f
Expectations of students from school organizations	Improving the physical environment of the school	20	43
	Improving the educational capacity of the school	16	39
	Students' expectations regarding discipline	18	29
	Expectations from the teachers	12	22
	Level classes	7	10
	Strengthening students' participation in school decisions	3	3

As seen in Table 2, the theme of “expectations of students from school organizations” consists of six sub-themes. These themes include “improving the physical environment of the school” (n: 20; f: 43), “improving the educational capacity of the school” (n: 16; f: 39), “students' expectations regarding discipline” (n: 18; f: 29), “expectations related to teachers” (n: 12; f: 22), “level classes” (n: 7; f: 9) and “strengthening students' participation in school decisions” (n: 3; f: 3).

In the “expectations of students from school organizations” theme, the first prominent theme is to improve the school’s physical environment. Accordingly, the participants demand that the school have a more extensive school playground and green spaces as well as more comfortable and functional gyms and cheaper canteens to improve the school’s physical capacity. Besides, participants expect that toilets kept cleaner, school shelters are useful, design of interior spaces that appeal to visual pleasure, separate recycling bins for plastic-paper-food in each class, and a security guard. Some of the student views regarding the improvement of the physical environment related to the school are given below.

At least a proper football or basketball field could be built in the garden [Y₁₀]. They may put recycle bins [Y₁₃]. The toilets are dirty and uncomfortable [Y₁₅]. There could be a nice library [Y₈]. I would change the gym room [Y₁₇]. I would increase safety at school [Y₂]. I would take more janitor to schools [Y₇].

The majority of the participants expect the school to have a better educational environment in the sub-theme of “improving the educational capacity.” Participants are in the expectation of classes with fewer students, newer computers, new smart boards, activity classes for art and music class, new materials for lessons, more comfortable and practical desks, increasing library capacity, improving laboratories, code class, and longer break times.

Besides, the participants want teachers to use different teaching methods and include student-centered approaches to guide students according to their abilities and to teach courses such as psychology, health, and vocational training.

I would start a coding class [Y₂₀]. Laboratories are not sufficient for students in the class [Y₆]. People should be guided according to their interests and abilities [Y₂]. Books should be more attractive [Y₄]. The number of students should not be high in the classes [Y₁₂]. Computers should be renewed [Y₁₀]. I could extend the break times [Y₁₃]. I would add lessons about psychology [Y₇].

Most of the participants stated opinion in the “students' expectations regarding discipline” theme. Participants consider the principal as an authority symbol and see the principal and the discipline as mandatory. It has been concluded that freedom conception goes as far as disturbing others for some students and that an authorized person could prevent this. Creating a disciplined educational environment, more effective operation of the school discipline committee, taking precautions for negative student behaviors, and imposing sanctions are among the students' initial expectations. Some of the student views on this theme are as follows.

The administration should not be too compliant; some students are spoiled [Y₁₄]. Disciplined schools should be more [Y₈]. If everyone carries out his/her responsibilities in order, we may not need a principal [Y₆].

The sub-theme of “expectations from the teacher” consists of features, behaviors, and teaching methods of teachers that the participants want. The participants expect the teachers to be sincere, to motivate the students by acting more warmly, to behave equally to all the students, to renew themselves, to allow students to participate more in the lesson, and to make them love the teaching. Some examples of teacher expectations are as follows.

Teachers should not discriminate against students, and they should teach effectively and well [Y₁₆]. Some teachers could be better, and the teacher could evaluate the student based on his participation in the lesson [Y₁₂]. The teacher should be happy. When the teacher is depressed, the whole class is affected [Y₁₇]. Teachers’ self-renewal [Y₁₈].

“Level classes” are another expectation of students. In this theme’s scope, some participants worry that their classmates’ negative behavior during the lesson can adversely affect their future goals. In this context, some participants think that students with negative behaviors should be separated into another class. Some participants’ views about this theme are as follows.

Students should be distributed to classes according to grades, and it would be better if the students at the same level were in the same classes [Y₇]. Naughty students and smart students should be in separate classes [Y₅]. Half the class should be intelligent to improve the others. A person can change with his/her friends [Y₂₀].

The last component of the expectations of students from school organizations’ theme is that strengthening their participation in school decisions. Participants want student views to be taken in some school decisions, school management to interview students or conduct surveys in innovative ideas about the school.

Everyone’s idea does not have to be the same, but I would do something by collecting a general idea, for example, I would organize a questionnaire at school [Y₁₈]. It would be nice if the deputy principals came to the classes to take our ideas [Y₄].

DISCUSSION

In this study, socioeconomically disadvantaged and resilient students’ resilient sources and their expectations have been investigated. Resilience sources of socioeconomically disadvantaged students have been found related to the educational, psychological, social, and personal characteristics dimensions, and they are in the multidimensional, intertwined, and interactive structure. Masten (2007), Calhoun, Snodgrass, and Coulson (2019) evaluate academic resilience as a multidimensional, dynamic, and interactive process that emphasizes similar findings. This result strengthens the Rutter’s (1990) view that resilience could develop depending the past life is a junction of the external factors and internal reactions and highlights the importance of an individual’s psychological capacity. Besides that, Downey (2008) and Gorski (2008) highlight the importance of an individual’s psychological capacity to adapt to external challenges. Concerning the strong emphasis on the psychological dimension in the literature and the views of resilient students in this research, we care about focusing on the individual oneself to understand sources of resilience, overcoming difficulties and supporting academic success, and researching this combination of dynamic internal and external interactions with taking into account the link between the surrounding sources.

In the first sub-problem of the research, we have firstly focused on psychological factors triggering internal and external interactions to bounce by overcoming the difficulties of understanding resilient students and noticed that psychological components such as willpower, self-control, self-management, and self-confidence are essential in these students. From the resilient student views, that

psychological framework reinforces the struggle perseverance and determination of the individual could be commented on. Similarly, Borman and Overman (2004), and Connell et al. (1994), Martin and Marsh (2006), having studied in psychological sub-bases of resilient students, emphasize that these students have higher self-control, self-efficacy, and self-esteem. At the same time, Yeager and Dweck (2012) underlie that to change students' mentality is important. McIntosh and Shaw (2017) urged that growth mindset and learned optimism are two characteristics of resilient students, and students believe that success depends on the learning and learning process necessitates time, patience, and perseverance. These internal factors are closely related to motivation and commitment, playing an important role in the development of resilience. In the same way, Winstone (2017), Schwarzer, and Warner (2012) have manifested that as internal motivation mediums, a strong personality, a sense of purpose, and high levels of self-efficacy play a crucial role in explaining student resilience. It could be deducted that resilient students have moderate anxiety about the future, have a sense of purpose (Benard, 2004), set goals for the future, and are aware of their desires; these are among the internal triggers that make them strong against the background of their academic success. In the research, although limited data do not allow causal implications, by virtues of the findings in the literature (Borman & Overman, 2004; Finn & Rock, 1997; OECD, 2011) we have confirmed that resilient students are more likely to have a positive attitude toward the lessons, teachers and learning approaches and spend more effort and time than their peers. We have experienced that high motivation and focusing on learning are perfectly efficient in all learning processes and academic excellence. Students focusing on the goal in the mental background manifests a high commitment to the school and high motivation (Borman & Rachuba, 2001; Schlechty, 2002).

The participants' opinions regarding the educational framework dimension supporting the participants' internal motivation and commitment have been determined. In the light of these findings, it has been concluded that teachers' motivating attitudes, feeling close to teachers like family members, student-centered active class environment, and school climate are significant in students' academic success. Similarly, McMillan and Reed (2010) have revealed that creating an environment where students could easily express themselves to students contributes to the success of the socioeconomically disadvantaged students. A positive teacher and school perception, which are the fundamental dynamics of the school climate, reflects on school commitment, happiness, and well-being at school and positively affects student success by increasing academic resilience. This evaluation is parallel with the Özberk, Fındık, and Özberk's (2018) study revealing that the school climate affects the socioeconomically disadvantaged students' success levels. No matter how resilient students have expressed positive thoughts about teachers, they criticized the methods and techniques. It is understood from student opinions that using the existing participation methods and making the lessons more enjoyable are expected instead of the monotonous teaching process. Besides, resilient students toward the class and school environment are bothered with the inadequacy of discipline and peer bullying. They have stated that flexibility in discipline applications, especially in classroom management and general school management, increases peer bullying, and poorly affects the learning process. Studies reveal that disadvantaged students are more likely to be resilient in more disciplined schools than in schools with disruptive environments (Agasisti, Avvisati, Borgonovi & Longobardi, 2018). In the TALIS 2019 report policy recommendations, the application of school-level policies and methods for peer bullying and disciplinary practices to increase student success and well-being are suggested (OECD, 2019).

Another dimension related to students who are socioeconomically disadvantaged and achieve high academic success is the social environment dimension. Trust-based friend relationships, the ability to build supportive and meaningful relationships with teachers and community members offer a complex yet powerful support range by strengthening emotional and psychological burdens, making the individual resilient (Gizir & Aydın, 2009; Ungar, Brown, Liebenberg, Cheung, & Levine, 2008;). In this study, resilient students' friends and teacher relations are maintained positively and collaboratively have been forth. Similar to our research with this aspect, Morrison, and Allen (2007)'s findings exert that resilient students are socially more competent, their problem-solving skills progress more than their other friends. Autonomy comes to the fore in these students with a firm goal emphasis. In his research, Wills, and Hofmery (2019) remark that socio-emotional skills of socioeconomically disadvantaged and resilient students become prominent as a distinctive feature.

The last conclusion about the first sub-problem of the research is the dimension of characteristics of these students. It has been considered that the awareness of openness to change and development, self-expression, seeing oneself inadequate, learning strategies, and taking responsibility in this dimension are related to the elements carried out in the psychological framework, yet contribute to understanding the educational framework and social environment components. These could help to understand the sources of resilience. Students describe the school as a means of innovation, research, and change. They have a clear attitude while expressing themselves, do not see their academic achievement enough to achieve higher goals with more effort in a competitive world, expressing awareness of responsibilities against their family, oneself, and society as a student, and have unique learning strategies. These findings correspond with the student characteristics of the OECD (2011)'s "Against the Odds" report. Similarly, Borman and Overman (2004) remark that self-esteem and more participation in academic activities are among the characteristics of resilient students. Kim and Lee (2018) underscore that resilient students use cognitive and emotional regulation strategies such as strategic planning, refocusing, and restructuring with an optimistic perspective.

In the second sub-problem of the research, the expectations of students with socio-economic disadvantages and high academic success from school organizations have been revealed. It could be inferred from the students' views that expectations, as to increase in the school's physical and educational capacity, come forward. Almost all students are in the expectation of having a larger school playground, sports fields, and a cheaper canteen to improve the physical capacity of the school. Besides, some students expressed their expectations related to school security and hygiene. At the same time, students expect a decrease in the number of students in classes, new libraries, laboratories, coding class, painting and music atelier, guidance according to their abilities, deterrent disciplinary practices, and lesson contents that take into account new skills. Expectations about improving teacher capacity have been found remarkable. Of these, participation in school decisions reminds the expectation of the distributed school leadership. In addition to being sincere, equalitarian, and motivating, expectations to renew themselves and establish participatory classroom environments could influence students' perceptions of teachers, their attitudes, and their motivations towards the lesson, as emphasized by Williams et al. (2015). As Agasisti and Longobardi (2017) mention, student expectations for improving the school's institutional capacity are related to students' openness to change and development. Students' school discipline expectations could decrease peer bullying and support the school climate (Agasisti & Longobardi, 2017). School leadership to be carried out for the development of physical and educational capacity may increase the commitment to school, and happiness in the school is thought.

CONCLUSION AND SUGGESTIONS

As a result, four main sources of resilience were found in the research as educational, psychological, social and personal characteristics of students who are socioeconomically disadvantaged and resilient. Among these resilience sources, sub-themes called psychological framework and personal characteristics can be classified as internal factors, and social environment sub-theme can be classified as external factors. It can be said that resilience students' learning strategies, openness to change, taking responsibility, expressing themselves, motivations, future anxieties, self-confidence, commitment to school and happiness in the school affect each other, create resilience despite socioeconomic disadvantages and affect the shaping of the educational framework theme. Thus, it can be stated that the psychological sub-theme and the personal characteristics sub-theme are determinants of the educational sub-theme. Different learning strategies, awareness of taking responsibility, expressing themselves clearly, self-efficacy beliefs that they can do better, reveal a personality structure that is open to change and development in these students. Moreover, students have expectations from the school, such as improving the physical and educational capacity of the school, tight disciplinary practices, teachers' self-renewal and sincere behavior, and the desire to participate in school decisions.

Although resilience is a distinctive characteristic of an individual, disadvantaged students' defenselessness in the face of difficulties could be reduced with education policies and school practices. A growth mindset and learned optimism policies could support to facilitate resilience. In this

respect, with school-based guidance and mentoring services, psychosocial support for disadvantaged students could contribute to students' mental, emotional, and cognitive readiness. Multifunctional coordinated approaches taking the individual, family, surrounding, society, and the culture into consideration could be influential as well as school-based programs to enhance resilience.

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