EDUCATED BEYOND ADVERSITY: UNDERSTANDING RESILIENCE AND ATTACHMENT IN HOMELESS YOUNG ADULTS PURSUING HIGHER EDUCATION

By

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DEDICATION

I dedicate this tireless work to my grandparents Mr. Curtis W. Tillman (posthumous) and Mrs. Ruth L. Tillman. Papaw, when you were alive, you told me to “get my education, no matter what”. It’s been 22 years and I’m still learning, no matter what. Mom, my CEO (Chief Encouragement Officer), you have listened to all of my gripes and excited screams throughout this rollercoaster of a journey. Indeed, you “prayed me through”. Cheers to 90 years! I love you so much!

I also dedicate this dissertation to homeless students all over the world who continue to persevere regardless of your circumstances. I was once in your shoes. I challenge you to be educated beyond adversity to show others that it can be done. Nobody trains for silver!
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FELICIA TILLMAN

EDUCATED BEYOND ADVERSITY: UNDERSTANDING RESILIENCE AND ATTACHMENT IN HOMELESS YOUNG ADULTS PURSUING HIGHER EDUCATION

Under the direction of Karen Rowland, Ph.D.

Researchers have studied resilience and attachment to determine the significance in the lives of homeless young adults in the United States. However, little research has determined the potential link between resilience and attachment of these young adults who choose to persevere beyond their adversity. This study examined the interactions between homelessness and educational goals with resilience and attachment for homeless young adults pursuing post-secondary education. The researcher administered both the Revised Adult Attachment Scale-Close Relationships Version and the Resilience Scale-14 to 84 participants who have experienced homelessness as young adults and pursued higher education. Administration of a qualitative question added narrative thickness to the two-way MANOVA statistics garnered from the administered instruments. The testing of the research hypotheses were to prove whether a significant interaction effect exists between length of homelessness and educational goals on resilience and attachment for the selected population. Potential implications could help counselors and educators better assist homeless young adults to be successful in their educational endeavors.
CHAPTER 1

INTRODUCTION

Oftentimes, the dismissal of homeless young adults from mainstream society occurs before they can contemplate their adult futures (Cutuli et al., 2013). Toolis & Hammock (2015) postulated that this misunderstood population has the expectation of failing and putting a drain on the American Dream instead of living it. The social stigma associated with homeless young adults affects identity development and the belief that success is an option (Toolis & Hammack, 2015). Increased levels of low self-esteem and personal failure narratives loom during a time when most young adults are excited about prospects of pursuing post-secondary education (Keuroghlian, Shtasel, & Bassuk, 2014). Although homeless young adults face a myriad of challenges, there is a remnant of students who persevere to finish high school and pursue a post-secondary education (Rahman, Turner, & Elbedour, 2015).

The faces of homeless young adults vary, although there are a disproportionate number of minorities and lesbian, gay, bisexual, and transgender young adults without housing (Keuroghlian, Shtasel, & Bassuk, 2014). In 2013, the United States population of families, which included homeless children was 36% (Rahman et al., 2015). Of that 36% of homeless families with young adults, 60% of them were minorities, with African Americans experiencing the highest instance of homelessness (Rahman, et al, 2015). Additionally, major cities host the largest concentration of the homeless population at a rate of 77% of the entire United States homeless population (Rahman, et al, 2015). The research community has attempted to
categorize homeless young adults and has yielded overlapping results (Masten, Fiat, La Bella & Strack, 2015). The consensus categories are as follows: young adults kicked out of their homes, young adults who have run away, young adults who live outside with homeless families, and young adults who are leaving the system of foster care or juvenile justice (Masten, et al. 2015). While many factors that contribute to homelessness of young adults, the U.S. recession has been a major contributor (Rahman et al, 2015). Underserved communities that already faced financial challenges were further distressed with the plummet in the economy. Meanwhile, the cost of necessities has increased. These two factors, coupled together with increased unemployment became the recipe for homelessness in America, particularly affecting homeless young adults (Masten et al, 2015). Another factor is that of homeless young adults who have aged out of the state system of foster care or the juvenile justice system (Rahman et al, 2015).

In the 2013-2014 school year in the United States, over 1.3 million homeless students enrolled in K-12 public schools (Ingram, Bridgeland, Reed & Atwell, 2017). These young adults experience social isolation because many are panhandlers, identify as LGBT (lesbian, gay, bisexual, transgender), or are sexual exploited (Toolis & Hammack, 2015). Additionally, there are 1.8 million undocumented students under the age of 18 enrolled in schools in the United States (Suárez-Orozco, Suárez-Orozco, & Todorova, 2010). Additionally, homeless young adults experience exponential levels of alcohol and drug abuse, physical violence, diagnosable mental illness, failing health, and trauma (Toolis & Hammack, 2015). These students have reported having less friends and social interactions with others because of the stigma placed upon homeless young adults (Masten et al., 2015). The experiences of homeless young adults shape their world views as well as their self-actualization (Toolis & Hammack, 2015).
Educational achievement of highly mobile (moving from dwelling to dwelling), and homeless young adults ranks lower than other students who are not homeless or highly mobile (Masten et al., 2015). Homeless young adults, because of high absentee rates and high mobility, are more prone to be retained in a grade or score low on standardized tests (Masten et al., 2015). In 1987, the passage of the federal McKinney Act allowed protections for homeless student facing chronic mobility (Nix-Hodes & Heybach 2014). Students remained at the school of current enrollment, even though the family may have moved out of the district. School systems lifted the rules of permanent residency for these young adults (Nix-Hodes & Heybach 2014). Further, in 1990, the amending of The McKinney Act enhanced the law by adding local educational liaisons, tutoring services, and increased funding for homeless students (Nix-Hodes & Heybach, 2014).

While laws are in place to protect the educational environment of homeless students, they still face other risk factors (Nott & Vuchinich, 2016). The risk factors of the homeless lifestyles result in risky behaviors such as drug use and sales, theft, survival sex, and begging for money (Thompson, Bender, Ferguson & Kim, 2015). Kidd & Shahar (2008) purported that risk and resilience are intertwined in that one increases the necessity for the other. Researchers have found resilience as a protective factor for homeless young adults (Kidd & Shahar, 2008; Lightfoot, Stein, Tevendale, & Preston, 2011; Thompson et al, 2015). The current researcher is interested in the interaction between the protective factors of resilience and attachment as contributors to higher educational attainment of homeless young adults.

Purpose of the study

The purpose of this mixed-method study is to examine the interactions between length of homelessness and educational goals with resilience and attachment in homeless young adults.
who pursue post-secondary education. Additionally, by exploring the themes that underlie the perseverance of these young adults, a better understanding can occur in terms of strengths required for matriculation through the educational landscape. In addition, this study could reveal the tenets of support needed for others facing similar circumstances.

The following research questions will direct the exploration:

1. RQ1: What are the interactions between educational goals and length of homelessness on resilience and attachment for homeless students pursuing higher education?

2. RQ2: What are the main effects of length of homelessness on resilience and attachment style for homeless students pursuing higher education?

3. RQ3: What are the main effects of educational goals on resilience and attachment style for homeless students pursuing higher education?

4. RQ4: What meaning has been attributed to the personal narrative that contributes to educational perseverance?

Theoretical framework

This section details the theoretical framework, which guides this dissertation. The first theory discussed is attachment theory first discussed by Bowlby (1988). The second theory guiding this study is the resilience model (Southwick et al., 2014). And finally, the theoretical lens of phenomenology was useful as the qualitative portion of this mixed method paradigm.
This approach added a thick rich layer to the information allowing the inclusion of the participants’ own lived experiences to the gathered data.

Attachment Theory

Attachment theory posits that the relationship developed between an infant and a caregiver in times of anguish can determine future self-perception and perception of others (Bowlby, 1988). With these perceptions, people develop more relationships, which will either provide emotional security or insecurity (McDermott, Cheng, Lopez, McKelvey & Bateman, 2016). Bowlby (1988) concluded that there were four tenets of attachment: proximity maintenance, which was the wish to be close to someone; safe haven, which described a child going back to the attached for safety when threatened; secure base in which the child could go out into their area knowing there was a safe place to return; and separation distress, which indicates anxiety that occurs when the attachment figure is no longer present. For homeless adolescents, childhood attachments are great predictors of decisions to make good or bad choices, ability to cope under stress, and to build a support network (Kinniburgh Blaustein, Spinazzola, & van der Kolk, 2005). Similarly linked are positive attachments to strong coping skills in young adults (Kinniburgh et al., 2005). The ability for young adults to change their adverse paradigm into a story of grit and perseverance is based in the underpinnings of narrative. Therefore, a portion of the foundational framework for this study will be in based in Attachment Theory.

Resilience Model

Southwick, Bonanno, Masten, Panter-Brick, & Yehuda (2014) purported that the resilience is not a linear construct in that it has many factors affecting it. Family constellation, individual experiences, and perceptions as well as societal norms and instances all affect
resilience (Southwick et al., 2014). The Resilience Model focuses on a wider construct than just the individual to encompass more environmental factors on a systemic level (Southwick et al, 2014). Resilience is the link to positive outcomes for homeless young adults (Kinniburgh et al., 2005). It is appropriate for the Resilience Model to be useful in the foundational framework of this study.

Narrative Therapy Lens with Phenomenological Perspective

The body of literature revealed the lived experiences of homeless youth through a narrative lens (Toolis & Hammack, 2015). Revealed in their stories are the obvious issues with material lack and daily survival, as well as social stigma and alienation (Toolis & Hammack, 2015). Individuals use their stories to make meaning of their experiences (Tracy, 2013). Researchers use narrative inquiry, or the collection of information through surveys, interviews, letters, or other mediums to analyze the construct of the experience (Tracy, 2013). Researchers using phenomenology seek to understand the lived experiences of several individuals (Heppner & Heppner, 2004). Phenomenology is not a dictate by an empirical study (Heppner & Heppner, 2004). Researcher assumptions and judgments are muted to allow the experience of the participant to resonate.

Rationale for the study

At any given time, two million young adults are homeless in the United States (Rahman et al, 2015). Due to their lack of residence and chronic displacement, these young adults are at risk for educational underperformance and worse yet, failure (Sulkowski & Joyce-Beaulieu, 2014). While it is known that low educational attainment is linked to poverty, poor health, and other
detrimental statistics, little research exists on the lived experiences and effects of resilience of those lived experiences of homeless young adults (Sulkowski & Joyce-Beaulieu, 2014).

Current research has determined that there is not enough information to ascertain how resilience impacts homeless young adults (Bender, Thompson, McManus, Lantry, & Flynn, 2007). Further, the key focus on the research on homeless young adults concerned awareness of the social stigma and issues (Toolis & Hammack, 2015. There are a few studies that consider narratives and resilience of foster children, but not from an educational attainment perspective.

Similarly, there is a lack of research that reveals the relationship between abandonment and insecure attachments that can lead to low educational attainment (Mota, Costa, & Matos, 2016). Extraordinarily little research investigating the relationship between attachment and educational journeys of homeless young adults who aspire to attain a post-secondary education. The focal point of this study is to bring awareness to the role that resilience and attachment narratives can play in the matriculation through post-secondary educational pursuits. A narrative is an account of a life experiences as felt by person communicating the story (Adler, 2012).

Significance of the study

The significance of this study is that it adds to the existing body of research on homeless young adults, their educational barriers, and implications for success. This study is unique in that it explores resiliency and attachment as potential influencers on the pursuit of higher education by homeless young adults. By adding to the current body of literature, stakeholders in the lives of homeless young adults can gain a better understanding of the underlying issues faced and the strengths needed to develop the necessary resilience and attachments through social supports and other positive connections.
Definition of Key Terms

To gain a better understanding of the context of this mixed-method study, the researcher will operationally define several key terms.

**Homeless Young Adults.** Homeless young adults are those who lack a fixed, regular, and adequate nighttime residence. For the purposes of this study, the definition of young adults are ages 18-25 (McKinney-Vento Homeless Assistance Act, 2009).

**Resilience.** In 2014, the American Psychological Association (APA) defined resilience as “the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress. Resilience is also demarcated as a continuous process across the lifespan of an individual facing adverse conditions (Pietrzak, & Southwick, 2011, p. 2).

**Attachment.** The definition of attachment is as an “affectional tie that one person or animal forms between himself and another specific one – a tie that binds them together in space and endures over time” (Ainsworth, 1989, p. 709).

**Post-secondary or Higher Education.** The definition of postsecondary education or higher education is as education often delivered at universities, academies, colleges, seminaries, and institutes of technology, and is also education available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications. Postsecondary education is also any education beyond high school. The Higher Education Act of 1965 also defines institutions of higher education as any institution in any State that:

(1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
(2) is legally authorized within such State to provide a program of education beyond secondary education; (3) provides an educational program for which the institution awards a bachelor’s degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree; (4) is a public or other nonprofit institution; and (5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time. Additional institutions of higher education include (1) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of the Act…and (2) a public or nonprofit private educational institution in any State that…admits as regular students, persons who are beyond the age of compulsory school attendance in the State in which the institution is located. (Higher Education Act, 1965, Section 101, para. 1)

**Matriculation.** For the purposes of this study, the definition of matriculation is as the act of being enrolled in a course of study at a college, university, or institution of higher education and actively attending credited classes toward a degree or certificate.

**Educational Goal Setting.** Educational goal-setting means to consciously choose the long and short-term events that will occur in the days, weeks, and years ahead in order to achieve academic milestones.

Assumptions

This study contains two assumptions gleaned from the body of literature available on resilience. The first assumption is that people are innately resilient (Southwick et al., 2014). The second assumption is that the experiences and attachments of the participants help shape their resilience narratives (Southwick et al. 2014).
Limitations

Generalizations may not be possible for a larger population since the selected sample will be from participants in the State of Georgia. Participants will be diverse in race, gender, age, and life experience. Although all participants will be homeless, duration of homelessness will vary. The developmental stage in which the participants became homeless may affect world view and subsequently, resilience. In addition, participants may have varying levels of trauma including complex trauma. The goal of this study is not to generalize, but rather to develop an in-depth understanding of the data and narratives associated with each participant.

Delimitations

Hyman, Aubry and Klodawsky (2011) cited that several barriers such as lack of immunization, missing prior report cards, complex trauma, and chronic displacement create a challenge for students to enroll in a higher educational institution. Another barrier to higher education enrollment is low achievement, which is more prevalent with minorities (Bates & Anderson, 2014). Additionally, Bates & Anderson (2014) found that African American and Hispanic students are enrolled in higher education at a lower rate than non-Hispanic white and Asian students. While research showed that these barriers could influence educational attainment, this researcher did not include them.

Conversely, certain risk factors negatively affect the resilience of homeless young adults (Ingram et al., 2017). Luthar (2003) determined that the six risk factors for young adults are (a) extreme marital distress, (b) low socioeconomic status, (c) overcrowding in the family setting, (s4) criminal behavior of the paternal figure, (e) psychiatric disorder of the maternal figure, and (g) placement of a child in foster care. Cleverly and Kidd (2011) conducted resilience and
suicidality research with 47 homeless young adults from Ontario, Canada and found that there are severe risks of eroding resilience when they endured longer times on the streets. The authors noted higher instances of suicidality in young adults who had been without stable housing (Cleverly & Kidd, 2011). Homeless young adults are at higher risk of substance abuse when they earn money illegally (Thompson et al., 2015). Young adults who have low resilience also have low self-concept and indulge in illegal acts as a coping strategy (Thompson et al, 2015). Extensive research discusses that these risk factors could affect resilience and attachment for homeless youth. However, the researcher delimited these risk factors in this study.

The researcher only included participants who are currently homeless for this study and exclude all other potential participants. In addition, the study will only consider participants between the ages of 18-27 years. It is understandable that other adversities could affect resilience and attachment in the selected population. However, homelessness will be the adversity specifically considered for this study. Only participants who fully complete the Adult Attachment Scale, the Resilience Scale-14 and the qualitative inquiry will be included in this study.
CHAPTER 2

REVIEW OF RELEVANT LITERATURE

The initial attempt to review the current body of literature on homeless young adults pursuing post-secondary education yielded few results. Consequently, the researcher conducted a literature review on homeless students and resilience. Several studies in the review were qualitative in nature and relied upon the narratives of the participants to deduce a meaningful outcome. The review of research includes four focus areas including resilience, attachment, and phenomenology of homeless young adults and education of homeless students.

Resilience Research

According to the American Psychological Association (2014), resilience has the operational definition as the “process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress” (para 4). Southwick et al. (2014) added to the definition by introducing the concept of resilience being a continuum, which varies in levels across the life span. Most of literature available on homeless young adults comes from a deficit-based approach. Since resilience is a strength-based attribute, the author sought out literature, which highlighted the positive side for future application of concepts. In a panel discussion with thought leaders, Southwick (2014) suggested that practitioners explore a change in thinking from discussing effects of lack of resilience to learning ways to promote it. Luthar (2003) determined that the six emerging resilience factors for young adults are (a) Intelligence and problem-solving abilities, (b) gender, (c) external interests and affiliations, (d) parental attachment and bonding, (e) early temperament and behavior, and (f) peer factors. Southwick et al. (2014) posited that there were several determinants of resilience that have biological foundations. The characteristics
of resilience is as proponent of stability and normalcy after a traumatic event (Southwick, et al., 2014; Bonanno, Westphal & Mancini, 2014).

Southwick, Bonnano, Masten, Panter-Brick and Yehuda (2014) warned of the three deadly sins of resilience research, which could inhibit the efficacy of the findings. One misstep in resilience research is to mischaracterize resilience in settings not readily familiar to the researcher (Southwick et al., 2014). The second mistake in resilience research is to attenuate the contextual value of resilience with different populations (Southwick et al., 2014). Finally, the third resilience research faux pas is to display weak methodological practices with measuring resilience (Southwick et al., 2014). While extant research has revealed that resilience is not a one-dimensional construct, several studies have significantly confirmed its effects (Tiet, Huizinga & Byrnes, 2009).

Resilience and Homeless Youth

A determinant of resilience is the ability of the young adults to make meaning out of the situation they face (Southwick et al., 2014). Kidd and Shahar (2008) conducted a study with 208 homeless youth aged 14-24 in New York City and Toronto. The demographic makeup of the participants was 59% male, 40% female and 1% transgendered. Of the participants, 56% identified as Caucasian or White, 12% African American or Black, 12% Hispanic, 5% Native, and 14% mixed race or ethnicity (Kidd & Shahar, 2008). The purpose of the study was to ascertain the relationship between risk and resilience as it pertained to the homeless participants. The identified risks were abuse and neglect, throwaway status, sexual orientation, recipients of bullying, had friends who committed/attempted suicide, affiliation with the sex trade, and insecure attachment (Kidd & Shahar, 2008). This mixed method study consisted of qualitative
interviews and the administering of the Relationship Questionnaire. The analysis of the data used correlation and hierarchal regression. Findings confirmed that the role of self-esteem in the determination of resilience is tantamount in a study of homeless young adults residing on the streets of New York and Toronto. In the study, Kidd and Shahar (2008) determined that self-esteem was the only resilience factor that protected the adolescents from fear or isolation on the streets.

Tiet et al. (2010) conducted a longitudinal involving 877 Denver youth in high crime areas. The youth were aged 7-15 at the onset of the study. Two outcome variables identified were adjustment and antisocial behavior. Tiet et al (2010) posited eight predictors of resilience to be useful in the study: bonding to the family, bonding to the teachers, parental monitoring, school commitment, involvement in extracurricular activities, adverse life events, involvement with delinquent peers and parental discord. The study concluded that students who displayed low commitment to education also displayed reduced resilience and the propensity to become affiliated with maladaptive peers. As a result, conventional bonding did not take place and a maladaptive cycle of negative behaviors and decreased resilience ensued (Tiet et al, 2010). Resilient young adults typically have strong caregiver bonds, and therefore exhibit a high capacity to adapt to adversity (Southwick et al., 2014).

In a study to construct the determinants of resilience, LeRaya et al. (2015) administered the Student Resilience Survey to 7,663 youth aged 11-15 from 90 schools in 12 different districts in England. The students all attended schools where government funded Head Start programs were present. In addition, 20% of the students received free lunch. The demographic makeup of the participants included 72% white, and 42% male. Seven subscales included family, school and
community connections, participation in home, school and community activities, social supports and personal goals, coping and self-esteem were considered. All the scales had high reliability in the construct. Empathy as a factor also had a negative link to mental health issues and global subjective stress (LeRaya et al., 2015).

Resilience and Education

Cutuli et al. (2013) conducted a research study in the Minneapolis Public School system, which included 26,474 third to eighth grade students who were homeless or highly mobile to determine if their residential instability affected their ability to learn. The study revealed that homeless and highly mobile students had lower achievement scores in both reading and math on the Computer Adaptive Levels test than the students who were on free or reduced lunch, or not highly mobile (Cutuli et al., 2013). Additionally, Cutuli et al. (2013) reported that 45% of the homeless and highly mobile students performed in the average or above average range in reading and math. According to Cutuli et al. (2013), the students exhibited academic resilience. Suggestions for future research included garnering an understanding of to facilitate how academic achievement for the homeless and highly mobile student population (Cutuli et al., 2013). In doing this, Cutuli et al (2013) surmised that programs could be built to promote academic resilience in other students who have low achievement scores.

Hyman et al. (2011) endeavored to develop a predictive model that could explain academic resilience in homeless youth. If educational achievement was an outcome of resilience, Hyman et al. (2011) conducted a research study with 82 homeless students aged 16-19 to determine how they still persevered in the academic setting. Participants took the Cope Measure, Social Support and a demographic survey in an effort to determine the predictors of
academic resilience (Hyman et al., 2011). Surprisingly, the study revealed that gender and duration of rehousing were predictors of academic resilience (Hyman et al., 2011). Females were more likely to follow up to continue education than males. Additionally, students who had a longer duration of rehousing were more likely to follow up and continue their education. Hyman et al. (2011) also determined that active coping and social supports were not predictors of academic resilience.

Predictors of Resilience

Black-Hughes & Stacy (2013) conducted a study with female inmates to determine if early childhood attachments predicted later life resilience. The non-incarcerated siblings proved to have higher attachments to their parents and peers with less alcohol and drug use than their less resilient incarcerated siblings (Black-Hughes & Stacy, 2013).

A study conducted on 605 undergraduate students at two universities to determine if there was a relationship between resilience, mental health, and academic persistence (Hartley, 2011). The study measured intrapersonal and interpersonal resilience as well as mental wellness utilizing the Mental Health Inventory, Connor-Davidson Resilience Scale, Social Support Questionnaire-6, the Sense of Belonging scale (Hartley, 2011). The study revealed that students reporting an ability to tolerate stress had the lowest grade point averages (Hartley, 2011). According to Hartley (2011), this was an unexpected result. Hartley (2011) explained the result by stating that only those who had experienced significant adversity were able to achieve under stress.

Attachment Research

A review of the literature on attachment reveals mixed results and determinations of the
effects of attachment on the behavior and treatment outcomes (Black-Hughes & Stacy, 2013; Levy, Ellison, Scott, Bernecker, 2011). Young adults who have strong parental bonds are less likely to indulge in substance abuse (Black-Hughes & Stacy, 2013). However, parental attachments were determined to have no effect on alcohol abuse of the child (Black-Hughes & Stacy, 2013). Levy et al. (2011) found that early research revealed that clients who had secure attachments responded better to counseling than insecurely attached clients. However, later studies showed that there was not a significant difference in counseling treatment outcomes between securely and insecurely attached clients (Levy et al., 2011).

Attachment and Homeless Youth

Attachment styles play an important part in the lived experience of homeless young adults as evidenced by extant literature. Stein, Milburn, Zane and Rotheram-Borus (2009) concluded that strong paternal relationships with homeless young adults was a predictor for less substance abuse and criminal activity. Contrarily, the maternal relationship had no impact on propensity to commit crimes or indulge in substance abuse (Stein et al., 2009). Instead, the maternal attachment with homeless young adults protected against involvement in survival sex (Stein et al., 2009). Birneanu (2014) argued that at-risk young adults, especially those in foster care who have endured abuse have less secure attachments. A study of homeless young women who built social networks outside of their family unit revealed a development of secure attachments (Oliver & Cheff, 2014. Mota et al. (2016) researched hundreds of institutionalized boys and found that the quality of the attachment to positive figures such as teachers contributed significantly to their resilience. Additionally, gender plays a role when determining attachment styles in young adults (Del Guidice, 2009). Insecure male young adults display more avoidant
styles while insecure females show more anxious and avoidant behaviors (Del Guidice, 2009).

Attachment and Education

In 2016 Beauchamp, Martineau and Gagnon, (2016) conducted a study with 378 college freshmen to determine if there was a relationship between attachment style, employment and academic achievement in higher education. The authors administered The Academic Amotivation Inventory along with the Relationship Questionnaire and a demographic survey. The results revealed that secure students with or without a job scored almost identical to dismissing students without employment (Beauchamp et al., 2016). Conversely, students with a dismissing attachment style and employment had more academic challenges and lower achievement than secure students with or without a job (Beauchamp et al., 2016). The postulated reasoning for this difference in achievement between dismissing and secure students is that secure students seek help and expect assistance during times of need and distress (Beauchamp et al., 2016).

Prosen and Vitulić (2016) sought to ascertain whether students with varied attachment styles used emotion regulation or coping skills differently. A sample population of 242 students, 95% female in human-sciences departments of the University of Ljubljana, Slovenia took the Relationship Questionnaire, Emotion Regulation Strategies Questionnaire and a demographic survey. Results revealed that the fearfully attached students suppressed their emotions more (Prosen & Vitulić, 2016). Subsequently, securely attached students used more social support (Prosen & Vitulić, 2016). The assumption was that students with dismissive attachment styles would be most likely to disallow themselves comfort by external means (Prosen & Vitulić, 2016).
Higher Education

Articles about homeless students pursuing higher education were explored and reviewed to ascertain trends and patterns. The few articles found yielded statistics indicating that few homeless students actually apply or enroll into institutions of higher education. Additionally, the predicted college matriculation rates for homeless students entering high school was low (Tierney, 2015).

Characterization. During the 2015-2016 school year there were 1,304,446 homeless students enrolled in public schools nationally and 38,474 homeless students enrolled in Georgia public schools (National Center for Homeless Education, 2016). Additionally, during the 2014-2015 school year, 960 homeless high school students filled out the Free Application for Federal Student Aid (FAFSA) indicating a desire to pursue post-secondary education (National Center for Homeless Education, 2016). Tierney (2015) posits that 3 out of 100 homeless ninth graders will matriculate to receive a bachelor’s degree. Tierney continues, “improving the lives of homeless young adults raises the potential of the country” (p.757). Due to the displacement of homeless students, it is often difficult to develop a formal mentoring relationship. Dang, Conger, Breslau, and Miller (2014) found that mentors that were not parents of the homeless students had a positive impact on the young adults with reduction in gang activity while increasing high school and college completion.

Summary

A comprehensive review of the literature pertaining to resilience and attachment with the homeless high school student population resulted in a scarcity of information. The literature review revealed mixed research results as it related to attachment styles influencing the
behaviors and actions of homeless students. Additionally, the review of resilience was mostly rooted in deficit and risk rather than asset and protection. Most of the research about education of homeless students pertained to elementary and middle school levels. There is a clear gap in the literature that addresses resilience and attachment in homeless students who desire to pursue post-secondary education.
CHAPTER 3

METHODOLOGY

The purpose of this study is to investigate the relationship between resilience and attachment as it potentially affects the decisions of homeless young adults to pursue higher education. This chapter includes the research hypotheses, rationale for the chosen mixed-methods approach, participants, research design and strategy, instrumentation, and plan for data collection and analysis. A summary concludes the chapter.

Research Design

This study will utilize an explanatory sequential mixed method and a qualitative inquiry. Additionally, a MANOVA will be used to analyze the quantitative data collected.

Explanatory Sequential Mixed Method

An explanatory sequential mixed method research approach was the paradigm of choice for this study. The two-pronged explanatory sequential mixed method approaches are useful when a descriptive qualitative narrative component adds a rich layer of information to the analyzed quantitative-correlational data (Creswell, 2014).

The explanatory sequential mixed method design requires specific steps for data collection, data analysis, interpretation, and establishment of validity. Data collected takes place in two steps, which start with the quantitative inquiry. For the purposes of this study, the researcher administered the Resilience Scale and Adult Attachment Scale during this step. The second step of the data collection process is to gather information from the qualitative inquiry, which will add to the quantitative data previously collected. In this study, the researcher asked one open ended
question to complement the quantitative data garnered. The qualitative responses shed insight into results relating to specific factors such as demographics or outlier responses (Creswell, 2014). In the data analysis phase, it is important to note that the analysis of the quantitative and qualitative data occurred independently. The qualitative data will in effect build upon the quantitative data (Creswell, 2014). The interpretation phase consists of three steps: interpretation of the quantitative data, interpretation of the qualitative data, followed by a discussion about how the qualitative data informs the quantitative data (Creswell, 2014). Finally, in the establishment of validity for the data, the researcher begins with ensuring the accuracy of quantitative discovery prior to analysis of the qualitative data. Sample size is also a determining factor of validity in the explanatory sequential mixed method design (Creswell, 2014). Responses to both the quantitative and qualitative inquiries is a necessary consideration for analysis.

The goal of the mixed method research is to provide a more comprehensive understanding of the phenomenological aspects of the relationships between resilience and attachment for the homeless young adults who possess educational perseverance. This information can be useful to develop strategies to help more of these marginalized young adults to achieve their educational goals. The study is sequential in nature in that qualitative inquiry follows the quantitative portion (Creswell, 2014). To alleviate the risks of unbalanced sample sizes, the researcher asked the qualitative question immediately following the administration of the quantitative instruments, during the same session.

The researcher used the triangulation design to validate the quantitative model as shown in Figure 1.
This study explored the relationship between resilience and attachment for homeless young adults who matriculate to post-secondary education. The Resilience Scale, constructed by Wagnild and Young (2009), assessed resilience. Additionally, the Revised Adult Attachment Scale- Close Relationships version, assessed attachment. The quantitative study determined whether there is a relationship between resilience and attachment for the established population.

Independent Variables

The independent variables (factors) in this study are homeless status (length, precipitating event, homeless alone or with family) and gender.

Dependent Variables

The dependent variables (outcomes) in this study are levels of resilience and attachment style.

Qualitative Inquiry

The researcher conducted a qualitative inquiry in conjunction with the quantitative
assessments. The inquiry was in the form of one open ended question that will be administered during the quantitative inquiry. Respondents will be able to answer to open ended question in 100 words or less.

Research Questions

The following questions will guide this mixed-method inquiry:

1. RQ1: What are the interactions between educational goals and length of homelessness on resilience and attachment for homeless students pursuing higher education?

2. RQ2: What are the main effects of length of homelessness on resilience and attachment style for homeless students pursuing higher education?

3. RQ3: What are the main effects of educational goals on resilience and attachment style for homeless students pursuing higher education?

4. RQ4: What meaning has been attributed to the personal narrative that contributes to educational perseverance?

Hypotheses

The research hypotheses and null hypotheses are as follows:

H₁: There is a statistically significant interaction effect between length of homelessness and educational goals on resilience and attachment for homeless students who pursue higher education.
H1₀: There is no statistically significant interaction effect between length of homelessness and educational goals gender on resilience and attachment for homeless students who pursue higher education.

H₂: There is a statistically significant effect of length of homelessness on resilience and attachment for homeless students pursuing higher education.

H₂₀: Length of homelessness have no effect on resilience and attachment for homeless students pursuing higher education.

H₃: There is a statistically significant effect of educational goals on resilience and attachment for homeless students pursuing higher education.

H₃₀: Educational goals have no effect on resilience and attachment for homeless students pursuing higher education.

The researcher expects that length of homelessness and educational goals with interact with the security of attachment and level of resilience in homeless young adults pursuing higher education. Additionally, resilience and attachment as protective factors will also affect educational perseverance. The themes garnered from the qualitative inquiry will inform the quantitative results.

Population and sample

The sampling method for this mixed-method study will be random convenience sampling. Each individual in the homeless student population in the specified areas in the state of Georgia will have an equal chance of selection to participate. The researcher distributed the questionnaire among the entire population of students as evidenced by their criterion,
convenience, and availability. The researcher asked participants selected for the study to discuss their lived experiences (Heppner & Heppner, 2004). The researcher recruited participants from EMBARK Georgia, a statewide network that provides resources for students who have experienced homelessness or have been in the foster care system in Georgia. This is a non-profit organization that awards post-secondary educational scholarships to homeless young adults in the Metro Atlanta, Georgia area, from homeless shelters where young adults reside, and universities where homeless students attend. The age range of the participants was 18-27 years. Participants signed a consent form describing the purpose of the study, his or her voluntary commitment, and the intent that the material will be used in a dissertation and future publication. Participant anonymity insured using numerals and the modification of any information that is non-essential. The researcher obtained approval to conduct this study from Mercer University Institutional Review Board (IRB).

This research only explored homeless young adults who are pursuing post-secondary education. It will not capture the lived experiences of those who have chosen not to pursue an education past high school or those under the age of 18. The area of study will be in the State of Georgia. Inclusion criteria:

- 18-27 years of age
- Currently Homeless
- Not participating in any other study
- Ability to read on a 6th grade level
Sample Size

Heppner and Heppner (2004) and Fowler (2009) suggested that the most accurate way to determine sample size is by conducting a power analysis. A power analysis is necessary to ascertain the potential effects of the independent variables. Several components are necessary to conduct the power analysis: effect size, inferential statistic used, and level of significance, and margin of error (Heppner & Heppner, 2004). For the purposes of this study, the effect size is .25, which is small (Cohen, 1988). Two-way MANOVA is the selected inferential statistic for this study and alpha is .05. The researcher conducted an a priori computation with the stated values on G*Power, a peer reviewed computer program to determine the sample size of 135 (Faul, Erdfelder, Buchner, & Lang, 2013). Current research shows that online response rates are 33%, therefore the researcher will target 200 participants to account for attrition and mortality (Nulty, 2008).

Data collection

The data collection process took place in one stage. The researcher will send out a link to an online survey to counseling centers in the University System of Georgia, as well as to local non-profit organizations who grant scholarships to homeless students pursuing higher education. Permission to recruit students will be obtained from all sources of participants. Students will be informed of the voluntary nature of the study and will be provided with a consent form prior to agreeing to start the study (See Appendices A, B, C). Overall permission for this research will be obtained through the Mercer University IRB process.

Participants will complete a seven-question demographic survey, an 18 question Likert Scale Adult Attachment survey and a 14 question Likert Scale Resilience Scale (RS-14) survey.
One qualitative inquiry will be administered. This online survey totaling 41 questions will take 15-20 minutes to complete and is expected to have minimal risk of emotional discomfort. As an extra incentive, participants who complete the survey will be entered to win one of ten Starbucks gift cards in a random drawing. The random drawing will be conducted separate from the survey to preserve anonymity. Data collection will commence at the approval of the IRB process and continue for three weeks or until an appropriate number of responses have been obtained.

Instrumentation

The instrumentation used in this study aligns with the constructs of resilience and attachment from extant literature. The Adult Attachment Scale aligns with original attachments styles of Bowlby (1988). The Resilience Scale attributes align with extant literature pertaining to the factors influencing resilience (Wagnild & Young, 2009).

Demographics. The researcher administered an eight-question demographic survey to each participant (see Appendix D). The questionnaire inquired about the following (a) age, (b) race/ethnicity (c) gender, (d) highest educational level attained (e) length of homelessness, (f) precipitating event for homelessness, (g) homeless affiliation—with family or alone, and (h) educational attainment goal.

Resilience Scale -14. The researcher measured the levels of resilience using the Resilience Scale-14. This 14-item assessment measures purpose, perseverance, self-reliance, equanimity, and existential aloneness (Wagnild & Young, 2009). Each statement requires a Likert Scale response on a seven-point scale that ranges from 1 strongly Disagree to 7 strongly Agree. For example, one question on the scale reads, “I can get through difficult times because
I’ve experienced difficulty before”. Scores range from 14-98, with the higher scores indicating self-reported higher resilience. The scores range in the following categories: very low (14-56), low (57-64), low end (65-73), moderate (74-81), moderate high (82-90), and high (91-98). The RS-14 is an adaptation of the original Resilience Scale to elicit less participant strain and to elicit a greater response rate (Wagnild, 2009). The RS-14 is strongly correlated with the RS ($r = .97$, p>0.001). The Cronbach’s alpha ranges from .89 to .96, which demonstrates significant reliability (Wagnild, 2009). The RS-14 has been translated into 41 different languages and is written at the 6th grade reading level (Wagnild, 2009). Establishment of construct validity using numerous factor analyses and test-retest studies.

Attachment Scale. The researcher measured attachment styles using the Adult Attachment Scale- Close Relationships Version. This 18-item assessment measures three distinct attachment styles – close, depend and anxiety (Collins, 2008). Close assesses the level to which a person is comfortable with intimacy and closeness; depend measures the level to which a person perceives that he or she can depend on others; and anxiety measures the level to which a person is concerned about being rejected or unloved (Collins, 2008). Each statement requires a Likert Scale response on a five-point scale which ranges from 1 not at all characteristic of me to 5 very characteristic of me. For example, one question on the scale reads, “I want to get close to people, but I worry about being hurt”. Scoring for this scale by a prescribed method that includes reverse scoring of some responses (see Appendix G). Calculation of attachment avoidance is also possible in this assessment. The Cronbach’s alpha determine reliability for each sub-scale as follows: Close- .80-.82, Depend- .78-.80, and Anxiety - .83-.85. Collins (2008) purported that a secure person scores high (above midpoint) on close and depend subscales, while scoring low (below midpoint) on anxiety. Test-retest correlations over a two-month period
were as follows: close-.68, Depend-.71 and anxiety-.52 (Collins, 2008).

Qualitative Question. The researcher asked one open-ended question to ascertain the narrative themes of the participant as it relates to their educational perseverance. The researcher captured the participants’ perception of events as well as the meaning of those events. The response limit was 140 characters, which could be comprised of one or more sentences. The brief qualitative question is as follows: Considering everything you have experienced in your life, what keeps you motivated to continue your educational journey?

Data Analysis

The following section is comprised of an analysis plan for the data collected in this study. A descriptive analysis of the data was reported first. Following the descriptive analysis, the inferential analysis was discussed. Finally, an analysis plan for the qualitative inquiry was explained.

Descriptive analysis. Data from the demographic survey reported mean scores, standard deviations, frequency tables and other graphs to explain relevance to the study. Gender measured by the designations of male, female and other. The measurement of age in years ranging from 18-25. Highest level of education measured by the designations of some high school, completed high school, enrolled in college/university or post-secondary educational program. Homeless status measured by cause: ran away, family lost home, death of a caretaker, kicked out of the home or other. Length of homelessness measured by < 1 month, 1-6 months, 6 months – 1 year, > 1 year. Homeless affiliation measured by the designations of homeless with biological family, alone, homeless with other caregivers.
Inferential analysis. A two-way MANOVA, or multivariate analysis conducted using SPSS to determine if the factors (independent variable) affected the outcomes (dependent variables). In this study, the independent variables tested are length of homelessness and educational goals to understand if they have an interaction with levels of resilience and attachment styles.

Qualitative Analysis. The essence of the experience viewed through a lens of both attachment and narrative theories. Once the researcher determined the themes, the researcher gleaned an exhaustive description (Heppner & Heppner, 2004). The researcher selected predominant statements and meaning formulated using extracted significant words and phrases from each transcript and grouped according to what the researcher believes is their intended meaning (Heppner & Heppner, 2004). Statements with overlapping themes were coded separately. The researcher deleted redundant statements and grouped meaning units from the list of significant statements. The meaning units clustered into themes reflecting a collective experience. Themes were verified to determine if the phenomenon maintains its original intent. Finally, the researcher developed a composite description of the essence of the experience to reflect the entire group. Verification of the results, completed by sharing the composite summary with a third-party researcher to receive unbiased feedback regarding its ability to capture the collective phenomenological experience.

Threats to Internal Validity. The researcher attempted to control two threats to internal validity of selection that currently exists due to the nature of the study. Due to the fact that the selected participants are homeless, they may face adversities that predispose them to certain outcomes (Creswell, 2012). The next threat to internal validity is mortality. Some participants
may abandon the study before completion. The researcher will account for this potential 
mortality by recruiting more participants than needed to account for the potential attrition.

Threats to External Validity. The prevailing threat to external validity involves the 
interaction of history and treatment. There is potential that the researcher could draw incorrect 
conclusions about the subjects or generalizations made about future results. Since the research is 
conducted only in the state of Georgia, certain inferences drawn may not be correct. To control 
for this threat, the researcher will could limit generalizations to the population in the given area 
of participation.

Ethical Conduct in Research

Since this research study will involve an intervention with human subjects with sensitive 
data collection, an Institutional Review Board approval is necessary. To prevent unintended 
harm or loss of impending research data, no interaction with human subjects for the purpose of 
this study began prior to approval. Willing participants signed the informed consent forms.

The researcher maintained the confidentiality of the participants and consent forms storing 
them separately from the collected data and the presentation and publishing of the data will omit 
the identity of participants. In the event that this research causes any mental or emotional 
distress for participants, counseling services at no cost are available through the Georgia Crisis 
and Access Line. In addition, subjects can opt-out of the data collection process at any time.

The researcher respected the rights and wishes of the informants at all times. As a part of 
these rights, the researcher offered to provide the informants of a copy of the transcripts if 
requested. The researcher clearly explained how the collected data was useful in every part of
the research process. Copies of informed consent and IRB approval available to informants upon request.
CHAPTER 4
RESULTS OF DATA ANALYSIS

This chapter presents a comprehensive analysis of the data collected during this study. This chapter presents the analyzed data in three parts: descriptive statistics, inferential statistics, and qualitative analysis. The descriptive statistics indicates the sample demographics, the Resilience Scale -14 results and the Adult Attachment scale results. The next section discusses the quantitative analysis and includes a discussion on the inferential statistics from the two-way MANOVA statistical analyses and answers to the tested research questions. Lastly, the presentation of the qualitative analysis, which informs the quantitative analysis. The qualitative analysis will reflect the responses to one semi-structured question framed by narrative inquiry. A summary concludes the chapter.

Descriptive Statistics

The researcher recruited participants for this study using random convenience sampling methods. A population of 84 (99.99%) individuals agreed to participate in the study. One (0.01%) individual chose not to participate. A total of 59 participants completed the Resilience Scale -14, Adult Attachment Scale, and the qualitative inquiry. Tabachnick and Fidell (2007) recommend a sample size of at least \( N > 50 + 8m \) (\( m \) = the number of predictor variables). Had the researcher used this formula, the target sample size would have been 66. The original sample size was larger than the recommended with the final usable sample size being seven less than the recommendation. However, Tabachnick and Fidell (2007) concede that “a bare minimum requirement is to have at least 5 times more cases than [predictor variables]” (p. 129). By this standard, the sample size for this study is almost six times the bare minimum requirement of 10
cases. Participants in this study were young adults who are homeless and are pursuing post-secondary education in the southeast United States. Participants were females and males between the ages of 18 and 27 and were from diverse cultural backgrounds. The collection of data took place from February to March 2018. Participants completed an online questionnaire via a link to Survey Monkey, an online questionnaire application. No identifying information was collected; therefore, maintaining anonymity and confidentiality.

Of the participants who completed the questionnaire, 34 (57.6%) were male and 25 (42.4) were female (Table 1). They ranged in age from 18-27 years, with a mean age of 21.78, and a standard deviation of 2.09 years (Table 2). Frequencies of racial and ethnic background indicated that 8 (13.65) participants identified as White, 3 (5.1%) identified as Hispanic or Latino, 39 (66.15) identified as Black or African American, 3 (5.1%) identified as Native American or American Indian, 1 (1.7%) identified as Asian/Pacific Islander and 5 (8.5%) identified as Other (Table 3).

Table 1

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Table 2

*Participant Age*

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<td>59</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 3

*Participant Race/Ethnicity*

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian/White</td>
<td>8</td>
<td>13.5</td>
<td>13.5</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3</td>
<td>5.1</td>
<td>18.6</td>
</tr>
<tr>
<td>African American/Black</td>
<td>39</td>
<td>66.1</td>
<td>84.7</td>
</tr>
<tr>
<td>Native American/American Indian</td>
<td>3</td>
<td>5.1</td>
<td>89.8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>1.7</td>
<td>91.5</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>8.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Self-Report of Homeless Experience

Participants reported several homeless statistics such as length of homelessness, cause of homelessness, and their companion status while homeless. As seen in Table 4, 19 (32.2%) of participants indicated that they had been homeless less than a month at the time of data collection. Further, 12 (20.3%) participants indicated that they had been homeless one to six months, 13 (22%) indicated that they had been homeless between six months and a year and 15 (25.4%) indicated that they had been homeless for longer than a year. The mean length of homelessness was six months. Of the 59 participants, 18 (30.5%) indicated that they had been kicked out of the home, 12 (20.3%) ran away from home, 9 (15.3%) indicated that their family lost their home, 3 (5.1%) reported the death of a caretaker, and 17 (28.8%) indicated other. When asked about their companion status while homeless (Table 5), 34 (57.6) participants reported being homeless alone, 15 (25.4%) indicated that they were homeless with their biological family, 7 (11.9) were homeless with someone other than their biological family and 3 (5.1%) indicated other.

<table>
<thead>
<tr>
<th>Length of Homelessness</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one month</td>
<td>19</td>
<td>32.2</td>
<td>32.2</td>
</tr>
<tr>
<td>One to six months</td>
<td>12</td>
<td>20.3</td>
<td>52.5</td>
</tr>
<tr>
<td>Six months to a year</td>
<td>13</td>
<td>22.1</td>
<td>74.6</td>
</tr>
<tr>
<td>Longer than a year</td>
<td>15</td>
<td>25.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5

Participant Homeless Companion Status

<table>
<thead>
<tr>
<th>Companion Status</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alone</td>
<td>34</td>
<td>57.6</td>
<td>57.6</td>
</tr>
<tr>
<td>With Biological Family</td>
<td>15</td>
<td>25.4</td>
<td>83.0</td>
</tr>
<tr>
<td>With someone other than biological family</td>
<td>7</td>
<td>11.9</td>
<td>94.9</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>5.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6

Participant Cause of Homelessness

<table>
<thead>
<tr>
<th>Cause of Homelessness</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ran away</td>
<td>12</td>
<td>20.3</td>
<td>20.3</td>
</tr>
<tr>
<td>Family lost home</td>
<td>9</td>
<td>15.3</td>
<td>35.6</td>
</tr>
<tr>
<td>Death of caretaker</td>
<td>3</td>
<td>5.1</td>
<td>40.7</td>
</tr>
<tr>
<td>Kicked out of the home</td>
<td>18</td>
<td>30.5</td>
<td>71.2</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>28.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Self-Report of Educational Status and Goals

Participants reported current education status as well as future educational goals. Figure 1 indicates the highest level of educational attainment at the time of data collection. Of the 59 participants, 11 indicated that they had completed some high school, 19 completed high school, 23 enrolled in college, and 6 indicated Other. Figure 2 indicates highest educational goals at the
time of data collection. Six (10%) participants indicated a desire to complete high school, 12 (20%) aspired to complete a vocational program, six (10%) desired to complete an Associate degree, 22 (37%) desired to complete a bachelor’s degree, six (10%) aspired to complete a master’s degree and seven (12%) desired to complete a Doctorate. For the purposes of analysis, the categories were collapsed to Associate degree or less (40%), bachelor’s degrees (37%) and Graduate level degree (22%).

Figure 2. Participant’s educational attainment (N=59).

Figure 3. Participant’s educational goal (N=59).
Descriptive Statistics for Study Instruments

The mean Adult Attachment Scale (Collins, 2008) scores for the participant sample are presented in Table 7. The inventory has a total of three sub-scales. Scores can range from 6 to 30 on each subscale. The researcher calculated the means, standard deviations, minimum scores, maximum scores, and ranges for the participant sample on each sub-scale. The total scores for the Adult Attachment Scores range from 18-90. The total mean for the entire participant sample (N=59) was 51.17, standard deviation 5.35, with the range from 33-67. Collins (2008) purported that a total score of 18-36 represents an insecure attachment, 37-47 represents a moderately insecure attachment, 48-71 represents a moderately secure attachment, and 72-90 represents a secure attachment. Not one individual scored in the secure attachment category (Figure 3).

Table 7

<table>
<thead>
<tr>
<th>Adult Attachment Scale</th>
<th>M</th>
<th>SD</th>
<th>Variance</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close</td>
<td>17.89</td>
<td>5.28</td>
<td>27.88</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Depend</td>
<td>14.66</td>
<td>5.25</td>
<td>27.57</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>Anxiety</td>
<td>17.39</td>
<td>5.54</td>
<td>30.69</td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>
Figure 4. Participant’s attachment style (N=59)

Table 8 presents the mean Resilience Scale -14 (Wagnild & Young, 2009) scores for the participant sample. The total scores can range from 14-98 for the instrument. The researcher calculated the means, standard deviations, minimum scores, maximum scores, and ranges for the participant sample. The total mean for the entire participant sample (N=59) was 64.40, with a standard deviation of 16.02. Wagnild & Young (2009) indicate that a total score of 14-30 represents very low resilience tendencies, 31-48 low resilience tendencies, 49-63 average resilience tendencies, 64-81 high resilience tendencies, and 82-98 very high resilience tendencies. Figure 4 displays the distribution of total resilience scores for the participants (N=59).
Table 8

*Resilience Scale – 14 Statistics*

<table>
<thead>
<tr>
<th>Scale</th>
<th>M</th>
<th>SD</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>RS-14</td>
<td>64.40</td>
<td>16.02</td>
<td>32.55</td>
<td>95.55</td>
</tr>
</tbody>
</table>

Figure 5. Participant’s resilience tendencies (N=59)

**Inferential Statistics**

In this section, the purpose for use of the two-way MANOVA were discussed. Additionally, the results for the tests of assumptions were reported. Finally, the statistical results of the measurement scales were conveyed.

**Results of the Two-Way MANOVA**

Two-way multivariate analysis of variance (MANOVA) is useful when two or more dependent variables are present (Pallant, 2010). The purpose for using the two-way MANOVA is to garner an understanding of interactions between two independent variables on two or more
dependent variables (Pallant, 2010). If the researcher uses individual ANOVAs, there may be a failure to capture significant interaction effects between the dependent variables. However, in combination with the two-way MANOVA, the researcher can capture the interaction effects. The two-way MANOVA considers inter-correlations of the dependent variables (Pallant, 2010). For the purposes of this study, the dependent variables are the Resilience Scale – 14 and the Adult Attachment Scale. The independent variables tested in this study are educational goals and length of homelessness. This specific relationship is called the interaction effect (Pallant, 2010). If the interaction effect is not present, the main effects of the independent variables are not qualified for valid analysis utilizing the two-way MANOVA. The researcher performed the analysis using SPSS Statistical Package 22.

Checking the Assumptions

The researcher checked the data analysis for the assumptions required for effective application of the two-way MANOVA. The first assumption necessary for using a two-way MANOVA is that the two dependent variables are continuous and measured at either the interval or ratio level (Pallant, 2010). The Resilience Scale -14 and the Adult Attachment Scale are both interval and continuous (Likert Scale). The second assumption is that the independent variables are categorical, independent groups. For this study, the independent variables are the length of homelessness (3 groups: less than one month, one to six months, greater than six months to one year and greater than one year), and highest education attained (3 groups: completion of high school to Associate degree, bachelor’s Degree, and Graduate Degree. These independent variables are both categorical and independent.

In order for the two-way MANOVA to render a valid test result, the sample size of the data must be adequate (Pallant, 2010). The requirement is to have more data points in each group
than the number of dependent variables. For this study, the sample size is 59. The number of dependent variables is two, which meets this assumption criterion. The next assumption is that no multivariate outliers exist in the groups of the two independent variables for the dependent variables (Pallant, 2010). The researcher ran a test for multivariate outliers on SPSS using the Mahalanobis distance (Table 8). The maximum Mahalanobis distance of 7.268 did not exceed the critical value of 13.82 as seen in Table 8. A linear relationship between the dependent variables for all combinations of the two independent variables must be present in a two-way MANOVA (Pallant, 2010). The researcher performed Scatterplot matrices (Figure 5, Figure 6) on the independent variables and yielded linearity. The researcher conducted a test for equality of error variances using the Levene’s Test of Equality of Error Variances (Table 9). Values of p<.05 indicates a violation. The results of the Levene’s test for the Adult Attachment Scale and the Resilience Scale -14 were p>.05 (.148 and .129 respectively), therefore no notable violation of equality of error variances (Table 10). Finally, there is an assumption of homogeneity of variance-covariance matrices. The researcher tested this assumption using Box’s M Test of Equality of Covariance (Table 10). In Table 9, p>.001 (.953), therefore, there is no violation of homogeneity of variance-covariance matrices (Tabachnick & Fidell, 2007). The data passed all of the assumptions tested for use of the two-way MANOVA.

Table 9

<table>
<thead>
<tr>
<th>Mahalanobis Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min. Distance</td>
</tr>
<tr>
<td>.171</td>
</tr>
</tbody>
</table>
Table 10

*Levene’s Test of Equality of Error Variances*

<table>
<thead>
<tr>
<th>Instrument Data Set</th>
<th>F</th>
<th>$df_1$</th>
<th>$df_2$</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience Scale-14</td>
<td>1.604</td>
<td>1</td>
<td>1</td>
<td>.129</td>
</tr>
<tr>
<td>Adult Attachment</td>
<td>1.544</td>
<td>1</td>
<td>1</td>
<td>.148</td>
</tr>
</tbody>
</table>

Table 11

*Box’s Test of Equality of Covariance Matrices*

<table>
<thead>
<tr>
<th>M</th>
<th>F</th>
<th>$df_1$</th>
<th>$df_2$</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.330</td>
<td>.591</td>
<td>27</td>
<td>1983.7891</td>
<td>.953</td>
</tr>
</tbody>
</table>

Figure 6. *Residuals plot for adult attachment and resilience-14 scales*

Multivariate Tests of Significance

The researcher conducted multivariate tests to ascertain the statistical significance of the interactions and to test the research hypotheses developed for this study. Formation of research questions were to (a) explore the interactions between educational goals and length of homelessness on resilience and attachment for homeless students pursuing higher education, (b)
explore the main effects of length of homelessness, and (c) explore the main effects of educational goals on resilience and attachment style for homeless students pursuing higher education. The researcher developed and test the corresponding hypotheses.

Dependent Variable Scales

Participants completed a demographic survey first, which included a question about length of homelessness followed by the Adult Attachment Scale and the Resilience Scale-14. The survey concluded with a semi-structured open-ended question. The Adult Attachment Scale includes three sub-scales: close, depend and anxiety. The basis of the theoretical underpinnings of this instrument are the attachment research of Bowlby (1980) and Bartholomew & Shaver (1998), which informs the attachment styles of this instrument: secure, moderately secure, moderately insecure, and insecure (Collins, 2008). Each of the 59 participants answered 18 questions on the five-point Likert Scale (1- “Not at all characteristic of me” to “Very characteristic of me”), which measures the extent to which individuals are comfortable with closeness and intimacy, whether they can depend on others and whether they are concerned about being rejected or unloved (Collins, 2008).

Participants (N=59) also answered 14 questions on a seven-point Likert Scale (1- Strongly Disagree to 7- Strongly Agree), which measures levels of resilience tendencies ranging from very low to very high. The Resilience Scale -14, when tested for construct validity (Cronbach’s alpha ranges from .89 to .96.), was found to have a positive correlation with self-esteem, active coping, forgiveness, health promotion, family health, psychological well-being, sense of community, social support, sense of coherence, healthy lifestyle behaviors, self-care during chronic illness, purpose in life, self-transcendence, religiosity, optimism, high physical function, spiritual well-
being, goal achievement, and many other positive qualities (Wagnild, 2009). In addition, the Resilience Scale – 14 showed an inverse correlation to hopelessness, helplessness, passive coping, stress, number of perceived stress events, depression, anxiety, battle fatigue stress, compassion fatigue, burnout, and employee turnover (Wagnild, 2009).

The researcher tested the differences between group means for the dependent variables utilizing the Wilks’ Lambda. The Lambda is the measure (in percentage) of the variance in the dependent variable not explained by the differences in the independent variables (Pallant, 2010). The null hypothesis is rejected when the Wilks’ Lambda is \( p<.05 \), which indicates there is a difference among the groups (Pallant, 2010).

Hypothesis 1 states that there are significant interactions between educational goals and length of homelessness on resilience and attachment for homeless students pursuing higher education. The null hypothesis states that there are no significant interactions between educational goals and length of homelessness on resilience and attachment for homeless students pursuing higher education. Hypothesis 2 states that there is a significant effect of length of homelessness on resilience and attachment for homeless students pursuing higher education. Conversely, the null hypothesis states that there is no significant effect of length of homelessness on resilience and attachment for homeless students who pursue higher education. Hypothesis 3 states that there is a significant effect of educational goals on resilience and attachment for homeless students pursuing higher education. Conversely, the null hypothesis states that educational goals have no effect on resilience and attachment for homeless students pursuing higher education. The results of the analyses are in Table 12.
Table 12 Multivariate Test 1 Wilks’ Lambda

<table>
<thead>
<tr>
<th>Effect</th>
<th>Value</th>
<th>F</th>
<th>Hypothesis df</th>
<th>Error df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>.031</td>
<td>727.180</td>
<td>2.00</td>
<td>46.00</td>
<td>.000</td>
</tr>
<tr>
<td>Highest Education Goal</td>
<td>.855</td>
<td>1.868</td>
<td>4.00</td>
<td>92.00</td>
<td>.123</td>
</tr>
<tr>
<td>Length of Homelessness</td>
<td>.752</td>
<td>2.354</td>
<td>6.00</td>
<td>92.00</td>
<td>.037</td>
</tr>
<tr>
<td>Highest Educational Goal*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of Homelessness</td>
<td>.675</td>
<td>1.663</td>
<td>12.00</td>
<td>92.00</td>
<td>.088</td>
</tr>
</tbody>
</table>

*Highest Educational Goal combined with Length of Homelessness

Since the interaction effect of the two-way MANOVA determined if it is permissive to explore the main effects mentioned in Hypothesis 2 and Hypothesis 3, the researcher analyzed this first. Results of the two-way MANOVA revealed that there was not a statistically significant interaction effect between highest educational goals and length of homelessness on the combined dependent variables of the Adult Attachment Scale and the Resilience Scale -14, F (12,92) = 1.663, p =.088; Wilks’ Lambda =.675. Therefore, the researcher accepted the null hypothesis 1. Since no statistically significant interaction effects were present, it is not permissible to explore the main effects detailed in hypothesis 2 and hypothesis 3 utilizing the two-way MANOVA. A discussion of further potential research on the main effects of the independent variables will be in Chapter 5.
Table 13

Research Questions and Null Hypotheses Results

<table>
<thead>
<tr>
<th>Research Question</th>
<th>IV/DV Interaction</th>
<th>Null Hypothesis</th>
<th>H₀ Rejection Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Homelessness*</td>
<td>Highest Educational Goal/RS-14 Scores</td>
<td>Accept</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Length of Homelessness/RS-14 AAS Scores</td>
<td>Analysis not permissible</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>3</td>
<td>Highest Educational Goal/RS-14, AAS Scores</td>
<td>Analysis not permissible</td>
<td>p&lt;.05</td>
</tr>
</tbody>
</table>

Results of Qualitative Analysis

Upon completion of the Adult Attachment Scale and the Resilience Scale -14, the researcher asked participants about their perseverance to attain their educational goals. Specifically, the researcher asked participants to respond to the following question in 140 characters or less:

*Considering everything you have experienced in your life, what keeps you motivated to continue your educational journey?*

Of the 59 participants who completed the Resilience Scale -14 and the Adult Attachment Scale, 100% responded to the semi-structured, open ended question. Sixteen of the responses captured dual themes. In total, the researcher coded 75 responses for themes and concepts.

Themes

As reported in Table 13, participant responses to the qualitative inquiry centered around 11 themes: (a) Family, (b) Faith, (c) Education, (d) Friends/Peers, (e) Outside Influencers, (f) Helping others, (g) Money, (h) Success, (j) Better Life, (k) Self Determination, and (l) Life
Experiences. The researcher examined each of these themes. Corresponding sample participant responses are included.

Family. When considering perseverance toward educational goals, a total of 19 (25%) participants indicated that family was their motivation to keep going. They reported a desire to make their family proud of their educational accomplishments. For example, one participant stated, “I want to make my mother proud of me because I never felt like anything I've ever done in my life my mother was proud of, so I believe she will be proud of me graduating”. Another participant said, “I would love to make my family proud of me”. Others described their desire to be a role model or to set an example for family members. “My siblings looking up toward me”, stated one participant. Another stated, “I’m motivated because I want to show my son the value of education”. Several other participants attributed their motivation to their grandparents. One participant wrote, “The memories of my grandparents and the life lessons they taught me also gives hope for a brighter future”. Even though participants were homeless, they valued family and considered family to be a motivator for post-secondary educational attainment.

Faith. Of the 75 coded responses, 9 (12%) reported that faith was a motivator for educational perseverance. Several participants indicated that their belief in God was instrumental in pursuing their educational goals. “My belief in God and faith keeps me motivated to keep pushing towards accomplishing goals”, wrote one participant. Another participant wrote, “My faith in God keeps me going through the hardest things in life so I know college can’t be that hard.” Other participants indicated that their church members motivated them. Yet another participant indicated that divine purpose was the reason for pursuing post-secondary education. One participant also indicated a fear of “wasting a blessing” was the reason
for continuing the educational journey.

Education. Four (5.3%) of the 75 coded responses emphasized a thirst for knowledge was a determinant to continue learning. “The opportunity to acquire more knowledge to master what you are already passionate about is what motivates me to continue my educational journey”, stated one respondent. Another respondent indicated a “hunger for knowledge” was important in the educational quest. Another respondent stated, “Education is the key to success”.

Friends/Peers. Six (8%) of the responses identified themes surrounding friends and peers. The participants articulated concepts of universality, awareness, and a desire to be a role model for friends. “I want to show my friends in prison that going to college can be done” one respondent wrote. Another wrote, “I feel that there should be more awareness of the gay community, so knowing that there is not enough study for my kind is what motivates me to further my education”.

Outside Influencers. Four responses (5.3%) recorded responses indicating outside influencers. Revealed through the interview were concepts of relationships, desiring to make changes and proving people wrong. “The President is what motivates me to further my education because I want to stop Donald Trump from all of this stuff that he has been doing”, declared one respondent. Another respondent stated, “My teachers keep me motivated… I have a great relationship with them”. Another responded wrote, “Being able to prove to the people who kicked me out what kind of mistake that was”.

Helping Others. One respondent (1.3%) indicated a desire to help others was a motivator for further educational pursuits. Specifically, the respondent indicated a desire to help those who had experienced similar situations. “… (I) want to help other kids who’ve gone through the
same thing I have, and I need more education to do so”.

Money. Five respondents (8%) divulged the emergent concepts that furthering their education would garner them money, which would provide comfort, stability, and allow them to keep up with the earnings of their friends. One respondent said, “Job stability with a decent pay in order to live comfortably”. Another respondent stated, “My homeboy makes a lot of money doing air conditioning…so his making all of that money is what motivates me”.

Success. Five respondents (8%) indicated that success was the determinant for educational attainment in the following quotes:

“Success is waiting at the end”.
“I want to feel successful”.
“To be successful”.
“Knowing that at the end of the day I will be successful”.
“The urge for success”.

The word success was the most repeated word in all of the collected data. Two types of success were the topic of this component: success as an end goal and success as a feeling.

Better Life. While all of the respondents were homeless for various lengths of time, seven respondents (9.3%) indicated a desire for a better life as a contributing factor for continuing their education. “I owe it to myself to finish and try and make a better life for myself”, replied one respondent. Another indicated, “Knowing that things will get better for me at some point”. One respondent attributed a better life to leaving current circumstances, “I need to get away from this place and right now college is my only option for a better chance at life”.
Self Determination. Twelve (16%) respondents reported that self-determination was what pushed them toward their post-secondary educational goals. The follow sample quotes provide evidence of this self-determination:

“My self determination to be great…”

“Be the best I can be”!

“…nothing will be able to stop me from making my dreams come true”.

“…show everyone that you can accomplish anything that you set your mind on…”

“Hope that I can do it”.

“A strong desire to complete my goal”.

“I want to better myself”.

“My passion”.

Life Experiences. Three (4%) respondents indicated that their life experiences of homelessness and child abuse were the motivations for higher educational goals. One respondent revealed, “When I was 14, I was sexually assaulted by my father…it made me find out how truly strong I am”. Another responded stated, “The thought of ever being homeless again”.

Table 14

Themes and Concepts Identified During Data Analysis

<table>
<thead>
<tr>
<th>Theme</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Model</td>
<td></td>
</tr>
<tr>
<td>Make them proud</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Provide for them</td>
<td></td>
</tr>
<tr>
<td>Memories of grandparents</td>
<td></td>
</tr>
<tr>
<td>Desire to have a family</td>
<td></td>
</tr>
<tr>
<td>God as a motivator</td>
<td></td>
</tr>
<tr>
<td>Devine purpose</td>
<td></td>
</tr>
<tr>
<td>Faith</td>
<td></td>
</tr>
<tr>
<td>Wasting a blessing</td>
<td></td>
</tr>
<tr>
<td>Church encouragement</td>
<td></td>
</tr>
<tr>
<td>Acquire more knowledge</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>The key to success</td>
<td></td>
</tr>
<tr>
<td>Love for girlfriend</td>
<td></td>
</tr>
<tr>
<td>Gay community</td>
<td></td>
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<td>Friends/Peers</td>
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<td>Role model</td>
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<td>Universality</td>
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<tr>
<td>Stop Donald Trump</td>
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<td>Outside Influencers</td>
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<td>Relationship with teachers</td>
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<tr>
<td>Relationship with probation officer</td>
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<tr>
<td>Help others</td>
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<tr>
<td>Help child survivors of sexual abuse</td>
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<tr>
<td>Make as much as friends</td>
<td></td>
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<tr>
<td>Money</td>
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<tr>
<td>Stability</td>
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<tr>
<td>Comfort</td>
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<tr>
<td>Success</td>
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<tr>
<td>End goal</td>
<td></td>
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<tr>
<td>Feeling of success</td>
<td></td>
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</tbody>
</table>
Table 14 (continued) *Themes and Concepts Identified during Data Analysis*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better life</td>
<td>Get away from circumstances</td>
</tr>
<tr>
<td></td>
<td>Better days ahead</td>
</tr>
<tr>
<td></td>
<td>Owe it to myself</td>
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<tr>
<td></td>
<td>Desire to accomplish</td>
</tr>
<tr>
<td>Self determination</td>
<td>Best version of elf</td>
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<td></td>
<td>Fear of failure</td>
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<td></td>
<td>Unstoppable</td>
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<td></td>
<td>Past</td>
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<tr>
<td>Life experiences</td>
<td>Thoughts of being homeless</td>
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<td></td>
<td>Childhood abuse</td>
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</tbody>
</table>

**Summary**

The purpose of this research study was to contribute to the extant literature on the interactions between homelessness and educational goals with resilience and attachment. Specifically, the researcher endeavored to ascertain how length of homelessness and educational goals were affected by resilience tendencies and attachment styles. The researcher conducted a simultaneous two-way multivariate analyses of variances (MANOVAS) on the collected data, which indicated that there were no statistically significant interaction effects between length of homelessness and educational goals with resilience and attachment. The researcher accepted the null hypothesis one while the other the researcher could not test the other two hypotheses as a result of the utilization rules of the two-way MANOVA. Since there was no statistically significant interaction effect, the researcher could not ascertain main effects. A qualitative data analysis of one semi-structured open-ended question reveal eleven salient themes that add
thickness to the study and informs the quantitative and demographic data. An in-depth discussion of the major findings, limitations, clinical implications, potential future research follows in Chapter 5.
CHAPTER 5
SUMMARY, DISCUSSION, AND FUTURE RESEARCH

This chapter provides a discussion on the major findings of this study. It begins by explaining the support or non-support of the research hypotheses. The researcher examined the demographic information to determine if length of homelessness, current educational status, or educational goals could inform the researcher of other relevant patterns revealed by the data. The chapter includes a discussion of the important findings from the quantitative and qualitative analyses. Next, a discussion of clinical implications, followed by the limitations of this study, and a discussion of future potential research. The chapter concludes with a brief conclusion.

Quantitative Findings

Hypothesis 1 stated that there were significant interactions between educational goals and length of homelessness on resilience and attachment for homeless students pursuing higher education. This hypothesis was not supported. Results of the two-way MANOVA yielded the following: \( F (12, 92) = 1.663, p = .088; \) Wilks’ Lambda = .675.

Mean attachment scores for students experiencing homelessness ranged from 43.66 to 54.36, indicating a range of attachment styles from the high end of moderately insecure (37-47) to the low end of moderately secure (48-71). While no statistically significant interaction effect was present, the data analysis showed that the higher the educational goal, the higher the attachment style. The graduate level educational goals showed the highest attachment scores. Mean resilience scores from students experiencing homelessness ranged from 43.25-89.25, indicating a range of resilience tendencies of low resilience to very high resilience. While no
statistically significant interaction effect was present, the data analysis showed that resilience levels were highest with students who had experienced less than one month of homelessness.

Hypothesis 2 states that there is a significant effect of length of homelessness on resilience and attachment for homeless students pursuing higher education. Since the interaction effect was not statistically significant, hypothesis 2 could not be tested utilizing the results from the two-way MANOVA. More discussion on a potential future analysis of the main effect of length of homelessness on resilience and attachment are forthcoming.

Hypothesis 3 states that there is a significant effect of educational goals on resilience and attachment for homeless students pursuing higher education. Since the interaction effect was not statistically significant, hypothesis 3 could not be tested utilizing the results from the two-way MANOVA. More discussion on a potential future analysis of the main effect of educational goals on resilience and attachment are forthcoming.

Major Findings

Several major findings were gleaned from the data and were revealed in this section. The findings were compared to extant literature and discussed. The findings are separated into the following categories: descriptive, resilience, attachment and qualitative.

Descriptive Findings

Extant research has purported that 60% of the homeless population in the United States were minorities, with African Americans having the highest instance (Rahman, et al., 2015). The researcher found a slightly higher instance in the collected demographic data. While the study is merely a microcosm of the entire United States population, the data revealed that 39 (66.1%) of
the respondents were African American. Other minorities made up another 12 (20.4%) of the respondent population. The age ranges of homeless students pursuing post-secondary education was from 18-27, with the most frequently reported age being 21. Rahman et al. (2015) also stated that 36% of homeless families have young adult children. Similarly, 25.4% of the respondents revealed that their cause of homelessness was that their family lost their home. Another 57.6% of respondents reported being homeless alone. Of the 59 respondents, 18 (30.5%) reported being kicked out of the home as the cause for homelessness. Twelve (20.3%) respondents reported that they ran away, nine (15.3%) indicated that their families lost their homes, and three (5.1%) reported the death of a caretaker as the precipitating factor for homelessness.

Resilience Findings

Previous research has shown resilience as a protective factor for the human race (Thompson et al., 2015, Kidd & Shahar, 2008, Lightfoot et al., 2011). However, it is uncertain if the homeless student population possesses the said resilience and how it impacts their perseverance toward higher education (Bender et al., 2007). Study results show that of the 59 homeless students included in this study, none reported a very low resilience score (14-30 range). Conversely, 39 (66%) of the homeless students reported average to very high resilience. This suggests that the homeless students in this study who pursue post-secondary education are largely resilient.

Attachment Findings

Current research has determined that the positive attachments can result in sound decision making for young adults (Mota et al, 2016; Kinniburgh et al., 2005). Additionally, Black-Hughes
and Stacy (2013) purported that young adults value peer groups and often make the same decisions of those with whom they associate. Demographic results show that of the 59 respondents to this study, none reported a secure attachment. Forty respondents reported moderately secure attachments, 17 moderately insecure and two insecure. This would suggest that the homeless students in this study do not possess secure attachments, yet still have post-secondary educational goals.

Qualitative Findings

Of the eleven themes garnered from the qualitative inquiry about motivation for educational perseverance, three were most salient: Family, Self Determination and Faith. Interestingly, while the sample population did not report fully secure attachments, family was still very important. Nineteen respondents indicated that family was the reason for their educational goal setting. The respondents wanted to make their families proud, provided for and set examples for family members. Self-determination was also salient with twelve responses indicating a strong desire to be the best version of self and to accomplish goals. Faith was important to respondents as well. Nine responses indicated that faith in the form of God as a motivator, church relationships, divine purpose, and fear of wasting a blessing as the determinant for motivation to attain educational goals.

Discussion

The researcher endeavored to understand the roles that resilience and attachment play on the educational perseverance of homeless students pursuing post-secondary education. Further, the researcher sought to bring awareness to the importance of motivational narratives that this
population holds onto in order to achieve. While placing attention on the educational failures of homeless students, more light needs to be shed on the path to educational success (Toolis & Hammack, 2015). Current research has determined that there is not enough information to ascertain how resilience impacts homeless young adults (Bender et al., 2007). The results of this research study can fill some of the gaps that exist for homeless students who persevere beyond adversity to continue their education.

Clinical Implications

Findings from this study show that homeless students who pursue post-secondary education are resilient and have less than fully secure attachments. Since research indicated that positive attachments result in better decision making and educational performance (Mota et al, 2016), mental health professionals and educators alike can take these findings into consideration with this population. Viewing the therapeutic relationship alone as a positive attachment as well as formal mentorships, which would place more emphasis on identification of current and potential social supports for homeless students in order to build secure attachments.

Advocacy for the homeless student populations is paramount for therapeutic experience. However, Ali and Lees (2013) highlight several reasons why advocacy may be a challenge for counselors. Counselor stereotypes and biases toward homeless clients and those living in poverty may prove to be a barrier (Ali & Lees, 2013). Assumptions that homeless clients have low intellect or are not ambitious can lead to unfairly blaming clients for their situations and reduced desire to advocate (Ali and Lees, 2013). Multicultural competence and sometimes un-learning the maladaptive stereotypical behaviors could prove to be beneficial for counselors. Ali
and Lees (2013) suggest that counselors employ Anti-Oppression Advocacy, by joining groups that support the disenfranchised by lobbying for social change.

A demographic analysis of the study participants revealed that the causes of homelessness could be equally traumatic as the homelessness itself. The respondents reported being kicked out, running away, experiencing death of a caregiver, and losing the family home. Counselors who work with these clients through a trauma-informed lens would serve them well. Trauma-informed care would address the grief, trauma, and loss of the client while they endeavor to rebuild their lives through educational attainment.

Limitations

This study had a number limiting of factors. The sample was small as compared to the number of participants initially desired. Of the 84 respondents, only 59 qualified for the study by meeting the criteria and responding to all questions. While the sample was diverse by gender, with 57.6% men and 42.4% women, more than half of the participants were minorities. In addition, the survey distribution was online, but targeted homeless students in the Southeast region of the United States. However, the respondents self-selected, therefore the researcher could not control who chose to complete the survey. The researcher screened for duplicate IP addresses, however, this process does not guarantee that respondents only answered the survey once. A second limitation is that two respondents fell outside of the desired age range of 18-25. These factors may limit the generalizability of the findings of this study.

Although the participants were aware that the responses were confidential, social desirability may have been a limiting factor. Yang, Ming, Wang, and Adams (2017) suggested that social desirability response bias could cause a contaminating effect in survey responses.
Homeless students often deal with social stigma and may want to shed themselves in a better light as a result (Lightfoot et al., 2011).

Future Directions of Research

The study of resilience and attachment interactions with length of homelessness and educational attainment begins to fill the gap in the literature as it pertains to examining characteristics of the students through a lens of achievement instead of failure. However, research in this area could branch out into several different directions to further fill the literature and research gaps that exist. Statistical analyses, qualitative studies and other potential research will be reported.

First, a different statistical analysis could have been useful in the study to better understand the main effects of the dependent variables on the independent variables. The researcher used a two-way MANOVA to ascertain the interaction effects, however, since there were no statistically significant interaction effects, the main effects could not be analyzed. By utilizing the one-way ANOVA, future researchers could look at the main effects of length of homelessness and educational goals on resilience alone. The researcher could similarly examine the main effects of length of homelessness and educational goals on attachment alone. This information could prove to be useful for educators, school counselor and other mental health professionals seeking to understand how to help the homeless student population.

The single qualitative question yielded response themes that could elicit further investigation. Studies using narrative interviews could better ascertain the context of individual experiences (Anderson & Kirkpatrick, 2016). By listening to stories of the lives of homeless students, researchers will be able to better understand how resilience and attachment play a role
in educational attainment through words of the storyteller. The results of this research could inform the efficacy of narrative therapy with this population. The ability of the student to re-story their lives through narrative therapy could prove to be beneficial.

This study would be more generalizable if expanded and replicated across the United States, including more homeless students from different regions. Environmental events such as in natural catastrophe prone areas could determine whether they have an effect on homeless students and their educational perseverance. Additionally, counselors involved in disaster relief could benefit from the results of this study. They would be better with more information to assist in helping the students to process feelings as well as access resources to continue their educational pursuits after a disaster.

Since none of the respondents in this study reported a fully secure attachment, another study could examine the effects of maternal and/or paternal involvement as a protective factor for homeless students. Researchers could also examine whether single parent households contribute to a less secure attachment style for homeless students. Stein et al (2009) purported that there are significant effects of paternal involvement on child development. Researchers can determine the strength and direction of these effects as it pertains to homeless students. Since extant research (Stefanidis Pennbridge, MacKenzie & Potthearst et al., 1992) concluded that homeless youth re-entered society at a better rate when they had more secure attachments, the results of this study could prove to be beneficial for both the student and the community or university serving the student.

Finally, since a sizable percentage of respondents indicated that self-determination was a motivating factor for educational goals and attainment, a study conducted on the relationship between self-perception and educational goal setting would be a next logical step. Similarly, a
study of the relationship between self-esteem and actual educational attainment could be a next step as well. The results of these two studies could serve as predictors of how increasing self-perception and self-esteem could affect educational perseverance.

Conclusion

Previous studies indicated that resilience and attachment were predictors of educational attainment for homeless students. Much of the research targeted the young student populations and showed low educational attainment due to the plaguing issues of homelessness. Other studies indicated that the length of homelessness as a whole had a negative effect on resilience tendencies. In this study, the researcher endeavored to determine whether there was a significant interaction effect between length of homelessness and educational perseverance for the homeless student population. The study revealed no significant interaction effect. Participants reported being homeless for several reasons and for varying lengths of time. However, participant mean scores showed mostly average to high resilience. For the homeless students, mean scores showed moderately secure to insecure attachments. Yet, the students still possessed high educational goals to include graduate studies. Since main effects could not be determined, more research is necessary. It is possible that there are significant main effects of length of homelessness and educational goals on resilience and attachment. Most participants indicated that family, faith, and self-determination were the main motivations for pursuing post-secondary education. The interactions between homeless students and resilience and attachment are complex. Many factors are present that can determine how a homeless student may matriculate through an educational landscape. With this information, professional counselors, school counselors and educators can be more competent and prepared to respond to the intricate needs
of their clients. Thus, helping them to pursue and succeed in accomplishing their educational goals.
References


APPENDICES
APPENDIX A

IRB APPROVAL
Tuesday, February 6, 2018

Ms. Felicia Tillman
Mercer University
Penfield College of Mercer University
3001 Mercer University Dr
Atlanta, GA 30341

RE: Educated Beyond Adversity: Understanding Resilience and Attachment in Homeless Students Pursuing Higher Education (H1801023)

Dear Ms. Tillman:

On behalf of Mercer University’s Institutional Review Board for Human Subjects Research, your application submitted on 22 Jan 2018 for the above referenced protocol was reviewed in accordance with Federal Regulations 21 CFR 56.110(b) and 45 CFR 46.110(b) (for expedited review) and was approved under category(ies) 07 per 63 FR 60364.

Your application was approved for one year of study on 06-Feb-2018. The protocol expires on 05-Feb-2019. If the study continues beyond one year, it must be re-evaluated by the IRB Committee.

Item(s) Approved:

New Student Application for a study using an explanatory sequential mixed method research approach using a 45 question online survey and qualitative question. The goal of the mixed method research is to provide a more comprehensive understanding of the phenomenological aspects of the relationships between resilience and attachment for the homeless young adults who possess educational perseverance. This information can be used to develop strategies to help more of these marginalized young adults to achieve their educational goals.

NOTE: Please report to the committee when the protocol is initiated. Report to the Committee immediately any changes in the protocol or consent form and all accidents, injuries, and serious or unexpected adverse events that occur to your subjects as a result of this study.

We at the IRB and the Office of Research Compliance are dedicated to providing the best service to our research community. As one of our investigators, we value your feedback and ask that you please take a moment to complete our Satisfaction Survey and help us to improve the quality of our service.

It has been a pleasure working with you and we wish you much success with your project! If you need any further assistance, please feel free to contact our office.

Respectfully,

Ava Chambliss-Richardson, Ph.D., CIP, CIIM.
Associate Director of Human Research Protection Programs (HRPP)
Member
Institutional Review Board

"Mercer University has adopted and agrees to conduct its clinical research studies in accordance with the International Conference on Harmonization's (ICH) Guidelines for Good Clinical Practice."

Mercer University IRB & Office of Research Compliance
Phone: 478-301-4101 | Email: ORC_Mercer@Mercer.Edu | Fax: 478-301-2329
1501 Mercer University Drive, Macon, Georgia 31207-0001
APPENDIX B

STAMPED WEB SURVEY
Dear colleagues,

My name is Felicia Tillman and I am a doctoral candidate at Mercer University in the Counselor Education and Supervision program. I am writing to ask that you share this request for participation with students who have identified as homeless/in transition and are pursuing higher education.

Under the direction of Dr. Karen Rowland, I am conducting research intended to examine the relationship between resilience and attachment for homeless students pursuing higher education.

Eligibility for the survey is limited to individuals who are 18 years of age or older. Additionally, respondents must be currently homeless or in transition and pursuing some form of higher education. This survey is brief and will only take about 15 minutes to complete. The link below will take the students directly to the survey. Students may also copy and paste the link into their internet browser to access the survey.

(Space for internet link)

Participation in the survey is completely voluntary and all responses will be kept confidential. No personally identifiable information will be associated with responses to any reports of the data collected. There is minimal anticipated risks to participation and participants can decline to answer any or all of the questions. Additionally, participants may terminate involvement at any time of their choosing. Information collected through participation in this study will be used to fulfill educational requirements and may be published in a professional journal or presented at a professional conference, still with participant anonymity preserved.

If you have any questions about the study, please feel free to contact me at Felicia.taylor@live.mercer.edu or Dr. Karen Rowland at Rowland_kd@mercer.edu. Mercer University’s Institutional Review Board (IRB) reviewed study #H1801023 and approved it on 02/06/2018.

It is with much gratitude that I extend my appreciation for your time and consideration.

Felicia Tillman
Mercer University, Ph.D. Candidate

Mercer University IRB
Approval Date: 02/06/2018
Protocol Expiration Date: 02/05/2019
APPENDIX C

STAMPED INFORMED CONSENT
Understanding Resilience & Attachment for Homeless Students Pursuing Higher Education

Primary Investigator to Read:

Hello, my name is Felicia Tillman and I am a Ph.D. Candidate at Mercer University in the area of Counselor Education and Supervision. As a part of my program, I am conducting research on Understanding Resilience & Attachment for Homeless Students Pursuing Higher Education. I would like your help in the form of participation in my research study. To be clear, you are being asked to participate in a research study. Before you give your consent to volunteer, it is important that we read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do. I will read the paper in front of you and ask that you read along.

Investigators
Felicia Tillman, M.S., Community Counseling, Mercer University, Penfield College
3001 Mercer University Drive, Atlanta, GA 30341, 678.547.6411

Faculty Sponsor
Dr. Karen Rowland, Ph.D., Counselor Education and Supervision, Department Chair of Counseling, Mercer University, Penfield College

Purpose of the Research
This research study is designed to examine the relationship between resilience and attachment in homeless young adults who pursue post-secondary education.

The data from this research will be used to determine the strengths and resources required for matriculation through higher education. This study could reveal the tenets of support needed for others facing similar circumstances.

The results of this research will also contribute to the existing body of literature on the effects resilience and attachment for students.

Procedures
If you volunteer to participate in this study, you will be asked to complete two questionnaires: 1) an 18 question Resilience Questionnaire and a 14 Question Attachment Questionnaire in which you will indicate how strongly you agree or disagree with the given statement. In addition, you will be asked one additional question that can be answered with the maximum of 140 characters. Finally, you will be asked to complete an 8 question demographic survey.

Your participation will take approximately 15 minutes.

Potential Risks or Discomforts
There is a potential risk that you could experience mild to moderate psychological or emotional discomfort as a result of this research study.

Mercer University IRB
Approval Date: 02/06/2018
Protocol Expiration Date: 02/05/2019
If you experience discomforts as a result of this study, you have the right to discontinue participation. If you would like to continue participation, or have discomforts after the study, you may call the Georgia Crisis and Access Line at 1.800.715.4225 24 hours a day, 7 days a week to receive free assistance.

Potential Benefits of the Research
Benefits of this study include an increased awareness of what it will take to be successful during your matriculation through higher education. When you complete the study, you will also be directed to a resource page that will provide names and contact information of several organizations that provide housing assistance, scholarships, mental health assistance and other beneficial resources. Another benefit of this study is that you will become a trailblazer in that you will have contributed to cutting edge research that will help all other homeless students after you who endeavor to continue their educational journeys.

Confidentiality and Data Storage
Consent forms will be kept confidential and stored separately from data that will be collected. The identity of participants will not be revealed in any published results of the study. Data will be stored in a double password encrypted environment to preserve anonymity of participants. Only the primary investigator and faculty advisor will have access to the data. The rights and wishes of participants will be respected at all times. As a part of these rights, the researcher will provide the participants of a copy of the transcripts if requested. The researcher will be clear on how the collected data will be used in every part of the research process. Copies of informed consent and IRB approval will be provided to participants upon request. If participants choose to be entered into the incentive raffle, randomized numbers will be assigned in a separate database from actual responses and anonymity will be preserved.

Participation and Withdrawal
Your participation in this research study is voluntary. As a participant, you may refuse to participate at any time. To withdraw from the study please contact Felicia Tillman at Felicia.taylor@live.mercer.edu.

Questions about the Research
If you have any questions about the research, please contact Felicia Tillman at Felicia.taylor@live.mercer.edu or Dr. Karen Rowland at Rowland_kdl@mercer.edu or 678.547.6049.

In Case of Injury
It is unlikely that participation in this project will result in harm to subjects. If an injury to a subject does occur, he or she may be seen at a local or regional medical facility. All expenses associated with care will be the responsibility of the participant and his/her insurance.

Incentives to Participate
An incentive is being offered to participants who complete this study. Ten participants will be randomly selected to receive a $10 Starbucks gift card. Entries into the raffle are separate from data collection, thus preserving anonymity. Cards will be emailed to given email address within 14 days of the completion of data collection. If the survey is completed in person, a random drawing will take place and gift cards will be given at the time of completion.

Audio or Video Taping
No audio or video taping will be utilized during this research study.

Reasons for Exclusion from this Study
Mercer University IRB
Approval Date: 02/06/2018
Protocol Expiration Date: 02/05/2019
Students who are under the age of 18 will not be considered for the study. In addition, students who are not currently homeless or in transition will not be considered for the study. Pregnant or incarcerated individuals will be excluded from the study as well.

This project has been reviewed and approved by Mercer University’s IRB. If you believe there is any infringement upon your rights as a research subject, you may contact the IRB Chair, at (478) 301-4101.

You have been given the opportunity to ask questions and these have been answered to your satisfaction. Your signature below indicates your voluntary agreement to participate in this research study.

<table>
<thead>
<tr>
<th>Research Participant Name (Print)</th>
<th>Name of Person Obtaining Consent (Print)</th>
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<tbody>
<tr>
<td>Research Participant Signature</td>
<td>Person Obtaining Consent Signature</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>

Primary Investigator to read:

If you have signed and agree to participate in this study, please log into one of the computers provided and click on the link which will lead you to the surveys. Be sure to press submit at the end to ensure that your information has been sent. If you entered the raffle, I will draw numbers at the end of this session. You need not be present to win. If you are the winner and are not present, I can email it to you. Thank you again for your participation.

Mercer University IRB
Approval Date: 02/06/2018
Protocol Expiration Date: 02/05/2019
APPENDIX D

DEMOGRAPHIC SURVEY
1. Please indicate your age:
   a. 18
   b. 19
   c. 20
   d. 21
   e. 22
   f. 23
   g. 24
   h. 25
   i. Other

2. Please indicate your race/ethnicity:
   a. White.
   b. Hispanic or Latino.
   c. Black or African American.
   d. Native American or American Indian.
   e. Asian / Pacific Islander.
   f. Other.

3. Please indicate your gender:
   a. Male
   b. Female
   c. Other
4. Please indicate the highest level of education you have attained (please select one)
   a. Some high school
   b. Completed High school
   c. Enrolled in College
   d. Other

5. How long have you been homeless this time (please select one)?
   a. Less than a month
   b. One to six months
   c. Six months to a year
   d. Longer than a year

6. What caused you to be homeless (please select one)
   a. Ran Away
   b. Family Lost their home
   c. Death of a Caretaker
   d. Kicked out of the home
   e. Other________________

7. Are you homeless (please select one)
   a. Alone
   b. With your biological family
   c. With someone other than your biological family
   d. Other

8. What is your highest educational goal?
   a. Finish high school
   b. Complete a Vocational Program (example: Cosmetology, HVAC, Plumbing)
   c. Complete an Associate’s Degree (2 years)
   d. Complete a Bachelor’s Degree (4 years)
   e. Complete a Master’s Degree
   f. Complete a Doctorate (PhD)
APPENDIX E

PERMISSION TO USE ADULT ATTACHMENT SCALE
Dear Colleagues:

Thank you for your interest in the Adult Attachment Scale. In this document you will find a copy of the original and revised Adult Attachment Scales, along with information on scoring. You’ll also find some general information about self-report measures of adult attachment style, and a list of references from our lab.

Please feel free to use the Adult Attachment Scale in your research and, if needed, to translate the scale into a different language. If you do translate the scale, I would greatly appreciate it if you could send me a copy of your translation so that I can (with your permission) make the translation available to future researchers.

Before choosing the Adult Attachment Scale for your research, please be sure to investigate other self-report measures of adult attachment. There have been many developments in the field since my original scale was published, and you may find that newer scales – such as Brennan, Clark, & Shaver’s (1988) Experiences in Close Relationships scale (ECR) – are better suited to your needs. I have included some references that will help you locate information on these newer measures.

Thank you for your interest in our work, and good luck with your research.

Sincerely,

Nancy Collins

Professor, UCSB

ncollins@psych.ucsb.edu
APPENDIX F

ADULT ATTACHMENT SCALE- CLOSE RELATIONSHIPS
**Revised Adult Attachment Scale (Collins, 1996) - Close Relationships Version**

The following questions concern how you *generally* feel in *important close relationships in your life*. Think about your past and present relationships with people who have been especially important to you, such as family members, romantic partners, and close friends. Respond to each statement in terms of how you *generally* feel in these relationships.

Please use the scale below by placing a number between 1 and 5 in the space provided to the right of each statement.

1--------2--------3--------4--------5

<table>
<thead>
<tr>
<th>Not at all characteristic of me</th>
<th>Very characteristic of me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I find it relatively easy to get close to people.</td>
<td></td>
</tr>
<tr>
<td>2) I find it difficult to allow myself to depend on others.</td>
<td></td>
</tr>
<tr>
<td>3) I often worry that other people don't really love me.</td>
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</tr>
<tr>
<td>4) I find that others are reluctant to get as close as I would like.</td>
<td></td>
</tr>
<tr>
<td>5) I am comfortable depending on others.</td>
<td></td>
</tr>
<tr>
<td>6) I don’t worry about people getting too close to me.</td>
<td></td>
</tr>
<tr>
<td>7) I find that people are never there when you need them.</td>
<td></td>
</tr>
<tr>
<td>8) I am somewhat uncomfortable being close to others.</td>
<td></td>
</tr>
<tr>
<td>9) I often worry that other people won’t want to stay with me.</td>
<td></td>
</tr>
<tr>
<td>10) When I show my feelings for others, I'm afraid they will not feel the same about me.</td>
<td></td>
</tr>
</tbody>
</table>
11) I often wonder whether other people really care about me.

12) I am comfortable developing close relationships with others.

13) I am uncomfortable when anyone gets too emotionally close to me.

14) I know that people will be there when I need them.

15) I want to get close to people, but I worry about being hurt.

16) I find it difficult to trust others completely.

17) People often want me to be emotionally closer than I feel comfortable being.

18) I am not sure that I can always depend on people to be there when I need them.
APPENDIX G

SCORING FOR THE ADULT ATTACHMENT SCALE-CLOSE RELATIONSHIPS
Scoring Instructions for the Revised Adult Attachment Scale

This scale contains three sub-scales, each composed of six items. The three sub-scales are CLOSE, DEPEND, and ANXIETY. The CLOSE scale measures the extent to which a person is comfortable with closeness and intimacy. The DEPEND scale measures the extent to which a person feels he/she can depend on others to be available when needed. The ANXIETY sub-scale measures the extent to which a person is worried about being rejected or unloved.

Original Scoring Instructions:

Average the ratings for the six items that compose each subscale as indicated below.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLOSE</td>
<td>1 6 8* 12 13* 17*</td>
</tr>
<tr>
<td>DEPEND</td>
<td>2* 5 7* 14 16* 18*</td>
</tr>
<tr>
<td>ANXIETY</td>
<td>3 4 9 10 11 15</td>
</tr>
</tbody>
</table>

* Items with an asterisk should be reverse scored before computing the subscale mean.

Alternative Scoring:

If you would like to compute only two attachment dimensions – attachment anxiety (model of self) and attachment avoidance (model of other) – you can use the following scoring procedure:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANXIETY</td>
<td>3 4 9 10 11 15</td>
</tr>
</tbody>
</table>
AVOID 1*  2  5*  6*  7  8  12*  13  14*  16  17  18

* Items with an asterisk should be reverse scored before computing the subscale mean.

Cronbach’s alpha coefficient in 3 samples of undergraduates:

<table>
<thead>
<tr>
<th>n</th>
<th>Close</th>
<th>Depend</th>
<th>Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>173</td>
<td>.81</td>
<td>.78</td>
<td>.85</td>
</tr>
<tr>
<td>130</td>
<td>.80</td>
<td>.78</td>
<td>.85</td>
</tr>
<tr>
<td>100</td>
<td>.82</td>
<td>.80</td>
<td>.83</td>
</tr>
</tbody>
</table>
APPENDIX H

INTELLECTUAL PROPERTY LICENSE AGREEMENT RS-14
Students & Residents of Developing Countries

This Intellectual Property License Agreement ("Agreement") is made and effective this 23 December 2016 ("Effective Date") by and between The Resilience Center, PLLP ("Licensor") and Felicia Tillman ("Licensee").

Licensor has developed and licenses to users its Intellectual Property, marketed under the names “the Resilience Scale,” “RS”, “14-item Resilience Scale” and “RS14,” and (the "Intellectual Property").

Licensee desires to use the Intellectual Property.

NOW, THEREFORE, in consideration of the mutual promises set forth herein, Licensor and Licensee agree as follows:

1. License. Licensor hereby grants to Licensee a 1-year, non-exclusive, limited license to use the Intellectual Property as set forth in this Agreement.

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3. Fee. In consideration for the grant of the license and the use of the Intellectual Property, subject to the Restrictions above, Licensee agrees to pay Licensor the sum of US$75.

4. Term. This license is valid for twelve months, starting at midnight on the Effective Date.

5. Termination. This license will terminate at midnight on the date twelve months after the Effective Date.

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Licensor may impose and Licensee shall pay a late payment charge at the rate of one percent (1%) per month on any overdue amount.

9. Taxes. In addition to all other amounts due hereunder, Licensee shall also pay to Licensor, or reimburse Licensor as appropriate, all amounts due for tax on the Intellectual Property that are measured directly by payments made by Licensee to Licensor. In no event shall Licensee be obligated to pay any tax paid on the income of Licensor or paid for Licensor's privilege of doing business.
APPENDIX I

INTELLECTUAL PROPERTY LICENSE AGREEMENT RS-14
10. Warranty Disclaimer. LICENSOR'S WARRANTIES SET FORTH IN THIS AGREEMENT ARE EXCLUSIVE AND ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

11. Limitation of Liability. Licensor shall not be responsible for, and shall not pay, any amount of incidental, consequential or other indirect damages, whether based on lost revenue or otherwise, regardless of whether Licensor was advised of the possibility of such losses in advance. In no event shall Licensor's liability hereunder exceed the amount of license fees paid by Licensee, regardless of whether Licensee's claim is based on contract, tort, strict liability, product liability, or otherwise.

12. Support. Licensor agrees to provide limited, e-mail-only support for issues and questions raised by the Licensee that are not answered in the current version of the Resilience Scale User's Guide, available on www.resiliencescale.com, limited to the Term of this Agreement. Licensor will determine which issues and questions are or are not answered in the current User's Guide.

13. Notice. Any notice required by this Agreement or given in connection with it, shall be in writing and shall be given to the appropriate party by personal delivery or by certified mail, postage prepaid, or recognized overnight delivery services.

If to Licensor: The Resilience Center
PO Box 313 Worden, MT 59088-0313

If to Licensee: Name: Felicia Tillman

14. Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the United States and the state of Montana. Licensee expressly consents to the exclusive forum, jurisdiction, and venue of the Courts of the State of Montana and the United States District Court for the District of Montana in any and all actions, disputes, or controversies relating to this Agreement.

15. No Assignment. Neither this Agreement nor any interest in this Agreement may be assigned by Licensee without the prior express written approval of Licensor.

16. Final Agreement. This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both Parties.

17. Severability. If any term of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, then this Agreement, including all of the remaining terms, will remain in full force and effect as if such invalid or unenforceable term had never been included.

18. Headings. Headings used in this Agreement are provided for convenience only and shall not be used to construe meaning or intent.

IN WITNESS WHEREOF, the Parties hereto have duly caused

The Resilience Center
this Agreement to be executed in its name on its behalf, all as of the day and year first above written. Licensee

Signature:

Printed Name: Felicia Tillman  Gail M. Wagnild, PhD
Title: Student  Owner and CEO
Date: 23 December 2016  23 December 2016
To estimate your level of resilience (only for self-evaluation), add the circled numbers:

- 82-98 = Very High Resilience Tendencies;
- 64-81 = High Resilience Tendencies;
- 49-63 = Average;
- 31-48 = Low Resilience Tendencies;
- 14-30 = Very Low Resilience Tendencies.

If you have an average score or below, talk to a colleague about those low-scoring items.

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APPENDIX K

RESPONSES FROM QUALITATIVE INQUIRY
Table

*Responses and Themes for Qualitative Inquiry*

<table>
<thead>
<tr>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>I think what keeps me going is my little brother he looks up to me and watches everything that I do so I want him to go to college too.</td>
</tr>
<tr>
<td>My daughter is what keeps me motivated I want a better life for her then I had for myself.</td>
</tr>
<tr>
<td>My parents’ success in life is what keeps me striving for more.</td>
</tr>
<tr>
<td>I want to make my mother proud of me because I never felt like nothing I’ve ever done in my life my mother was proud of so I believe she will be proud of me graduating.</td>
</tr>
<tr>
<td>To provide for my whole entire family so we can continue to strive in this country.</td>
</tr>
<tr>
<td>I want to be able to make a better life for my family.</td>
</tr>
<tr>
<td>My daughter that I will have a kid with lots of stuff.</td>
</tr>
<tr>
<td>Grandma death</td>
</tr>
<tr>
<td>My siblings looking up toward me show my mother her tireless efforts to raise 4 boys did pay off.</td>
</tr>
<tr>
<td>My family.</td>
</tr>
<tr>
<td>My daughter.</td>
</tr>
<tr>
<td>The memories of my grandparents and the life lessons they taught me also gives hope for a brighter future.</td>
</tr>
<tr>
<td>A family someday</td>
</tr>
<tr>
<td>I motivated because I want to show my son the value of education.</td>
</tr>
<tr>
<td>My Children</td>
</tr>
<tr>
<td>I would love to make my family proud of me.</td>
</tr>
<tr>
<td>My nephew who is 8 months.</td>
</tr>
</tbody>
</table>
Faith
My faith in God keeps me going through the hardest things in life so I know college can’t be that hard.
I had a hard time w self-motivation. Ppl at a church I attend motivate me.
The Holy Bible of The Truth Of being a Hebrew Israelite By Blood...Blacks, Hispanics and Native. Americans are the Israelites of the Bible and This Is the World’s biggest kept Secret
God
Truly I just feel like this is what I’m supposed to be doing with my life
The fear of getting a second chance of freedom and not doing nothing with it being a waste of a god given blessing
My belief in God and faith keeps me motivated to keep pushing towards accomplishing goals
Faith
Faith

Thirst for Knowledge
The opportunity to acquire more knowledge to master what you are already passionate about is what motivates me to continue my educational journey.
I want to know everything about the world and the only way I can found that out is by continuing my education.
…and the hunger for knowledge.
The Key to success in life is Education

Friends/Peers
My other homeless friends
The love that I have for my girlfriend is what makes me get up in the morning and make things happen, so in other words my girlfriens pushes me to be successful.
I feel that there should be more awareness of the gay community, so knowing that there is not enough study for my kind is what motivate me to further my education
The fact that going to prison could have been a lifetime for me but instead it was cut short so, I want to show my friends in prison that going to college can be done
Seeing people who also experience things in their life and still manage to accomplish goals I have too.
as well as pace a way for them and my closest friends.

**Outside Influencers**
The President is what motivate me to further my education because I want to Stop Donald Trump from all this stuff that he's been doing.
My teachers keeps me motivated I have a great relationship with them
My probation officer
Being able to prove to the people who kicked me out what kind of mistake that was

**Help Others**
When I was 14 I was sexually assaulted by my father and to think someone like that could do such a thing only made me find out how truly strong I am and made me want to help other kids who've gone through the same thing and I need more education to do so.

**Money**
My homeboy makes a lot of money doing Air conditioning so that's what I want to do with my life. So, him making all that money is what motivates me.
so with that being said I guess you can say the large of money I am going to make once I'm done with school
Higher your education, more moolah I will receive & I love money!??????
Job stability with a decent pay in order to live comfortably.
The need of money

**Success**
Success is waiting at the end
I want to feel successful.
To be successful
Knowing that at the end of the day I will be successful.
The urge for success…

**Better Life**
I need to get away from this place and right now college is my only option for a better
chance at life
A better day
I owe it to myself to finish and try and make a better life for myself.
Knowing that one day things will be better and
Knowing that things will get better for me at some point
Knowing that all struggles eventually come to an end.
That fact that I will not be in this position again

**Self Determination**
The thought of knowing everything I have or will have is earned
My self determination to be great and to
Be the best I can be!
I just don't want to be a failure to the people who knows me
And how nothing will be able to stop me from making my dreams come true
Honestly the reason why I want to continue my education is to show everyone that you can
accomplish anything that you set your mind on, no matter your upbringing.
Hope that I can do it.
I want to better myself.
A strong desire to complete my goal.
My passion
What keeps me motivated is my end goal. I want more out of life than what I have achieved
now and most of all
I know I am only human and there will be ups and downs, I just have to stay strong

**Life Experiences**
My pass is what makes me want to continue
The thought of ever being homeless again
When I was 14 I was sexually assaulted by my father and to think someone like that could
do such a thing only made me find out how truly strong I am and made me want to help
other kids who've gone through the same thing and I need more education to do so.

**Eliminated**
I’m not sure

Ya