

SCHOOL-RELATED RESILIENCY FACTORS THAT CONTRIBUTE  
TO THE ACADEMIC AND SOCIAL SUCCESS OF BLACK  
MALES IN ELEMENTARY SCHOOLS IN  
NORTH CAROLINA

A Dissertation

by

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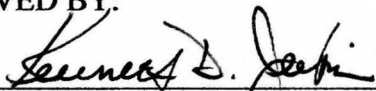
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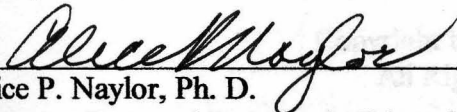
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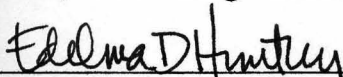
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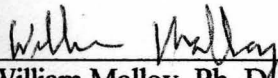
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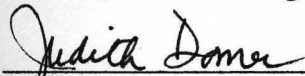
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## ABSTRACT

# SCHOOL-RELATED RESILIENCY FACTORS THAT CONTRIBUTE TO THE ACADEMIC AND SOCIAL SUCCESS OF BLACK MALES IN ELEMENTARY SCHOOLS IN NORTH CAROLINA (December 2003)

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The purpose of this study was to determine the presence of school-related resiliency factors in elementary schools across North Carolina as related to the academic and social success of black males. Further, this study explored ways that schools could foster these resiliency factors.

Two qualitative research methods were used to address the research questions proposed in this study. First, a survey was used to collect data from 4<sup>th</sup> and 5<sup>th</sup> grade black males in selected schools across North Carolina. Second, semi-structured interviews were used to collect data from their teachers, guidance counselors, and administrators.

According to survey and interview data, schools placed an emphasis on literacy, thereby fostering resiliency. Schools also placed an emphasis on forming positive relationships with students, as well as the belief that “all children can learn.”

Study participants revealed that resiliency factors were present for the students participating in this study. Student interview data revealed that knowing how to read was an important component of their schooling. Data gathered from student participants indicated family support for education and student achievement. Student data also indicated that resiliency factors present in most students included social connections and leadership opportunities, goal setting, and a sense of the future.

Each school fostered resiliency to improve the academic and social success of the black males in this study in various ways, and some schools stood out in their efforts to accomplish this goal. Programmatic strategies focused on literacy, intervention, and remediation. Resources in the form of instructional materials, personnel, and time were used as strategies to foster resiliency and promote success for both students participating in this study and for other students in these schools. In addition, three schools served as exemplars for what all schools should be doing to foster resiliency for at risk black males.

Teachers, guidance counselors, and administrators identified resiliency factors that encouraged the academic and social success of the black males in this study. Non-institutional practices were the basis for fostering resiliency in these schools. Overwhelmingly, adult interview data indicated that personal relationships were a critical part of fostering success for the students in this study.