



The  
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‘Constructions of resilience’  
A Q methodological study to explore  
how young women view resilience.

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# Abstract

Resilience has a long history of academic and applied interest, initiated by early realist studies into 'vulnerable' populations which explored the finding that not all children in difficult circumstances succumbed to poor outcomes (e.g. Rutter *et al*, 1975a & 1975b, summarised in Rutter, 1979). Criticisms of this approach generated qualitative studies exploring cultural differences in resilience (e.g. Ungar, 2006), and qualitative studies eliciting the voices of young people in adverse circumstances (e.g. Washington 2008). However these types of studies were still often motivated by application to practice so took a critical realist approach instead of challenging the concept of resilience itself.

My interest in resilience emerged through an awareness that in practice young people are often labelled as resilient or vulnerable, with little critical thinking around how such labels might owe more to adult perceptions than to young people's experiences, particularly, I found, when working with young women. The aim of this research, therefore, was to elicit young women's views on resilience as a construct. Q methodology was deemed most appropriate for the topic's complexity and for a participant cohort that may not have personally experienced 'adverse circumstances'. Thirty eight female participants from one girls' grammar school sorted fifty-two statements from most unimportant (1) to most important (9). A factor analysis was completed and a four factor solution identified: 'Resilience is... supportive relationships and surroundings', 'Resilience is... having the individual skills and effort to develop myself and achieve my goals', 'Resilience is... having the internal skills and traits to achieve my educational goals' and 'Resilience is... having friends and positive surroundings'.

Findings are discussed with relation to existing literature, and the relevance of findings is explored in relation to school and educational psychology practice. Strengths and limitations of the study are considered, and suggestions for future research given.

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# 1. Introduction

The aim of this research was to explore how young women viewed resilience.

Resilience has continued to have both theoretical and applied importance since the early studies by Garmezy and Blueler (cited in Garmezy *et al*, 1979) found that in supposed 'vulnerable' cohorts of children and young people, some achieved positive outcomes despite the odds seemingly stacked against them. Currently the topic of resilience also features prominently in UK educational policy and practice, and is included in the wider social agenda of social and emotional well-being. However, there have been continuous theoretical issues with the concept of resilience in realist psychological explorations; most notably around definition ambiguity, difficulties with identifying contributing factors, difficulties with measurement and difficulties with generating an appropriate and workable model. More critical psychological researchers have also taken umbrage with the approach of their more realist colleagues, most significantly around culturally oppressive approaches, objectification of participants and conflation of resilience with social conformity.

My interest in resilience was initiated by pastoral work with young people, wherein which I noted the terms resilience and vulnerability (the generally accepted antonym in educational practice) being used regularly to label young people, particularly young women, from adverse circumstances. My interest was further piqued in my educational psychology training, as resilience was often a focus of school social and emotional well-being policies and was seen to be particularly important in a girls' grammar school which I was working in. I was struck by professional assumptions that the term was easily definable, and universal - despite continuing theoretical debates on this issue, and that resilience was related to the individual - despite the importance of environmental factors being consistently present in the literature. I was also struck by how infrequently young people's voice were elicited on the topic; it was a term used about young people - most frequently when not in their presence - not with them or by them. Therefore, I felt it would be appropriate to explore what young people think resilience is; as I felt this would be important information to challenge the adult-researcher-practitioner definition. I also believed that a social constructionist approach was the most appropriate paradigm to utilise as it would not take a position on the existence of resilience and attempt to generate interventions to improve resilience, which I felt had limited the challenge of previous research.



My interest in hearing young people's voices led me to consider qualitative methodologies initially, however, my research into resilience made me aware of the topic's complexity, and also made me think about the importance of eliciting young people's views on the dominant discourses, instead of eliciting alternative views. I wanted a methodology that could elicit multiple views, both major and peripheral, if they existed, and I wanted this multiplicity to be retained in my findings. Therefore I felt that Q methodology was most appropriate to meet these aims.

This research is structured in four chapters. The first completes a literature review on the topic of resilience, summarising the history of research, highlighting issues and gaps with research, and demonstrating the usefulness of my research to the field. The second details the methodology and method of the research; summarising its epistemology, detailing Q methodology, exploring the ethical implications of the research and giving the methodological process of my study. The third chapter gives the results and analysis; detailing the quantitative procedures undertaken in order to elicit the resultant factors, interpreting each factor then giving information about factor overlaps and consensus statements. The last chapter discusses the analysis; considering it in the light of previous research, exploring the implications of the results for school and educational psychology practice, outlining the strengths and weaknesses of this study then suggesting avenues for further research.

## **2. Literature review**

### **2.1. Introduction**

The aim of this literature review is to provide a context for the current study and to demonstrate what this study adds to previous literature. It will do this in five areas. Firstly it will describe the current importance of resilience. Secondly it will explain my interest in resilience. Thirdly it will outline the history of resilience research. Fourthly it will explore the issues with, and gaps in, previous research. Lastly it will explain future steps and research questions for this study.

### **2.2. The importance of resilience**

Resilience is currently a popular concept within UK educational policy. For example a government interest in resilience, demonstrated by the Character and Resilience manifesto (Paterson *et al*, 2014), received widespread media coverage, such as the BBC (Howse, 2014) and the Telegraph (Gurney, 2015). This has led to a focus on resilience in educational practice, for example resilience training for educational professionals - as I personally experienced – having been invited to two oversubscribed conferences on resilience during the final year of my doctorate (Catalyst psychology conference, October 2016 (Catalyst Psychology, 2016), and a Leading Edge Day, March 2017 (University College London Educational Psychology, n.d.)). As with all ‘trendy’ concepts (Predescu *et al*, 2014, p. 2), the ascendance of resilience within policy and practice owes much to its resonance with current wider social values.

#### **2.2.1. Resilience and the modern notion of well-being**

The medical, social and technological developments of modernity have meant that, for many people in western industrialised nations, life is not simply about meeting basic needs. Therefore, as suggested by Maslow, individuals can aim for higher goals such as esteem needs and self actualisation (Maslow, 1943). Western individualism has meant that one higher goal, perceived to be a desirable outcome for all, is the goal of individual emotional well-being and happiness (as argued by Ecclestone & Lewis, 2014). The abundance of terms used within this overarching agenda: ‘optimism, emotional literacy... altruism, self-esteem and stoicism’ (Ecclestone & Lewis, 2014, p.

196), demonstrates its importance within western culture. This 'well-being agenda' is reflected in psychology research, most notably within positive psychology and cognitive behavioural therapy (CBT) (as argued by Ecclestone & Lewis, 2014). It is also evident in practice, for example the explosion of the self help industry (as explored by the Guardian: Groskop, 2013).

Well-being has not remained a private concern but has become a national and international public policy issue (e.g. Helliwell *et al*, 2017). This has led to questions about the state of the public's emotional well-being, and the development of interventions to improve it. In the UK many of these interventions are deemed to be the preserve of health, are incorporated into the wider mental health policy, and offer a positive and preventative angle to work supporting mental ill health, for example the development of an emotional well-being toolkit (NHS Employers, 2015). However, with regards to children and young people - a captive audience within their educative environment - the emotional well-being agenda has also been legislated for within educational policy (e.g. the Department for Education, 2015). This has been operationalised in practice, for example social, emotional and mental health difficulties has been included as one of the four broad areas of special educational needs in the 2015 special educational needs and disability code of practice (the Department for Education & the Department of Health, 2015). Resilience has been included in this agenda as part of the constellation of terms within emotional well-being: the Character and Resilience Manifesto (Paterson *et al*, 2014) linked resilience with multiple terms, including self esteem, character, social and emotional skills, mental toughness and grit.

### **2.2.2. Resilience and the modern concept of childhood**

As argued above, resilience has a place within the modern notion of emotional well-being across the life span. However, resilience is important within research and practice for children and young people for further reasons, as outlined below.

The modern western view of childhood as a distinct, idealised life period, characterised by completion of developmental stages and in need of protection in order to successfully enter adulthood, underpins western socio-cultural consciousness (as critiqued by Boyden, 2003) and UK practice, such as the development of Children's Local Safeguarding Boards (the Children's Act 2004). The view that childhood is a developmental period preparing the individual for adulthood is also evident in psychology, such as Piaget's developmental stage theory (summarised in Gross, 2010). This concept of childhood posits the child as innocent and in need of protection

in order to develop 'successfully', which has necessitated a shift from childhood and parenting being a private to a public concern. This was originally met by charitable groups such as the National Society for the Prevention of Cruelty to Children (NSPCC: established in 1884). The later twentieth century, however, saw the creation and growth of state services, for example the death of Maria Colwell in 1973 initiated the development of the UK's child protection system (summarised by the NSPCC, n.d.).

The 'ideal' and innocence of childhood, however, is arguably a fictional notion that bears little resemblance to the experience of many children in Western countries: the NSPCC states that around one in five children in the UK have been exposed to domestic abuse (the NSPCC, 2011) and Barnado's states that over a quarter of UK children live in poverty (Barnado's, n.d.). Therefore, the concept of resilience arguably became a moral imperative for policy and practice because society wanted to believe that, if the state could not guarantee protection for children, factors within a child and within their environment might enable positive outcomes despite other adverse circumstances. This has meant that resilience research has been explicitly conceptualised as research that 'offers hope' (Masten & Coatsworth, 1998, p. 216).

In summary, resilience is an important concept within modern western culture for individuals across the life span, but most notably for children and young people. Therefore, resilience research has always been pertinent to, and contributed towards, the development of practice.

### **2.2.3. Resilience and women**

There has not been a strong focus on resilience and gender in psychological research - as discussed in section 2.5.5 - however, there are multiple popular western narratives about women which I believe contribute to a gendered construct of resilience. Firstly, it could be argued that women and girls need to be resilient due to the higher likelihood that they will experience adverse circumstances, such as domestic violence (4.3% of the male population and 8.1% of the female population: Office for National Statistics, 2016a) or child sexual assault (self reported child sexual assault: women 11%, men 3%: Office for National Statistics, 2016b). It must be noted that the statistics on the gendered nature of these adverse circumstances demonstrate a complex picture, made more complex by the inevitable bias in statistics communication due to the motivations of the communicators. For example, when considering domestic violence, the campaign group Parity states that 40% of domestic abuse victims are male

(Campbell, 2010), whereas the charity Refuge states that 84% of domestic abuse victims are female (statistics from 2013 – 2014: Refuge, 2014). However, despite the complexities around reporting, I would argue that a strong gendered narrative on exposure to adverse circumstances both exists, and contributes to the popular narrative around resilience.

Secondly, being female may necessitate the need for resilient responses in order to 'succeed' as socially defined, due to gendered barriers such as the glass ceiling (the global media company Forbes stated that in 2017 women should expect to earn 75% of the salary that men will earn: Webb, 2017).

Thirdly, the traditional gendered construct of femininity seems antithetical to traits associated with resilience so it could be argued that girls are caught in a tension between being resilient - demonstrated through qualities such as strength and braveness, and being female - demonstrated through qualities such as weakness and timidity, for example as Erwin and Costa suggest in their parenting guide:

Much of what you have learned about boys and girls comes from generations of assumptions, your own parents, your friends, and the world around you. For example, you may believe that boys are strong, while girls are weaker. Boys are brave; girls are more timid (Erwin & Costa, 2017).

Therefore, whether one takes a position that resilience objectively exists or is a social construct, gender does have a specific influence on how resilience is understood for multiple reasons.

## **2.3. My interest in resilience**

I first became interested in resilience in my previous career which involved early intervention work with children, young people and families. The concept of resilience functioned on multiple levels, from familial level work to improve children's circumstances to work purporting to develop children's resilience to such circumstances (e.g. CBT activities: Stallard, 2002). Workers used the terms resilience and vulnerable (the common antonym to resilience) to describe young people and it interested me that workers used these terms almost unquestioningly (as suggested by Ecclestone & Lewis, 2014), as if protective factors that develop resilience, and the criteria to judge resilience, could be decided upon by adults using theoretical factors such as self esteem, or government criteria such as safe sexual activity, without any recourse to children and young people's understanding of their actions. I also noticed

that although workers used both terms when talking about boys and girls, it seemed that workers felt more comfortable utilising resilient and vulnerable discourses when discussing girls, and I felt this may have been because workers were keenly aware of the myriad of adverse circumstances which are more likely to affect girls, as argued in section 2.2.3. I also wondered whether workers verbalised thoughts about girls' resilience and vulnerability as they felt a need to keep in mind the possibility of girls' vulnerability, due to a fear that female behaviours generated by experiences of distress may be more hidden. For example, research findings argue that girls internalise issues and boys externalise issues, such as differences in the prevalence of behaviour disorders (the Dunedin multidisciplinary health and development study, Anderson *et al*, 1987, discussed in Woodhead *et al*, 2005). I also felt that the gendered view on resilience and vulnerability, generated by workers' thoughts around adverse circumstances and behaviours that communicate distress, may have been amplified by the wider socio-historical deficit model of femininity, as explored by Gilligan (1982). She argued that women have been understood through a masculine image and viewed to be 'deviant' and 'developmental failure[s]' (Gilligan, 1982, pp. 6 - 7). Therefore, I would argue that these multiple influences fed into an institutional construct of girls as vulnerable and a belief that girls should receive specific interventions - some of which I delivered - which purported to develop girls' resilience (e.g. the Beauty Cocoon programme, n.d.).

My interest in resilience as a general construct continued during my educational psychology training. I became aware of a conflict between training and practice which echoed the conflict I found in research (explored in sections 2.4 and 2.5). Training highlighted for me the importance of ethical practice in relation to resilience, for example eliciting young people's views so as to avoid objectification, and being mindful of power imbalances, particularly with regards the narratives told about children and young people by adults around them. Training also highlighted the importance of reflective practice so that assumptions could be appropriately challenged with other educational practitioners and within educational systems. However, in practice I often found this challenge was muted (albeit to different degrees by individual educational psychologists) by an awareness that children and young people have to fit into the educational system available and be supported to 'succeed' - as judged by society's concept of success (e.g. achieving high academic grades). Therefore, the concept of resilience was often not challenged, and young people viewed to be vulnerable by other practitioners were also viewed as vulnerable by the educational psychologist. This is evident through practical tools such as the 'Resiliency Scales for children and adolescents' (Prince-Embury, 2007) which 'assess' a young person's resilience in order

to decide on support, and in educational psychology research which simply contends that resilience theory is useful for educational psychology practice (Toland & Carrigan, 2011, and Theron & Donald, 2012). My developing appreciation of this conflict led me to consider alternatives for educational psychologists who work in 'the real world' but endeavour to work as ethical, reflective and empowering practitioners. For example, I wanted young people's definitions of resilience to be elicited and considered alongside the definitions of resilience around them (such as parents or school staff) instead of young people's resilience being assessed by an external measure, and potentially found wanting.

My interest in the gendered element of resilience also continued during my educational psychology training. In my second year placement I worked at a girls' grammar school (the school within which I also completed my thesis research) and from the onset I was told by the educational psychology service manager that the bulk of my work in this school was likely to be therapeutic work due to perceived mental health difficulties. I also had a lively discussion with my colleagues during which we discussed what they viewed to be the prevalence of issues around self harm and eating disorders amongst the girls attending this school - who are deemed to be 'high flyers' - which they felt linked to how girls manage the pressure put upon them and communicate their distress. Media discussions suggest that there is a gendered element to mental health issues experienced by teenagers, for example the Telegraph considers issues around body image (Sanghani, 2017) and the notion of 'Little Miss Perfect' (Lambert, 2014). My training around systemic psychology felt particularly pertinent, and I reflected on the idea that resilience would be an appealing notion for professionals to utilise when they are aware that they cannot change the wider social and cultural discourses that influence girls or the extent to which girls engage with them, as argued in section 2.5.3.

## **2.4. The history of resilience research**

### **2.4.1. The origins of resilience research**

The study of particular cohorts, such as schizophrenic individuals (Garmezy *et al*, 1979), gave developmental psychopathologists information about patterns of risk across individual lives and within familial groups. Studies originally focused on vulnerability in order to inform health services, and exceptions to vulnerability were initially ignored (Rutter, 1990). However, researchers began to realise that these exceptions warranted further study, as an understanding of why certain individuals did

not succumb to adverse circumstances could offer valuable information. For example, Blueler's work looking at children of schizophrenic parents concluded that the experience seemed to 'steel' some children (Blueler, 1974, cited in Garmezy *et al*, 1979, p. 30). From these early studies resilience research was initiated and researchers began to view resilience as fairly common, instead of the preserve of a remarkable few: Masten argues that successful adaptation in adverse circumstances is 'made up of ordinary rather than extraordinary processes' (Masten, 2001, p. 227).

## **2.4.2. Research into the factors that influence resilience**

The first wave of research (as identified by Kolar, 2011) focused on identifying and measuring internal and external factors that contribute towards resilience. Two types of outcome measures tended to be used: developmental psychology 'norms' such as self regulation in early childhood (Masten & Coatsworth, 1998) or socially expected outcomes such as not being disruptive in class (Rutter, 1990). Originally research focused on individual variables - such as IQ - that could predict 'successful adaptation under adverse conditions' (Garmezy's 'Project Competence', cited in Masten *et al*, 1990). However, it became clear that environmental factors also had an important influence on resilience: longitudinal studies into large cohorts, such as Wenger's study in Kauai (described in Masten & Coatsworth, 1995), that explored which children succumbed to outcomes such as criminality or lack of educational success and what environmental and individual patterns could be identified. This research highlighted the multiple factors involved in resilience. Garmezy (1985) suggested that factors could be grouped into three types: individual, familial and social (cited in Fraser *et al*, 2004). Further studies developed this model, defining factors as proximal or distal then exploring relationships between them (summarised in Baldwin *et al*, 1990), and labelling factors as protective or risk factors (studies summarised in Fraser *et al*, 2004).

## **2.4.3. Research into the processes of resilience**

The second wave of research:

focussed on uncovering the mechanisms and processes that account for these assets and protective factors (Liebenberg & Ungar, 2009; Masten & Obradovic, 2006, cited in Kolar, 2011, p. 422).

General process models, such as Bronfenbrenner's ecological systems model (1979 and 1989, argued by Schoon, 2006) and Sameroff and Chandler's transactional model (1975, discussed in Schaffer, 1996), were useful to this exploration. For example,



Werner's study (1990, cited in Cohler *et al*, 1995) concluded that certain infant traits engender concern and help from adults which foster resilience development, and this arguably fits with Sameroff and Chandler's transactional model. Studies which considered resilience theory in practice have used Bronfenbrenner's model to further understand processes (Toland & Carrigan, 2011, and Theron & Donald, 2012). Resilience specific ecological models were also developed, such as the resilience process model proposed by Richardson (1999, cited in Tusaie & Dyer, 2004) which explores the process of disruption and reintegration.

#### **2.4.4. Early research: a summary**

Early research attempted to identify the factors and processes that contributed to resilience. Resultant models were complex and multifaceted, and measures of resilience found that participants, seemingly resilient on one measure, or at one time, could be termed vulnerable in spatially or temporarily disparate situations. Luthar's study, (1991, cited in Masten & Coatsworth, 1995) for example, found that children who seemed competent behaviourally had higher levels of depressed mood and anxiety, suggesting internal vulnerability despite external successes. Some researchers, therefore, argued for multiple resiliences, such as educational resilience (e.g. Brown *et al*, 2001) or emotional resilience (e.g. Kline & Short, 1991a) (both summarised in Fraser *et al*, 2004). Overall, however, early research viewed resilience 'objectively' and attempted to develop a universal model by detailing the multiple variables and processes involved. Studies separated results based on gender if outcome differences were measured, but did not comment on gender as a variable overall, and tended to simply state differences briefly within an overall focus on commonalities. For example Egeland *et al*'s study (1993) on the processes of resilience most commonly states general conclusions about the cohort of un-gendered children, with asides to gendered differences around continuity of adaptation and competence. On three occasions the article notes gendered differences but then brushes over these to make more general statements, instead of taking an interest in the finding of difference:

- findings supporting considerable continuity in individual development from infancy through childhood (Egeland *et al*, 1993, p. 521).
- these findings, for boys especially, support an organisational view of resilience as a capacity that develops over time (Egeland *et al*, 1993, p. 522).
- parenting and relationship factors, especially for boys, seem to provide a protective function' (Egeland *et al*, 1993, p. 522).

Studies such as these generated a notion of resilience as an independently existing entity which is measurable using universal norms, with a focus on finding the common

aspects of resilience regardless of gender, in order to enable the development of research-based interventions to improve resilience. This has been challenged, as explored below.

#### **2.4.5. Research into resilience across cultures**

Mainstream research was criticised by psychologists interested in exposing and challenging its Eurocentric nature, such as Ungar's international resilience project (Ungar, 2006) which explored the cross-cultural similarities and differences in resilience. Ungar suggested that previous research did not pay attention to cultural differences and he argued that resilience should be defined within cultures before it could be operationalised. Through this work more culturally nuanced definitions have arisen and multiple paths to resilience have been recognised. Ungar defined seven universal tensions (access to material resources, relationships, identity, power and control, cultural adherence, social justice and cohesion) that need to be resolved for resilience to develop, but he concluded that culture determines the balance and interactions of these tensions (Ungar, 2006, p. 57). This avenue has been particularly useful to studies in developing countries as it has allowed different resilience variables and processes to be valued and not seen as 'deficient' or 'pathological' (Laosa, 1979, p. 264). In the African context, for example, Phasha's study (2010) which looked at educationally resilient African survivors of child sexual abuse highlighted the importance of African cultural values to resilience.

#### **2.4.6. Research into resilience and child voice**

Researchers were also aware that children are actively making meaning from experiences and evaluating their social and non-social environments (Schaffer, 1996). Therefore, researchers attempted to understand 'vulnerable' participant meaning-making through using qualitative studies to elicit participant voices. For example, Washington's study (2008), which uses narrative inquiry with female adolescents in an alternative education provision, concludes that participants re-story risk as resilience to generate a hopeful narrative for their future

#### **2.4.7. Research into resilience discourses**

Lastly, researchers critiqued resilience research on ethical grounds. Ecclestone and Lewis (2014) argue that critical research has not questioned vulnerability and resilience

discourses, instead supporting behavioural perspectives to search for ways to develop 'resilience' in the 'vulnerable'. Hempel and Lorenz argue that resilience: 'is used by a normative, political program of enactment, decreeing resilience in order to exercise control' (Hempel & Lorenz, 2014, p. 26).

Both of these positions argue that research needs to challenge the current discourse in order to develop alternative discourses. Hempel and Lorenz (2014) state this is important so that the original meaning of resilience is re-established. Ecclestone and Lewis argue this is important so that research moves away from 'the individualisation of resilience' and focuses on institutional and community responses (Ecclestone & Lewis, 2014, p. 211).

#### **2.4.8. Qualitative research: a summary**

Researchers that have used qualitative methodologies to explore resilience have challenged the assumption that resilience is a universal, independently existing entity that can be neutrally measured. These researchers have argued from more relativist paradigms such as critical realist or social constructionist, and have challenged previous research through two themes: who defines resilience and the subsequent impact of this on the function of resilience in studies, and the wider issue of the politicisation of the term.

Again, however, gender has not been an explicit or consistent theme within these studies. Studies eliciting participant voice have often accessed a female cohort (for example Edmond *et al*, 2009, Munford and Sanders, 2008, Phasha, 2010 and Washington, 2008) and the adverse circumstance is often a potentially gendered one - such as sexual abuse - as explored in section 2.2.3. However, these gendered elements are rarely directly discussed. Studies exploring resilience in different cultural contexts only focus on differences and similarities between cultures. For example, Ungar's study (2007) simply gives overall cohort information on gender then only briefly discusses gender twice when it is relevant to the specific themes of education and pregnancy. Lastly, articles which take a broadly philosophical approach tend to critique resilience in its entirety without considering gender, for example Ecclestone and Lewis' argument (2014) that resilience discourses need to be challenged, or McMahon's exploration (2006) of compliance-resilience and resistance-resilience. Aranda's use of feminist psychology to explore resilience is unique in its approach, and allows for the exploration of the gendered and embodied subject who performs resilience. However, this approach utilises feminist approaches more broadly and takes a specifically

abstract, theoretical position (as noted by the author). Therefore, further work would need to develop this approach by exploring how resilience is actually performed by embodied female subjects.

## **2.5. Issues and gaps with previous research**

### **2.5.1. Issues with definitions**

The definition of resilience has always been debated. Early studies do not use the term resilience at all, instead using terms such as 'competence' (e.g. White, 1957, cited in White, 1979, p. 7). When resilience has been used it is often ambiguous, it may be 'a concept, a behavioural skill or capability, an attribute, a psychological construct, and a social responsibility or virtue' (Ecclestone & Lewis, 2014, p. 196). It has also been difficult to decide whether it should be conceptualised as an entity or one end of a continuum (Radke-Yarrow & Sherman, 1990), and how resilient an individual needs to be to be classified as resilient (Luthar *et al*, 2000).

Difficulties with terminology also affect the definitions of adverse circumstances and outcomes. Originally researchers explored what they viewed to be major adverse circumstances, such as having parents with mental health issues (e.g. Cicchetti & Toth, 1992a; Downey & Coyne, 1990; Watt *et al*, 1984, all cited in Masten & Coatsworth, 1995). However, it was often found that daily hassles were as influential on resilience and vulnerability, if not more so (Cohler *et al*, 1995). Research into child voice also highlighted the issue with using researcher determined adverse circumstances as participants may not conceptualise these as adverse (Luthar *et al*, 2000). Outcome definitions could be viewed to be even more affected by social desirability (Bartelt, 1994). Frequently used outcome variables include measures as diverse as lack of success in education, antisocial behaviour and criminality, mental health issues, and teenage pregnancies. Whilst these are arguably issues for society, their inclusion as variables that prove lack of resilience can be questioned. For example, Bartelt (1994) challenges school completion as an outcome denoting resilience when studying cohorts such as the Puerto Rican community, because contributing financially to the family is prioritised over education as economic struggles are ever present and the family is highly valued.

Most studies, however, do agree that the presence or absence of resilience rests on two premises: a notion of success, adaptation or competence, and the presence of

adversity, as exemplified in definitions by Luthar *et al* (2000, p. 546); 'competence despite adversity', Rutter, (1990, p. 209); 'the phenomenon of maintaining adaptive functioning in spite of serious risk hazards' and Masten *et al* (1990, p. 237); 'the manifestation of competence in children despite exposure to stressful life circumstances'. However, measurement of this has varied widely across studies, and measurement within realist research has been decided upon by the adult, western, psychology researcher.

Later research has challenged this, for example Ungar's work, which has attempted to generate cultural definitions of resilience (described in section 2.4.5), and work eliciting participant voices, which has attempted to discover the definition of resilience for socially perceived vulnerable participants (described in section 2.4.6). I would argue, however, that both positions do not go far enough. Explorations into cultural definitions of resilience are still operating at the social level which is disempowering for individuals. Studies eliciting participant voice have always elicited the voices of socially perceived vulnerable participants or the adults around them. I would argue that this occurs because, although this research attempts to critique mainstream studies, it too is motivated to support 'vulnerable' young people to become resilient. For example Ungar's study (2001) of young people who move placements (e.g. foster care, prison, and mental health facilities) found they construct resilience using resources they have available. This paucity of resource availability can lead young people to construct themselves as resilient in a way adults would define as vulnerable, which highlights issues around power and marginalisation (Ungar, 2004). The message of these types of studies seems to be that if participants had more available resources they would define resilience more similarly to mainstream society. This work is important because it focuses on meaning making behind participant behaviour, and considers discursive as well as internal and environmental resources. However, it still assumes that resilience has a universal definition and alternative definitions are deficient. The third area of research challenging quantitative approaches to resilience (described in section 2.4.7) does challenge this, however, it simply suggests that researchers should critique the resilience discourse at a theoretical level which does not empower participants or engender actions for practice.

In contrast, I would argue that research should ask an unlabelled cohort (not labelled resilient or vulnerable) how they would interact with the resilience discourse available. In this way I hope research would start from a position that both empowers its participants and interacts with the current social rhetoric instead of eliciting alternatives. I feel that this would allow for research actions that develop person centred practice

through encouraging dialogue and reflection, instead of attempting to 'fix' the 'vulnerable'. It would also allow for research actions that are developed from a critical engagement with the definitions available in the social discourse.

### **2.5.2. Persistence of individualism**

Despite a long history of resilience research that has explored the environmental and relational factors that realist researchers argue contribute to resilience, use of the term in psychology still ultimately elicits an individual trait. I would argue this is due to two main factors: the importance of the individual in western culture (described by Pederson, 1987) wherein which resilience research originated, and the effect of practical research decisions such as resilience measurement (argued by Egeland *et al*, 1993). These two influences - one philosophical and one pragmatic - have ensured that resilience remains conceptualised as something located within an individual. The second wave of research (described in section 2.4.3) argued that resilience is a process which enabled the inclusion of environmental factors. However, the continuing realist position meant that environmental factors were conceptualised as protective factors driving the process, and resilience was still conceptualised as the individual outcome. This even continued in research attempting to challenge the experimental approach - primarily due to methodological decisions - as qualitative research mainly utilised individual interviews, therefore continuing to locate resilience in the individual.

### **2.5.3. Resilience and social conformity**

Social competence -despite experiences of adversity - was clearly going to be of interest to policy makers and the public as well as to researchers (Pianta & Walsh, 1998), at both an individual and social level. At an individual level, policy makers and practitioners embraced a concept which suggested that individuals could succeed - using socially defined notions of success - despite experiences of adversity (argued by Canavan, 2008). At a social level, individual competence is important to society 'given the advantages of a competent citizenry and the costs of dysfunction or underachievement' (Masten & Coatsworth, 1995 p. 743). Therefore, from the outset, resilience was defined and measured according to the values most important to the society within which it is being explored (as argued by Zigler & Trickett, 1978). This is clear when considering early research measurements: Phillips (1953) and Wittman (1941) (both cited in Zigler & Trickett, 1979) associate heterosexuality with social

competence, which could now be argued to be a product of a homophobic environment rather than a valid judgement on resilience.

Later researchers challenged mainstream research on the grounds of Eurocentrism, participant objectification and the subjectivity of resilience (as explored in sections 2.4.5 – 2.4.7). The first challenge, however, still defined resilience at the social level, thereby retaining resilience as conformance to social norms. Therefore, it did not challenge the resilience concept but simply created a space for cultural differences.

The second challenge, as discussed above, positioned participants as subjects and explored their understandings and meaning making. However, the vast majority of research focused on participants deemed vulnerable according to socially accepted definitions, and only challenged the methodology, not underlying conceptual assumptions, of previous research. Instead of allowing participant voice to challenge resilience definitions, research used it to understand why 'vulnerable' participant definitions were different to the mainstream. The underlying question seemed to be that researchers need to understand 'vulnerable' participant perspectives in order to better help them become resilient as defined by researchers. This led to two types of research. Firstly, research which assumed that alternative constructs of resilience occur due to limited choices, concluding that social and institutional change is needed so participants can construct themselves as resilient according to the mainstream definition, (e.g. Ungar's study (2001), as explored in section 2.5.1). Secondly, research which elicited the voices of participants who have demonstrated 'resilience' despite adverse circumstances which, again, did not challenge the mainstream view, but instead considered that pathways to resilience may be multiple. For example Edmond *et al's* study (2006) of sexually abused girls in foster care explored resilient and vulnerable participant responses, concluding that resilient participants were:

significantly more certain of their educational plans and optimistic about their future and had more positive peer influences (Edmond *et al*, 2006, p. 2).

Both types of research are useful when suggesting that practice needs to consider social and institutional change, and individual interventions should be tailored to context or individual need. However, it does not critique resilience as a concept, instead assuming difference is due to participant vulnerability or differing effects of other factors.

The third challenge, as described above, does critique resilience, as it argues that resilience and vulnerability need to be considered as discourses developed within a

specific socio-cultural time period, and dominant due to their resonance with that period instead of dominance proving their existence. This research is particularly important as it challenges the bulk of research which attempts to further understand resilience in order to 'improve' it. However, it is difficult to see how this research can enable change at a practical level; the discourse of resilience is currently very powerful, and the broad philosophical challenge offered by this avenue -whilst I would argue to be important - may lead to slow moving change if change occurs at all. This may be because of a need for the concept of resilience: as argued by Bartelt (1994, p. 104) resilience 'may well be born of our hopes, not necessarily our eyes and ears'. Therefore, it may be difficult for policy makers and practitioners to hear the arguably Foucauldian discursive challenge offered by the likes of Ecclestone and Lewis (2014) or Hempel and Lorenz (2014).

I would argue that a middle ground can and should be struck between research that aims to improve resilience in individuals and research that directly critiques resilience in the broader socio-cultural discourse. This middle ground could explore how the broader socio-cultural discourse is understood by participants, so as to develop an appreciation of the construct of resilience in operation. In this way research would generate actions which arise from, and therefore resonate with, the perspective of the participant, instead of actions to necessarily 'improve' or 'critique', dependent on the researcher's pre-decided position. Research would also engage with the current discourse available, explicitly recognising it as a discourse which would challenge the drive for social conformity, whilst also recognising its current appeal thus offering more practicable actions.

#### **2.5.4. The search for uniformity**

As explored previously, realist quantitative research aimed to find the universal factors that contribute towards resilience development, generating complex models to attempt to understand the environmental and internal factors and relationships between them (summarised in Luthar, 2006). Research attempting to critique this approach still looked for common aspects, for example Ungar's research (2006) exploring cultural differences found seven universal tensions, and research exploring participant voice (e.g. Edward *et al*, 2009) identified common themes in narratives. Therefore, although it challenged universality across large populations, it still attempted to find uniformity even if this was within smaller groups and not generalisable. I would argue that this has restricted an acknowledgement of multiple discourses, as uniformity has been one overarching aspect of research, achieved either through quantitative methodological



rigour or qualitative methodological procedures. I would further argue that this search for uniformity has disempowered participants as it has not enabled participant views on the available discourses to be truly heard and appreciated in their diversity. Therefore, research that allowed for the possibility of diversity in participant responses to the social rhetoric on resilience, would, I believe, generate outcomes that support more person centred and diversity sensitive practice.

### **2.5.5. Absence of gender**

Early realist studies concluded that gender has some influence on resilience: Werner's studies on Kauai found that girls were assessed to be more resilient in the first decade of life, and boys in the second (Schaffer, 1996). Despite this finding, realist research into resilience has not explored gender, often simply including it in the data without specific consideration.

Some recent qualitative research has utilised a female cohort. For example Munford and Sanders (2008) explored vulnerable young women's experiences in order to support practitioner understanding, Washington (2008) explored young women's experiences to suggest appropriate interventions, and one quantitative study considered how parental perceptions of a child's resilience may be affected by the child's gender (Kärkkäinen *et al*, 2009). However, this focus on gender is occasional, as argued by Friborg *et al*, (2003, cited in Ness, 2013), and does not offer a robust consideration of gender and resilience which is in contrast to the cultural focus evidenced in recent resilience research.

I felt the theme of gender should be considered as I felt gender impacted on how professionals constructed young people in practice (as argued in section 2.3). However, I did not want to position gender as a variable affecting resilience -as had occurred in previous research - but instead wanted to access a gendered experience of resilience discourse as I felt it would offer a counterpoint to the professional gendered assumptions around vulnerability that I had observed (section 2.3).

In summary, research has explored resilience from many angles and has used multiple methodologies and epistemologies. However, there are some gaps and issues: gaps most notably around gender and the exploration of multiple resiliencies, and issues most notably around defining resilience, a focus on the individual and on common elements, and limited challenge to the contribution of resilience to social conformity. My study approaches these gaps and issues in the following ways.

## 2.6. Future steps

I felt it was appropriate to consider gendered resilience through eliciting young women's views specifically. I felt it would be useful to consider how my choice of paradigm and methodology could elicit multiple views so as to generate outcomes that would support person centred and empowering practice, instead of practice that focuses on 'fixing' and 'changing' young people. I felt that my methodological choice should retain environmental, interactive and individual elements, and for these elements to be positioned holistically to gain a gestalt view of resilience from my participants' perspectives. Lastly I wanted my research not to advance the agenda of social conformity, particularly through the generation of actions which suggested resilience could, and should, be 'improved'. I hoped my research would still engender practical outcomes, but I thought these may be around shifts in thinking, understanding, and discourse, potentially at the environmental, relational or institutional levels instead of at the level of the individual. These aims generated my research questions, detailed below:

- How do girls in a secondary grammar school engage with constructions of resilience?
- How can an awareness of this develop researchers' understanding of the construct of resilience?
- How can an awareness of this have an impact on school and educational psychology practice?

## **3. Methodology**

### **3.1. Introduction**

The previous chapter argued that resilience is a complex social construct which functions to judge to what level individuals meet socially valued criteria despite experiences deemed undesirable. The previous chapter also highlighted gaps and issues with previous research. This chapter will explore how these gaps and issues can be addressed and will outline a methodological approach for this study. The application of the study (the method) will be addressed in the subsequent chapter. This chapter will be organised in four sections:

- Ontology and epistemology
- Methodology
- Ethical Considerations
- Findings

### **3.2. Ontology and epistemology**

#### **3.2.1. Definitions**

Ontology is 'the study of the fundamental nature of reality' (Nightingale & Cromby, 1999) and will not be focused on here because, as argued by Carter and Little (2007, p. 1327), ontology 'require[s] specialist philosophical treatment'. The importance of ontology for psychology lies, however, in its link to epistemology. An ontological position leads to an epistemological position; the nature of reality influences how knowledge is perceived. Epistemology is concerned with the 'theory of knowledge' (Harding, 1987, p. 3) - how things can be known - and is on a continuum from realist to relativist. At the realist extreme (e.g. positivism) knowledge is objective, universal and generalisable; research furthers the search for 'truth' so progressively contributes to the overall body of knowledge. The relativist extreme (e.g. social constructionism) posits that knowledge is subjective, context specific, and where 'multiple 'truths' exist.

### **3.2.2. Importance to methodology**

A researcher's position on knowledge (epistemology) affects research actions (methodology). A definition of methodology is 'a theory and analysis of how research does or should proceed' (Harding, 1987, p. 2), which is differentiated from 'method': 'the techniques for gathering evidence' (Harding, 1987, p. 2). Methodology operationalises the epistemology (itself influenced by topic and aims) through method choice and ongoing epistemological coherency, for example when deciding data type and choosing participants.

Realist epistemologies assume that knowledge is universal, objective and neutral and that research should be valid, reliable and generalisable (Guba & Lincoln, 1982). Therefore, methodologies tend to collect quantifiable data, the researcher should be invisible, large participant numbers are involved and should represent, in microcosm, the discussed population, and analysis should be objective and replicable. Research aims for conclusions that are true anywhere and at any time (generalisable), mean the same to anyone (validity), and would occur again (reliability).

In contrast, relativist epistemologies assume that knowledge is context-specific and subjective. Therefore, the test of rigour has been debated and multiple suggestions have been given, e.g. Guba and Lincoln's criteria (1982) of credibility, transferability, dependability and confirmability (other examples include Yardley, 2000 and Tracey, 2010). Relativist research data are primarily qualitative, the researcher is present and affects the research process, and participant numbers are smaller. The aim is to explore multiple and constantly changing knowledges and understandings.

### **3.2.3. Epistemology and resilience in research**

Early resilience research assumed that resilience existed and had a universal core so could be measured and cause and effect inferred. Research studied participants 'objectively', often over long periods in large numbers (e.g. Werner's study, summarised in Schaffer, 1996). Later research critiqued this, taking a critical realist or social constructionist epistemology. Critical realist research argued that resilience exists but is unlikely to be fully known (e.g. Ungar *et al*, 2007) as it presents differently across cultures or time periods. Methodologies should, therefore, aim to uncover the truth that can be known whilst remaining aware that it is partial. Social constructionist research viewed resilience as socially constructed, and used language focused

methodologies (e.g. Aranda *et al*, 2012) to explore resilience's function within discourse.

### **3.2.4. Epistemology and resilience in my study**

My interest in resilience (explored in section 2.3) came from witnessing colleagues labelling young people vulnerable if they did not meet certain criteria (e.g. not becoming a teenage parent: Walker & Donaldson, 2010). I felt resilience was socially constructed, with social and institutional power determining which constructs entered the mainstream and which were marginalised. However, I also felt that as variety in personal circumstances and outcomes are 'real' (i.e. poverty or pregnancy), a critical realist position was also defensible. Previous qualitative studies (explored in section 2.4.6) had primarily taken a critical realist position, arguing that to understand the 'thing' of resilience, the research needed to use qualitative methods in order to include young people's views (e.g. Morrison *et al*, 2014 and Washington, 2008). These studies, however, sampled 'vulnerable' young people without challenging the assumption of vulnerability. I felt this did not engage with the construct of resilience explicitly so I decided to take a social constructionist position.

Social constructionism is a relativist paradigm so is difficult to define, partly because, as argued by Potter (1996), universal definitions are realist so antithetical to social constructionism. However, Gergen offers a relatively flexible working definition. Gergen highlights five points: the importance of disconnecting object terms from a belief in their objectivity; the belief that terms are social, cultural and historical artefacts; the argument that the longevity of such accounts is due to social processes not inherent objectivity; the importance of language; and the importance of exploring accounts to 'give voice to other cultural enclaves' (Gergen, 94a, cited in Potter, 1996, p. 126). I decided that, although individuals do have varying life experiences and meet or do not meet socially defined outcomes, I would argue that the link between this and resilience is socially constructed. I believe this because social judgements are needed to define every element and resilience as a whole, and elements are not unique from each other or stable across societies, cultures or time periods. Therefore, resilience is best explored using social constructionism, viewing its constituent parts as aspects of the construct. However, I did not want to take the position of previous social constructionist studies (e.g. Ecclestone & Lewis, 2014, and Hempel & Lorenz, 2014), which challenge the resilience construct at a paradigmatic level. Although I believe this endeavour is important (argued in section 2.4.7) I wanted to complete a study that offered a critical engagement with resilience instead. I decided this because I felt that research's

broader paradigmatic challenge is only likely to engender long term change, whereas I felt my study could affect smaller but more immediate changes in thinking, both within the study's context, and for educational practitioners generally who have an interest in resilience (as argued in section 2.5.3). This decision enabled my methodological exploration, (explored next), and decisions on method (explored in chapter four).

### **3.3. Methodology**

#### **3.3.1. My needs from a methodology and other methodologies considered**

I am personally drawn to qualitative methodologies as I am interested in discourses and personal meaning-making. Initially I considered interviews as a way to most appropriately hear young people's voices. However, I felt the topic's complexity might make interviews difficult, and participants could experience the research negatively or reproduce adult discourses uncritically. Group interviews seemed more suitable as the presence of multiple participants could have alleviated some of the difficulties of discussing a complex topic. However, I still felt participants might replicate adult discourse uncritically, and this might occur more in a group as group dynamics in a school setting could activate experiences of class-based group work where there is often a right answer. I considered using resources and researcher input to empower participants; however, I felt that the amount of preparation work needed would mean participants would interact with my view on resilience instead of interacting with the overall social discourse available. I concluded, therefore, that interview methods were not appropriate. I still wanted to explore young people's interactions with the construct of resilience so wanted a methodology that retained resilience's complex, multifaceted nature and kept language central. Therefore, I considered Q methodology as I believed participants would feel able to access the task, and be less likely to believe that there was one 'right' answer. I felt the activity's individual nature (of sorting a selection of statements along a continuum to express a personal position towards a specific topic) would empower participants, which contrasts with interviews wherein direct researcher involvement can activate power imbalances. The activity also allows for more marginalised views to arise; participants do not know each other's response to the task which will hopefully be experienced as freeing.

### 3.3.2. Social constructionist epistemology and Q methodology

Q methodology has been used in different disciplines, most notably in health (argued by Stenner *et al*, 2008). In psychology it has primarily been used by critical realists, phenomenologists and social constructionists. The social constructionist use has occurred more in the UK and has developed distinctively (argued by Stainton Rogers & Stainton Rogers, 1990). The emergence in Q studies of a relatively small number of factors despite the 'enormous number of sorting configurations available' (Watts & Stenner, 2012, p. 43) supports social constructionism because factors are argued to be the social discourses available. Stenner *et al* argue for:

a limited independent variety of more or less socially sedimented orientations, positions or points-of-view on that theme (Stenner *et al*, 2008, p. 222)

which they link with Potter and Wetherall's concept of interpretative repertoires (1987, cited in Stenner *et al*, 2008). Although individuals complete the task, Stenner *et al* (2008, p. 222) argue 'the level of its organising principle is *collective*'. Stainton Rogers and Stainton Rogers (1990) prefer 'stories' or 'accounts' to 'viewpoints' as viewpoints suggest a personal connection antithetical to social constructionism.

Q methodology employed to serve a social constructionist position, therefore, will view factors including smaller numbers or individual participants as representing, in microcosm, less dominant discourses. This also highlights Q methodology's usefulness to explorations of power; if discourse and power are intrinsically connected, and social constructionism critiques this (argued by Stainton Rogers & Stainton Rogers, 1990), then Q methodology elicits the majority and minority discourses available.

### 3.3.3. The origins and basics of Q methodology

William Stephenson introduced Q methodology in his letter to *Nature* (1935, referenced in Watts & Stenner, 2012). Stephenson was interested in 'the systematic study of subjectivity' (Stenner *et al*, 2008, p. 215) and used Spearman's factor analysis as a methodological starting point (Watts & Stenner, 2012). Stephenson believed that subjectivity could be operationalised so that individuals' perceptions of topics could be explored systematically (Watts & Stenner, 2012). To do this he developed Q methodology, which inverts factor analysis because participants are the variables not traits (e.g. height: for a fuller discussion see Watts & Stenner, 2012). Stephenson suggested that topic elements could become statements which participants would organise along a continuum (e.g. most agree - most disagree). Common patterns

(factors) could be identified and holistically described. The inversion of factor analysis also affects participant choice; Q statements represent the whole concept instead of participants representing a population (argued by Stenner *et al*, 2008). Statements are derived from the 'concourse' - the 'overall field of shared knowledge and meaning' about a topic (Watts & Stenner, 2012, p. 33), and statements should offer balance and comprehensiveness (described in Watts & Stenner, 2012). The participant sample, by contrast, only needs to be heterogeneous enough to maximise the potential for multiple factors. In many Q studies the topic often makes sampling highly purposive (e.g. Meredith & Baker's study (2007) into elements that influence ethnic minorities applying for clinical psychology courses) so participants need to be sampled who have a view on the topic (as argued by Watts & Stenner, 2012). Stephenson often completed single participant studies (Watts & Stenner, 2012), however, many studies use multiple participants, and Watts and Stenner (2012) only suggest that participant number is lower than statement number.

### **3.3.4. Q methodology and abduction**

Q methodology is an exploratory technique so focuses on bringing coherence to research questions instead of proving hypotheses (argued by Stainton Rogers, 1995, cited in Stenner *et al*, 2008). However, it cannot be seen as purely inductive because decisions around statements, the condition of instruction and dimension often necessitate using current theories. Therefore, Q studies - including mine -often take an abductive position; currently existing bodies of knowledge influence the study, analysis uses these bodies of knowledge to make decisions in iterative cycles, and results refine, amend or challenge these bodies (suggested by Haig, 2005).

### **3.3.5. Q methodology in practice**

#### **3.3.5.1. Collecting the Q set**

The researcher collects all possible Q statements from the concourse (defined in section 3.3.3) then edits them so the number is practically manageable and statements cover the themes (Watts & Stenner, 2012). Each statement should cover one idea with no conceptual gaps or overlaps (as suggested by Watts (2007/2008)). Statement number varies across studies, and is affected by topic, research questions and practicalities (e.g. how many can participants sort). As discussed in Watts and Stenner (2012), numbers from 40 – 90 have been used successfully. The researcher gathers



initial statements then reduction and refining occurs through eliciting the views of others, utilising topic models to explore coverage, and amending, if appropriate, after the pilot study.

### **3.3.5.2. Designing the Q grid**

The Q grid is the template in which the statements are organised. There are three decisions with regards to the grid, explored below:

Forced or free distribution: Stephenson used a forced distribution shape based on the normal distribution curve as he believed that the curve elicited in factor analysis would also be an organising principle in Q studies, with fewer statements eliciting strong positions and more eliciting moderate responses (described in Watts & Stenner, 2012). The forced distribution is also easier to analyse. Some participants experience the forced distribution as restrictive, however, it necessitates more discrimination between statements, which McKeown and Thomas (2013) argue generates a more thoughtful sort.

Shape and kurtosis (slope): A Q sort grid can have any number of columns, and Brown (1980) suggested that statement number can make this decision (40 or less elicits nine columns, 40 - 60, 11 columns, and 60 or more 13 columns). This is a good starting point, although researcher views further guides this. Watts and Stenner (2012) suggest that kurtosis should be steep to allow for many statements to be sorted in the middle if a topic is specialist or participants do not have a detailed understanding. If the topic is straightforward or participants are knowledgeable a flatter shape is recommended so participants can put more statements at the extremes. The shape and kurtosis can also be amended, if appropriate, using pilot feedback.

The condition of instruction and pole: The condition of instruction explicates how participants should approach each statement. The pole gives the dimension, e.g. like-dislike, agree-disagree. It is important that the grid's extremes represent the strongest feelings, therefore, poles are often written using 'most' (e.g. most agree - most disagree). The column numbers most frequently range from minus to plus with zero designating the middle. However, they can range from zero/one upwards or from a minus number to zero/one if this is more appropriate and these decisions can be amended using pilot feedback.

### **3.3.5.3. Participant activity**

Participant involvement tends to follow a relatively fixed pattern which, it is argued, makes the experience accessible and minimises fatigue. Participants organise the statements into three piles (e.g. most agree, neutral, most disagree) which enables some initial discrimination and helps participants to put the statements into the grid. Participants can take the positive statements and organise the most extreme, then take negative statements and organise the most extreme, swapping between each pile until both are sorted then organising neutral statements in the spaces left (described in McKeown & Thomas, 2013). Alternatively participants can take the positive (or negative) statements first and organise them all before moving on to the other extreme then finishing with neutral statements (suggested by Shinebourne & Adams, 2007). Participants should finish by reflecting on their sort and amending if necessary. Most researchers prefer the first option as it asks participants to consider extremes initially then work their way towards the middle (explained by McKeown & Thomas, 2013). However, I believe the second option may be easier for young people - both practically and conceptually - because they focus on one position / pile at a time. Changes can be made after the pilot study if appropriate.

The researcher then elicits explanatory information through interviews or questionnaires. Interviews are often more useful as researchers can ask follow up questions, however, time limitations may necessitate a questionnaire.

### **3.3.5.4. Subsequent analysis**

Q study data are the completed Q sort grids and qualitative information. Q sorts can be analysed manually (procedure in Brown, 1980) or through a Q methodology software programme (e.g. PQmethod; Schmolck, 2014). Both involve a number of steps:

The researcher inputs the numerical data then the software creates a correlation matrix which numerically demonstrates every Q sort and their similarity and difference with each other (the variance). Factor extraction should explain as much of this variance as possible by grouping similar sorts and offering a composite sort. The most popular factor analysis is centroid factor analysis because it allows data exploration (Watts & Stenner, 2012).

The researcher then decides how many factors to extract. This decision is made using one of a number of different guidelines (described by Watts & Stenner, 2012) e.g. the

Kaiser-Guttman criterion. The resultant information shows the similarity between each Q sort and each extracted factor and is viewed visually and numerically to support rotation. Each Q sort takes a coordinates position with the factors as the dimensions (explained in Watts & Stenner, 2012), and the axes can be rotated to offer most coherency to the data in terms of factor proximity. Rotation can be done manually or automatically and researcher awareness of the data guides this decision (e.g. the researcher may use pivotal Q sorts as guidance points, argued by Watts & Stenner, 2012). Once rotation is completed the software generates factor estimates: statistical information giving the:

estimate of the factor's viewpoint [which] is ordinarily prepared via a weighted averaging of all of the individual Q sorts that load significantly on that factor and that factor alone (Watts & Stenner, 2012, p. 129).

A factor array is '*a single Q sort configured to represent the viewpoint of a particular factor*' (Watts & Stenner, 2012, p. 140). The researcher writes a holistic description of each factor, exploring relations between statements and differences between factors. The researcher can also utilise participant demographic information to further explore the factors, and uses qualitative feedback to further understand participant sorts. The description style used is influenced by, for example, the study's purpose and potential audiences. The written descriptions offer a holism which supports Stephenson's aim (argued by Watts & Stenner, 2012).

### **3.3.6. Q methodology and my study**

My research led me to believe that resilience was complex and multifaceted but I wanted to retain an overall view, so a methodology that allowed a sense of holism was beneficial, instead of an experimental methodology that would separate resilience into component parts.

I wanted participants to critically interact with the construct of resilience because I felt that young people's responses to what is arguably an adult construct should be elicited in order to further research and understanding. As argued in my literature review resilience has been primarily constructed within research and policy, but it affects young people through its influence on educational practice. Therefore, I felt that a methodology which asked young people to make personal discriminations on aspects of resilience would enable more practicable outcomes than interview methodologies which could elicit alternative constructions. My reasons for this are detailed in the literature review, and centre on the importance of the construct in the socio-cultural

discourse (section 2.2), and the limitations in research outcomes that I noted when interviews elicit alternative constructions (section 2.5). I wrote statements in the third person to clearly orient the concept as a social construct.

### **3.3.7. Q methodology and research rigour**

Q methodology sits somewhat outside the qualitative quantitative debate so does not have explicit frameworks to assess academic rigour. Quantitative psychological methodologies emanated from the realist experimental paradigm so are usually assessed using realist criteria: internal validity, external validity, reliability and objectivity (described in Guba & Lincoln, 1982). In contrast multiple models for assessing relativist qualitative research have been developed, which include, for example, Yardley (2000), Tracy (2010), and Guba and Lincoln (1982). I chose to use Guba and Lincoln's criteria (1982: credibility, transferability, dependability and confirmability) as I felt this was most suitable.

Credibility can be defined as an appropriate representation of the participants' perspectives being explored (Guba & Lincoln, 1982). In order to meet this criterion I spent significant time at the school so my approach was context sensitive. I included a feedback question asking if they had expected any statements that had not been included (question eight: appendix P). Fourteen participants answered in the negative, and participants who answered in the affirmative suggested a range of statements with no specific pattern. The majority of the statements suggested also included ideas that had been somewhat captured in existing statements, for example:

‘She feels confident in her own body’ (participant 14) and ‘she believes she is very pretty and looks attractive which makes her feel good’ (participant 24) (appendix Q).

I felt this was somewhat included in statements 4: ‘she is a confident person’ and 41: ‘She likes who she is and doesn't compare herself negatively to people around her or people in the media’. Therefore, I believe this demonstrates that a specific theme was not missing from the statements.

Transferability can be defined as the explicit recording of contextual information and rich description so that ‘a reasoned judgment about the degree of transferability possible’ (Guba & Lincoln, 1982, p. 247) can be made. In order to meet this criterion I purposively sampled using participant information (area type, ethnic background and

age) and recorded this information in order to enable readers to understand the context (section 5.2.1). I also recorded information about the school (section 5.2.2).

Dependability can be defined as 'stability after discounting such conscious and unpredictable (but rational and logical) changes' (Guba & Lincoln, 1982, p. 247). In order to meet this criterion I took a rigorous approach to statement collation; I approached it logically and comprehensively so results would be dependable as the construct had been fully explored (section 4.2.1). I made this process and my analysis process transparent for the reader.

Confirmability can be defined as the extent to which the data are qualitatively confirmable by others (Guba & Lincoln, 1982). In order to meet this criterion I practiced reflexivity throughout my research and have recorded important aspects of it. I also explicitly show in my analysis and discussion how findings originated from the data.

Limitations in my study with regards these criteria are discussed in section 6.5.6.

### **3.4. Ethical considerations**

I will reflect on three broad ethical considerations (whilst remaining aware of interconnections): power dynamics, researcher position, and participant experience of involvement. My responses are detailed in section 4.3.

#### **3.4.1. Power dynamics**

Researchers need to acknowledge and reflect on power dynamics but manifestations of these are unique to each methodology. I believe that the Q sort activity's individual nature empowers participants once they understand the task. However, it is frequently a new experience so the researcher has power during task explanation. When working with young people in a school setting this is often compounded as school-based notions of authority are activated. I attempted to minimise this in multiple ways (further discussed in section 4.3) but felt it was likely to be always present, so aimed to remain aware of it and minimise it most prominently in task access. I was also conscious that young people in a classroom, given a task by an adult, may complete it because it is requested not because it has personal meaning. Therefore, I was explicit around the reasons for my research and the voluntary nature of involvement.

I feel that power is particularly present in expectancy effects when completing research with young people. As argued elsewhere I felt the individual task would minimise some expectancy effects; although participants knew I would look at completed Q sorts I believed that the immediate private experience would be empowering. I felt my icebreaker activity also addressed expectancy effects (section 4.3.3).

I felt Q methodology offered a solution to issues created by interviews (explored in section 3.3.1) because once participants understood the task they could work independently. I also felt that multiple voices would be preserved in the initial analysis although I was aware that weight given to Q sorts depends on their proximity to resultant factors. I felt this was, however, an ethical compromise, and I hoped that marginal views would be retained as factors with less loading. This influenced analysis decisions, explored in sections 5.4 and 5.5.

### **3.4.2. Researcher position**

As a social constructionist I was aware I would affect research so positioned myself explicitly within it. I wanted to consider my ethical responsibility to participants so used King's suggestions (1996). I felt drawn to King's argument for authenticity within researcher-participant relationships as I believed my participants would respond best to a researcher who followed Rogerian principles of 'empathy; genuineness; and warm or "unconditional positive regard" ' (Rogers, 1951, cited in King, 1996, p. 184). My time in the school demonstrated that pupils experienced warm and genuine, albeit professionally boundaried, relationships with staff, so King's suggestions would feel 'known' to them. I also believed that - when working with an unknown adult to complete an unknown task - King's suggestions would help participants to feel empowered.

I developed an ethical awareness of the researcher's position in Q methodology. The researcher has a strong influence on statement design which can feel ethically uncomfortable (described by Shinebourne & Adams, 2007). I was aware that my assumptions (e.g. where discourses can be sampled) would strongly influence statement generation. The editing process would also give my study a personal flavour. My response was to include others where possible and be transparent about my process so that findings could be understood in context and readers could critique my decisions (further described in section 4.2.1).

One reason I chose Q methodology was the researcher's position during data collection. Individual interviews can put emotional pressure on participants as they

need to speak for extended periods of time, and experiences of, for example, silence if they find a question difficult, can be uncomfortable. Group interviews can also generate negative experiences, for example if participants disagree but do not speak out (e.g. due to power issues). Q methodology, in contrast, felt more suitable as participants could work individually, thereby 'owning' their sorts.

The researcher completes analysis individually which most Q methodologists believe is ethically acceptable as the Q sorts and feedback information directs analysis, and member validation of factor descriptions is often carried out. However, as argued by Smith (1996, p. 194), member validation is not "problem free" due to power issues. Therefore, I wanted to take a more collaborative approach through asking participants to create a title and visual response. These activities, I believed, would allow for more pupil voice; visual researchers argue that this 'democratise[s] the research space' (Mitchell *et al*, 2005, cited in Reavey & Johnson, 2008, p. 302). This did not occur, however, and is discussed in section 6.5.6.

### **3.4.3. Participant experience of involvement**

I am particularly interested in participant experience of involvement; having participated in studies myself I am aware that involvement can make participants feel vulnerable due to the unknown (e.g. of researcher, expectations and activities). However, I was also aware that my experiences could lead me to 'over-relate' so I needed to bracket off my emotions to remain open to participant needs.

#### **3.4.3.1. Participant experience of the session**

My reflections on participant sense making led me to consider session structure and physical space. I felt the most important ethical element was that participants felt competent. I believed this would be best met through planning a session participants felt able to access through its similarity to lesson formats, whilst using the physical space to differentiate between research and lessons. I was aware that completing the session with peers could have positive and negative impact (see sections 4.2.4 and 4.3.3).

#### **3.4.3.2. Participant experience of the Q sort**

Q methodology needs a level of literacy ability (when using statements) so may be less accessible or cause anxiety. Q sorting can also fatigue participants which may cast

doubts on data authenticity if participants feel they simply want to finish. I addressed these issues during planning (see sections 4.3.3).

### **3.5. Findings**

I reflected on my motivations for the topic and my methodological decisions. I am motivated to complete research that I believe has practical application as well as theoretical impact, which is partly why I did not explore wider philosophical concerns (discussed in sections 2.4.7 and 2.5). I wanted to research a topic within the emotional well-being agenda and I chose resilience after my link school's adult (the deputy head) stated that resilience was on the school's development plan due to concerns around mental health and internalising behaviour issues. This decision enabled me to explore a topic I had a pre-existing interest in (as explored in section 2.3) whilst also being a topic of interest to the school. Therefore, I hoped my findings would have both applied and theoretical impact.

I argued throughout my literature review that resilience should be critiqued using a social constructionist position. I decided to ask participants to interact with the construct available in the socio-cultural discourse instead of eliciting alternative constructs or challenging the construct in its entirety. As argued in my literature review, this is because I wanted the research to generate outcomes that would be useful to the school and elicit change within smaller time frames, instead of arguing for broader paradigmatic change. I believe that my methodology choice enabled this, as Q statements represented the discourse available, and young people could make discriminations amongst the aspects of resilience.

I hope the school use the findings to further understand pupil constructions of resilience which may offer a counterpoint to dominant constructions in school policies and amongst staff. I hope school staff will use the findings to reflect on their own constructs and on constructs inherent in the emotional well-being agenda more broadly. I hope the study will also develop awareness of pupil constructions more generally which I believe is important when working with groups constrained by power dynamics.

I hope my findings impact research as I believe I have taken a unique look at resilience. I have positioned resilience as a construct that should be explicitly explored as I believe the construct is a powerful one with which young people have to engage. I am not attempting to highlight alternative constructs which, although valuable, I believe



would have less immediate or applied impact. Instead I am offering an insight into young people's meaning-making around a construct that, due to its currency in the adult-professional arena, has great impact in their lives.

## 4. Method

### 4.1. Introduction

The previous section explored methodology, in line with Carter and Little's distinction (2007) between methodology and method. This section will detail the method in two parts: practical decisions (section 4.2) and ethical processes (section 4.3).

### 4.2. Practical decisions

I completed a pilot session with 10 year seven pupils prior to the main study, and amended Q sort activity in line with feedback. Changes involved some statement phrasing, statement number, the Q sort grid shape and kurtosis, and the pole's number range. The pilot study came at the end of the process detailed below, and pilot study suggestions are discussed in the relevant sections.

#### 4.2.1. The Q set

As explored in the literature review, my motivation for this study is the belief that the construct of resilience has developed in adult-research-professional discourses and practices, and young people's interaction with it has not been explored. Therefore, the Q set needed to emanate from general, national and local professional and academic discourses. I gathered statements from a wide range of literature, including the multiplicity of research approaches discussed in the literature review, national policy documents and school documents (appendix A) as I wanted to access the overall discourse within participant environments. I used research articles from multiple countries as the critique of experimental, quantitative resilience research began within a wider critique of white, Western, middle class research being used to judge other cultural, ethnic and class psychological responses, often to their detriment. Within resilience research this followed a culturally and ethnically diverse agenda, e.g. Black South African young women (Phasha, 2010), Brazilian youth (Morrison *et al*, 2014) and Canadian Aboriginal youth (Brooks *et al*, 2015). I felt this was important to include as it has influenced subsequent research. However, I only focused on national and local policy and practice documents as I believed that the operationalisation of resilience in other countries has impacted less on UK constructions.

I initially collected 1056 statements from each document individually so many were similar. I edited statements to finish with a set of 54 before the pilot session and 52 afterwards. I feel my process was comprehensive and reflective at every stage. I recorded each idea's frequency before I grouped and edited statements. I did not engage with the debate around separating 'adverse circumstances', 'protective factors' and 'positive outcomes', choosing instead to recognise temporal divisions and focusing on 'present' statements. I used a relevant psychological model - Sameroff and Chandler (1975) - to ensure coverage. I asked three female adult non-psychologists to comment on statement readability, to group similar statements, and to record the theme that each group captured. I asked a sixth form student to share with me her views on resilience which I recorded to check against statement coverage and she did not suggest any additional themes. I then asked her to check statement comprehensiveness and she gave one amendment suggestion. I ran a pilot study, which followed the same procedure as the main study (described in section 4.2.4). The pilot study participants highlighted minor issues with 10 statements around clarity, repetition, brevity or multiplicity. I also used pilot feedback to write one new statement, delete two statements and amalgamate one statement, to conclude with 52 statements (see appendix B for full editing process and reflections).

## **4.2.2. The Q grid**

### **4.2.2.1. Condition of instruction and the poles**

I considered two poles: 'Most unimportant – Most important' and 'Most agree – Most disagree'. I felt 'important' was more suitable, but potential conditions of instruction seemed less intelligible (appendix C). I decided to use 'important' in the pilot and garner participant opinion. Pilot participants were positive about the term 'importance' but struggled with the numbering so I suggested that the number line could start at one which they felt made intuitive sense.

I found writing a condition of instruction (the guiding information participants have to sort statements) difficult as it had to relate to the mind mapping activity (described in section 4.2.4) and the Q sort activity. I tried various options (appendix C) and decided to use: "This girl has had things happen in her life that has made her life difficult. This girl is still doing well or OK in life because..." The pilot participants did not feed back any issues.

#### **4.2.2.2. Shape and kurtosis**

I planned a steep kurtosis with 11 columns, in line with Brown's suggestions (1980) on less familiar topics (section 3.3.5.2). However, pilot feedback was negative, and discussion suggested fewer columns with more statements at the extremes (see appendix D for grid shapes). This may be because the term resilience is not used so pilot participants felt confident to make decisions at the grid's extremes (an idea explored by Watts & Stenner, 2012).

In conclusion I utilised Q methodologists' advice to choose the Q sort grid and condition of instruction whilst keeping my topic and research questions in mind so decisions best supported my research. I reflected on this with my research supervisor then shared decisions with my pilot group. I feel this generated a Q sort grid and condition of instruction that was appropriate and accessible through language and internal coherency.

#### **4.2.3. The participant set (P set)**

I planned my research with a girls' secondary grammar school for practical and theoretical reasons (argued in sections 2.3 and 2.5.5). I honed my research area through discussions with the deputy head (described in section 3.5). Originally we discussed the possibility of including staff because I felt it would be useful to explore if multiple factors would be elicited, how staff and young people loaded on factors, and if patterns emerged. However, the deputy head felt this would be unfeasible due to time constraints. I was also aware of the lack of participant diversity due to geography, school context and academic ability as well as due to difficulties with involving school staff. Therefore, we discussed participant sampling in order to maximise the possibility of different factors emerging (argued by Watts & Stenner, 2012), and chose participants based on age (age 11 to 16), ethnicity and postcode. We sampled similar numbers from each age as I felt working with some peers was more likely to be positive. However, I did not suggest specific numbers from different ethnicities or postcodes but simply asked for a range to be elicited, as the aim was to increase access to different constructs. I used Watts and Stenner's guidance (2012) and targeted 60 participants, in the hope of obtaining around 30 to 40 (explained in section 3.3.3).

#### 4.2.4. Session plans

The Q sorting activity was only part of participants' involvement, for practical, ethical, and theoretical reasons. I would discuss ethical guidelines then participants would complete preparatory work before completing the Q sort activity. I wanted participants to enjoy the experience so I planned activities with this in mind (discussed in section 3.4.3.1) (plans in appendix E).

I was acutely aware of keeping participant experience central. The study occurred in a classroom during the school day which could activate broader notions of power and authority. These could impact negatively as I wanted to access participants' views not elicit what they felt they should say (see sections 3.4 and 4.3.3). Therefore, I planned an icebreaker which asked participants to move around the room in response to statements, in order to create a less formal atmosphere and elicit different opinions (appendix F). I moved furniture so participants entered to a circle of chairs, to enable freer movement and unsettle traditional classroom power dynamics.

At the beginning I introduced myself then explained the research, informed consent, the right to withdraw, and anonymity and its limits (appendix G). I explained the first task which was to mind map 'adverse circumstances' (appendix H). Participants completed this in small groups then looked at other groups' mind maps. Mind maps were then displayed for reference. This activity occurred so that participants could reflect on the variety of adverse circumstances possible. Resilience research denotes multiple situations and experiences as 'adverse circumstances' (see sections 2.2.2 and 2.5.1) so I felt that participants needed to consider a range of these when completing the Q sort activity. Participants did come up with multiple adverse circumstances which covered many of the circumstances explored in the literature (examples included in appendix H).

Participants individually sorted the Q statements (appendix I) into three piles (most unimportant – neutral – most important) using the condition of instruction (task instructions in appendix J). Participants then organised statements into the Q sort grid shape - supported by a task information sheet and number line - and recorded their sort in the blank grid template (task instructions in appendix K). Participants had 20 minutes for the first task and 45 minutes for the second. I did not approach participants unless they requested it so I did not unduly encroach on their space because I felt this could be experienced as me asserting 'ownership'. When help was requested I was supportive so as to engender a positive experience and answer practical questions

(e.g. one girl asked if she started at the left or right), whilst not influencing their meaning making around statements.

Finally participants completed individual questionnaires (appendices P and Q) which elicited their thoughts on the activities, their reasons for putting statements in the extreme columns, and any further thoughts. I then debriefed the group (appendix L), gave them a thank you letter (appendix M) and thanked them for involvement.

The study was completed in a two hour session which I ran six times with groups from two to nine participants (see section 5.2.1). This allowed participants to complete introductory activities whilst also allowing me to support individuals. The session occurred three times in the morning (school periods one and two) and three times in the afternoon (school periods four and five). Groups A to C involved mixed age ranges, group D involved solely year 11 and groups E and F involved solely year nine. This was due to school organisation.

### **4.3. Ethical process**

This section will detail the process undergone to satisfy ethical procedures of my placement and university, and subsequent decisions made due to the ongoing, reflective nature of ethics (argued by Gallagher, 2009) (broader ethical concerns included in section 3.4). My study was agreed through my university's ethical procedures (an online system whereby my research supervisor and three university tutors responded to my study's ethical information, information letters and consent form) and through my placement procedures (a presentation to the deputy head and my head of service).

I believed my topic had a low potential for psychological harm as I was exploring resilience not vulnerability and was not sampling participants due to personal situation or asking them to reflect on personal experiences. Therefore, I felt my ethical responsibilities were around four areas: informed consent and the right to withdraw; confidentiality; participant experience of involvement; and participant experience of the impact of involvement.

### **4.3.1. Informed consent and the right to withdraw**

I designed two information forms as I wanted participants to feel empowered whilst also requesting parent/carer consent as participants were under 16 years old (appendix N). I felt this was successful as I received one parental response explaining that their daughter did not want to be involved which suggested genuine pupil choice.

I believe that consent and the right to withdraw is ongoing and needs reflective researcher awareness, particularly due to power dynamics inherent when working with young people. Therefore, I discussed consent and the right to withdraw at the beginning and end of sessions, and remained aware of implicit withdrawal. I explained consent and the right to withdraw in simple terms. I explained what withdrawing would mean at different points, for example if they withdrew after the session but before my thesis deadline I would withdraw their data. I watched for signs of implicit withdrawal of consent. This is suggested by the British Psychological Society code of human research ethics (2010) for younger children, but I believe it is appropriate in all situations wherein participant perception of authority limits freedom to withdraw consent. During the pilot session one participant seemed to be rushing and checking the time. I asked her if she was OK and she said she was missing her favourite lesson. I reminded her that involvement was voluntary and asked her if she would like to stay or prefer to leave. She said she would prefer to go so I thanked her for her involvement and helped her pack away.

### **4.3.2. Confidentiality**

I explained to all participants the importance of confidentiality, that they must not share what is discussed in the session outside the group. I also explained that they would be identified by participant number in my thesis. I translated postcode information into population density information so that readers could not identify the school. I felt that the demographic information collected would not make participants identifiable.

### **4.3.3. Participant experience of involvement**

I used previous teacher and youth worker experience to design session plans. As explained above, I felt my icebreaker and classroom layout would empower participants. I was aware that 'school is a context where the adult-child power imbalance is particularly acute' (Robinson & Kellett, 2004, p. 91), so I needed to

minimise power imbalances. However, I was also aware that I needed to create a 'safe' environment through professional conduct and session control. Therefore, I maintained a reflexive awareness of my relational style and adjusted it where necessary to meet participant needs. I was concerned that participants might need help so requested staff support. The deputy head, however, felt a staff member might engender more expectancy effects. This was helpful feedback and demonstrated that she was mindful of power issues.

I designed support material (appendices J and K) so participants could complete the task independently. This was confirmed by my observations as participants seemed industrious throughout and called me when they needed support. I felt that participants might experience the forced distribution as restrictive (discussed above), however, I addressed this by being transparent about the reasons. I also used pilot feedback to amend my grid (explained in section 4.2.2).

I believe that all participants try their best so any difficulties they have I 'owned' so as to assure them that they are not 'failing'. One participant had not recorded statement numbers as she had sorted them. I took the blame for this, saying 'it is hard. I probably did not explain it well enough'. I did not assume she had recorded incorrectly but helped her verbalise her processes.

I completed the session in small groups to enable the introductory activities, however, I also felt it was positive as working with an unknown adult could provoke anxiety and having peers present could minimise this. I was also aware, however, that it could cause some negatives. Participants might feel less confident asking questions, or might notice differences in task completion time. I managed these issues by circulating so participants could access support easily. I made it clear in the briefing that people would take different lengths of time and that no one should feel rushed. I had an extension activity article for participants once they had finished (appendix O) as I was aware that sending young people back to lessons or allowing them to sit unoccupied could be disruptive.

I was conscious that statements needed a level of literacy. I minimised this issue by completing my study in a grammar school so that the task would not be too cognitively or emotionally challenging. I crafted statements to be clear whilst not losing their essence, and I completed the pilot with year seven participants to ensure the task was achievable.



I minimised fatigue through language and activity choice. The sessions occurred during the school day (over two lessons) so participants would already have coping mechanisms to manage fatigue.

#### **4.3.4. Participant experience of the impact of their involvement**

I chose a topic important to the school so participant involvement could have a wider influence on school policies and procedures. I explained to participants that the topic was important to the school development plan and, although I cannot strongly influence the impact of my research, I know the deputy head was keen for it to influence school policy. I sent a young person friendly summary of my findings to all participants. In this summary I also shared information about how results would be disseminated with school so participants would know the impact of their involvement.

# 5. Results and analysis

## 5.1. Introduction

This chapter details the analysis of the Q sort data and utilises an abductive approach; data informed theory generation which in turn was explored using existing knowledge to further understand the data. Analysis was done systematically (explored below) to ensure it was credible, transferable where appropriate, dependable and confirmable (as detailed by Guba and Lincoln, 1982). The Q sort was completed by 38 participants, and Q methodology software (PQmethod: Schmolck, 2014) was used to find common patterns, known as factors. Abductive data exploration yielded four factors which were developed into factor arrays and factor interpretations. Commonalities between factors were also explored.

## 5.2. Contextual information

### 5.2.1. P set information

Thirty-eight young people aged 11 to 16 from a girls' grammar school participated. Participants were also sampled purposively by ethnicity and postcode (table 5.1). Sampling was completed by school administration (invitation given via information and consent letters, appendix N). Information regarding ethnicity and postcode was used to avoid 'an unduly homogeneous participant group', as recommended by Watts and Stenner (2012, p. 71). Participant ethnicity identification is recorded below (table 5.1). I attempted to increase participant variability but this was not successful (discussed in section 4.2.3).

I finished the study after the participation of 38 young people because I had included a range of participants across the criteria (table 5.1), and due to time restrictions. I included all completed sorts (explored in section 5.7). Participant six did not complete the questionnaire, however, she loaded relatively strongly on factor two (Factor one: 0.0615. Factor two: 0.4696. Factor two: 0.1680. Factor four: 0.1747) so I felt it was appropriate to retain her sort.

I translated postcode information into population density information to preserve its purpose (to include participants from a range of population areas), whilst ensuring

anonymity. Population density information was accessed through the most recent UK census (The National Archives, n.d.). Postcode information was converted into four population density codes to denote relative differences between areas:

- Population density code one: density between 1 and 15 persons per hectare.
- Population density code two: density between 20 and 35 persons per hectare.
- Population density code three: density between 35 and 50 persons per hectare.
- Population density code four: density between 60 and 90 persons per hectare.

I did not have a specific hypothesis around resilience and population density, but wondered if participants would view statements around environment differently (e.g. statement numbers 14, 44, 45 and 52) if they lived in more rural or urban areas.

*Table 5.1. Participant information*

Age	Number of participants
11	1
12	6
13	15
14	5
15	11
<b>Total</b>	<b>38</b>
Ethnicity	Number of participants
White British	21
Pakistani British/British Pakistani	4
British Indian/Indian	2
Black British African / British African	2
Chinese British / Chinglish	2
Black British	1
English	1
Half Thai Half British	1
Half French Half British	1
Scottish British	1
British European	1
Eastern European British	1
<b>Total</b>	<b>38</b>
Population density	Number of participants
Unknown	1
1	19
2	5
3	11
4	2
<b>Total</b>	<b>38</b>
Group, Term and school lesson period	Number of participants
Group A Summer Term Periods 1 - 2	6
Group B Summer Term Periods 1 - 2	7
Group C Autumn Term Periods 4 – 5	7
Group D Autumn Term Periods 4 – 5	2
Group E Autumn Term Periods 1 – 2	9
Group F Autumn Term Periods 4 - 5	7
<b>Total</b>	<b>38</b>

## 5.2.2. School information

The school is a larger than average girls' grammar school for 11 to 18 year olds. The school is located in the North of England, in a market town relatively near to a large city with good transport links. The number of pupils with SEN is below 1% and around 20% of pupils come from a range of minority ethnic groups.

## 5.3. Software and data entry information

I downloaded PQMethod software (Schmolck, 2014). I inputted the 52 statements (PQmethod option one) and the grid kurtosis (option two). PQmethod defaults to a number line where zero designates the middle (retained in software output files in the appendices). However, my study's number line ran from one to nine and this is used in the main body of the thesis. I inputted all participants' sorts (option two) and this information is available in the table 'Correlation matrix between sorts' (appendix R).

## 5.4. Factor extraction

PQmethod gives two factor extraction methods: centroid factor analysis (option three) and principal components analysis (option four). As argued by Watts and Stenner (2012), centroid factor analysis allows abductive exploration and factor rotation. This differs from principal components analysis which gives a 'single, mathematically *best* solution, which is the one which *should* be accepted' (Watts & Stenner, 2012, p. 99). I chose centroid factor analysis because I wanted to use an abductive approach, utilising both data ('bottom up') and theory ('top-down') information to choose a solution. Centroid factor analysis also fitted my social constructionist position as it allows for researcher subjectivity; another researcher could analyse my data differently if they so chose.

Factor extraction is the process that searches for shared patterns in the data. The software finds the first shared pattern and extracts it then the second and extracts it until there is 'no more common variance' (Watts & Stenner, 2012, p. 103). The output is a table showing correlations between each Q sort and each factor, called the 'Unrotated factor matrix' (table 5.3).

There are a number of ways to decide how many factors to extract and I trialled various options before making my decision. First I extracted six factors, as recommended by

Watts and Stenner (2012), who suggest extracting one factor for every six to eight participants. I then explored the information using multiple criteria (described in Watts & Stenner, 2012). Below I give criteria information (table 5.2) and the unrotated six factor matrix (table 5.3), highlighting sorts that passed each criterion.

Table 5.2: Criteria considered in factor extraction<sup>1</sup> (full information in Watts & Stenner, 2012).

Criterion	Factors to extract	Criterion formula
<b>Humphrey's rule</b>	<b>One</b>	<p>'A factor is significant if the cross-product of its two highest loadings (ignoring the sign) exceeds twice the standard error' (Brown, 1980, p. 223, cited in Watts and Stenner, 2012, p. 107).</p> <p>Standard error = <math>1 / \sqrt{\text{no of items in Q set [52]}}</math></p> <p>Standard error = 0.139</p> <p>Twice the standard error = 0.277</p>
<i>Humphrey's rule (less strict)</i>	<i>Three</i>	<p>'A factor is significant if the cross-product of its two highest loadings (ignoring the sign) exceeds the standard error' (Brown, 1980, p. 223, cited in Watts &amp; Stenner, 2012, p. 107).</p> <p>Standard error = <math>1 / \sqrt{\text{no of items in Q set [52]}}</math></p> <p>Standard error = 0.139</p>
Two+ significantly loading Q sorts	Three	<p>Significance calculation:</p> <p><math>2.58 \times (1 / \sqrt{\text{no of items in the Q set [52]})</math></p> <p>0.3578 (rounded up to 0.36)</p>
Kaiser Guttman Criterion	Four	Factors with an eigenvalue above 1.00

<sup>1</sup> Colours and fonts used in table 5.2 are also used on table 5.3 to designate sorts which passed each criterion.

Table 5.3. Unrotated factor matrix

Sorts	Factors					
	One	Two	Three	Four	Five	Six
1	0.6795	0.0507	0.0026	-0.1253	0.0108	0.0649
2	0.6160	0.0353	0.0013	-0.0446	0.0012	0.1275
3	<b>0.6988</b>	-0.3828	0.0895	0.0894	0.0062	-0.0394
4	0.5250	0.2977	0.0611	0.2962	0.0676	-0.1521
5	0.4189	0.0602	0.0029	0.1432	0.0156	-0.0745
6	0.4329	-0.1751	0.0161	-0.1709	0.0204	0.1932
7	0.3592	-0.1417	0.0100	0.0326	0.0009	0.0605
8	0.6566	-0.0493	0.0009	<b>0.4370</b>	0.1559	0.0896
9	0.6078	0.2571	0.0458	0.0963	0.0071	0.3223
10	0.4494	0.2909	0.0583	-0.0436	0.0012	-0.1315
11	0.5328	-0.3786	0.0868	0.0774	0.0047	-0.1993
12	0.5887	<b>-0.5182</b>	0.1755	-0.1491	0.0161	0.1962
13	0.3051	0.1383	0.0138	0.2534	0.0490	0.4236
14	<b>0.7042</b>	0.1742	0.0220	-0.1321	0.0120	0.1853
15	0.5165	-0.0718	0.0019	-0.3406	0.0870	0.1980
16	0.5250	0.3516	0.0856	-0.3230	0.0777	-0.2542
17	0.5587	-0.2009	0.0219	<b>-0.4510</b>	0.1620	-0.1688
18	0.2673	-0.1244	0.0075	0.3712	0.1090	0.0452
19	0.5950	0.1229	0.0112	-0.0679	0.0030	0.1908
20	0.4969	<b>-0.4241</b>	0.1115	-0.2417	0.0421	0.2131
21	0.1006	0.4202	0.1242	0.1495	0.0171	0.3353
22	0.6571	0.1458	0.0156	-0.2228	0.0355	-0.1295
23	0.6363	-0.3618	0.0789	-0.1773	0.0221	-0.0727
24	0.5807	0.0755	0.0046	-0.2462	0.0437	-0.2278
25	0.3498	0.3088	0.0657	0.1591	0.0191	-0.2451
26	0.6747	-0.0217	0.0002	-0.2613	0.0495	0.0767
27	0.4415	0.3847	0.1030	-0.3707	0.1046	-0.3302
28	0.5672	0.2868	0.0568	0.1693	0.0217	-0.1740
29	0.7392	-0.1176	0.0073	0.2218	0.0374	0.0371
30	0.7466	0.3274	0.0749	-0.0408	0.0010	-0.1749
31	0.7296	-0.1712	0.0161	-0.1034	0.0072	-0.2946
32	0.6065	0.2156	0.0325	-0.0412	0.0010	0.3257
33	0.6056	-0.0434	0.0005	0.1110	0.0094	-0.1140
34	0.6304	-0.3268	0.0632	0.0467	0.0018	-0.3404
35	0.6151	0.0192	0.0005	0.1109	0.0094	-0.0058
36	0.5437	0.1903	0.0254	0.2748	0.0578	-0.1338
37	0.4897	-0.3257	0.0624	0.3214	0.0802	0.1448
38	0.5549	-0.3427	0.0699	0.1859	0.0261	0.0448
Eigenvalues	12.1140	2.5136	0.1375	1.8279	0.1163	1.5153
% explained variance	32	7	0	5	0	4

Factors one, two, four and six fulfil at least one of the criteria. I also completed a seven factor extraction as seven is ‘the magic number’ (argued by Brown, 1980, p. 223, cited in Watts & Stenner, 2012, p. 106). I did not expect this to highlight anything of significance as the above criteria give a maximum of four factors. I was correct as the seventh factor did not pass any of the above criteria (appendix S) so I returned to the

six factor extraction. One of the motivations for my study was a belief in the fallacy of the homogeneity of resilience (as explored in section 2.5.4). I wanted my study, in contrast, to explore the possibility of multiple constructs, so I decided to retain four factors which in the unrotated matrix would be factors one, two, four and six, in line with the Kaiser Guttman criterion. I retained six factors throughout extraction and rotation then discarded factors three and five at the end. After this point, factors are referred to by their retained numbers: factors one, two, three and four, as I do not discuss the unretained factors.

## 5.5. Factor rotation

As described in section 3.3.5.4, factor rotation allows for factors to be rotated on their axes in order to 'suitably *focus[ed]*' the factors in relation to the data (Watts & Stenner, 2012, p. 119). A visual example of factor rotation is below (factor one is the Y axis and factor two the X axis):

*Diagram 5.1. Factors one and two after varimax rotation*

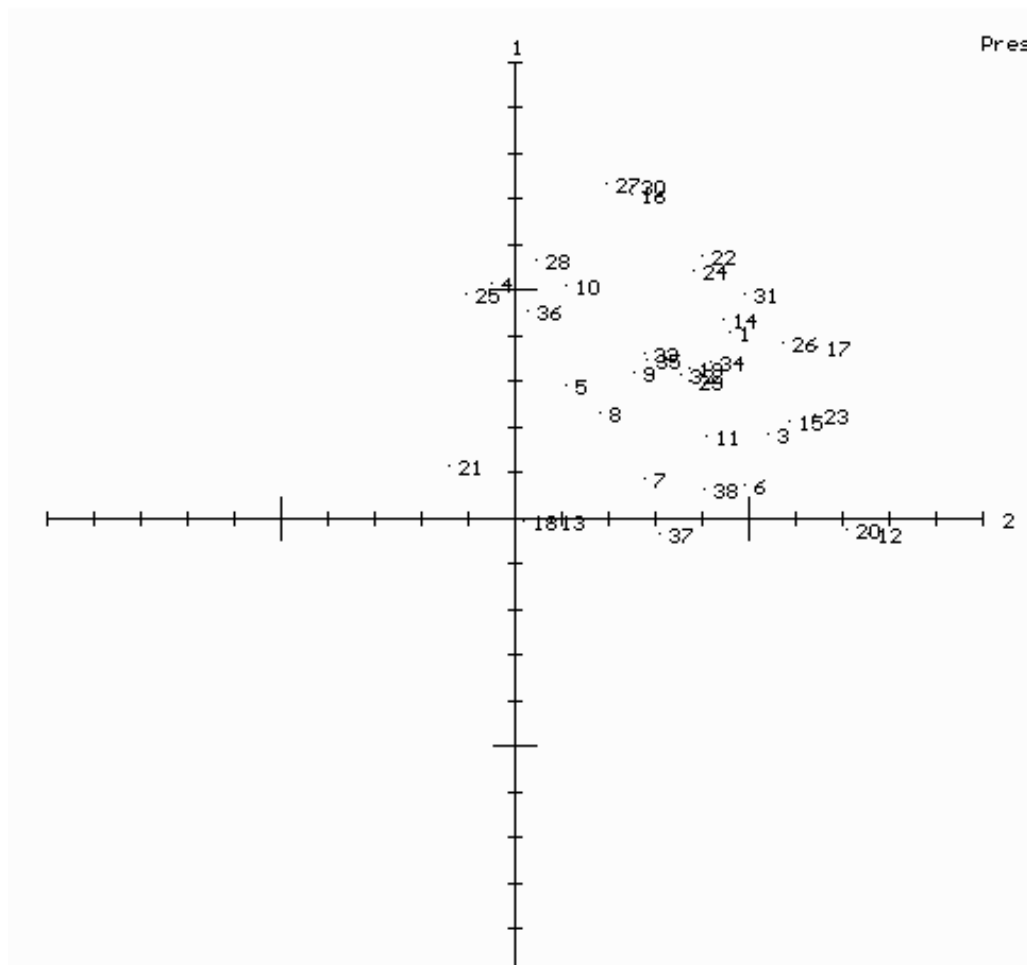
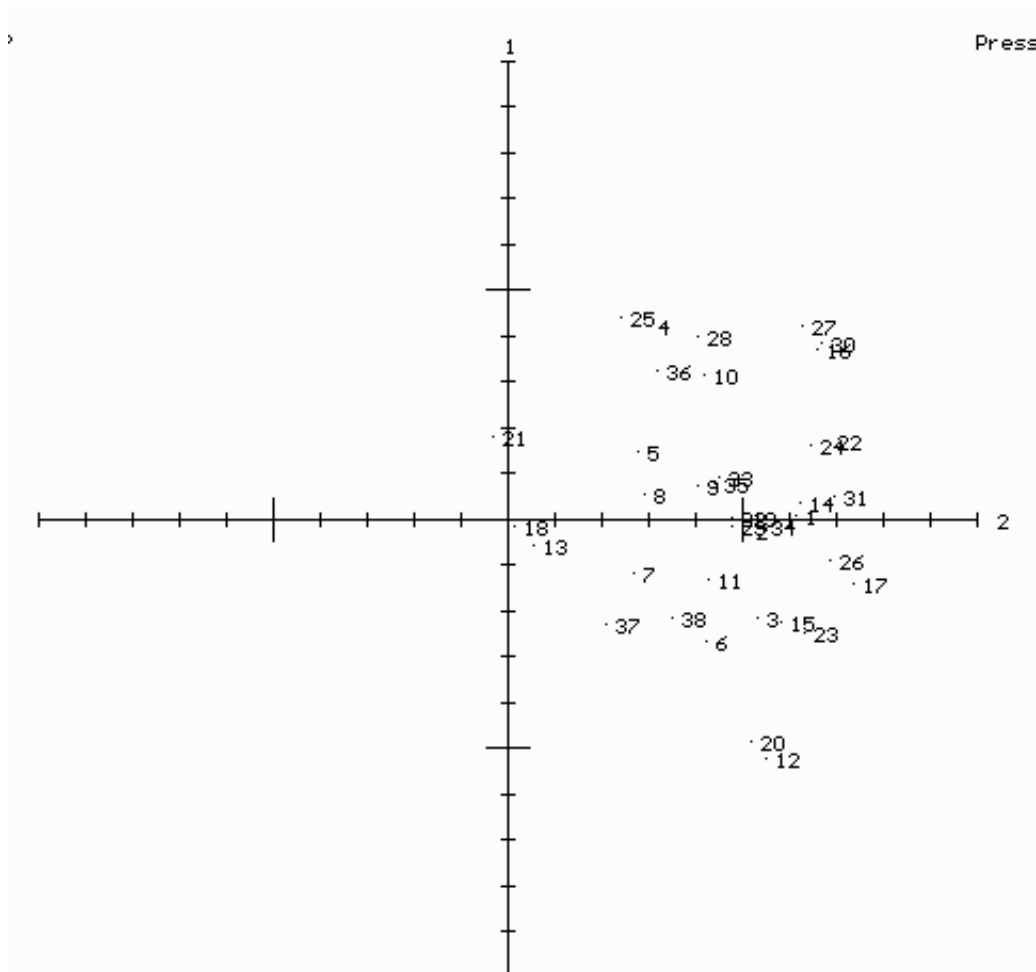


Diagram 5.2. Factors one and two after varimax and manual rotation -41 degrees



Factor rotation can be completed by hand (manually: PQmethod option five), automatically (varimax: option six), or using both. I explored my data using multiple rotations before making a final decision. I wanted to include as many participants as possible whilst not obtaining a high correlation between factors, as explained by Watts and Stenner:

If two factor arrays are significantly correlated this may mean they are too alike to interpret as separate factors and that they could, in fact, simply be alternative manifestations of a single viewpoint (Watts & Stenner, 2012, p. 141).

Therefore, I felt varimax then manual rotation was appropriate for theoretical and practical reasons. I did not have a theoretical argument for only completing manual, such as a pivotal sort, and I wanted to hear young people's views. Therefore, I felt it was inappropriate to only complete a manual rotation as this would have imposed my view on the data from the outset. I also felt varimax was an appropriate initial rotation technique as it '*maximises* the amount of study variance explained' (Watts & Stenner,



2012, p. 125). After this I trialled small manual rotations to improve the number of significantly loading sorts. I slightly raised the threshold for significantly loading sorts from 0.36 to 0.42 and this led to fewer confounding sorts (loading on more than one factor) (an example 0.36 rotation is included in appendix T: rotation seven). My manual rotations only raised the correlations between factors slightly. Correlations for the final rotation are given below:

*Table 5.4. Final rotation correlations*

	Factor one	Factor two	Factor three	Factor four
Factor one	1.000	0.4733	0.4557	0.4800
Factor two	0.4733	1.000	0.6544	0.3877
Factor three	0.4557	0.6544	1.000	0.4478
Factor four	0.4800	0.3877	0.4478	1.000

The information for all rotations considered is available in appendix T. The two criteria for my rotation decision, as supported by my literature review, were:

- Elicitation of varying views
- Inclusion of participants

I considered rotations four, five and six as they included 30 out of 38 participants, thereby fulfilling my second criterion. I decided to use rotation six as it best supported my first criterion: five participants loaded on factor four. The common variance covered in all considered rotations was 47% or 48%, which is in line with Kline's suggestion that 35% - 40% upwards 'would ordinarily be considered a sound solution' (Kline, 1994, cited in Watts & Stenner, 2012, p. 105). I was aware that all of the factor correlations were statistically significant except the correlation between factors two and four. However, after an initial exploration of the factor arrays generated from my chosen rotation, I felt there were clear themes that emerged - for example around the importance of social/environmental versus individual factors - that supported retention of four factors despite the statistically significant correlations. I also felt that the qualitative information participants gave demonstrated that they did see resilience differently. For example, factors one and two had an overall correlation of 0.4733 both saw support as important, as discussed in the factor interpretations. However, the way support was viewed is subtly different due to other important themes of each factor. Factor one sees support as important in the context of relationships and environmental factors whereas factor two sees support as important in the context of the individual developing and progressing. Participant comments demonstrate this:

Factor one participant comments on support from question four of the evaluation questionnaire:

Participant 4: 9: 35/17/3/39: Most of all 39 because without the basics like food and clothing it is hard to do anything, and 17 because you need to be supported by someone because at our age there are a lot of things that have to be decided or confirmed by adults.

Participant 22: 9: 39/49/41/10: because if your basic needs are met you don't need to worry about whether you are going to get your next meal you can focus on your education or life and have a close relationship with at least one parent or carer means you've got someone to rely on and having good friendships is important to me because they make me feel happy.

Participant 25: 9: 45/39/17/49: because I think that someone's basic needs are really important and that having at least one adult in their life is important because the young person has someone to talk to.

Participant 28: 9: I selected her basic needs are met, she has at least one adult in her life who she knows will support her. I chose these because they are essential things everyone needs.

Factor one participants link support with basic needs and having someone to talk to, and support seems to be needed generally as it is not linked to specific events.

Factor two participant comments on support from question four of the evaluation questionnaire:

Participant 12: I put cards focussed on support after crisis and making own efforts to succeed, have a better future, learning from experience and believing that events have a purpose as most important as they all link to 'doing ok/well in life after the girl had 'things happen to her' people say that support and moving on is best after conflict.

Participant 15: I don't think that being independent is important as it's better to have someone help you with your problems instead of facing them alone. In 9 I put 28/16/23/22: ... people can help you, it's better not to try and do things alone but also standing up for yourself is good to improve self esteem.

Participant 20: 9: 22/32/40/50: as these were about support and communication which is vital as talking to someone can change a lot for the better so it is really important to do that. They were also about positivity which can help you look to the future and think better of your situation, allowing you to cope.

Participant 26: 9: I put statements about not giving up on things and about support from others and good relationships as these are very important to success as if you give up you won't succeed and if you feel like you are alone, you won't be happy and won't feel good.

Factor two participants link support with thoughts about the individual succeeding and future change. Participants also suggest support is needed after specific events, such as crises or conflict, and there is some tension between the importance of having support and being able to stand up for yourself and use your own efforts to succeed.

Therefore I felt that retaining fewer factors would lose the nuanced differences in views that emerged through a more detailed exploration of the data. However, I noted that the

correlation between factors two and three was particularly high (0.6544) so I explicitly explored the differences between those factors in my interpretations. Below is the chosen rotated factor solution:

Table 5.5. Factor matrix

	Confounding
	Non significant
	Loading on one factor alone

Participant number	Factor one	Factor two	Factor three	Factor four
1	0.3845	0.4228	0.2525	0.2829
2	0.2881	0.3600	0.2752	0.3131
3	0.1879	0.4916	0.6046	0.0225
4	0.4935	-0.1005	0.3983	0.2658
5	0.2793	0.0761	0.3139	0.1354
6	0.0615	0.4696	0.1680	0.1747
7	0.0773	0.2505	0.2703	0.0963
8	0.2049	0.1047	0.7002	0.3261
9	0.2676	0.2031	0.2636	0.6012
10	0.4965	0.0877	0.1061	0.2014
11	0.1964	0.3732	0.5193	-0.1541
12	-0.0301	0.7196	0.4091	0.0677
13	-0.0529	0.0268	0.2564	0.5360
14	0.3976	0.4081	0.1993	0.4488
15	0.1963	0.5725	0.0571	0.2343
16	0.7054	0.2517	-0.0566	0.1269
17	0.3948	0.6460	0.0981	-0.1128
18	-0.0118	-0.0271	0.4714	0.1143
19	0.2928	0.3362	0.2056	0.3981
20	-0.0261	0.6851	0.2555	0.0796
21	0.0716	-0.1663	-0.0390	0.5452
22	0.5613	0.3819	0.1533	0.1645
23	0.2361	0.6134	0.3760	-0.0532
24	0.5434	0.3688	0.1341	0.0228
25	0.4826	-0.1304	0.2032	0.1224
26	0.3638	0.5481	0.1859	0.2320
27	0.7359	0.2065	-0.1387	0.0537
28	0.5441	0.0027	0.3308	0.2376
29	0.2774	0.3069	0.6087	0.2452
30	0.7053	0.2120	0.2583	0.2881
31	0.5006	0.4608	0.4200	-0.0866
32	0.2667	0.3120	0.1801	0.5596
33	0.3533	0.2356	0.4373	0.1075
34	0.3647	0.3824	0.5418	-0.2091
35	0.3286	0.2351	0.4064	0.2260
36	0.4337	-0.0216	0.4336	0.2223
37	-0.0462	0.2478	0.6259	0.1559
38	0.0623	0.3537	0.5738	0.0725
% of explained variance	14	13	13	7

Thirty participants loaded significantly: nine on factor one, eight on factor two, eight on factor three and five on factor four. Five participants gave non-significant sorts and three gave confounded sorts. The percentage of explained variance was 47%.

## 5.6. Factor arrays

A factor array is 'a single Q sort configured to represent the viewpoint of a particular factor' (Watts & Stenner, 2012, p. 140). It is created using data from all statistically significantly loading sorts. Weighted averages are used, so statistically more representative sorts contribute more. Each statement's relative importance is calculated to create a z score (appendix U). This is used to create a factor array. A factor array is conceptually useful as it represents the 'ideal' Q sort, allowing for easier analysis, and Watts and Stenner (2012) argue that it makes data more accessible to other readers. It also creates a holistic view, which, as argued in sections 3.3.3 and 3.3.5.4, is a pivotal motivator for Q methodology.

Table 5.6. Position of each statement for each factor array

Statement	Factors			
	One	Two	Three	Four
1 She feels she can trust others	5	6	6	6
2 She is able to solve problems	4	4	5	2
3 She enjoys learning and cares about her education	6	4	7	6
4 She is a confident person	4	3	8	5
5 She is intelligent	3	1	4	7
6. Her family see education as important and show this to her, e.g. helping her with her homework or giving her a separate place to study	5	3	5	4
7. She feels connected to her cultural identity	2	4	2	1
8. She has good relationships with lots of family members of different ages (e.g. grandparents, cousins, aunts, uncles or siblings) and sees them regularly	9	6	5	4
9. Her parents and school contact to talk about how she is doing, e.g. if she is doing well in one class, or is finding another class difficult	4	2	2	1
10. She has friendships and romantic relationships which make her feel good about herself	7	5	5	8
11. She tries to learn something from all of her experiences, the positive experiences and the difficult ones	3	8	8	3
12. She keeps trying even if things are hard because she wants to complete tasks or achieve her goals	7	9	9	6
13. She has good relationships with teachers, e.g. they support her and show they care about her	5	6	3	2

14. She lives in a community which feels supportive and safe, e.g. people are friendly to each other in the street	8	6	4	3
15. She is independent, e.g. she doesn't mind being on her own and won't always follow her peers	5	3	9	3
16. She can deal with failure and it doesn't put her off trying again	5	9	8	8
17. She has at least one adult in her life who she knows will support her	8	7	5	7
18. She believes her life has meaning and all events have purpose	2	8	7	6
19. Her parents/carers get on well whether they are together or not	7	5	3	5
20. She believes in a higher power, spirituality or a religion	3	6	1	2
21. She has ways to manage her emotions and places she can do this	8	7	6	4
22. She knows where to get support from and will actively seek it when needed	6	9	5	4
23. She can resolve conflicts without arguing or becoming aggressive/violent	5	5	5	5
24. She can concentrate on things and stay focused even when under pressure	3	5	6	4
25. She believes her own efforts make a difference and she has control in her life, now and in the future	3	8	7	7
26. She knows her own strengths and weaknesses, and can reflect on her thoughts and feelings	4	8	5	4
27. Her parents have high expectations of her	1	1	2	1
28. She can stand up for herself	7	7	9	8
29. She is liked in her peer group	4	4	3	9
30. Her parents did well academically at school	1	1	1	1
31. She cares about other people	5	3	6	5
32. She is optimistic and hopeful about her future	6	8	8	5
33. When in new situations she finds it easy to behave in a way that other people like and adapt herself to different people	1	3	2	7
34. Her immediate family are physically healthy, for example they do sports activities together or eat healthy meals	7	2	4	2
35. Her family do not have any significant money worries	6	2	3	7
36. She can think critically about things and make decisions for herself	4	4	6	4
37. She is involved in activities outside school that get her outside, challenge her, or help her learn a new skill	5	4	4	3
38. She is an easy-going person and doesn't get angry or irritated by things	2	4	3	6
39. Her basic needs are met, e.g. food, shelter, clothing	9	5	8	9
40 She's a happy person who has a positive attitude toward life	8	9	9	8
41. She likes who she is and doesn't compare herself negatively to people around her or people in the media	7	7	7	7

42. She lives in a stable family environment, e.g. there is no violence or high levels of conflict	8	6	6	9
43. She feels she has power over how other people see her and the power to challenge negative views	1	5	4	5
44. She lives in an area which has opportunities for people, e.g. jobs and education	6	2	4	6
45. She feels like she belongs, e.g. she doesn't experience discrimination and doesn't feel lonely	9	7	6	9
46. She likes to help people and has a strong sense of social responsibility	6	5	4	5
47. She doesn't have a problem following rules given by others, e.g. teachers or parents	2	1	1	3
48. She is artistic/ creative and uses her imagination to express herself, e.g. musical talents, writing stories or plays	3	5	3	2
49. She has a close relationship with at least one parent	9	7	7	8
50. She finds it easy to communicate her thoughts, feelings and ideas with others and they understand her easily	6	6	7	3
51. Her parents put rules in place but they can be flexible to the situation, and her parent's rules are similar to her peers	2	2	2	5
52. She lives somewhere where there is access to public transport or things are close by so she can be involved in groups or see her friends easily	4	3	1	6

I used a narrative style in my factor interpretation (described in Watts & Stenner, 2012) as I felt this was more accessible for professionals and young people. To interpret the factor arrays I used six pieces of information, detailed below:

- Significant statements as highlighted through the Watts and Stenner crib sheet (2012)

Q methodology retains a holistic view of the topic (as discussed in sections 3.3.3 and 3.3.5.4), therefore, it is important to use the whole factor array when creating factor interpretations. I used Watts and Stenner's crib sheet process (Watts & Stenner, 2012), which suggests looking at statements at the extreme columns, statements given the lowest or highest rating in this factor, and any other statements which also add information. This systematic process allowed me to analyse most statements and generate a holistic understanding. When writing factor interpretations I used an abductive approach to extract themes; I allowed the data to guide me so that themes were unique to each factor, but when themes emerged I used my topic knowledge to explore the data again for further connections.

- Factor scores with corresponding ranks information

I noted a small number of statements which were sorted similarly across all factors (consensus statements). I felt this information would be lost if I simply included them in factor interpretations so I created a section (6.2.2) which describes the shared aspects of resilience.

- Distinguishing statements

I used the distinguishing statements information (appendix V) which highlights statistically significant statements at  $P < .05$  or  $P < .01$  to further highlight important themes in factor interpretations. I marked the statistically significant statements at  $P < .01$  with an asterisk.

- Descending array of differences information

I used the descending array of differences information (appendix W) to highlight the differences between factors two and three in their interpretations as the correlation between these factors was relatively high (0.6544).

- Demographic information

I looked for patterns of participants loading on particular factors. I had thought that participants who lived in more rural areas, for example, might construct resilience differently to participants in more urban areas, or older participants might construct it differently to younger. I did not find any particular patterns which is an interesting finding (see section 6.2.1).

- Qualitative information garnered through a post-sort participant questionnaire

Each participant completed a post sort questionnaire, and information from questions four to eight was used in analysis. The remaining questions are discussed in section 5.7 (participant responses to all questions are recorded in appendix Q).

## 5.7. Behavioural observations and questionnaire information

During sessions I focused on participant comprehension and motivation in order to decide whether to include their sorts. Although I was using a social constructionist position - so was not attempting to elicit an objective or valid viewpoint - I wanted the Q sort activity to capture a credible and dependable construction (detailed in section 3.3.7). Therefore, participants needed to understand the statements and the task, and be motivated to complete it. I considered a number of things to ensure this occurred such as instructions and group size (detailed in sections 4.2.4 and 4.3.3). I observed that all participants were motivated and understood the task: the group work created a buzz of conversation which included all participants. Individual activities were silent and participants worked consistently. I was asked for help occasionally but no participant had to wait. Participants did not look at each others' work, seemingly understanding their sort was personal. Participants all checked their completed sorts.

My observations are supported by participant information (see appendix Q for full feedback). Overall participants found it relatively easy to organise statements into piles (median score 4/5) and into the grid (median score 3/5). Just over half of participants found the grid's shape caused difficulties, (20/38) but this is a relatively common issue with Q methodology (discussed in Watts & Stenner, 2012) and reasons were varied. Twenty-nine participants gave information about statements they found interesting (question five), 26 participants explained their decisions on specific statements further (question six) and 22 participants suggested extra statements (question eight). This suggests internal engagement.

Many participants seemed to have enjoyed the session: they thanked me and smiled and chatted as they left. This is supported by answers to question 11:

Participant 17: 'I enjoyed taking part and thought the whole thing was very interesting.'

Participant 25: 'It was a really nice experience and it wasn't really stressful as I thought it would be.'

Participant 38: 'I think reading all of the different statements and reading lots of things that relate to people our age was very good!' (Appendix Q).



## 5.8. Factor interpretation

Each factor interpretation includes:

- A factor title<sup>2</sup>
- A visual representation of the factor (to further aid reader interpretation: Visual representation commissioned by the author).
- Eigenvalue and variance information
- Demographic information which will include the number and percentage of participants according to age, ethnicity and area rank (full information in appendix X)<sup>3</sup>
- Information about where participants denoted the grid's middle position (full information in appendix Y)
- Summary interpretation
- Full interpretation (includes participant feedback to support my interpretation, full feedback in appendix Q)
- The factor arrays are included in appendix Z

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<sup>2</sup> The factor title format for all four factors was inspired by the 'Love is...' cartoons (Casali, K., n.d.)

<sup>3</sup> Percentages are worked out from the total number of participants within the group being commented on, across the whole study. For example factor one includes five participants that were 13 years old. The number of 13 year olds across the whole study was 15, so the percentage of 13 year old participants who loaded on factor one was 33%.

## 5.8.1. Factor one: Resilience is... supportive relationships and surroundings



Original illustrations by  
Scott Wigglesworth

### 5.8.1.1. Information

Factor one has an eigenvalue of 3.1658 and explains 14% of the variance. Nine participants significantly loaded on this factor. One participant was 12 years old (17%), five participants were 13 years old (33%), one participant was 14 years old (20%) and two participants were 15 years old (18%). Five participants were from area code one (26%), three from area code three (27%) and one from area code four (50%). Five participants were White British (24%), two participants were Chinese British (100%), one participant was Black British (100%) and one participant was half French half British (100%).

Two participants placed the middle column at column three, five placed the middle column at column four, and two placed the middle column at column five. The median for factor one was column four.

### 5.8.1.2. Summary interpretation

*Resilience is focused on context, particularly the home and the community. Resilience is also focused on relationships, particularly familial. Having support is important as is having a safe and positive environment at home and in the community. Resilience is not about individual traits or strongly about education or school relationships, and resilience is located primarily in the present as it is not about future planning and achieving goals.*

### 5.8.1.3. Full interpretation

Resilience is about the home environment: parents/carers get on well whether they are together or not (19:7<sup>4</sup>) and it is somewhat important that she lives in a stable family environment (42:8\*). This is supported by participant 24: 'I think it is very important that there is no violence or conflict in an environment or living people can suffer'. It is important that basic needs are met (39:9), her immediate family are physically healthy (34:7\*) and somewhat important that her family do not have any significant money worries (35:6). Resilience is also about community: it is important that the community feels supportive and safe (14:8\*) and she feels like she belongs (45:9). The community context has opportunities: for jobs and education (44:6), and activities (37:5). It is also somewhat important that she lives somewhere where there is public transport or things are close by (52:4). Resilience is also about being active in her community: helping others and having a strong sense of social responsibility (46:6).

Resilience is strongly about having positive relationships: a close relationship with a parent (49:9\*), good relationships with lots of family members (8:9\*) and at least one adult who will support her (17:8). This is supported by participant 25: 'having at least one adult in their life is important because the young person has someone to talk to'. Resilience is also somewhat about relationships with peers: having friendships and romantic relationships which make her feel good (10:7) and being liked in her peer group (29:4). This is supported by participant 22: 'having good friendships is important to me because they make me feel happy'. This is not as important as familial relationships, however, as supported by participant 27: 'All of the ones [statements] in nine have things to do with family and I don't think anything else is more important than that'. This may partly be because resilience is not about finding it easy to behave in a

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<sup>4</sup> Statement references are reported in the following format: (statement number: statement's column number for the specific factor). Asterisks denote a statement is distinguishing to that factor at a statistical significance of  $P < .01$ , as detailed in appendix V.

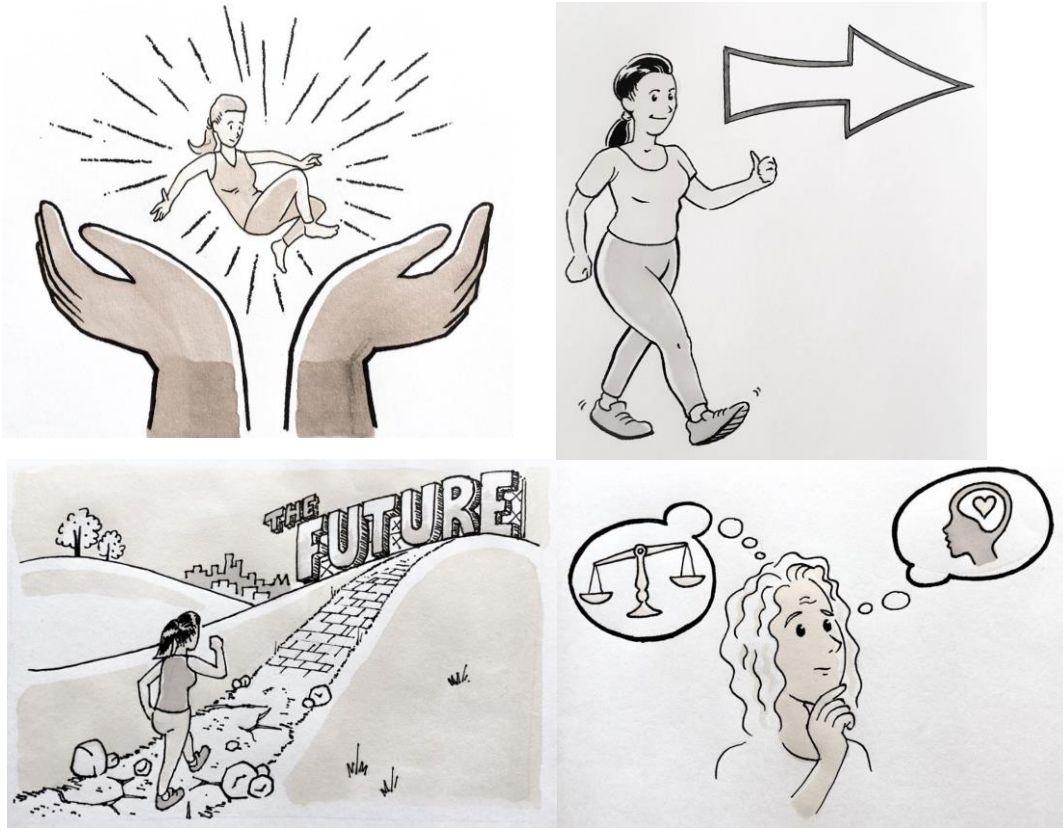
way which others like in new situations (33:1) and not strongly about trusting others (1:5). This is supported by participant 25: 'putting someone young in a new situation might make her feel uncomfortable'. It may also be because resilience is about being independent (15:5\*) and only somewhat linked to caring about others (31:5).

Resilience is about having emotional support. Resilience is not about being easy-going (38:2) but about being able to manage emotions and having places she can do this (21:8), and somewhat about finding it easy to communicate thoughts, feelings and ideas (50:6). Resilience is also somewhat about knowing where to get support from and being active in seeking it (22:6). This is supported by participant 10: 'young people need support and being cared for to achieve their goals'.

Resilience is only somewhat about enjoying learning and caring about education (3:6) and this may be because resilience is not particularly about intelligence (5:3), as supported by participant 27: 'life doesn't depend on intelligence'. Resilience is only somewhat about trying hard to complete goals (12:7) and is not about being able to concentrate and stay focused (24:3). This may be because resilience is relational and contextual so does not focus on individual traits. Resilience is only somewhat about having positive relationships with teachers (13:5), which may be because education and goals are not prioritised (3:6 and 12:7) or because educative skills are not important (24:3 and 2:4). Resilience is not about parents having high expectations (27:1) or parents who did well in school (30:1), but it is, however, about parents talking to school about how she is doing (9:4) and seeing education as important (6:5).

Resilience is not about personal agency: resilience is strongly not about having power over how others see her (43:1\*) and it is not about believing her own efforts make a difference (25:3), standing up for herself (28:7) or believing she can deal with failure (16:5\*). Resilience is not about reflection on strengths and weaknesses (26:4) or learning from personal experiences (11:3). This may be because resilience is not particularly about being confident (4:4) or having optimism and hope for the future (32:6), and it is definitely not about believing that life has a bigger meaning (18:2\*). Again this may be due to the focus on relational and contextual aspects over individual ones.

## 5.8.2. Factor two: Resilience is... having the individual skills and effort to develop myself and achieve my goals



Original illustrations by  
Scott Wigglesworth

### 5.8.2.1. Information

Factor two has an eigenvalue of 2.808 and explains 13% of the variance. Eight participants significantly loaded on this factor. One participant was 11 years old (100%), one participant was 12 years old (17%), two participants were 13 years old (13%) and four participants were 15 years old (36%). One participant was from area code one (5%), three participants were from area code two (60%), three participants were from area code three (27%) and one participant was unknown (100%). Three participants were White British (14%), three participants were Pakistani British/British Pakistani (75%), one participant was Scottish British (100%) and one participant was British European (100%).

One participant placed the middle column at column three, three placed the middle column at column four, and four placed the middle column at column five. The median for factor two was column four and a half.

### 5.8.2.2. Summary interpretation

*Resilience is primarily about the individual. Goals and purpose, and the effort and skills to strive for these are prioritised. Resilience is about having a focus on personal development, so fluid traits are prioritised over fixed. Resilience is not relational or contextual apart from seeing support as important; relationships, the home and the community environment are not prioritised, and only a general sense of belonging is highlighted.*

### 5.8.2.3. Full interpretation

Resilience is about personal effort to reach goals: she can deal with failure (16:9), she keeps trying (12:9) and she tries to learn something from experiences (11:8). This is supported by participant 26: 'I put statements about not giving up on things ...as ... [this is] ... very important to success as if you give up you won't succeed'. However, resilience is strongly not about academic goals: unlike factor two resilience does not focus on learning or care about education (3:4\*). Family also do not see education as important (6:3), and parents and school do not particularly need contact (9:2). This sense of striving may instead come from a focus on life having meaning and events having purpose (18:8), supported by participant 26:

I found 18 surprising because I think that everyone should be taught already that life has meaning as it is important to know that ... we are all living for a reason.

This purpose is likely to come from a focus on a higher power, spirituality or religion (20:6\*) which contrasts with factor three. This is explored by participant 17:

18 and 20 [in column 9] are about believing in a religion and that life has a meaning. I think this would help the girl to look at events that occur with a positive outlook and also think that everything happens for a reason.

The goals for factor two may be artistic as she is definitely artistic/creative (48:5\*), although this does not strongly translate to accessing activities outside school (37:4). Resilience is also about personal agency: she has power over how others view her (43:5), and her efforts make a difference and she has control (25:8). This also means that resilience is not about accepting others' rules (47:1). Resilience is also about optimism and hope for the future (32:8) and being a happy person (40:9), which may be because she has overall purpose and personal agency to achieve it.

In contrast to factor three resilience is definitely not about fixed internal traits such as intelligence (5:1\*) and confidence (4:3), or particularly about standing up for herself (28:7). As supported by participant 20: 'Your intelligence ... has absolutely nothing to do with any difficult times you may be going through'. The primary focus of resilience instead, is about continuing to develop: for example resilience focuses on knowing strengths and weaknesses and reflecting on thoughts and feelings (26:8\*) which is more important to factor two than factor three. The theme of development is supported by participant 20:

I believe I was previously unable to accurately reflect on myself and was not very self-aware but now that I have learnt more about myself I am able to channel my skills towards one direction and improve on my faults, enabling me to cope better with anything.

Resilience is somewhat about concentration (24:5) and solving problems (2:4), and the relative importance of these traits may be because of their potential to support personal development.

Resilience is definitely about knowing where to get support from and seeking it (22:9\*) and about having good relationships with teachers (13:6), which differs to factor three. Resilience is also somewhat about having at least one adult who will support her (17:7), somewhat about having ways to manage emotions and places to do this (21:7), and somewhat about having positive relationships with lots of family members (8:6). This may be why resilience is definitely not about being independent (15:3) for factor two whereas independence is particularly important for factor three. Participant 26 highlights this: 'I ... feel that good relationships are important as they make you feel supported'. Aside from support, however, resilience is not strongly relational: resilience is definitely not about caring about others (31:3\*), which varies with factor three. Resilience is also not particularly about helping people (46:5) or finding it easy to behave in a way that others like in new situations (33:3). The reasons for this are further explored by participants:

Participant 1: 'I placed number 31 at the bottom because I feel like you should only care about the happy people and the ones who won't leave you.'

Participant 23: 'For statement 33 I think she shouldn't change herself to make new friends or for people to like her she should just be herself.'

Resilience is not about a close relationship with at least one parent (49:7), which somewhat contrasts with factor three. Resilience is also not about being liked in her peer group (29:4) and not about having friendships and romantic relationships which make her feel good (10:5).

Resilience is not about environmental elements although a few elements are deemed to be somewhat important. The environmental elements which are important also differ between factors two and three. In the home environment basic needs do not need to be met (39:5\*) for factor two. It is not important whether her family have money worries (35:2) and it is less important to factor two whether the family are physically healthy (34:2). It is only somewhat important that she has a stable family environment (42:6) but it is more important to factor two that her parents/carers get on well (19:5). In the wider community it is not important that the area has opportunities (44:2) but it is somewhat important, and more important to factor two, if the community feels supportive and safe (14:6\*). A sense of belonging is somewhat important (45:7), particularly around cultural identity (7:4\*), which contrasts with factor three. This may be due both to the importance of support, and the belief in a higher power, spirituality or religion.

### 5.8.3. Factor three: Resilience is... having the internal skills and traits to achieve my educational goals



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### **5.8.3.1. Information**

Factor three has an eigenvalue of 2.5584 and explains 13% of the variance. Eight participants significantly loaded on this factor. Three participants were 13 years old (20%), three participants were 14 years old (60%) and two participants were 15 years old (18%). Five participants were from area code one (26%), one participant was from area code two (20%), and two participants were from area code three (18%). Five participants were White British (24%), one participant was British Indian/Indian (50%), one participant was Black British African /British African (50%), and one participant was half Thai half British (100%).

Two participants placed the middle column at column three, four placed the middle column at column four, one placed the middle column at column five and one placed the middle column at column six. The median for factor three was column four.

### **5.8.3.2. Summary interpretation**

*Resilience is primarily about the individual. Personal agency, internal traits and processes are prioritised. There is a positive focus on the future as individual purpose and goals are important and these goals may be educational. Resilience is not relational or contextual although parental relationships are slightly important; environmental factors such as the home or the community are not prioritised and support is not important.*

### **5.8.3.3. Full interpretation**

Resilience is about personal agency: she keeps trying even if things are hard (12:9) and she somewhat believes that her own efforts make a difference (25:7), and in contrast with factor two, resilience is definitely about being able to think critically and make decisions (36:6\*). The theme of agency is supported by participant 37 who suggested another statement: 'Determined. That would have gone in column 9 because if you're determined anything can happen'. This also means that resilience is about learning from experiences (11:8) and somewhat about reflecting on personal strengths and weaknesses (26:5\*). Resilience is somewhat about life having meaning and purpose (18:7) although in contrast with factor two this is not a belief in a higher power, spirituality or religion (20:1). This is supported by participant 18:

I also think number 20 is unimportant because in my opinion to believe in a spiritual hierarchy belittles oneself as it suggests one accepts defeat in their own, perhaps, undiscovered talents and potential.

This meaning and purpose may be located in education, as resilience is about enjoying learning and caring about education (3:7) which contrasts with factor two. The importance of education is also somewhat echoed in the environment despite the primarily individual nature of resilience: family see education as important (6:5) and parents' expectations are not unimportant (27:2). The link between resilience and educational goals is supported by resilience not being located in activities outside school (37:4) or in being artistic/creative (48:3), which is a goal that is important to factor two. It is not important, however, that school and parents have contact (9:2) or that she has a positive relationship with teachers (13:3). This may be because resilience is not strongly relational, supported by participant 38:

I don't think it's important whether your parents contact/talk to school or not because what the school say still wouldn't affect how you think of things.

Resilience is strongly about optimism for the future (32:8) and being happy (40:9) which may be because she has personal agency, a focus on education, and the skills to achieve (as explored below).

Resilience is about fixed internal traits, which contrasts with factor two, particularly independence (15:9\*) as supported by participant 11: 'If you are independent it's good because you don't have to be dependent on others to do things for you or to voice your opinions'. It is also about confidence (4:8\*), concentration and focus (24:6). Because resilience is about independence (15:9\*) and being able to stand up for herself (28:9), it is not significantly about finding it easy to behave in a way that others like in new situations (33:2), supported by participant 34: 'She shouldn't have to change who she is completely to fit just what other people want her to be, she should just be her'. It is also not about being easy-going (38:3), or needing to follow rules given by others (47:1), as supported by participant 38:

Any rules you've been given still won't affect how you react or do different things as rules can't really stop you so whether she follows the rules or not doesn't really matter.

However, resilience is not strongly about having power over how others see her and power to challenge negative views (43:4). A possible explanation for this is given by participant 38: 'you shouldn't care about how others see you and ... you can ignore them or find a way to deal with it'. This suggests that resilience is about the individual so the reactions of others are not a focus. Resilience is somewhat about intelligence

(5:4) although enjoying and valuing education is more important (3:7), and this differs from factor two which does not prioritise either of these elements. The importance of these to factor three may be because although individual traits are important, personal agency and striving are also important, so it is both what you have and what you do with it. This is supported by participant 33: '[the statement] she is intelligent isn't important because as long as she tries she will be fine'. Resilience is also about problem solving (2:5) - which is also important to factor two - and this may be because it is arguably the most effortful of the traits factor three prioritises.

Resilience is not about relationships: although in contrast to factor two it is important to care about people (31:6). Resilience is also not about being liked in a peer group (29:3), having friendships and romantic relationships (10:5), good relationships with lots of family members (8:5) or particularly about a close relationship with one parent (49:7). The relative importance of parents is supported by participant 8: 'I think it is good to be close but not entirely necessary, parents more important than others'. Factor three varies from factor two as it does not see resilience as particularly about getting or giving support: although it is easy to communicate thoughts, feelings and ideas with others (50:7), she does not need an adult in her life who will support her (17:5), she does not need to know where to get support from or will actively seek it (22:5) and she does not need to help others or have a strong sense of social responsibility (46:4).

Resilience is not about environmental elements although a few elements are deemed to be somewhat important. The environmental elements which are important also differ between factors two and three. In the home environment it is definitely not important to have parents/carers who get on well (19:3\*) and this is more important to factor two. It is not particularly important to have an immediate family that is physically healthy (34:4), although this is even less important to factor two. It is also not particularly important to live in a stable family environment (42:6) where there are no money worries (35:3). In the wider community it is less important to factor three to live somewhere supportive or safe (14:4) and it is somewhat unimportant to live where there are opportunities for people (44:4). It is definitely not important to live where there is public transport or things are close by (52:1\*). This is supported by participant 37: '[statements] 35, 44 and 52 [in column 1] because your area and money shouldn't matter'. A sense of belonging (45:6) or a connection to cultural identity (7:2) are also not particularly important. This is, again, because contextual elements are not the focus. As summarised by participant 8: 'I think basic needs, independence, hard work,

efforts to reach some goals in life are important'. In contrast with factor two, however, it is important that basic needs are met (39:8).

#### 5.8.4. Factor four: Resilience is... having friends and positive surroundings



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##### 5.8.4.1. Information

Factor four has an eigenvalue of 1.4605 and explains 7% of the variance. Five participants significantly loaded on this factor. Two participants were 13 years old (13%) and three participants were 15 years old (27%). Two participants were from area code one (11%), one participant was from area code two (20%), and two participants were from area code three (18%). Four participants were White British (19%) and one participant was Black British African / British African (50%).

Two participants placed the middle column at column three, two placed the middle column at column four, and one placed the middle column at column five. The median for factor four was column four.

##### 5.8.4.2. Summary interpretation

*Resilience is both relational and individual. Resilience is about fixed skills more than fluid, and is not about skills that require high levels of effort or reflection. Resilience is not strongly about education or learning. Resilience is only somewhat about relationships and support, although peer relationships are more important. Resilience is about being in a positive home and community environment. Resilience is located in the present, as goals and purpose are not prioritised.*

### 5.8.4.3. Full interpretation

Resilience is very much about intelligence (5:7\*) but only somewhat about enjoying learning (3:6). This may be because skills such as solving problems (2:2\*) or concentration (24:4) are definitely not important. This may also be because resilience is not about meta-cognition, such as persistence to reach goals (12:6), or reflection: she believes her own efforts make a difference (25:7) but it does not matter if she knows her strengths and weaknesses or reflects on thoughts and feelings (26:4). Resilience also focuses on dealing with failure (16:8) but it is not important to try to learn from experiences (11:3). This may be because resilience is about intelligence but is also very much about being easy-going (38:6\*), explained by participant 21: 'I don't want to be a person that people have to tiptoe around because they are scared of my reaction'.

Resilience is not about education being particularly important within the family (6:4), it is not about positive relationships between her and teachers (13:2) and it is not about relationships between parents and teachers (9:1). Resilience is not about wider educative opportunities such as being artistic/creative (48:2), or activities outside school (37:3). This is explained by participant 32: 'I feel this is just a bonus and not very important'.

Resilience is somewhat about relationships as it is important to have a close relationship with one parent (49:8). This is supported by participant 14: 'she'll feel important and loved at home and have someone to talk to'. However, it is not strongly relational: it is only somewhat important to care about, or help, others (31:5 and 46:5), and having good relationships with lots of family members is not important (8:4). Resilience is not strongly about support: although she has at least one adult who will support her (17:7), resilience definitely does not mean knowing where to get support from and actively seeking it (22:4\*).

However, resilience is more strongly about peer relationships: resilience is very much about being liked in her peer group (29:9\*) and having friendships and romantic relationships (10:8). This is explained by participant 13:

I think it's really important to have friends who support you and are there for you, because they want to be, not just because you're related like family.

This may partly be why resilience is not about being independent (15:3) and why it is important to live somewhere with public transport or where things are close by (52:6). Resilience is only somewhat about confidence (4:5), as explained by participant 21:

I like confidence but I hate over confident people who tend to be so confident in themselves they (whether purposely or not) don't take in the opinions of others.

Resilience is also only somewhat about being able to stand up for herself (28:8) and having power over how people view her (43:5), explained by participant 14:

If she has power over how people see her she is taking control of her own life which I think is very important, but not enough to replace anything in column 8 or 9.

This is likely to be important in peer interactions as she definitely does not have a problem with parents putting rules in place (51:5\*) or following the rules of others such as teachers or parents (47:3). Resilience is also very much about finding it easy to behave in a way that others like in new situations (33:7\*). It is definitely not important to find it easy to communicate her thoughts, feelings and ideas with others (50:3\*) or to have ways to manage emotions and places she can do this (21:4\*). This may be because resilience is not reflective.

Resilience is definitely about living in a stable family background (42:9\*), where her basic needs are met (39:9), her family have no significant money worries (35:7), her parents/carers get on well (19:5) and she feels like she belongs (45:9). This is supported by participant 14:

42 – She will feel safe at home and therefore happier... 45 – she will feel part of her community and she will feel happier and feel like she has people to help her.

It is not important, however, to be connected to cultural identity (7:1), supported by participant 21: 'Because I felt it is not important to be in touch with my culture. I have spent most of my life in England; I find I am more British than African'.

Resilience is also about being in an environment which has opportunities: immediate, e.g. access to groups or friends (52:6), and in the future, e.g. jobs and education (44:6). However, resilience is not about being in a community which feels supportive and safe (14:3) or about having a family which is physically healthy (34:4). This may be because these are not directly related to the individual, a general theme highlighted by participant 13:

My top ones were more about who she is and what she does rather than family because doing OK comes from the inside because if you can make a positive from a negative situation then it doesn't matter what the situation is.

Resilience is not particularly about being optimistic and hopeful about the future (32:5) which may be because resilience does not strongly focus on whether life has meaning

and purpose (18:6) or on a higher power, spirituality or religion (20:2). This may be because these statements are reflective, as supported by participant 13:

It's easier to go through life taking things as they come rather than turning to looking at the meaning of it or at religion because there won't be as much time for just flowing with it and enjoying the journey.

### 5.8.5. Consensus statements

Six statements were placed similarly across all four factors which I felt was interesting so have explored below.

Resilience is about being happy and having a positive attitude (40: 8, 9, 9, 8<sup>5</sup>).

Resilience is somewhat about liking who she is and not comparing herself negatively to people around her or people in the media (41: 7, 7, 7, 7). This mixed rating can be understood through individual participant comments exploring how comparing yourself to others could be viewed as having differing effects:

Participant 23: 'it's great she doesn't just follow the crowd people shouldn't follow the media, having your own opinion and voice is much more important than being a sheep and being herded by the media.'

Participant 21: 'It's good to compare yourself because if everyone else was good at something you will think you are until you look at other people. You cannot go around thinking you are clever while getting 50%. By looking around you know how good you are from other people.'

Participant 5: 'I put 41 as important because if you are constantly comparing yourself negatively to your peers and celebrity, you cannot focus on improving or learning.'

Resilience was only partly about feeling she can trust others (1: 5, 6, 6, 6) and only partly about feeling she can resolve conflicts without arguing or becoming aggressive (23: 5, 5, 5, 5). Resilience was not about not having a problem with following rules given by others (47: 2, 1, 1, 3). Qualitative information from participants highlights a feeling that this theme is unimportant:

Participant 12: 'I placed this in unimportant because to me it has no importance in dealing with crises. It was surprising because it feels like the card has nothing to do with the situation.'

Participant 38: '47 in column 1 because any rules you've been given still won't affect how you react or do different things as rules can't really stop you.'

Resilience was not about parents doing well at school (30: 1, 1, 1, 1). Many participants felt this would have a negative effect, for example, participant 33: 'Her parents did well academically at school – this will make her feel jealous and worthless.'

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<sup>5</sup> Statement references for section 5.8.5 are reported in the following format: (statement number: column numbers for factor one, two, three, four)

## **6. Discussion chapter**

### **6.1. Introduction**

The previous chapter reported the analysis and interpretation of my Q methodological study. My analysis identified four factors which were then interpreted. This chapter will discuss my results in order to address the research questions defined in the literature review:

1. How do girls in a secondary grammar school engage with constructions of resilience?
2. How can an awareness of this develop researchers' understanding of the construct of resilience?
3. How can an awareness of this have an impact on school and educational psychology practice?

This chapter will be divided into five sections. Section 6.2 will discuss what can be learnt from the study and how it relates to existing literature (research questions one and two). Section 6.3 will discuss the study's implications for school practice (research question three). Section 6.4 will discuss the study's implications for educational psychology practice (research question three). Section 6.5 will discuss the study's strengths and limitations. Section 6.6 will outline future research directions.

### **6.2. What can be learnt and how does this relate to existing literature?**

The aim of the research was to explore how young people constructed resilience and whether Q methodology elicited multiple constructions. This section will be organised in three parts. Firstly it will discuss the finding of multiple factors. Secondly it will discuss the consensus statements that were found. Thirdly it will discuss each factor separately. All findings will be explored in relation to existing literature.



### 6.2.1. Multiple factors

The Q sort analysis identified four factors that were relatively distinct from each other, only finding a notable overlap between factors two and three (see table 5.4). The finding of multiple relatively distinct factors can be explained in a number of ways.

Firstly, this finding supports existing literature which demonstrated the topic's complexity when participant voices are elicited, such as Edward *et al's* study (2009) which asked adults who have experienced mental illness to describe resilience. The study identified eight themes which ranged from individual to relational in focus. In my study participants commented on the importance of multiple statements which suggests that they viewed resilience to be a complex topic:

Participant 12: 'I put cards focused on support after crisis and making own efforts to succeed, have a better future, learning from experience and believing that events have a purpose as most important as they all link to 'doing ok/well in life after the girl had 'things happen to her' people say that support and moving on is best after conflict.'

Participant 30: 'I put 39, 8, 40, 45 into the most important as without basic needs she would die but she also needs to be happy, and family is key to being happy and to having a sense of belonging. Also without discrimination/racism means that she isn't hurting for something (her race) that she can't control.'

Secondly, this finding supports previous research which found different views within and between groups. For example, Howard and Johnson (2000) explored what promotes resilience with teachers and pupils. In contrast to my study they took a critical realist position, but they did find that teachers and pupils viewed the role of family and community similarly but the school's role differently. Grant and Kinman (2013) used thematic content analysis to explore social workers' views and found variation between social work students and experienced social workers. My study elicited four relatively distinct factors in a cohort which was somewhat limited by the confines of a homogeneous potential population (due to gender, academic ability, geography and single school situation), despite my attempts to make it as diverse as possible (as discussed in section 4.2.3).

Thirdly, this finding demonstrates that new views can arise when participant voices are elicited, and this is particularly evident through the elicitation of factor four - a viewpoint less supported by previous literature (discussed in sections 5.8.4 and 6.2.3.4). This supports previous literature, such as Hunter and Chandler's study (1999), which explored what resilience meant for inner city adolescents through a free writing exercise. They found that adolescents viewed resilience as being 'insular,

disconnected, self reliant [and] self protective' (Hunter & Chandler, 1999, p. 62). This is a unique definition of resilience which Hunter and Chandler argued promotes seemingly 'unhealthy' behaviours.

My study, however, also furthers research by challenging interpretations of alternative views that judge such views to be deficient or 'unhealthy', instead interpreting alternative views as support for the multiplicity of resilience constructs. Much research aims to ultimately develop a unified and universal model despite the topic's current complexity. Canavan argues that:

While diverse, either implicit or explicit in all of them [definitions of resilience] are concerns with development, adaptation and outcomes, coping with threats and adversity, individual and environment interaction, and supportive and undermining factors. Thus, there is a reasonable degree of consistency running through them; enough certainly for practitioners and policy-makers to feel that they are working towards the same thing (Canavan, 2008, p. 2).

Research eliciting participant voice often supports this endeavour. Qualitative research such as Edward *et al* (2009) looks for common themes across interviews. Studies that explore cultural differences view these differences to be surface deep, arguing that universal themes are accessible at the core (e.g. the seven universal tensions, Ungar, 2006). Studies that have explored the topic with so called 'vulnerable' participants have found unique views. However, researchers often argue that these findings demonstrate that participants have limited discursive options through which to define themselves (e.g. Ungar, 2001) or that participants can be both resilient and vulnerable (e.g. Prymachuk's commentary on Hunter & Chandler's study, 1999).

My study challenged the belief in a unified construct of resilience through paradigm choice, methodology choice and methodological decisions (e.g. middle column placement and participant sampling). My use of Q methodology allowed, but did not force, multiple views to emerge. If my study had identified one factor this would have supported the view that resilience is a unified construct. However, the emergence of four relatively distinct factors suggests that resilience is perceived differently. This also supports my social constructionist position as multiple factors challenge the existence of resilience as a universally definable entity. This argument is supported by participant positioning of the middle column. I was aware that all the Q statements could be viewed as important, so felt that asking participants to identify the middle of their grid would demonstrate if they were offering different constructions or different emphases. For factors one, three and four the median was column four, and for factor two the median was four and a half (full information in appendix Y). No participant placed the middle column lower than three or higher than six. Although this demonstrates some

variation it also suggests that participants did believe that statements could be placed across the spread of the poles and were not making nuanced discriminations across a broadly positive or negative viewpoint. The emergence of multiple views may, arguably, also be related to the use of the third person in the Q statements. In previous research, elicitation of the voices of participants who have experienced adverse circumstances may have led to the elicitation of subjective viewpoints, based on personal experiences. However, my study attempted to position resilience as a social construct, and I used the third person in the statements in order to move participants away from making decisions using purely subjective experiences. In social constructionist research the participant, like the researcher, is expected and encouraged to be 'present' in research so I expected that participants would use some subjective experiences to engage with the activity and guide their thinking. However, I felt that use of the third person would enable participants to also engage with the construct of resilience as a social construct and not simply a personal one. I feel this did occur, and this was supported by participant feedback, particularly on statement 20, as participants used thinking outside their own experience in addition to personal experience in order to consider statements more broadly:

Participant 1: '20 [in column 1] because I think that you do not need a religion. I don't believe in anything and am still ok.'

Participant 17: 'For statement 20 because I am a Muslim I felt that it was particularly important to have a faith/religion to look at when you need some help. Personally when I need some help or I am having some difficulties I pray to God which I believe helps me deal with problems.'

Participant 14: '20. Depending on who she is this could be helpful to her, but I wasn't sure. For example Christians may feel happy if they talk to God (column 7).'

Participant 12: 'Number 20: I am not religious (agnostic/atheist) but if someone is religious they are likely to think that things happen for a reason or that it is 'God's plan' which may help them move on from conflict.'

These points all support my conclusion that the factors demonstrate different constructs of resilience.

My participant sampling techniques also challenged previous research and allowed for multiple constructions of resilience to arise, as participants were not chosen due to perceived 'vulnerability' or 'resilience', and research results were not interpreted in order to 'improve' resilience as defined by the researcher. Previous research had, arguably, prevented emancipatory messages and outcomes to emerge. This is because studies eliciting 'vulnerable' participant voice would conclude that participant voice needs to be heard to further understand what can be done to improve participant resiliency according to mainstream definitions. For example, Bernstein's research into

young people's drinking habits concludes that participants come under two categories: 'drinking to "chill" and drinking to "cope" ' (Bernstein *et al*, 2011, 1199), and he suggests strategies for 'drinking to cope' young people such as improving social support networks. Although eliciting participant voice could generate conclusions and outcomes that emancipate or empower vulnerable groups, the interpretation and use of findings in previous research has often disempowered participants further. This issue is highlighted by Bottrell (2009), who argues that normative views need to be challengeable when eliciting participant voice so that participant constructs of resilience are truly heard. She uses Kaplan's work (1999, cited in Bottrell, 2009) to suggest that subjective and social definitions of resilience may differ, but that power imbalances mean the social definition defines the individual.

My study, in contrast, did not purposively sample based on resilience and vulnerability in order to avoid potentially contributing to the definitional overlap between resilience and social compliance and this decision allowed for multiple constructions of resilience to arise. I believe this is particularly important when researching resilience; as argued in my literature review, resilience has always been important to practitioners and policy makers, so research has often explored how to develop resilience instead of critiquing the construct itself (as argued by McMahon, 2006). As explained in section 4.2.3, I attempted to sample a range of participants, and results did not demonstrate that participants of similar age, ethnicity or living situation loaded on particular factors. It could be argued that the cohort available to sample was a somewhat homogenous cohort as it was one single sex grammar school in a specific geographic area. Nevertheless, sampling was not completed based on resilience or vulnerability labelling, or targeted to one specific group within the school, which contrasts with much previous research, and interestingly, even in a somewhat homogeneous participant group, multiple factors were elicited. This again supports a social constructionist position and challenges methodological choices of previous research. Previous research eliciting participant voice has tended to use qualitative methods and, as explored above, participant sampling based on perceived vulnerability and resilience. I would argue that the results of such studies are, therefore, an artefact of these methodological decisions which, although defensible within a qualitative arena, limit research if they are used uncritically.

In summary my finding of four factors relates to previous research as it supports literature which argues that resilience is a complex concept, that individuals have different views, and that new views can be found when participant voices are elicited. In addition, my study's social constructionist position and use of Q methodology, I

believe, offers a more coherent view of these findings than is suggested by previous studies. My research does not argue that variety demonstrates 'correct' and 'incorrect' views, it does not attempt to generate a unified model, and it does not find common themes in varied accounts. My research, instead, demonstrates that resilience can be understood using social constructionism, with variety elicited due to the multiplicity of constructs available in the social world, even when a relatively homogeneous cohort is involved.

### **6.2.2. Consensus statements**

Six statements were organised similarly by all factors which may represent common themes. All factors rated the statement 'she's a happy person and has a positive attitude towards life' (statement 40) in column eight or nine. This is supported by wider research on emotional well-being: Seligman's positive psychology focuses on the importance of happiness through his PERMA model (Seligman, 2011). PERMA has five elements, of which one is positive emotion, replicated in Q statement 40.

All factors rated the statement 'she likes who she is and doesn't compare herself negatively to people around her or people in the media' (statement 41) in column seven. When statements were shared with a sixth form student she changed this statement from 'she likes who she is and believes she is worth something' as she felt that it was important to include a reference to comparisons with people around her and in the media. There has been a research focus on the media's effect on young people's self-view, particularly exploring its effect on body image, eating disorders and self esteem (e.g. López-Guimerà *et al*, 2010 and Dohnt & Tiggemann, 2006). Studies exploring the effect of comparing the self with others have had different outcomes: Ferguson *et al* (2014) found that for adolescent girls peer comparisons had a stronger negative effect than television or social media overall. This contrasts with a study completed with young adult women which found that:

Upwards appearance comparisons through social media were associated with more negative outcomes on all measures (except diet and exercise behaviour) than comparisons made in person, and with more negative mood than comparisons in any other context (Fardouly *et al*, 2017, p. 31).

This demonstrates the complexity inherent in exploring this theme.

Other research has explored factors that influence the effect of the media: Bell and Dittmar (2001) found that social media generated body and appearance dissatisfaction primarily with girls who strongly identified with media models, and Homan (2012) found

that attachment to God can provide a buffering effect. Perloff proposed a model that explores the interaction of 'predisposing individual vulnerability characteristics, social media uses, and mediating psychological processes' (Perloff, 2014, p. 363) rather than assuming social media has a blanket effect. Research has also primarily focused on female participants, from Dohnt and Tiggemann's study (2006) with 5-8 year old girls to Hefner *et al's* study (2014) with midlife women (mean age: 44.57 years). This is interesting as it assumes gendered differences. This may link to the wider historical view on identity and gender which views interdependence and relationship focus to be a female trait (argued by Brown & Gilligan, 1993).

Therefore, the influence of comparing the self to others and the effect of the media has been explored in the literature, particularly with regards its negative effects and its interaction with gender. However, the connection between this theme and resilience has been explored less, and my research gives useful insight into this connection. All factors felt resilience was reasonably strongly connected to a positive self view when considering comparisons with others, and the moderated strength of the connection may be due to the mediating influences as explored above.

All factors rated the statement 'she feels she can trust others' (statement 1) in column five or six. This is interesting as it contrasts with other research eliciting young people's views, such as a study with former runaway and homeless youth which highlighted how trusting relationships is an important theme (William *et al*, 2010). It may be that trust is only viewed to be partially connected to resilience when the range of adverse circumstances are considered, but more connected to resilience when participants consider specific life events or when participants are sampled because of having experienced adverse circumstances. Or it may be that resilience is constructed differently through different methodologies. This supports a social constructionist exploration of resilience, and extends this by suggesting that different constructions may arise due to methodological differences.

All factors rated the statement 'she can resolve conflicts without arguing or becoming aggressive/violent' (statement 23) in column five which could be explained in multiple ways. Previous research has sometimes found conflict resolution skills to be important, for example, when eliciting young people's voices (Theron & Malindi, 2010) and when developing interventions to increase resiliency (Henderson *et al's* steps, 1999, cited in Washington, 2008). However, it is not a strong theme in resilience literature: Washington's study of adolescent girls in alternative education provisions only found an overlap with Henderson *et al's* steps (1999) in relation to the themes of care and

support. This finding also may be influenced by gender. Gender is not strongly explored in resilience research (as explored in section 2.5.5), however, the wider emotional well-being agenda does consider gender differences when exploring the presentation of emotional well-being and mental health. The accepted wisdom in practice is that girls present more frequently with internalising issues and boys with externalising issues (as explored in section 2.3), although statistics demonstrate that this simplifies a complex picture. The Association for Young People's Health (Hagell *et al*, 2015, p. 102) concludes that there is 'a possible rise in emotional disorders, especially in young women' and there is a higher rate in conduct disorder amongst young men but the statistics vary significantly; a large scale study in 2004 (reported in Hagell *et al*, 2015) found that 5% of girls and 8% of boys have a conduct disorder, and 4% of boys and 6% of girls have an emotional disorder, whereas a more recent but smaller scale study from Fink *et al* (2015, reported in Hagell *et al*, 2015), found that 24% of boys and 15% of girls had conduct problems, and 7% of boys and 20% of girls had emotional problems. Despite this complex picture, there do seem to be some gender differences, so it may be that girls do not focus on conflict resolution when considering resilience as, for girls, resilience is not oriented towards situations wherein conflict resolution is pertinent. It may also be that conflict, even when resolved positively, is not something that girls want to focus on. This is supported by Brown and Gilligan, who argue that:

adolescent and adult women silence themselves or are silenced in relationships rather than risk open conflict and disagreements that might lead to isolation or to violence (Brown & Gilligan, 1993, p. 13).

All factors rated the statement 'she doesn't have a problem following rules given by others, e.g. teachers or parents' (statement 47) in columns one, two or three. This is interesting as previous research has suggested the opposite. Masten and Coatsworth (1998) argue that following rules is important for competence which they link with resilience, and Calabrese (1987, quoted in Hutchinson *et al*, 1992) argues that at-risk adolescents find it difficult to follow rules. The difference between my findings and previous research may be explained in multiple ways. Previous research often studied the participant from the outside, whereas eliciting participant voice can highlight alternative viewpoints that offer a richer picture of resilience. My research may also disrupt the conflation of resilience with social compliance; linking statement 47 with the concept of resilience may be part of the 'normative, political program of enactment' around resilience, as argued by Hempel and Lorenz (2014, p. 26). Lastly, this viewpoint may call attention to the circular proof used in some research. Quantitative research has always inferred resilience by measuring positive outcomes, as resilience cannot be

measured directly. This has created some methodological difficulties, however, as studies exploring resilience have chosen a measure for resilience, then when participants have achieved this measure, the study has concluded they are resilient. This is highlighted in Kaufman's article (1994), although interestingly he does not conclude that this creates a circular logic. This echoes methodological issues with the study of intelligence, as highlighted by Boring, who argued:

that intelligence is what intelligence tests measure. The measures in essence now define the construct (Boring, 1923, cited in Suzuki & Valencia, 1997, p. 1110).

In this context, eliciting participant voice, therefore, challenges a construct of resilience that includes being happy to follow rules given by others, and reasons for this may be multiple and different for the different factors.

Lastly, all factors rated the statement 'her parents did well academically at school (statement 30) in column one. As above, previous quantitative research has argued that this is important, which demonstrates again that participant voice exploring resilience garners different conclusions to quantitative research which explores the effect of independent variables with no critical challenge of the dependent variable, i.e. resilience. For example Egeland *et al* (1993) found not finishing high school was an important risk factor. This can be explained in multiple ways. It can be argued that, when utilising a realist paradigm, parental education and resilience are linked via the indirect measurement of resilience through the measurement of positive outcomes such as finishing school. I would argue that this difference is due to the circular measurement of resilience, as discussed previously, and therefore is an issue with quantitative studies. It can also be explained if resilience and social conformity are assumed to be conflated, as suggested previously. If resilience research views participants to be resilient if they conform to specific social expectations, then it may not be that participants can be judged as resilient because their parents were successful in education, but that resilience is measured by participant success in education. This is often predicted by parental success in education due to other factors such as intergenerational shared values, or parental focus on skills and knowledge pertinent to educational success.

The two unimportant statements also highlight a general issue with previous research findings. As explored in sections 2.4.1 – 2.4.3, quantitative research, which isolates variables and explores their impact on resilience, separated the process into adverse circumstances, protective factors and positive outcomes. This separation was critiqued in section 2.5 for multiple reasons: it detracts from the holism of resilience, it makes



distinctions based on temporal differences only and it develops an overly complicated and unwieldy model. The two themes that my participants did not value have been highlighted as important in previous research, and this supports the exploration of resilience through more holistic methodologies.

In summary, the consensus statements relate to the existing literature in multiple ways. They support existing literature by prioritising the themes of happiness and somewhat liking who you are. They challenge the existing literature by not prioritising trusting others, following rules and parental educational achievements. They also offer some gendered explanations; liking oneself has been explored in the wider literature but not resilience literature, and the relatively low focus on conflict resolution may be explained when gender is considered. Conclusions generated from consensus statements, however, are particularly tentative, as these are only consensus statements within my specific participant cohort, and the relative homogeneity of this group needs to be kept in mind when considering its conclusions. Therefore, it would be interesting to see if these statements were also consensus statements if a more varied group was sampled, and if not, whether alternative consensus statements arose, or whether the finding of consensus statements at all is an artefact of this study.

### **6.2.3. The factors**

My study found four factors, of which three are broadly representative of specific trends of resilience research. Factor one represents research that considered the importance of environmental factors. Factor two represents research that explored resilience processes. Factor three represents research that focused on individual factors. Factor four is a new finding, demonstrating a construct that has not been evoked in previous literature. I discuss factors holistically in relation to existing literature, and then highlight main themes which are supported by existing literature, referencing both important statements and participant qualitative feedback.

#### **6.2.3.1. Factor one: Resilience is... supportive relationships and surroundings**

Factor one elicited a construct of resilience that focused on contextual factors of the home and community, and relational factors of family and support. This is evident particularly in early resilience literature, for example the Kauai longitudinal study (summarised in Werner, 2005) which highlighted the importance of environmental factors, and later studies which elicited participant voices to understand what supports them. For example Bottrell (2009) critiques the focus on developmental and individual

level analysis, instead highlighting the importance of resources and the environment. Again Bottrell explores resilience with a pre-labelled group – ‘marginalised youth’ – in order to explore how to support resilience, so my study reframes this conclusion by arguing that the environmental, resources focus is one construct of resilience amongst multiple. This factor also elicits a sense of the individual in a wider context, highlighting relationships at all levels: parental, familial and community. This is supported by Ungar’s cross cultural work, which highlighted seven universal tensions, of which tension two - ‘relationships with significant others, peers and adults within one’s family and community’ (Ungar, 2006, p. 57) - is broadly echoed in this factor.

This factor can also be understood in relation to wider existing literature, such as Bronfenbrenner’s ecological systems’ theory (1979) (as discussed in section 2.4.3). This factor encapsulates Bronfenbrenner’s microsystem (apart from peers) and exosystem. This factor may have also elicited a gendered construct of resilience. Feminist theorists such as Chodorow have argued that, for women, identity development is inherently more relational: women ‘grow up with the relational capacities and needs, and psychological definition of self-in-relationships’ (Chodorow, 1999, p. 209). Relationships are important within resilience research generally so this point is tentative, however, factor one was the most popular (albeit by one) so it would be worth exploring if a study of male participants would elicit a similar factor and whether the majority of participants load on to it.

Specific themes of this factor are supported by existing literature. The importance of family is highlighted by Predescu *et al*’s Q study (2014) with social science professionals; family resilience is one factor, and of the seven most important statements to this factor, five include the word family or familial elements (parents or siblings). Family is also highlighted as an important factor in qualitative studies, particularly in relation to risk, (e.g. Morrison *et al*, 2014). This is echoed in factor one of my study; participants sorted statement eight which focuses on good relationships with family members into column nine and it is more important to this factor than any other factor.

The importance of relationships with parents is highlighted across the literature. Egeland *et al* (1993, p. 517) ‘found emotionally responsive caregiving to mediate the effects of high-risk environments’, and this importance is detailed in Luthar’s article which summarises resilience research (Luthar, 2006). This is also supported by research eliciting participant voice: Howard’s study (2000) which elicited children and teachers’ voices found that relationships with parents was focused on by children and

discussed in a concrete manner, which contrasted with teachers' narratives that explored familial support in purely general terms. This is echoed in factor one of my study: a close relationship with parents (statement 49) is one of the statements placed in column nine and is more important to this factor than any other factor.

The importance of support is highlighted within literature. Predescu *et al's* factor one (2014), found three statements in the top seven which included the term support, in relation to parents, family and siblings. The importance of support is also demonstrated in research eliciting participant voice: Theron and Malindi's study (2010) of street youth in South Africa found the theme of enabling adults to be important in participant narratives. This is echoed by factor one of my study: two of the four statements which include the term support (statements 17: support from an adult and 14: a supportive community) were organised higher in this factor than in any other factor. For this factor, support is bi-directional, for example statement 46 about helping others and having a strong sense of social responsibility is also sorted in this factor higher than in any other factor (column six). The importance of this theme is clear through participant comments, for example participant 4 stated that statement 17 was important, particularly to young people, because 'you need to be supported by someone because at our age there are a lot of things that have to be decided or confirmed by adults'.

Lastly, the importance of the wider society is highlighted within existing literature: Ungar's sixth universal tension (2006, p. 57) is 'social justice: experiences related to finding a meaningful role in community and social equality'. The importance of the community and culture is described by Noltmeyer and Bush, who argue that they are important to resilience as they give access to:

human capital (e.g. providing parents opportunities to work, and gain knowledge/ education), social capital (e.g. support networks, sense of efficacy/community), natural capital (e.g. water, land), physical capital (e.g. adequate/safe housing, transportation, energy), and financial capital (Bush & Peterson, 2012; Masten & Coatsworth, 1998; Obrist *et al*, 2010) (cited in Noltmeyer & Bush, 2013, p. 480 – 481).

This is also explored in research eliciting participant voice: in Morrison *et al's* study (2014) participants state that risk is linked to lack of socio-economic opportunities. This is echoed in factor one of my study: a sense of belonging and not experiencing discrimination or loneliness (statement 45) was placed in column nine, a supportive and safe community (statement 14) was placed in column eight, and living in an area with opportunities (statement 44) was placed in column five, and were all sorted higher in this factor than in any other factor. Participant 22 specifically highlighted the

importance of opportunities in her feedback: 'I had never really thought about how lucky I was to live close to many career opportunities and put it in column 4'.

Participant 30 demonstrated in her response a sense of holism across context that I have argued is evident in this factor, by linking family, belonging and community context:

Family is key to being happy and to have a sense of belonging. Also without discrimination/racism means that she isn't hurting for something (her race) that she can't control.

### **6.2.3.2. Factor 2: Resilience is... having the individual skills and effort to develop myself and achieve my goals**

Factor two elicited a construct of resilience focused on processes, development, a future orientation and support. This construct relates to the second wave of research (argued in Kolar, 2011). This wave led to the development of process models of resilience which positioned it, for example, as the process of reintegration toward homeostasis (the tendency of a system towards equilibrium) after disruption (Richardson's resilience process model, 1990, summarised in Tusaie & Dyer, 2004). This model suggests four outcomes, the first of which is echoed in factor two: 'resilient reintegration resulting in growth, self-understanding, and increased resilience' (Tusaie & Dyer, 2004, p. 5). Factor two, therefore, offers a useful complement to this literature as it demonstrates this construct of resilience from the participants' view.

This construct is also supported by previous literature that explores the individual narratives of young people who have experienced specific adverse circumstances: Williams *et al* (2010, p. 233) found four themes: 'determination, meaning and purpose in life, self-care and readiness to accept help', which contributed to 'resilient' young people's narratives. All these themes except self-care are reiterated in factor two. A focus on development and future goals is also highlighted in Edmond *et al*'s study (2006) of sexually abused girls; one of three themes was optimism about the future, and in Phasha's study (2010) of educational resilience in South African survivors of child abuse; one of three themes was a determination to succeed.

Specific themes of this factor are supported by existing literature. Having goals and purpose and a future orientation is highlighted particularly within qualitative research such as Ungar's third universal tension:

Identity: Personal and collective sense of purpose, self appraisal of strengths and weaknesses, aspirations, beliefs and values, including spiritual and religious identification (Ungar, 2006, p. 57).

This is supported by research eliciting participant voice: Phasha found four common themes, of which two were 'determination to succeed, and ... educational and career aspirations' (Phasha, 2010, p. 1234), and the narratives in Washington's study (2008) all talked about hope for the future. The importance of religious beliefs is evident in literature eliciting young people's voice in developing contexts (e.g. Phasha, 2010, Chen *et al*, 2012 and Williams *et al*, 2010). These themes are echoed in factor two of my study: statement 12, the importance of achieving goals, was sorted in column nine and was sorted higher in this factor than in any other factor. Statement 18, stating life has meaning and events have purpose, statement 32, focusing on optimism and hope for the future, and statement 20, belief in a higher power, spirituality or religion, were organised in this factor higher than in any other factor (columns eight, eight and six). This was also supported by participants' responses, for example participant 12 stated that: 'I put cards focused on ... have [ing] a better future ... and believing that events have a purpose as ... important', and participant 17 links religion to meaning and goals:

18 and 20 are about believing in a religion and that life has a meaning. I think this would help the girl to look at events that occur with a positive outlook and also think that everything happens for a reason.

Skills and individual effort is highlighted as important across resilience literature, particularly in relation to a belief in personal agency, and the importance of effort and persistence. This is partly related to Ungar's fourth universal tension:

Power and control: Experiences of caring for one's self and others; the ability to affect change in one's social and physical environment in order to access health resources (Ungar, 2006, p. 57)

and Noltmeyer and Bush (2013) argue that persistence, internal locus of control and agency are found in multiple studies to be important. This is reflected in studies eliciting participant voice: a study of former runaway and homeless youth (Williams *et al*, 2010) found that persistence, tenacity and self efficacy contributed to participants' determination to succeed, and a study of street youth (Theron & Malindi, 2010) found that a sense of agency was one of three overarching intrapersonal assets. These themes are echoed in factor two of my study: statement 16 - exploring the ability to deal with failure and try again, and statement 12 - highlighting the importance of continuing to try, were sorted into column nine and were sorted higher in this factor than in any other factor. A belief in personal agency is evident in statement 43, believing in having power over other people's views of her, and statement 25, believing

personal effort makes a difference, which were sorted higher in this factor than in any other factor (columns five and eight).

Self-awareness is highlighted in previous research. Ungar's third universal tension, as explored above, also highlights the ability to appraise strengths and weaknesses (Ungar, 2006). This self-awareness is evident in studies eliciting participant voice: 'insight and capacity for reflexivity' was one of three overarching themes found by Theron and Malindi (2010, p. 728). This theme is echoed in factor two of my study: learning something from experiences (statement 11) and knowing strengths and weaknesses and ability to reflect (statement 26), were organised higher in this factor than in any other factor (column seven).

### **6.2.3.3. Factor three: Factor three: Resilience is... having the internal skills and traits to achieve my educational goals**

Factor three elicited a construct of resilience focused on the individual, both individual traits and processes. Factor three is also future oriented: goals and purpose are prioritised and are possibly educational. This construct relates particularly to western individualism (as explored in section 2.5.2). This is an interesting construct as it has endured as a popular view, despite research from the earliest studies arguing that external influences are important. This is likely to be due to multiple factors; across the realist to relativist spectrum resilience has been most commonly studied with regards individuals, from quantitative research measuring resilience in individuals (e.g. Kaufman *et al*, 1994) through to qualitative research completing individual interviews (e.g. Phasha, 2010 and Morrison *et al*, 2014). Resilience research has also often been motivated to develop individual interventions, a motivation influenced by policy makers and practitioners, as it offers an alternative for those struggling to change environments (as explored in sections 2.4.4 and 2.5.3). Factor three encapsulates this construct of resilience. This factor can also be understood in relation to wider existing literature, such as Bronfenbrenner's ecological systems' theory (1979: discussed in section 2.4.3), and encapsulates Bronfenbrenner's 'individual'.

Specific themes of this factor are supported by existing literature and there is some overlap with factor two, (explored in sections 5.8.2.3 and 5.8.3.3). Internal traits are highlighted in the literature, for example, cognitive skills such as communication skills and problem solving (Werner's longitudinal study, Werner, 2005), and social skills, such as confidence (described by Hutchinson, 1992) and optimism (described in Ungar, 2004). The importance of these traits has also been found in studies eliciting

participant views: Phasha (2010) found that optimism was an important factor for participants, and William *et al* (2010), highlighted independence and problem solving skills as important aspects. Factor three of my study supports the theme of individual traits and develops it further. This suggests that, although resilience research has always highlighted the importance of environmental as well as individual factors, and this been supported by studies eliciting the voice of participants who have experienced adverse circumstances, a construct of resilience exists in general society which strongly emphasises individual traits. Over half (8/15) of the statements organised higher in factor three than in any other factor relate to this theme. These statements include independence and being able to stand up for oneself (statements 15 and 28: column nine), confidence and optimism (statements 4 and 32: column eight), communication skills (statement 50: column seven), concentration and critical thinking (statement 24 and 36: column six) and problem solving skills (statement 2: column five). The importance of these traits is supported by participant feedback. For example participants 11 and 34 articulate the importance of individual traits in contexts:

Participant 11: 'If you are independent it's good because you don't have to be dependent on others to do things for you or to voice your opinions.'

Participant 34: 'If she was being picked on she should be able to stand up for herself and say that it is not okay the way she is being treated' and 'if you're not a confident person then you might hide away from everything and not want to talk to people.'

This finding supports the argument in section 2.5.2 that despite research demonstrating the importance of the environment and interactions, lay use of the term resilience often activates notions of the individual and the internal.

Factor three prioritises goals and a future orientation, as is also evident in factor two. However, factor three is unique in that it also focuses on education to a greater extent, so a link between education and goals or aspirations can be argued. Previous literature highlights this to be somewhat important to resilience, particularly in narrative research eliciting the voices of 'resilient' participants: Edmond *et al* (2006) found that sexually abused girls deemed resilient were more certain of their educational plans. However, the importance in previous literature is muted, as goals are often not specified to be educational, instead often being general or undefined. For example in Washington's study (2008), only one participant out of four states that her aspirations are educational. The potential importance of educational goals is echoed within factor three of my study. Three statements are organised higher in this factor than any other factor: statement 3 about enjoying and caring about her education (column seven), statement 6 about family viewing education to be important (column five) and statement 27, about parents having high expectations of her (column two).

#### **6.2.3.4. Factor four: Resilience is... having friends and positive surroundings**

Factor four elicited a construct of resilience that is both relational in terms of peer relationships and individual in terms of some skills and abilities. Resilience is present oriented and the environment is important as a backdrop. Factor four is not strongly supported by existing literature. This construct, therefore, may be more cohort specific, possibly due to lack of adverse circumstances, cohort gender, academic ability or geographic area. Previous research eliciting young people's voices has tended to recruit participants who have experienced adverse circumstances and who are labelled vulnerable or resilient by others. My study's cohort was female, attended a grammar school, and did not necessarily fulfil the prerequisite of adverse circumstances (see sections 3.2.4 and 4.3). It must be noted, however, that although I asked school not to include pupils if school was aware of any involvement with external services, this is not a measure that definitively excludes participants with adverse circumstance experience. Previous studies have elicited girls' views but these have been girls who have experienced adverse circumstances, such as Washington (2008). The combination of gender and perceived academic success (entrance into a grammar school) may offer a different view. Although these suggestions are speculative, the emergence of a factor not strongly supported by existing literature highlights the importance of involving a variety of participants, as varied voices may give new insights. This is supported by Morrison *et al* (2014) who interviewed 'at-risk' youth in Brazil and found, amongst common themes such as family structure and socio-economic opportunities, the unique themes of 'giving up' and 'the social contract'. My study was somewhat limited in its participant cohort (explored in section 6.5.5) so it would be interesting to see whether this factor emerged in other studies, or is an artefact of this specific participant cohort.

However, specific themes of this factor are somewhat supported by existing literature, although they do not feature in multiple studies and they do not present a coherent whole, as occurs for factors one to three. This factor prioritises individual traits that are different to traits prioritised in factors two and three; they are either fixed internal skills, such as intelligence (statement 5: column seven), or behaviours, such as behavioural adaptation (statement 33: column seven), being easy going (statement 38: column six) and being happy to follow the rules of others (statement 47: column three). Participant feedback also demonstrated that being easy going and sociable was important:

Participant 13: 'It's easier to go through life taking things as they come.'

Participant 21: 'I don't want to be a person that people have to tiptoe around because they are scared of my reaction.'



Existing literature, such as Masten and Coatsworth (1998), highlights the importance of intelligence. Factor four is the only factor in my study to rate this relatively highly, and the overall mixed response echoes the debate in research about the importance of intelligence (e.g. Noltmeyer & Bush, 2013) and the difficulties with untangling intelligence from environmental influences, such as exposure to domestic abuse, or parental depression (e.g. Luthar, 2006). Existing literature also highlights the importance of social aspects: Werner found that resilient individuals were characterised by qualities such as being 'affectionate ... good natured ... easy to deal with... agreeable ... and sociable' (Werner, 2005, p. 12). A weakness of studies such as Werner's, however, is that these judgements were made by others, for example parents, and a positive cycle of interactions created by positive perceptions is not considered as an alternative explanation, as would be argued by ecological models such as Sameroff and Chandler (1975). My study, in contrast, takes a social constructionist position which repositions the importance of these traits as perceptions rather than objective facts.

Previous literature eliciting participant voice has explored the importance of peer relationships, challenging the accepted wisdom about 'peer pressure' and negative peer influences in childhood and adolescence. Ungar (2000) found that interactions with peers and the exploration of personal identity through this process, enabled positive outcomes such as confidence and well-being, and Edmond *et al* (2006) found three common themes amongst girls deemed to be resilient, one of which was positive peer relationships. The importance of peers is the only relational theme that is echoed by factor four of my study: being liked in a peer group (column nine) and having friendships and romantic relationships that make a person feel good (column eight) are ranked higher in this factor than in any other factor.

Previous literature has found that the environment needs to have basic elements in place, for example, a stable home life, rules in place, and a lack of monetary and basic needs' worries (as described by Noltmeyer & Bush, 2013). This is highlighted by Ungar's first universal tension:

Access to material resources: Availability of financial, educational, medical and employment assistance and/or opportunities, as well as access to food, clothing and shelter (Ungar, 2006, p. 57).

Interestingly, research eliciting participant voice offers a more nuanced view: Morrison *et al* (2014) found structure and stability was important but poverty was not. It may also be that basic needs seem too obvious to be mentioned by participants, as supported by

my participant comments. Statement 42: living in a stable family environment (column nine), statement 39: basic needs are met (column nine), and statement 35: no significant family money worries (column seven) were more important to this factor than any other factor. I would argue that Q methodology allowed these elements to be considered, in contrast to interview studies which may not have elicited participant thoughts on basic needs. For example: Participant 9: '39 is in there for obvious reasons', participant 21: 'Food and water is important to survive' and participant 32: 'You need these to live'.

In summary, the four factors relate to existing literature in the following ways. Factors one, two and three are broadly representative of three trends in resilience research. However, the social constructionist paradigm and elicitation of participant voices through Q methodology offers a unique view, positioning them as alternative constructs that have equal validity. Factor four offers a different construct of resilience, which is an important finding as it suggests that previous research does not capture the various ways resilience can, and is, constructed. It also suggests that varied resilience constructions are elicited through different participant groups and methodologies, an important consideration when deciding on future research. My study involved an arguably homogeneous participant cohort, and the factors elicited may be somewhat an artefact of this, although I would argue that the study's social constructionist position means that, despite limitations on transferability, the study's findings are important as long as context is kept in mind.

## **6.3. What are the implications for school practice?**

### **6.3.1. Use of the word resilience**

My research found four factors which demonstrates the multiplicity of views on resilience within my participant cohort. This has implications for school practice as staff need to be aware that using the term could elicit different constructs. Staff awareness could be developed through staff completing the sort then exploring similarities and differences between their sorts, colleagues' sorts and this study's factors. This could lead to changes in practice in multiple ways, for example, staff could explore with young people and each other their understanding of the term. This would need to go beyond a simple definition which may mask differences, such as using Bronfenbrenner's ecological systems model (1979) to elicit different perceptions.

It may be worthwhile to consider if using the term is even beneficial, as it is arguably a 'defuse, generally ill-defined and highly subjective' concept (Martin, 2015, p. 117) so may not be conducive to constructive dialogue. For example in school policy it may be clearer instead to unpick specific skills or attributes and particular outcomes.

Lastly, social constructionism posits resilience as a subjective construct, 'historically and culturally situated' (argued by Ecclestone & Lewis, 2014, p. 202). This can be explored in school practice through critical reflection - staff could explore how the term operates in school discourse, policy and practice and whether it fits with constructions available in the pupil cohort. For example, Leicestershire healthy schools have developed a resilience classroom resources pack (Leicestershire healthy schools, n.d.) and the introduction to this pack promulgates a specific construct of resilience. Resilience is described as an internal feeling which can be developed through specific activities:

activities tutors can use in tutor time sessions to promote and encourage students to feel more resilient.

Resilience is also linked to positive relationships with teachers, individual strengths and challenges, and student hopes and aspirations:

The aim of this resource is to provide tutors with an informative and practical resource which will support them in their role in building student resilience. It will help them:

- achieve positive relationships with students
- build understanding and knowledge of students' individual strengths and challenges, hopes and aspirations

This construct is most echoed in factor two of my study and is less supported by the other factors. For example, positive relationships with teachers (statement 13) are not valued by factors three (column position 3) or four (column position 2), and future hopes and aspirations (statement 32) are not particularly prioritised by factors one (column position 6) or four (column position 5).

Staff also should be aware of the term's normative potential; it can be used to increase conformity to socially accepted outcomes and, therefore, may disempower young people and silence alternative viewpoints (argued by McMahon, 2006).

### 6.3.2. Work to support resilience development

As explored in my literature review, resilience research often has an underlying agenda: to increase understanding in order to develop resilience. My research challenges this by arguing that resilience is a construct that can be constructed in multiple ways and by highlighting the possibility that interventions may operate under a normalising, potentially disempowering framework. My research, therefore, could influence school practice by suggesting that interventions should be approached differently.

Targeted work to support 'vulnerable' young people should not assume that these young people are objectively vulnerable, but that their constructs of resilience may diverge substantially from staff-adult constructions. Work needs to focus on understanding such constructions and, if suitable, developing interventions to more appropriately support young people. For example, if school wanted to implement targeted work with a young person who had loaded on factor four, they might need to consider utilising activity based group interventions that incorporate the values communicated by factor four around friendship (10:8) and peer relationships (29:9) without the expectation of communicating her thoughts, feelings and ideas with others (50:3). This would contrast with interventions that could be used if a young person loaded on factor two, which could be individual therapeutic interventions incorporating the values communicated by factor two around learning from experiences (11:8), reflecting on thoughts and feelings and knowing individual strengths and weaknesses (26:8).

Whole school approaches should also not assume that resilience and vulnerability are objective entities. Instead, work should explore young people's constructions which will allow school staff to question personal assumptions (as argued by McMahon, 2006). This would allow for open dialogue in order to 'deconstruct and reconstruct knowledge' (McMahon, 2006, p. 54). If young people's constructs are different to adults then this may shed light on the outcomes they prioritise and, therefore, on their behaviours in the light of these. It would also be a learning experience for young people as they would be exposed to multiple opinions on resilience and become aware of differing viewpoints.

Specific work to develop resilience may need to be critically appraised. It may be that such work is developing specific skills which school and young people both value, but the belief that these develop resilience needs to be reconsidered as the operational construct of resilience may not align with young people's constructs. For example, the

development of skills such as critical thinking and decision making (statement 36) or the ability to communicate easily with others could be useful skills (statement 50), although whether these can be artificially developed and transferred is debated (e.g. Pianta & Walsh, 1998). It may, however, be important for the links between such skills and specific goals to be made explicit, so that young people understand why schools value these skills, and can critically consider their relevance to personal values. Considering the examples above, factor three prioritises critical thinking and decision making (column number 6) but the other three factors do not believe it to be particularly important (column number 4). Factors one, two and three prioritise communication skills (column numbers 6:6:7) but for factor four it is not important (column number 3). Explicit discussion with young people around the skills which interventions focus on would have a positive impact on young people as they would be empowered to consider links between skills their school deemed important and their own values.

My research did not find patterns based on age, ethnicity or living situation. This challenges work such as Ungar (2006), which suggests that resilience has universal and culturally specific elements, and developmental work which suggests resilience presents differently at different ages (e.g. Werner, 2005). This finding would suggest that interventions should be carefully considered for each individual, as assuming the appropriateness of interventions based on group membership would be to ignore individual differences highlighted by this research. However, due to participant sampling this conclusion is tentative. My participant cohort was sampled from one school so differences in age, ethnicity and living situation have to be considered alongside the experience of attending the same school. Therefore, my finding of no patterns based on age, ethnicity and living situation should be analysed in the context of study sampling limitations, and further explorations into this should be considered.

Lastly, work to support resilience development focuses on the individual, minimising the impact of environmental factors. Factors one and four of my research highlighted the importance of the environment. If schools want to implement individual interventions, there needs to be critical awareness that this can 'blame' the individual when systemic and social issues may be far greater (as argued by Ecclestone & Lewis, 2014), and the individual may be choosing positive courses of actions from the ones available (as argued by Ungar, 2005). Therefore, schools should not inadvertently engage in 'victim-blaming' through individual interventions. Schools should also consider work with families and the wider environment. For example, factor one prioritised familial relationships so schools could involve families more in school life, such as offering coffee mornings, involving families in homework clubs or breakfast

clubs, and use of the school building for sessions such as stay and play or parenting groups. This would impact positively on young people as the focus would not be on their ability to 'be resilient', which would be inappropriate, but would instead focus on the relational and environmental aspects of resilience.

## **6.4. What are the implications for educational psychology practice?**

The implication of resilience research on educational psychology practice has not been greatly considered, only being the focus of two articles found. Toland and Carrigan (2011) explored how resilience research, with its focus on strengths and its conceptualisation of resilience within an ecological model, fits with current educational psychology models of practice. Theron and Donald's rejoinder (2012) supports this conclusion and extends it by focusing on the interactive processes, discussing the need for culturally sensitive approaches and suggesting caution with generalisation. These two articles, whilst important due to their consideration of the impact of resilience theory on practice, position resilience as an objective entity so do not challenge the construct itself. Therefore, my study, which considers resilience as a construct, offers a useful counterpoint.

### **6.4.1. Empowerment of young people**

As explored above, resilience research and practice can disempower young people because the concept can lead to a focus on the individual instead of environmental and institutional influences, and a focus on increasing social conformity. Educational psychologists can challenge this through empowering young people and ensuring their voices are heard. Educational psychology training and the importance of ethical practice, as supported by the health and care professions council (HCPC) standards of proficiency, means that educational psychologists are well placed to support this process. HCPC standards highlight the importance of:

1a.1... respect[ing], and so far as possible uphold[ing], the rights, dignity, values and autonomy of every service user (Health and care professions council, 2015, p. 6).

Therefore, educational psychologists will seek to understand and highlight young people's values, which may be different to the values of parents and schools, and will also value young people as autonomous individuals. Educational psychology training

and continuing professional development also enable educational psychologists to elicit young people's voices as they have tools to do this effectively (such as the ideal self activity, Moran, 2001), an awareness of, and focus on, minimising power imbalances inherent in young people-adult relationships, as highlighted in the HCPC standards:

1a.1 understand the power imbalance between practitioners and service users and how this can be managed appropriately (Health and care professions council, 2015, p. 6)

and knowledge of cognitive and emotional development so that young people's voices are elicited appropriately. For example, educational psychologists could elicit the variety of views on resilience within a specific group such as a school council. This work could be completed using Q methodology in order to elicit factors. These factors could be then shared with staff and parents so that staff and parents could become more aware of the ways young people in the school construct resilience. The school council could also use this information in their council work, for example to amend the school's emotional well being policy or to plan school based activities. This would have a positive impact on young people in the school council as they would have had their voices heard and would have influenced systemic school work. It would also have an impact on young people in the school generally as awareness of difference and diversity in constructs would be made explicit in the policy and practice of the school.

### **6.4.2. Casework**

Educational psychology casework may occur with young people whom professionals deem to be vulnerable, and this research also affects such work. Educational psychologists use resilience assessments, such as the 'Resiliency scales for children and adolescents' (Prince-Embury, 2007). I would argue that assessments such as these take a position that primarily focuses on the individual. This research found that resilience was not constructed by all study participants in this way, so an assessment of this nature may not be assessing the young person's view of resilience, but instead may confirm what is already known: young people constructed as vulnerable by referrers may also score low when they complete an assessment that utilises the same construct, echoing the methodological issue of circularity raised when testing intelligence (Boring, 1923, cited in Suzuki & Valencia, 1997). Alternatively, through using resilience assessments, so-called vulnerable young people may actually construct themselves as resilient because their construct of resilience is different to referrers. For example, Hunter and Chandler (1999) found that 'vulnerable' young people viewed themselves to be resilient through assessment, but that their construct

did not fit with adult-researcher constructs. In both examples an assessment could lead to oppressive practice, as young people are labelled vulnerable according to a definition chosen by others. Instead of assessing young people in this way, educational psychologists could explore with young people their construction of resilience and consider where it diverges and overlaps with adult-school-referrer constructions. This is supported by the HCPC standards on assessment use:

2. a2. ... be able to **critically** evaluate the need for, and be competent in, a **range of methods** that contribute to psychological assessments and inform interventions (bold author's own) (Health and care professions council, 2015, p. 13).

This would enable educational psychologists to open up dialogue with the referrer, thereby generating a collaborative consultative approach that positions resilience as a construct and encourages all parties to engage in critical self reflection and develop an understanding of the young person's views. This would allow for more person centred instead of 'off the shelf' interventions that aim for social compliance without institutional challenge or environmental focus. The importance of engaging young people in the planning of interventions is encapsulated in the HCPC standards:

1b.1... understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals (Health and care professions council, 2015, p. 8).

For example, the educational psychologist could help a young person who was referred due to perceived vulnerability to explore their values through completion of the Q statement activity. This could then lead to the collaborative identification of outcomes the young person wanted to work towards, for example through the use of the goal attainment scaling tool (Kiresuk & Sherman, 1968). If the young person had loaded on factor two then the goal attainment scaling outcomes might look like this:

1. She can reflect on something she has 'failed' at and can articulate how she will approach that task differently next time (statement 16: column position 9).
2. She can identify three people she would talk to if she needed help and why she has chosen them (statement 22: column position 9).
3. She has persisted at a difficult task in class (statement 12: column position 9).

This would have a positive impact on the young person as it could be shared with parents and the referrer which would enable the development of a more person-centred action plan in order to meet these targets.

It is also important for educational psychologists to offer constructive criticism when schools consider resilience interventions. Although, as explored above, there may be



positive reasons for using interventions, educational psychologists are well placed to help schools also explore the issues with such interventions. Resilience interventions have a mixed evidence base: Bastounis *et al's* meta-analysis (2016) of the Penn Resilience Programme, found the programme reduced depressive symptoms in some studies, but this was not maintained over time. Researchers such as Ecclestone and Lewis (2014) also challenge interventions due to ethical issues, for example focus is taken away from wider systemic influences. This research adds to this critique in multiple ways. It found that participants construct resilience differently so 'one size fits all' interventions would be inappropriate. For example the Penn resilience programme highlights six resilience competencies, one of which is 'self-awareness: The ability to pay attention to your thoughts, emotions, behaviours and physiological reactions' (University of Pennsylvania School of Arts and Sciences Positive Psychology Centre, 2017). This is most connected to statement 26 in my study: 'She knows her own strengths and weaknesses, and can reflect on her thoughts and feelings'. This statement was viewed to be important to factor two (column eight) but less important to factors one, three and four (columns four, five and four). This suggests that a uniform view of resilience is not appropriate as participants' views may differ. As my study took a social constructionist position it would challenge the use of interventions at all as resilience is not one objective entity but instead multiple social constructions. This is supported by my study's elicitation of four constructions of resilience, one of which was a unique viewpoint (factor four), within a cohort that was relatively limited in variety due to geography, academic ability and gender.

### **6.4.3. School support**

Educational psychologists can offer schools systemic support with regards wider agendas around emotional well-being and mental health, as highlighted in the HCPC standards:

2b.2... able to develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development (Health and care professions council, 2015, p. 19).

Educational psychologists could help schools develop policies which are sensitive to the critiques of the term resilience by critically considering policy language. Educational psychologists could support schools that want to develop specific curricula so that schools focus on hearing young people's voices and celebrating individual difference and diversity. Promoting non discriminatory practice and active young people involvement is highlighted within the HCPC standards:

1a.2... be able to practise in a non-discriminatory manner (Health and care professions council, 2015, p. 7).

1b.4... recognise the need to use interpersonal skills to encourage the active participation of service users (Health and care professions council, 2015, p. 11).

Q methodology could be used creatively so young people can explore their constructs and compare them with peers. Educational psychologists could also facilitate inter-school work such as sharing policies, which could enable collaborative development through reflective dialogue.

Educational psychologists could also deliver school training to help staff understand the multiple narratives around resilience. Training could use the four factors elicited in this study and could include the following items:

- A brief summary of the history of resilience research so staff are aware of its roots and its strengths and limitations.
- Completion of the Q sorting activity or a similar sorting activity, for example scaling elements of resilience along a continuum.
- Group work, with staff organised into groups that sorted the statements similarly, to explore further why they emphasised and did not emphasise particular elements and how this might influence their teaching practice and relationships with young people.
- Sharing of the factor interpretations from this study. Small group discussion about these factors using questions such as:
  - How might this girl present in school?
  - How could staff interact with her most positively?
  - What might these girls' goals and values be?
- Reflection time so staff can consider how this training might affect their future practice.

This would have a positive impact on young people because it would lead to more reflective and pupil centred staff practice as staff would have had the opportunity to critique their own assumptions more deeply, and explore the differing values of the pupils they work with.

#### **6.4.4. Sharing research**

Educational psychologists often share research with associated professionals to support decision making at all levels and they have a responsibility to share research appropriately, with a critical awareness of the evidence base, debates in the research community, and strengths and limitations. This is highlighted in the HCPC standards:

- 2b.1... - recognise the value of research to the critical evaluation of practice
  - be able to engage in evidence-based practice, evaluate practice systematically, and participate in audit procedures...
  - be able to evaluate research and other evidence to inform their own practice (Health and care professions council, 2015, p. 16).

Therefore, educational psychologists can support schools to understand the research and ongoing debates around resilience. This research also has an impact as the elicitation of multiple factors, even within a relatively homogeneous cohort, demonstrates the complexity of resilience and suggests that research to unify the construct should continue to be challenged.

### **6.5. Strengths and limitations of my research**

#### **6.5.1. Q methodology and access to the topic**

I had initially considered using qualitative methodologies, for example individual or group interviews (as detailed in section 3.3.1). However, my research into resilience highlighted its complex and multilayered nature. Therefore, I did not feel a qualitative methodology was appropriate as I felt that participants would struggle to access the task, and there was a potential for expectancy effects, participant disempowerment or distress. I felt Q methodology would be more accessible, particularly with the addition of preparation tasks. These decisions seem to have been appropriate; participant feedback and my behavioural observations suggest that participants were internally motivated and enjoyed the task (as explored in section 5.7) and I believe that my methodological choice and preparation tasks made a complex topic accessible.

#### **6.5.2. Facilitation of a range of constructs**

One of my principle motivators was the belief that resilience research has been restricted by a search for homogeneity. As explored in section 2.5.4, much research has attempted to find the universal elements; even when attempting to take an

emancipatory approach to research - for example through eliciting participant voices and using qualitative methodologies - analysis has focused on finding universal themes (e.g. Morrison *et al*, 2014, Phasha, 2010 and Edward *et al*, 2009). In contrast I took a social constructionist position and argued that multiple constructions of resilience are ignored in order to support realist or critical realist agendas. Q methodology can elicit varied views as participants may sort statements differently. Therefore, I felt that Q methodology would allow varied constructions to arise, and this did occur. Four factors were found with relatively low correlation apart from between factors two and three (detailed in sections 5.5 and 6.2.1), in what was arguably a somewhat homogenous participant group despite my attempts to increase participant variety through the sampling process. Therefore, I believe my methodological choice is a strength of this research as it presents multiple constructions of resilience and challenges the dominant approach.

### **6.5.3. The holism of Q methodology**

My social constructionist position is also supported through my factor interpretations. I do not posit statements as the inverse of adverse circumstances, or as positive outcomes, but instead posit statements as exemplifying resilience for that factor. This challenges previous research which attempted to separate out variables in order to explore which contributed to an objective resilience (as described by Ungar, 2006). Q methodology also contributes to this as holism is a guiding principle (as explained in section 3.3.5.4). Therefore, I feel the use of Q methodology and my style of interpretation are strengths of my research as they allow resilience to be viewed as a whole, something that is missing in much previous research, and is argued to be crucial by Tusaie and Dyer (2004).

### **6.5.4. Q methodology and elicitation of participant voice**

As described above, I believe my choice of methodology was important to allow participants to feel competent in tackling a complex topic. Q methodology does, however, restrict participant voices in some respects. The researcher is primarily responsible for choosing statements, and although collaboration with participants at this stage can and does occur, participant involvement varies and in my study it was minimal, for practical and theoretical reasons. I attempted to involve sixth form students for statement generation, but unfortunately was only able to involve one due to practical constraints. This involvement also came at the end of statement collection and

was primarily to ensure obvious themes had not been missed and statements made sense. The motivation behind my research was to elicit young people's views on adult constructs, therefore, I wanted statements to prioritise adult-researcher-professional views. If I had elicited statements directly from participants at the beginning of the process this would have been antithetical to my research aim. However, my research aim and choice of methodology does mean that participants were less able to give creative or unexpected responses to the adult-researcher-professional construction of resilience as they were restricted by the statements given, grid shape and poles.

### **6.5.5. The participant cohort**

I attempted to engage a range of participants in order to 'avoid an unduly homogeneous participant group' (as recommended by Watts & Stenner, 2012, p. 71). However, I would have liked the participant cohort to have been more diverse. I only engaged one school and it may have been interesting to have involved multiple schools to see if similar constructions of resilience were accessed or if constructions are specific to each school. I would have liked to have involved school staff as this would have given an insight into whether staff construct resilience differently to pupils overall, or whether groups of pupils and staff load on factors together. Lastly, I only engaged female participants and, although I was particularly motivated to explore resilience with regards to secondary aged girls (as described in section 2.3), only including female participants actually limited this exploration. I would have been interested to explore similarities and differences between young men's and young women's constructions, for example whether factor one would have been elicited or have been popular (described in section 6.2.3.1). I would also have been interested to elicit adult views (e.g. teachers or parents) about young men and young women's resilience. This would have offered a qualitative compliment to Kärkkäinen *et al's* study (2009), which gave parents a quantitative questionnaire about their perception of their child's resilience and found one gendered element: parents rated daughters as more persistent than sons. Therefore, the relative homogeneity of my cohort limits transferability, as discussed below, and a more varied cohort, for example through involving staff as well as pupils, may have allowed for more ideas for practice to have arisen. However, the relative homogeneity of my cohort did not prevent multiple factors to arise, and in this way the homogeneity of my cohort is a strength as the findings of four factors supports the argument in my literature review, that resilience should be understood as a social construct with the possibility of multiple resiliences being expected in research.

## 6.5.6. Credibility and transferability

I used Guba and Lincoln's guidelines (1982) on qualitative research rigour to determine the quality of my study (as described in section 3.3.7). However, I feel that the themes of credibility and transferability had some weaknesses, as explored below.

The question Guba and Lincoln recommend to ascertain a study's credibility is: 'Do the data sources (most often humans) find the inquirer's analysis, formulation, and interpretations to be credible (believable)?' (Guba & Lincoln, 1982, p. 246). I originally decided to meet this question through a follow up study, in which I would ask participants to read my factor interpretations, choose a name then create a piece of art to represent their factor. I felt this would generate credibility through shared involvement, and would be an appropriate alternative to member checks (as recommended by Guba & Lincoln, 1982) because use of the social constructionist paradigm negates a personal link between participant and factor, and member checks would suggest participants had a personal and enduring connection to their sort. However, despite regular contact with the deputy head, and the overall commitment to the study, school was not able to facilitate this session. Secondly, although I believe my statements were representative of the overall adult discourse on resilience, I am aware that participant feedback picked up three themes which were not included in my statements: Physical health (mentioned by participants 2, 7, 9 and 14), physical beauty (mentioned by participants 14, 24 and 34) and the theme of positive affect towards the school community: liking school, being part of the school community, and having a supportive school community (mentioned by participants 4, 15 and 17) (appendix Q). These themes were not highlighted in the pilot study or the statement checking exercise, and although I had originally included one on physical health it had not been strongly visible in the literature which suggested that they were not strong themes. This oversight of particular themes may have been due to the limitations of my preparatory work (for reasons discussed in section 4.2). In the future I would consider completing a pilot study with a range of ages as I feel older participants may find it easier to critique statements and notice perceived gaps. This would inform further exploration into the literature in an iterative cycle of statement generation, as is appropriate within an abductive study (suggested in section 3.3.4), and reflection on the limitations of my statement collation process, if further literature exploration demonstrates this to be appropriate.

Guba and Lincoln (1982) suggest that qualitative studies should record contextual information in order for readers to determine how transferable the study's results are to

other cohorts. The research should give as much 'thick description' as possible in order for this decision to be made appropriately. Although I took contextual information from participants (section 5.2.1) and gave information about the school (section 5.2.2) this is not detailed so may limit the potential for transfer. This is partly an issue with my methodological decisions; Q methodology does not lend itself to collecting thick description as feedback questionnaires focus on explanatory information regarding sorting, and my participant number and session format (completing the session with groups instead of individuals) meant that I was unable to collect contextual information from participants individually. If this study was completed again it would be worth addressing this point by collecting more contextual information regarding participants' lives in order to allow readers to consider transferability of findings.

## **6.6. Critical Reflections**

Completing a thesis is a long process during which ideas evolve and change. I believe that the researcher is present as her values and beliefs shape decisions taken and paths trodden. In this section I explore my engagement with this process, reflecting critically on two main themes, in order to follow Yanchar and Williams' advice (2006, p. 9) that researchers need to 'identify assumptions, values and moral commitments that have practical and theoretical consequences'.

### **6.6.1. Paradigm quandary**

My topic was motivated by practice (section 2.3) and choosing a paradigm was challenging. I considered social constructionism, critical realism and pragmatism, and even at the point of the pilot study was still unsure. After completion I could still argue convincingly for the paradigms I did not choose which I believe demonstrates that although my decisions were reasonable and clearly considered they were not 'the only'. I am drawn to social constructionism but my belief that research questions should influence the paradigm motivated me to consider critical realism as it might better explain resilience, and pragmatism as I believe that research should be practically motivated.

I was aware of the importance resilience has in the western zeitgeist so I thought participants and school might take a critical realist position (without necessarily defining it as such). Therefore, I thought that a social constructionist thesis might assert researcher 'power' and superiority. I never fully resolved this issue, however, as I could

not control how my work would be read. I believe that my decision to dismiss critical realism was primarily made due to personal values –both positions were defensible but my need to challenge what I saw as social conformity masquerading as objectivity made it too uncomfortable to take a critical realist stance.

I considered pragmatism as I could see crossovers with my beliefs, for example pragmatism ‘focuses on the problem to be researched and the consequences of the research’ (cited in Feilzer, 2010, p. 7) and ‘emotions and preferences operate throughout ... starting with a feeling that something is problematic [i.e. how professionals use the term resilience, section 2.3]’ (Morgan, 2014, p. 1048). However, there were also issues, the most important being Dewey’s argument that pragmatism focuses on human experience not abstract concerns (Morgan, 2014), whereas I explored an abstract concept. I feel that I approached some decisions pragmatically, and personally espouse some of pragmatism’s principles. However, I felt that social constructionism offered a more coherent framework, both for resilience which I argue is a social construct, and for my motivation which was to challenge the social view of resilience.

### **6.6.2. The slipperiness of gender**

I was motivated by resilience generally but was interested in female resilience particularly. I have always been interested in gender and discourse - my Medieval Literature Master’s topic was animals, femininity and the Wife of Bath’s tale. This interest may also have biased my memories of professional conversations when considering my thesis topic (section 2.3). As a bisexual who attended an all girls’ school and who has many strong female role models, I am aware that my interest in the female experience is deep rooted and personal so I considered whether I had artificially connected resilience and girls despite the paucity of research available (section 2.5.5). However, during conversations in schools and when reading media articles I noted again that the topics were connected. This suggested that a gendered resilience is assumed which might be due to the inclusion of both resilience and gender in emotional well-being and mental health discourses (section 2.2.3).

I felt gender got ‘lost’ at times in the research process due to two personal fears. Fear around not fully grounding my work – earlier drafts attest to a process of over-immersion in previous research, and fear around my statistical and technical ability which diverted me from wider philosophical thoughts for some time. Therefore, I was heartened that the analysis and discussion process returned me to gender as



considering links to previous research enabled this to occur naturally.

### **6.6.3. Current feelings**

I enjoyed the research process more than I expected and ultimately I was proud of my work. Now I always want to challenge emotional well-being and mental health discourses, and resilience is a word I never want to use again! Nevertheless, I also developed a strong belief in the subjectivity of research as I became acutely aware that the decisions I made all contributed to the production of one very particular piece of research.

## **6.7. Future directions**

This research has challenged the existence of resilience as an objective entity through a social constructionist paradigm and use of Q methodology. I believe this is an important theoretical shift and future research should continue to use this perspective for multiple reasons.

Resilience is a dominant discourse in UK policy within the wider agenda of emotional well-being. I believe all dominant discourses need to be critically explored as the history of psychological research demonstrates that when psychological concepts are not critically explored or challenged, policy and practice can become disempowering, unethical and damaging. For example, Richardson argues that the rise of intelligence as an inherent characteristic of an individual during the twentieth century labels 'individuals as quantifiable resources, more or less worthy of future investment' (Richardson, 2002, p. 285). Therefore, future research should continue to ask the questions 'what is resilience?' and 'what does it mean for different individuals, groups and societies?' without starting from the premise that resilience is a unified and unproblematic concept.

Even within research that purports to elicit participant voice or position resilience as a social discourse, the mainstream construction of resilience is often positioned as 'correct', with alternative constructions being viewed as somehow deficient or lacking. Therefore, future research could consider utilising specific 'critical' research methodologies such as feminist psychology or cross-cultural psychology, as these are both traditions which critique the gendered or cultural bias of psychology (described in

Gross, 2010), as exemplified by Aranda *et al's* work (2012) into the embodied subjectivity of resilience.

Future research could consider ethical implications, as resilience research has arguably led to practice which uses the concept to control (as argued by Hempel & Lorenz, 2014). Therefore, research should consider how to explore the negative as well as positive impact of resilience's growth in practice. For example, research could use narrative methodologies to explore the experience of participants labelled as vulnerable, explore perceptions on the impact of this, and elicit and amplify alternative personal narratives (as argued by Ungar, 2004).

Future research could explore how the terms resilience and vulnerability have operated historically using a methodology such as Foucauldian discourse analysis. This would explore how the terms have been used to exercise power and whether those with less power have attempted to offer alternative discourses. This would help us understand the rise of resilience as a dominant construct.

Resilience research could explore resilience within the constellation of associated terms, and consider it within the overall political and social agenda in which it resides. The construct of resilience is regularly included in policy alongside terms such as 'emotional well-being', 'mental health' and 'happiness', and until research takes a similar approach it may not be able to offer pertinent insights or challenges.

Resilience research could explore how the construct benefits practitioners, in order to understand its continuing appeal, for example, researchers could complete practitioner interviews, exploring how they use the term in their work and what benefits they believe the construct has for their practice.

Lastly, resilience research could use Q methodology with a wider range of young people, with different schools, or with adults (as argued in section 6.5.5). This would demonstrate the relative strength of this study's factors and potentially find different ones. It would also allow for more transferability of findings, if appropriate (as discussed in sections 3.3.7 and 6.5.6). The use of Q methodology as opposed to purely qualitative methods such as interviews would also, I believe, offer a complementary insight.

## 7. Conclusion

In conclusion, this study explored how secondary school girls in a grammar school constructed resilience. Four factors were identified, which primarily differed in focus across two dimensions: individual – collective/environmental, and present – future, thus demonstrating the existence of multiple constructions of resilience for young people. This finding contrasts with much of the previous research which has attempted to find commonalities amongst views on resilience, and in doing this, has ignored the diversity of viewpoints amongst young people. Future research should consider avenues such as studies exploring what the term resilience means to adults and boys, and studies exploring the social growth of the term resilience and its influence within the wider well-being agenda. School practice should consider how to develop a critical awareness of the term resilience, critical explorations of resilience interventions, and consideration of wider systemic support and how this links to the constructs of resilience. Educational psychology practice can support schools in this endeavour, most specifically around raising ethical awareness and critical thinking amongst staff, sharing of tools and approaches to empower young people and elicit their voice, an awareness of research and ability to share this appropriately, and systemic support around the well-being agenda.

The use of Q methodology had its limitations and strengths, however, it was deemed to be appropriate for this study overall, particularly due to its capacity to elicit multiple viewpoints within the sampled cohort, and to offer a certain level of structure which appropriately facilitated young people's access to a complex topic.

It is hoped that this study will challenge researchers who search for the homogeneous aspects of resilience, and their focus on participants in adverse circumstances. Resilience is a concept that has currency in the lives of all young people and practitioners, and does seem to be conceptualised in multiple ways. It is, therefore, vital that research acknowledges and attempts to explore this, so that resilience as a social construct is better understood within both research and practice.

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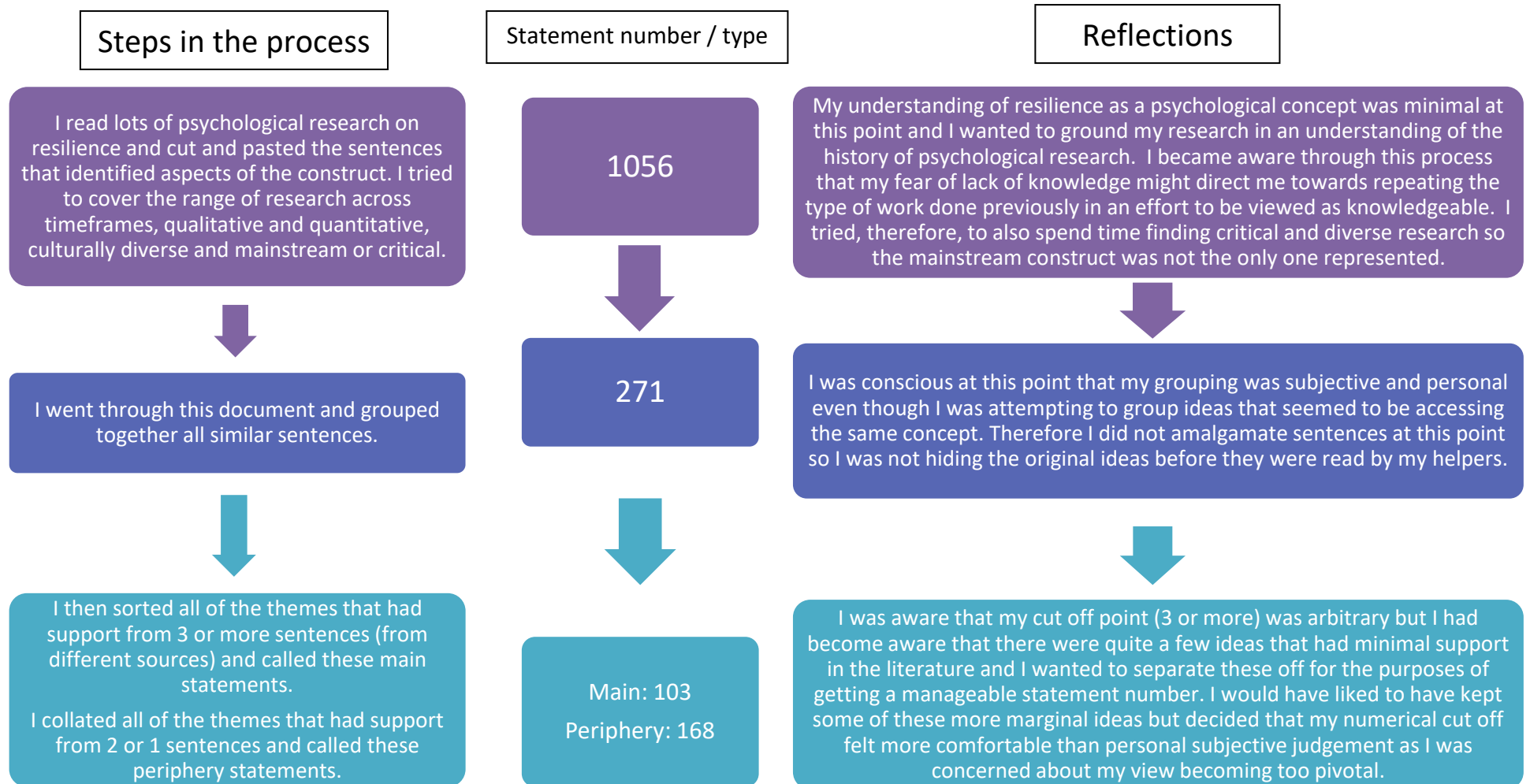
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## Appendix B: Q statement editing process and reflections



I used Chandler and Sameroff's interaction model (1975) to group the statements into 4 groups:

- Individual internal
- Individual Behavioural
- Family / Friends
- Wider community



I involved three non psychologists to support my statement editing. They looked at each group of statements (main and periphery), to further group statements, complete notes detailing thoughts about similarities, and give possible overarching statements



Il collated their ideas and developed a single group of statements which included a relatively even number of statements from each of the 4 groups.

Main: Internal 31  
Behavioural: 28  
Family/Friends: 21  
Wider community: 20  
Mixed 3  
Periphery: Internal 70  
Behavioural 38  
Family/friends: 28  
Wider community: 31  
Mixed: 1



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I decided to use a model to further group the statements as I had become aware through my reading that the research view of resilience includes elements from communal/relational/individual processes. I decided to use Chandler and Sameroff's model rather than Bronfenbrenner's model (which I also considered) as I felt this more accurately demonstrated the process element of resilience.

These headings were not intended to be indicative of a 'truth' about each statement, and I viewed each group to be personally subjective and fluid. However I felt this was useful as a process aid to ensure even coverage from individual through relational to systemic ideas.



By this point in the statement preparation I wanted to have multiple viewpoints as a triangulation of my own views. I chose non-psychologists because I believed their engagement with the construct would be closer to my participants. This activity worked well as I felt more confident that the ultimate selection of statements would be accessible, balanced and comprehensive.



I had to edit the number of statements down to a manageable number for young people, so I needed to make some discriminations. The discussions during the previous activity, and the notes the non psychologists had written gave me food for thought to enable the editing process .

I then spent some time reflecting on these statements in order to ensure each statement fulfilled Watts and Stenner's ideas (2012) around suitable statements (e.g. not including double barrelled items, items with qualifications, and negatively expressed items), and exploring how to reduce the number without losing important ideas.

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The last part of the editing process felt easier as the work completed by the non psychologists had given me fresh thoughts about the statements, and I felt able to look at them again myself to further group and edit.

I met a sixth form student and discussed the statements with her in terms of intelligibility, resonance and coverage. Her ideas supported the individual statements and the overall range, and she gave one amendment suggestion to make it more current ('She likes who she is and believes she is worth something' changed to 'She likes who she is and doesn't compare herself negatively to people around her or people in the media').

After the pilot session feedback (verbal and written) ten statements were amended because participants had raised issues around clarity, repetition, brevity or multiplicity of ideas, one new statement was written, two statements were deleted and two were amalgamated.

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The discussion with the sixth form student and pilot session made me feel confident that I had represented the construct in my statements. I explained my research to the 6th form student and asked her for her thoughts on what resilience includes. She gave lots of ideas which supported the statements I had developed (she had not seen them at this point) and she did not offer any ideas that were outside of what I had included. She made a couple of suggestions which I used to amend statements, such as including the influence of the media, which I felt made my statements more current. The pilot study was also useful (detailed in my procedures section) as it gave me some amendments but also confirmed that my statements were comprehensive and balanced.

## Appendix C: Considered conditions of instructions

*Agree – Disagree pole*

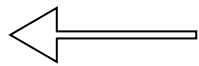
This girl is doing OK or well in life because....

*Important – Unimportant pole*

For her to do well or OK in life it is important that ...

It is important that ... for her to do well or OK in life.

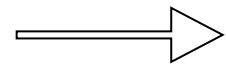




Most Unimportant

One chosen

Most Important



1	2	3	4	5	6	7	8	9
(4)								(4)
	(5)						(5)	
		(6)				(6)		
			(7)		(7)			
				(8)				

## Appendix E: Session plans

	Minutes	Activity	Resources	Where
1	10	<p>Room setting: circle of chairs at the front of the room. Desks at the back with one chair per desk.</p> <p>Icebreaker activity: Before it starts I explain that it is exploring people's opinions so there is no right and wrong answer</p> <p>I read out 3 statements and participants go to different corners of the room which are labelled ('strongly agree', 'agree', 'disagree', 'strongly disagree') to show their opinion. For each statement a selection of participants explain their reasoning for their choice: throw a ball to them to choose who speaks.</p>	Icebreaker sheet (4 for the room and my statement sheet)	Around the room
2	5	Introduction of myself (information about me and my researcher role). Information about confidentiality and its limits, and the right to withdraw.	Information prompt sheet x 1	Circle of chairs
3	10	Introduction of the resilience task that will be used to facilitate the Q sort. Small group brainstorm (4-5) of the concept: 'adverse circumstances'	Adverse circumstances task x 8 F-chart paper/pens.	Small groups round a table each
4	5	Time for each group to look at each other's brainstorms, and then brainstorms available at the front of the room.	Flipchart paper	Round the room
5	5	<p>An explanation of the first part of the Q sort activity and first statement given out and talked through as a whole group:</p> <p>Remember to highlight:</p> <p>Your own opinion; go with your instinct</p> <p>Don't have to be even numbers in each column but do be critical of statements</p> <p>Any words you don't understand, ask me.</p>	<p>Statements x 20</p> <p>Task explanation sheet</p> <p>3 Piles sheet</p> <p>Condition of sorting sheet</p> <p>Check they have 1 each</p>	Participants at one desk each



6	20	The first part of the Q sort activity completed: each participant organises the statements into 3 piles on their desk: Important / Unimportant/ Neutral	Front of the room: Adverse circumstances brainstorms.	Participants at one desk each
7	45	The second part of the Q sort: each participant puts the statements under the number line using the statements  At the end each participant checks their sort and writes the statement numbers on the Q sort grid.  Things to remember:  Start with most important, then do most unimportant, then do neutral (show them on example) When you have finished the whole grid decide where you would put 5. It doesn't matter where they are in the column, as long as they are in the right column.  When you have finished the whole thing you need to check you have recorded the numbers correctly and there are no missing numbers or duplications. Please ask a peer who has also finished to check yours. There is extension work available or you can read a book / do homework, quietly.	Task explanation sheet x 20  Condition of sorting  Number lines x 20  Grid template x 20  Examples on F/C at front of class Extension work available	Participants at one desk each
8	10	Debriefing as a group: explaining the deception element of the project (deception due to the term 'resilience' not being introduced as the main focus of the study, or used within the Q-sort) and the reasons for this (because the use of the main term may cause expectancy effects as discussed further below), sharing contact information again	Group debrief prompt sheet debrief letter x 20	Circle of chairs
9	10	Debrief activity of a questionnaire for participants to complete on their own and thanking participants for their involvement	Debrief questionnaire x 20	Circle of chairs

## Appendix F: Icebreaker statements

Icebreaker statements

1. It is better to be too hot than too cold
2. Chocolate is nicer than crisps.
3. Secondary school should start at 11am and finish at 5.30pm.
4. January is the worst month of the year

Positions placed around the room:

**COMPLETELY DISAGREE**

**COMPLETELY AGREE**

**AGREE BUT...**

**DISAGREE BUT...**

## Appendix G: Briefing sheet

Information prompt sheet for Main Q sort initial focus group: things to remember to say

Name and role (in the school and at Sheffield University)

Explanation of thesis: 30000 words: an original study looking at a gap in research; offering an original contribution

Their role:

Firstly, completing a piece of work which I will then analyse and write up for my thesis. This piece of work will happen over two lessons, and by the end of it they will have organised statements about a topic into a grid.

Secondly, some of them will complete a piece of group art which school will have to display, to show the ideas they came up with in the first piece of work.

Things they need to be aware of:

Confidentiality and its limits

Consent and the right to withdraw

Anonymity and recording

Each activity will be explained as we go and pupils can ask questions during the sessions if they don't understand. Any questions at this point?

It is research not a lesson so people may finish at different times. If this happens people can choose what they do: there is an extension task, they can do homework or read a book. Just needs to be quiet.

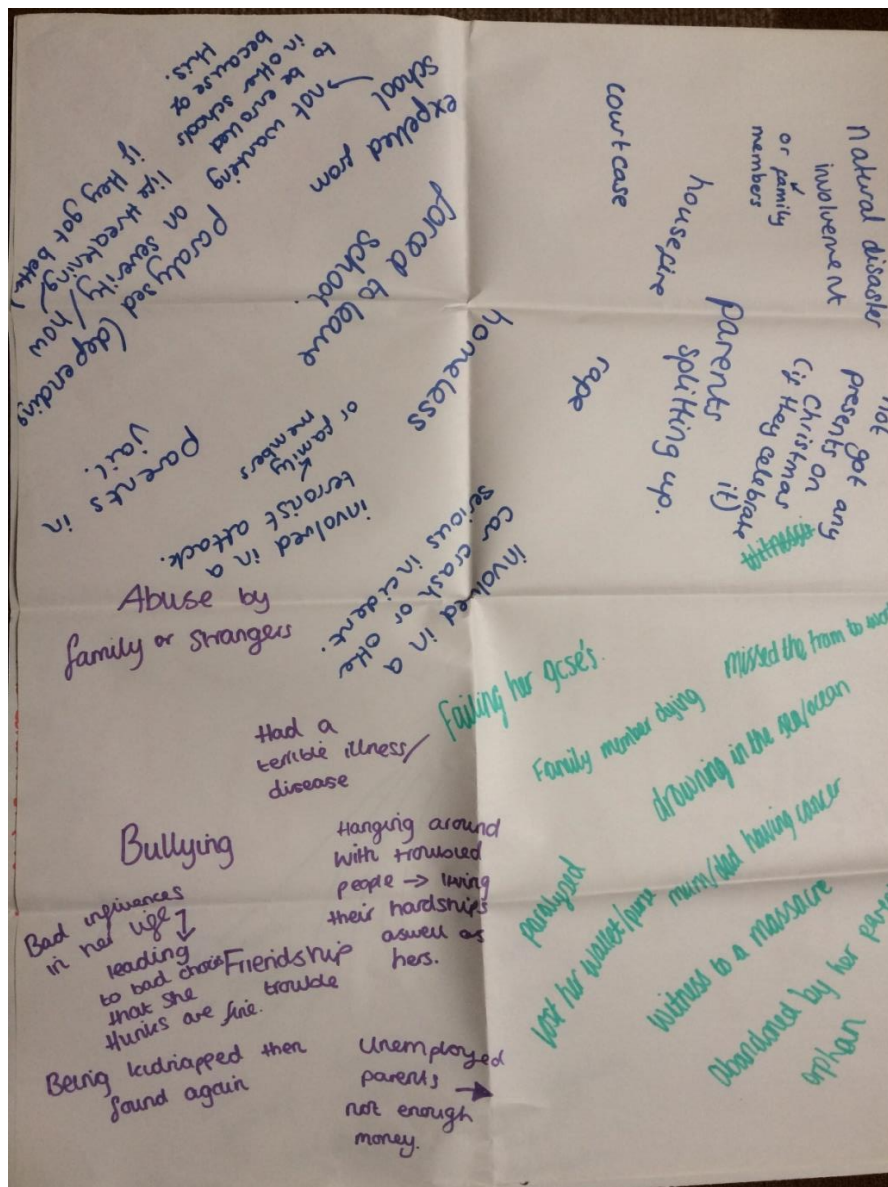
## Appendix H: Adverse circumstances information task and examples of mind maps completed

### Small group task

Think about a girl your age who has had difficult times in her life. These difficulties might be things that have happened to her directly, things that have happened to people around her or things that have happened in her environment. These difficulties might be big things that have happened once, or other things that have happened more frequently, maybe even every day.

In your groups I would like you to brainstorm all the types of things that could have happened to this girl that you would class as 'difficult times'. There is no right and wrong as these are your ideas.

You have 10 minutes to do this and then each group will look at each other groups' brainstorms.





Appendix I: Q statements

2. She is able to solve problems.	31. She cares about other people.	4. She is a confident person.	5. She is intelligent.	28. She can stand up for herself.
7. She feels connected to her cultural identity; she may live in an area where lots of people are the same culture, or be involved in cultural traditions.	8. She has good relationships with lots of family members of different ages (e.g. grandparents, cousins, aunts, uncles or siblings) and sees them regularly.	9. Her parents and school contact each other to talk about how she is doing, e.g. if she is doing well in one class, or is finding another class difficult.	52. She lives somewhere where there is access to public transport or things are close by so she can be involved in groups or see her friends easily.	21. She has ways to manage her emotions and places she can do this, for example she can talk to family members or in youth groups.
10. She has friendships and romantic relationships which make her feel good about herself.	13. She has good relationships with teachers, e.g. they support her and show they care about her.	14. She lives in a community which feels supportive and safe, e.g. people are friendly to each other in the street.	15. She is independent, e.g. she doesn't mind being on her own and won't always follow her peers.	37. She is involved in activities outside school that get her outside, challenge her, or help her learn a new skill.
17. She has at least one adult in her life who she knows will support her.	3. She enjoys learning and cares about her education.	19. Her parents/ carers get on well whether they are together or not.	20. She believes in a higher power, spirituality or a religion.	40. She is a happy person who has a positive attitude toward life.

46. She likes to help people and has a strong sense of social responsibility.	38. She is an easy-going person and doesn't get angry or irritated by things.	18. She believes her life has meaning and all events have a purpose.	35. Her family do not have any significant money worries.	44. She lives in an area which has opportunities for people, e.g. jobs and education.
27. Her parents have high expectations of her.	32. She is optimistic and hopeful about her future.	29. She is liked in her peer group.	30. Her parents did well academically at school.	1. She feels she can trust others.
22. She knows where to get support from and will actively seek it when needed.	23. She can resolve conflicts without arguing or becoming aggressive/ violent.	24. She can concentrate on things and stay focussed even when under pressure.	47. She doesn't have a problem following rules given by others, e.g. teachers or parents.	45. She feels like she belongs, e.g. she doesn't experience discrimination and doesn't feel lonely.
42. She lives in a stable family environment, e.g. there is no violence or high levels of conflict.	43. She feels she has power over how other people see her and the power to challenge negative views.	34. Her immediate family are physically healthy, for example they do sports activities together or eat healthy meals.	49. She has a close relationship with at least one parent, e.g. they show that they love her and spend time with her.	33. When in new situations she finds it easy to behave in a way that other people like and adapt herself to different people

<p>11. She tries to learn something from all of her experiences, the positive experiences and the difficult ones.</p>	<p>48. She is artistic/creative and uses her imagination to express herself (e.g. musical talents, writing stories or plays).</p>	<p>41. She likes who she is and doesn't compare herself negatively to people around her or people in the media.</p>	<p>50. She finds it easy to communicate her thoughts, feelings and ideas with others and they understand her easily.</p>	<p>51. Her parents put rules in place but they can be flexible to the situation, and her parent's rules are similar to her peers.</p>
<p>26. She knows her own strengths and weaknesses, and can reflect on her thoughts and feelings.</p>	<p>25. She believes her own efforts make a difference and she has control in her life, now and in the future.</p>	<p>36. She can think critically about things and make decisions for herself.</p>	<p>39. Her basic needs are met (e.g. food, shelter, clothing).</p>	<p>16. She can deal with failure and it doesn't put her off trying again.</p>
<p>6. Her family see education as important and show this to her, e.g. helping her with her homework or giving her a separate place to study.</p>	<p>12. She keeps trying even if things are hard because she wants to complete tasks or achieve her goals.</p>			



### Individual task to sort out statements into piles

Keep in mind the girl you have just imagined. Remember all the things that might have happened to her to make her life difficult. Now imagine that this girl is doing OK or well in life despite all the things that have happened to her.

Your task is to think about the things about her or things in her life that have been important to her doing OK or well. To do this you are going to look at 52 cards and using a starter sentence, organise them into three piles according to whether you think they are important

It is a task you need to do on your own so everyone's answer is individual. Don't worry if you have any cards you think would actually have a bad effect on a young person. If this is the case you can explain it in the evaluation.

Conditions of sorting for participants' desks

**“This girl has had things happen in her life that has made her life difficult. This girl is still doing OK or well in life because....”**

UNIMPORTANT  
(1)

NEUTRAL  
(2)

IMPORTANT  
(3)

## Appendix K: Q grid sorting task resources

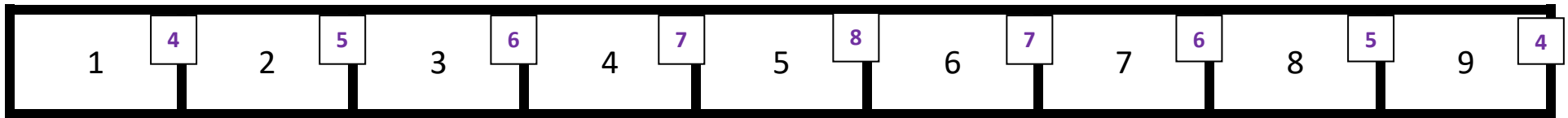
### Individual task to sort statements into the Q grid

Your task is to organise these statements into a grid to show how important you think each statement is. You have 45 minutes to do this task and it is a task you need to do on your own so everyone's answer is individual.

While you are doing the task remember these things:

1. Organise the ones you thought were most important first (column 3). They should start at the right of the grid.
  2. Next organise the ones you thought were the most unimportant (column 1). They should start at the left of the grid.
  3. Then organise the ones you thought were neutral (column 2). They should be in the middle of the grid.
  4. Last decide where the middle is for you (this may not be where '5' is on the grid). Please write a number 5 above the column so I know. This will show me how many statements you see as important and how many you see as not important.
- Don't worry if you feel some of the statements could have a negative effect. If there are any like that you can write this information on the evaluation grid.
  - When you have finished you need to check all of the numbers are included on the grid, and no numbers have been repeated. It is best to ask a partner to check this for you.

## Number line



## Appendix L: Debrief prompt sheet

Recap:

Confidentiality and its limits

The right to withdraw and how to do that.

The 'deception' element of the research: not using the word 'resilience' and why (is an adult word and can make young people feel there is a 'right' and a 'wrong' answer.

The importance of feeling ok about being involved in the research: if not ok to speak to someone (e.g. parents/carers, the deputy head or myself)

Give out the letter with debriefing information and contact information

Any questions/worries/thoughts?

## Appendix M: Thankyou letter

Researcher name  
Address

Date

Dear pupil

Thankyou for being involved in my research. This debriefing sheet explains the purpose of the research and how your involvement will contribute to my thesis.

The topic of the research is 'resilience'. My research is trying to understand how young people view resilience; what types of personality traits, behaviours, environmental factors and relationships young people think are resilient. In most research on resilience the researcher has defined resilience then used that definition to study what young people are resilient, instead of finding out what young people in the study think resilience is. I think sometimes this is why researchers can't understand why some young people behave/think/feel the way they do, because they don't understand that young people view resilience differently and this motivates them in ways adults think makes them vulnerable.

I think my study will be useful to psychology research as it will show some young people's views on resilience. It might show that young people in this study think the same as adults or think something different. It might show that young people in this study all see resilience the same or different young people see resilience differently. All of these possible outcomes will be interesting and helpful to further research.

I could not tell you the topic was 'resilience' before you did the activities because the word 'resilience' is used by adults more than young people and I felt it could lead to you thinking you needed to answer in a certain way. In psychology this is known as 'deception' and is only allowed when to tell the truth at the beginning could stop the study being successful.

My study is only exploring young people at (Name of school), so it cannot conclude ideas about how all young people view resilience, because it has only asked secondary school aged girls who live in or near (Name of city). However I believe it is an important first step in trying to understand the concept of resilience from young people's point of view.

I have written this letter explaining the study in more detail in case you ever need to refer back to it and remember what you were involved in and why. I will also share the results with school who will pass this on to you and your parents/carers so you know what I have found.

If you feel in any way upset, worried or anxious about having been involved in this research the important thing is to speak to someone. Please do speak to an adult you feel comfortable talking to, for example your parents/carers. They can speak to myself on your behalf if you would like them to. (Name of key school adult) is the school link for this research so please do speak to her yourself or ask your parents to. My contact details are (email.address) if you or your parents would like to contact me directly.

Thankyou again for your hard work and I will see some of you for the follow up session.

Yours faithfully

Name of researcher

## Appendix N: Information sheets and consent form

**Imagine a girl who copes OK with the pressures of life.  
What is she like?  
A Q methodological study to understand girls' views**

Parent/carer Information Sheet

DATE

### Dear parent/carer

Your child is being invited to take part in a research project. Please read the following information carefully and do contact myself or STAFF NAME if there is anything that is not clear or you would like more information. Thank you for reading this.

#### **What is the project's purpose?**

The project is exploring your child's views on 'girls who cope OK with the pressures of life'. I have found young people have not often been asked their opinion on this topic so I hope to get a better picture of their views and to understand any different opinions. The project is for my thesis research and will be submitted in Spring 2017. The project will occur during Summer / Autumn Terms 2016.

#### **Why has my child been chosen?**

The project will involve 80 pupils; (40 in year 7 and 20 in years 9 and 10). The school have also identified pupils based on other demographic factors such as ethnicity. This information has been collected so I have a varied group of pupils who represent the school more broadly.

#### **Does my child have to take part?**

Taking part is voluntary and your child does not have to be involved. If she agrees to take part and then reconsiders at any point (before the results are shared with the school in Autumn 2016) she can withdraw. She does not have to give a reason and I and school staff will support her decision. If she decides to withdraw her information will be taken out of the study.

#### **What will happen if my child takes part?**

If your child decides to take part she will be involved in 2 sessions for 1 hour each. These will occur during lesson periods in school and she will be in a group of 20 pupils from her year. The sessions will consist of icebreaker activities, an individual card sorting activity, and a discussion about the activities completed. A few weeks later some participants will be invited to another activity that will last 1 hour. This will involve a short icebreaker activity then I will share the card sorting results and we will do a group art activity to present the results to school staff. All activities are designed to find out participant opinions so there is no right and wrong.

#### **What are the possible benefits, disadvantages and risks of taking part?**

I hope your child enjoys taking part and I have designed fun and interactive activities. The sessions will take place at school and a member of school staff will be present to support the group. If any activities make her feel uncomfortable or upset she will be able to speak to myself or the member of school staff and we can arrange for her to have a break or leave the session. I will explain this again at the beginning of each session. She will not be asked to talk about personal experiences; she will be asked to think about young people in general. I will give all participants my contact details so if she feels uncomfortable or upset she can contact me and I can see her in school if that is helpful.

### **What happens if the research study stops earlier than expected?**

If I have to stop the project early (e.g. illness) I will contact participants and explain the reasons.

### **What if something goes wrong?**

If your child is unhappy with any part of the project you can make a complaint to me, STAFF NAME or TUTOR NAME (details below). If your child feels comfortable to talk to me I am the first port of call, however if she does not want to talk to me STAFF NAME or TUTOR NAME will be happy to talk to her and can keep complaints confidential unless your child or someone else is at risk of harm.

### **Will my child's involvement in this project be kept confidential?**

School will know your child is involved as they need to know where pupils are during school. However all work (icebreaker, card sorting and discussion) will be anonymous and your child will not be identifiable in reports or publications. School staff will also be briefed on confidentiality.

### **What type of information will be sought and why is this information needed?**

I will collect information on demographic information such as age, ethnicity and living situation (e.g. rural or urban address). This is so I have a varied group of participants as I hope this will give different views. The card sorting activity is the main part of the project and I am interested in whether participants organise the cards in similar or different ways. I will write up the results of the card sorting activity in two ways. Firstly there will be number information about how cards were sorted. Secondly there will be a description of each common pattern that I will write. Both results will include participant information on age, ethnicity and living situation. This will help me see if there are any common patterns.

### **What will happen to the results of the project?**

Project results will be shared with school staff in a report and a staff meeting. Project results will be shared with your child through a report and a school assembly. Project results will be shared with you through a report posted home. Project results will be included in my thesis write up (Spring 2017) and I hope to publish the report in an educational psychology journal in 2018. If I do this I will give the school this information to share with you. It is possible that other researchers may find the data useful in answering future research questions. I ask for your explicit consent for your data to be shared in this way on the consent form and if you agree, I will ensure that the data collected is untraceable back to your child.

### **Who is organising, funding and ethically reviewing the research?**

My research is organised and funded by PLACEMENT NAME and the UNIVERSITY NAME. My project has been reviewed by the ethics review procedures of UNIVERSITY NAME and PLACEMENT NAME.

### **Contacts for further information**

My contact details: ADDRESS EMAIL TELEPHONE NUMBER
---

Link member of staff: ADDRESS EMAIL TELEPHONE NUMBER
---

University supervisor: ADDRESS EMAIL TELEPHONE NUMBER
--

I will give your child a copy of the information sheet and a signed consent form to keep.  
Thankyou for your interest in my project



**Imagine a girl who copes OK with the pressures of life.  
What is she like?  
A Q methodological study to understand girls' views**

Participant Information Sheet

DATE

**Dear pupil**

You are being invited to take part in a research project. Before you decide it is important that you understand what the research will involve and why it is being done. Please read the following information carefully and discuss it with your parents / carers. Do contact myself or STAFF NAME if there is anything that is not clear or you would like more information. Thank you for reading this.

**What is the project's purpose?**

The project is exploring your views on 'girls who cope OK with the pressures of life'. I have found young people have not often been asked their opinion on this topic so I hope to get a better picture of your views and to understand any different opinions. The project is for my thesis research and will be submitted in Spring 2017. The project element will occur during Summer / Autumn Terms 2016.

**Why have I been chosen?**

The project will involve 80 pupils; (40 in year 7 and 20 in years 9 and 10). You have been chosen as you are in one of those year groups. The school have also identified pupils based on information such as ethnicity and living situation (e.g. rural or urban address). This information will be collected so I have a varied group who represent the school more broadly.

**Do I have to take part?**

Taking part is voluntary and if you do not want to take part this is completely fine. If you agree to take part and then change your mind at any point (before the results are shared with the school in Autumn 2016) you can withdraw. You do not have to give a reason and I and school staff will support your decision. If you decide to withdraw your information will be taken out of the study.

**What will happen if I take part?**

If you decide to take part you will be involved in 2 sessions for 1 hour each. These will occur during lesson periods in school and you will be in a group of 20 pupils from your year. The sessions will consist of icebreaker activities so I can get to know you, an individual card sorting activity, and a discussion so I can hear how you felt about the activities and I can make sure you are happy with being involved. A few weeks later some of you will be invited to another activity that will last 1 hour. This will involve a short icebreaker activity then I will share with you your card sorting results and we will do a group art activity to present the results to school staff. All activities are designed to find out your opinions so there is no right and wrong. It is fine if you don't want to speak in discussion.

**What are the possible benefits, disadvantages and risks of taking part?**

I hope you will enjoy taking part and I have designed activities that should be fun and interactive. The sessions will take place at school and a member of school staff will also be present to support your group. If for any reason any activities make you feel uncomfortable or upset you can speak to me or the member of school staff and we can arrange for you to have a break or leave the session if you want to. I will explain this again at the beginning of each

session. You will not be asked to talk about your own experiences; you will be asked to think about young people in general, so I hope this is not too personal for anyone. I will give you my contact details so if you feel uncomfortable or upset you can contact me and I can see you in school if you would like.

### **What happens if the research study stops earlier than expected?**

If I have to stop the project early (e.g. illness) I will contact pupils and explain the reasons.

### **What if something goes wrong?**

If you are unhappy with any part of the project you can make a complaint to me, STAFF NAME or TUTOR NAME (details below). If you feel comfortable to talk to me I am the first port of call, however if you do not want to talk to me STAFF NAME and TUTOR NAME will be happy to talk to you and can keep your complaint confidential unless you or someone else is at risk of harm.

### **Will my taking part in this project be kept confidential?**

School will know you are involved as they need to know where pupils are during school. However your work (icebreaker, card sorting and discussion) will be made anonymous and you will not be identifiable in reports or publications. School staff will also be briefed on confidentiality.

### **What type of information will be sought from me and why is this information needed?**

I will collect information on your age, ethnicity, and living situation (e.g. rural or urban address). This is so I have a varied group of pupils as I hope this will give different views. The card sorting activity is the main part of the project, and I am interested in whether pupils organise the cards in similar or different ways. I will write up the results of the card sort in two ways. Firstly there will be number information about how cards were sorted. Secondly I will write a description of each common pattern. Both results will include pupil information. This will help me see any common patterns.

### **What will happen to the results of the project?**

Project results will be shared with school staff in a report and a staff meeting. Project results will be shared with you through a report and a school assembly. Project results will be shared with your parents/carers through a report posted home. Project results will be included in my thesis write up (Spring 2017) and I hope to publish the report in an educational psychology journal in 2018. If I do this I will give the school this information to share with you. It is possible other researchers may find the data useful in answering future research questions. I will ask for your explicit consent for data to be shared for this and if you agree, I will ensure that data collected is untraceable back to you.

### **Who is organising, funding and ethically reviewing the research?**

My research is organised and funded by PLACEMENT NAME and the UNIVERSITY NAME. My project has been reviewed by the ethics review procedures of UNIVERSITY NAME and PLACEMENT NAME.

### **Contacts for further information**

My contact details: ADDRESS EMAIL TELEPHONE NUMBER	Link member of staff: ADDRESS EMAIL TELEPHONE NUMBER	University supervisor: ADDRESS EMAIL TELEPHONE NUMBER
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I will give you a copy of the information sheet and a signed consent form to keep.  
Thankyou for your interest in my project

# Participant Consent Form

**Title of Research Project: Imagine a girl who copes OK with the pressures of life.**

**What is she like? A Q methodological study to understand girls' views**  
**This needs to be signed and returned to the school office by DATE**

**Both pupil and a parent/carer need to sign for the pupil to be involved in the project**

Name of Researcher:

**Participant Identification Number for this project:**

**Please write your initials in each box (pupil/parent, carer)**

I confirm that I have read and understand the information sheet dated 13<sup>th</sup> April 2016 explaining the above research project and have had the opportunity to ask questions about the project.

--	--

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.

--	--

I understand that my responses will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.

--	--

I agree for the data collected from me to be used in future research (optional)

--	--

I agree to take part in the card sorting exercise for the above research project.

--	--

I agree to take part in the follow up focus group activity (which will involve a group discussion and art activity if I am needed (a small section of pupils will take part in this: optional)

--	--

\_\_\_\_\_  
Name of Pupil/participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of Parent/carer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Lead Researcher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

*To be signed and dated in presence of the participant*

*Copies: Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form, the letter/pre-written script/information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be placed in the project's main record (e.g. a site file), which must be kept in a secure location.*

## Appendix O: Extension activity

# Teen spirit: young feminist heroes

Kira Cochrane talks to the young people determined to make a change

United we stand: the new wave of young feminists.

Available from: <https://www.theguardian.com/lifeandstyle/2014/mar/29/fifth-wave-feminists-young-activists> [Accessed 17<sup>th</sup> April 2017].

### Kira Cochrane

Saturday 29 March 2014



It is still sometimes asserted, quite confidently, that teenagers aren't interested in feminism – but the idea has never seemed more laughable. Over the last few years, teenagers and twentysomethings across the UK have been organising, setting up hundreds of feminist groups in schools, universities and online, running campaigns against female genital mutilation and the detention of asylum seekers, while also petitioning for better sex education. This generation is determined to change the world, and they're both intellectually curious, and exceptionally practical.

Their confidence is built on the assumption they were raised with, that they are absolutely equal to male peers. They grew up in an age that was often called "post-feminist", as if some feminist utopia had been reached long ago, a verdant paradise where men and women lived in perfect balance – equally represented in parliament and public life, paid an equal wage, dividing childcare and career opportunities deftly between them.

At some point, each of today's young feminists realised this idea was a myth. Like Laura Bates, founder of Everyday Sexism, they were often rudely awakened by a catcall echoing across the street, which made them aware they weren't anywhere near as welcome in public space as they had assumed. But their upbringing has also given them a belief in their ability to change the culture. They don't believe they're innately inferior or weak, and are shocked and galvanised when it's suggested that they are.

Their feminism has been forged in recessionary times, against a broader landscape of austerity and rising inequality, and many have been inspired by the

Arab spring, the Occupy movement and fights against student fees. They're keen to forge a movement that addresses race, class, ability, gender and other discrimination, too, and seem more passionate and determined than ever – not just to continue the feminist argument, but to win it, hands down, for good.

## Meltem Avcil, 20: 'You have to be brave'



Meltem Avcil and her mother were taken to [Yarl's Wood detention centre](#) in 2007, after a team of immigration officers banged on their front door at dawn, drove them away in a caged van and locked them up. Avcil was 13 at the time, and had lived in the UK since she was eight. Her parents are originally from Turkey, where they were

persecuted for being Kurds.

There was a time when Avcil felt tormented by her experiences, but then she realised she had a choice. "I could be traumatised," she says, "and create an illusion of happiness, by lying to myself. Or I could face what had happened and use my past to affect the future."

Since the start of this year, Avcil has been leading a campaign, with [Women for Refugee Women](#), to end the detention of female asylum seekers – she hopes it will lead to the closure of Yarl's Wood.

She is now a mechanical engineering student at Kingston University. She has an impish grin and a friendly manner – although an obvious sadness and strength underlie this. Her description of her time in Yarl's Wood – three months among traumatised women, who were grieving, desperate, often suicidal – became the basis for Natasha Walter's 2008 play [Motherland](#), and helped end the detention of child asylum seekers.

In February she led a peaceful protest outside the Home Office, and is keen to keep going. "I did feel insecure when I started the campaign, because I had to expose myself to the public – to negative comments – but in the end, you have to be brave. Why go through all that if not to do something about it?"

**Feminist hero** "My mum. We've been through everything together, and she's a strong woman, who is still able to smile and enjoy life."

## Lili Evans, 16: 'I had an epiphany at 2am'

Lili Evans is unstoppable. There's the feminist society she started at school, the Feminism 101 workshops she delivers, and the online group she



founded a few years back, called the [Twitter Youth Feminist Army](#). Last summer, while her friends enjoyed the balmy end of the holidays, she co-founded a campaign for education about sexual consent in schools, and began lobbying parliament.

She became a feminist aged 14, after reading about women's rights in the countries affected by the Arab spring – and was also influenced by an article on the teen website, [Rookie](#), about body image, and how not to care what people think of you. "I read it at 2am, when I couldn't sleep, and I had an epiphany," she says. "I was like, 'I am a feminist!'"

Twitter is her favourite forum for ideas, including intersectionality. Which is? "It's about saying, for example, if we want abortion to be legal, we also need it to be cheap enough to be accessible to low-income women, we don't want people to be discriminated against because of their physical and mental health, we don't want it to be inaccessible because of discrimination based on race."

**Feminist ambition** For pupils to be educated at school about oppressive social structures. "There are people who don't even believe that patriarchy or white domination exists, so you need to start educating people young."

## **Sana Sodki, 16, and Savannah Ali, 16: 'You don't have to take a naked picture of yourself'**



Three years ago, a group of girls at a youth centre in London started talking regularly about the issues they faced. One problem that always came up, says Sana Sodki, was the way boys spoke to them – which was often intimidating, or disrespectful. "You'd

be walking home from school, and boys would come up to you, and say, 'Oh, can I have your number?' They wouldn't ask your name, or say, 'Hi, how are you?' And if you said no, they'd say, 'Oh, you're ugly anyway.' "

The girls decided to set up a website, backed by [Big Lottery](#) funding and the [Peabody organisation](#), to improve interactions between boys and girls. It's called [Oii My Size](#), a phrase boys often shout at girls they fancy. They have since presented talks about the site to 4,500 young people.

One feature, Rate My Churpz!, has video of boys trying chat-up lines on girls. Visitors to the site can then rate the chat-up line. "We didn't want to make it seem like we were shouting at boys, or telling them off," Sodki says. "We wanted them to be able to see that if they actually want to get somewhere with a girl, they need to reconsider what they're saying."

They also address sexting on the site, says Savannah Ali, another of the project's leaders. "People didn't know it was illegal to send pictures of a minor, or to receive them and send them on."

The group is currently working with the [NSPCC](#), to develop an app on sexting, and they're also addressing domestic violence in teenage relationships on the

site. This can sometimes look quite different from domestic violence in adult relationships, Sodki says, "because you probably won't be living together, and won't have kids or a joint bank account". They have used storyboards to show the kind of coercion, threats and controlling behaviour young people should be wary of. Their aim, Sodki says, is to give girls "the knowledge that they don't have to be spoken to like that. They don't have to take a naked picture for their boyfriend to be happy with them."

**Feminist hero, Sodki** "[Beyoncé](#): she's a really strong woman; everything she stands for is positive."

**Feminist ambition, Ali** "To empower women, so they can make informed decisions."

## **Jamie Sweeney, 22, and Nick Batley, 23: 'Patriarchy dictates how you should be, from birth'**

It was when he started university, at [King's College London](#) (KCL), that Jamie Sweeney first encountered feminism, and "had a conversion from lad culture", he says. His girlfriend attended a talk by Laura Bates and "she was very emotional afterwards. Some of the facts she was delivering were really hard-hitting." It made him question aspects of his own behaviour,



and think about the fact that he had never heard feminism mentioned at school. Growing up among teenage boys, there had always been a lot of sexist jokes, and "I still find, within groups of blokes, that they bond over sexism and objectifying women."

He set up the KCL London Feminist Club. "We now have a team of people who go into schools, deliver talks on the basics of feminism, try to dispel some of the myths surrounding the movement, and encourage pupils to set up their own feminist organisations." At the beginning of a session, they ask who identifies as a feminist, then give a talk about women's rights, and ask the same question at the end. Their first talk was to a group of 180 12- and 13-year-olds, almost all of whom changed their view during the session.

Nick Batley has also been taking feminist ideas into the classroom. He's strongly



committed to sexual health education, volunteering for the organisations [Brook](#) and [Education For Choice](#), and working part-time at the [Terrence Higgins Trust](#). In his first weeks at university, three years ago, he began volunteering with a group called [Sexpression](#), which has almost 30

branches in universities across the country, and goes into schools, colleges and youth clubs. They talk about "everything from STIs and puberty to consent, sex in the media and pornography," Batley says.

There are other men involved in Sweeney's project, but "as a general rule", he says, "I find men are very reluctant to define themselves as feminists". Both he and Batley agree that patriarchy is harmful to men as well as women. Not to the same extent, Batley says, "but it does dictate how you should be, from birth. As a teenager, I used to be really macho, played rugby and football, drank beer, did 'manly' things. Patriarchy encourages rigid gender roles."

**Favourite feminist event, Sweeney** "The [UK Feminista summer school](#). It was in Birmingham last summer, and it was just great to be around so many people who identified as feminists, and are doing so much."

**Favourite feminist protest, Batley** "A few years ago I went on [SlutWalk](#), dressed in stockings and heels. It was primarily a protest against rape culture."

## Yas Necati, 17, and Rose Lyddon, 18: 'Girls learn they can't get into the paper unless they take their clothes off'

"Feminism rescued me," says Yas Necati. Rose Lyddon nods, and adds, "It saved my life." The pair are students at [Woodhouse College in London](#), where last autumn they started a thriving feminist society. Necati is small, shy and a campaigner to the bone. She's a member of the Twitter Youth Feminist Army, helped set up the [Campaign4Consent](#) with Lili Evans, and [led a campaign](#), in conjunction with the Telegraph newspaper, for better sex education in schools. Her [Change.org petition](#) attracted more than 52,000 signatures, and led to a Department for Education announcement earlier this year that new sex education advice would be written up by experts, taking into account the influence of the internet on modern relationships. This isn't perfect, Necati says, but it is progress.

She was spurred into action after being assaulted in the classroom when she was



12. "The assault really knocked my confidence," she says, "and I thought it was really important to educate a future generation about this, especially with the explosion of internet pornography, which is so rape-enthusiastic." She is a member of the [No More Page 3](#) campaigning team, and has sent a



stream of letters to the [Sun editor, David Dinsmore](#). What bothers her about the paper, she says, is that "you see page after page of all these men in suits, running the country, and the sports section is dominated by men, and then you have just one massive picture – the biggest picture of a woman – in her knickers. It's teaching young girls that they can't get into the paper unless they take their clothes off." Her parents are Sun readers, but support her campaigning. "With most teenagers, it's 'Can I go to a house party?' Whereas with me it's 'Can I go and throw stuff at the Sun headquarters?'"

Necati and Lyddon are both moderators for the [Everyday Sexism project](#), scrolling through the thousands of stories that are sent into the site – and deleting abusive and threatening comments. Lyddon started defining as a feminist a year and a half ago, after experiencing sexual bullying while at school in south Wales. After she started a relationship with a boy, rumours were spread about her, and male pupils "thought it was OK to touch me, or harass me in the corridors. They'd taunt me, and I became very self-conscious and very aware of my body." She developed an eating disorder, and worked through it by reading blogs about body acceptance.

Lyddon is planning to be an ambassador for the project [Shape Your Culture](#), which helps young people develop a critical perspective on body-image issues; she has made a film about the subject, which was shown at the recent [Women Of The World festival](#) on London's Southbank. She likes the fact that feminism is part of a wider social justice movement. It's changed the way she thinks about herself, she says, because "instead of just seeing yourself as an individual, you realise you're part of a collective."

**Feminist hero, Necati** [Lucy-Anne Holmes](#), founder of the No More Page 3 campaign. "She's one of the most positive people I've ever known."

**Favourite feminist book, Lyddon** "I'm really enjoying Caliban And The Witch: Women, The Body And Primitive Accumulation, by [Silvia Federici](#). It covers witch-hunts, and the part they played in the development of capitalism."

## **Fahma Mohamed, 17: 'I'm not going to say "fanny" to Ban Ki-Moon'**

Before she started her campaign to end female genital mutilation (FGM), [Fahma Mohamed](#) was nervous. She felt shy, worried about public speaking, but passionate about the issue. Her petition, backed by the Guardian and the charity Integrate Bristol, attracted 100,000 signatures within 24 hours of going up in February, one of the quickest-growing campaigns hosted by Change.org. "It was so fast!" Mohamed says, "I was ecstatic."



She was even happier when education secretary Michael Gove agreed to write to headteachers about the issue, before the summer holidays, when girls are most at risk. Many anti-FGM arguments revolve around the need for prosecutions, but for Mohamed and Integrate Bristol the focus was always on eradicating the practice. "Prosecution

is all well and good," she says, "but we need to focus on protecting the girls. It's too late for the girl by that time, so we need to prevent it from happening in the first place, and the only way we believe that is going to happen is through education."

Funny and charismatic, Mohamed has been part of Integrate Bristol for four years now, a charity that supports young people arriving in the UK. Some of the girls in the group refer to themselves as the female or the fanny defence league. Mohamed says the version she opts for depends on whom she is speaking to. During her campaign, when she met UN secretary general [Ban Ki-moon](#), she weighed it up. "I thought, 'Do you know what? I'm not going to say fanny.'" She's determined to keep speaking out – not just on FGM, but also on child marriage and all aspects of violence against women. During the course of the campaign, "I surprised myself," she says. "I never thought I'd do something like that, ever. It's made me the person I always wanted to be."

**Feminist hero** [Malala Yousafzai](#), the teenage activist shot by the Taliban after campaigning for women's education in Pakistan. "She's so courageous."

## **Ikamara Larasi, 24: 'It's not just about gender'**



Over the last year, Ikamara Larasi says she's learned how hungry people are for discussion about racism, sexism, homophobia and cultural appropriation. During that time, she's been working on the campaign [Rewind & Reframe](#), conducting focus groups with women in their teens and 20s, talking about music videos and unpicking

their imagery, good and bad. The project is run by black feminist organisation [Imkaan](#), where Larasi works, in partnership with the groups [Object](#) and [End Violence Against Women](#), and began after conversations with young black women about their lack of representation, and misrepresentation, in the media.

The campaign hit a nerve. When it was launched publicly last autumn, there was a lot of conversation about [Miley Cyrus's performance at the MTV Video Music Awards](#), and the depiction of black women in [Lily Allen's video Hard Out Here](#). The protest about [Blurred Lines](#), Larasi says, was based on the fact that "there isn't a clear understanding in society of consent, and how to treat women".

Rewind & Reframe has therefore been calling for better sex education, classes in media literacy, and for age ratings on music videos.

At Imkaan, Larasi ensures young women's voices are represented in all conversations about violence against women and girls; on the weekend of this year's International Women's Day, she spoke at both the [Million Women Rise march](#) and the [Women Of The World festival](#), and she is a member of the [Black Feminists](#). It was just over a year ago that she began identifying specifically as a black feminist. Before, she says, "I thought if I called myself a feminist, it meant I needed to reject certain things that I don't feel comfortable rejecting, and that I'd have to say my gender is the most important part of my identity,

when I don't feel that way. When I discovered intersectionality, I was like, 'That's cool.' The word recognises there's a multiplicity of identities. It's not just about gender."

**Feminist ambition** "For everyone to have their basic needs met, and to be equal. I don't think you can dream if your belly is empty."

### **Jinan Younis, 18: 'We don't hear about so many women's experiences'**

"I'm really excited for the future of feminism," says Jinan Younis. "More young women are getting frustrated at the way they're being treated. They're just not taking it any more."

Younis's views sharpened a few years ago as a result of street harassment. She was on a trip to Cambridge with friends when some men shouted at them from a car.



When Younis shouted back, they doused her with cold coffee, which left her feeling humiliated and infuriated.

She took action by setting up a feminist society at school, and when some boys in her peer group abused members, she wrote a [Guardian article](#) that went viral. Last October, she started at Jesus College, Cambridge, studying theology, and promptly joined the student union women's campaign and set up her own feminist group at college. Since then, she has written for the Guardian [about rape culture at university](#), which led to a sexual consent workshop being held at Cambridge.

She attended a Reclaim The Night march in February this year. "I can't describe how amazing it was," Younis says. "After the event, people were writing about how they had been sexually assaulted when they were younger, and hadn't told anyone, because they never felt they had this space of security, love and solidarity before."

She is hoping for a career working with refugee women, survivors of rape and domestic violence, and women in poverty. "Those are the day-to-day experiences of so many women in this country, yet we don't even hear about them," she says.

**Favourite feminist book** "[bell hooks's Feminism Is For Everybody](#)."

Ideas for work (You can choose any question or approach the work in any way you want. It is your opinion and spelling/grammar etc does not matter. I am just interested in hearing your views)

- Do you relate to any of the people in the article? If so why?
- What do you believe to be the one amongst them doing the most important work?
- Do you think feminism is still important today?

What is your ambition for when you leave school, and why do you think you have it?

- What do you think are the barriers for girls achieving their dreams? (if you think there are any, and you might not in which case why do you believe there aren't any)
- Who is your female role model and why?
- Some researchers worry that girls are not as resilient as boys and this is why they don't achieve as much as they should. What do you think? Do you think this is true? If not why not, and if you do, what do you think could change this?
- You can also write an article for yourself or someone you admire, in the style of the articles above.
- You can also produce a piece of poetry or art to communicate your view of feminism.

Anything you write for this section is, again, confidential. However if you would like it to be shared with staff (anonymously) then I would like to share some of the work that pupils have done. This is completely your choice however. Please write at the top of the work whether you want it shared or not.



## Appendix Q: Questionnaire feedback

Thirty-seven participants completed an evaluation at the end of the activity (one did not as she had to go to a music lesson). This included eleven questions, of which answers to questions 1 - 3, and 8 - 10 are summarised below, answers to questions 4 - 7 (used for factor interpretation) are replicated in full, and information is recorded about where participants placed the middle column (which they denoted on their grids after they had completed the sort).

### 1. How easy did you find the statement sorting activity into 3 piles?

Number given	Number of participants
1 (not at all)	0
2 (not much)	3
3 (Neutral)	8
4 (Fairly)	24
5 (Very)	2
Mean	3.68
Median	4
Mode	4

### 2. How easy did you find the statement sorting activities into the grid template?

Number given	Number of participants
1 (not at all)	2
2 (not much)	9
3 (Neutral)	16
4 (Fairly)	5
5 (Very)	5
Mean	3.05
Median	3
Mode	3

### 3. Did the shape of the grid cause any difficulties for how you wanted to sort the statements?

Comment	Number of participants
Yes	14
A bit/quite difficult/ in some ways	7
Not really/ not particularly / a little bit	6
No	10

Examples for difficulties given included:

- Issues with having too many important statements or not having enough unimportant statement
- Having to think about the importance of statements
- Not having strong feelings to fill up columns 1 and 9 or having too many strong feelings so columns 1 and 9 weren't big enough

- A bit of confusion with how to use the columns
- Limited spaces in each column
- Worries the shape of the grid made their sorts less accurate
- Finding it hard to decide which statements they couldn't include in specific columns
- Confusion about how many to put in each column

Examples for ease of sorting given included:

- It helped individuals to prioritise and evaluate choices further
- The grid was a simple and clear method for sorting and it helped accuracy
- The grid was the right shape and had the right number of statements per column
- Being a decisive person
- Their pile organisation fitted exactly into the grid shape,

**4. Can you give the numbers of the statements you put at 1 and 9 and explain why you chose those ones to put at 1 and 9?**

P01 1: 27/31/30/1: I chose these one as they are all things that could let her down or upset her. Number 1 was she feels she can trust others which means if the people she trusts let her down she could be emotionally hurt. 9: 42/28/39/45: I chose these ones as they will all affect her subtly but be positive, number 28 is she can stand up for herself which is important if she is on her own.

P02 9: 40/45/32/3. I put 40 because if she is happy she must be enjoying life. I chose 32 because if she is optimistic about the future then she must feel like she is good at something she'll do in the future. 1: 33/27/30/52: I put 33 there because she shouldn't change herself to adapt to different people, she should be herself. I chose 27 because if your parents have high expectations then she might feel pressure.

P03 1: 48/35/52/30: are not very related to how she feels about herself, they are all to do with money, transport, imagination and her parent's academic records. 9: 18/17/45/15: are all to do with her having confidence and being proud of who she is and having someone understand and respect her.

P04 1: 20/30/31/25: most of all 30 because if your parents didn't do well at school it doesn't mean that you can't and 20 because I think that you do not need a religion. I don't believe in anything and am still ok. 9: 35/17/3/39: Most of all 39 because without the basics like food and clothing it is hard to do anything, and 17 because you need to be supported by someone because at our age there are a lot of things that have to be decided or confirmed by adults.

P05 1: I put 29/20/45/48: I put 20 as unimportant because I do not think it is at all important to be religious or believe in a higher power because if you believe in yourself you will be more successful. 9: 39/16/35/41: I put 41 as important because if you are constantly comparing yourself negatively to your peers and celebrity, you cannot focus on improving or learning.

P07 1: 2/33/52/30 Because I felt they were more to do with the way she copes with everything around her. 9: 42/22/4/27 because they are more about herself and how she copes with things going on in her life personally.

P08 9: 39/25/15/12: Because I think basic needs, independence, hard work, efforts to reach some goals in life are important. 1: 51/20/29/48: because you don't have to be liked by everyone, just be creative or religious, non-religious people achieve goals in life.

P09 1: 37/2/30/48. I put 30 in there because I don't think their academic success would affect whether she is 'doing OK' in life or not. I put 37 and 40 in their because I think they only serve the purpose of bringing happiness and not whether they determine how 'she is doing' in life. 9: 18/42/45/39. 39 is in there

for obvious reasons. 42 is important because family has a huge impact on your life and society judges you a lot on your familial situation.

P10 9: 32/14/39/8/12: 32 you get nowhere if you don't have positive thoughts. 14: young people need support and being cared for to achieve their goals successfully. 39: Having this is the foundation for all achievements and successful futures to be built on. 1: 9/7/30/43: 30: It doesn't matter how they did it's all about her life. 7: You don't need to know about this to have a great successful life because it's how you act.

P11 1: 33/52/30/13. 9: 32/11/15/12: I chose 15 and 32 to put at 9 because if you are independent it's good because you don't have to be dependent on others to do things for you or to voice your opinions. It is important to have hope for the future because if everything doesn't go to plan you can always have hope which can help you get through difficult situations.

P12 1: 30/3/47/34. 9: 18/11/12/25. I put the cards focused on other people's academic skills and physical health in the least important as I don't think that 'the girl' would be doing well in life solely because her parents got good grades. Plus I felt it was unimportant whether she followed teachers rules or not, or enjoyed education. I put cards focused on support after crisis and making own efforts to succeed, have a better future, learning from experience and believing that events have a purpose as most important as they all link to 'doing ok/well in life after the girl had 'things happen to her' people say that support and moving on is best after conflict.

P13 9: 10/29/33/45: as I think it's really important to have friends who support you and are there for you, because they want to be, not just because you're related like family. 1: 18/20/27/34: as does it really matter if you eat specifically healthy meals together? And it's easier to go through life taking things as they come rather than turning to looking at the meaning of it or at religion because there won't be as much time for just flowing with it and enjoying the journey.

P14 1: 27 – this might make her feel pressured/ stressed to do well. 30 – She might feel upset when comparing herself to her parents. 51 – the rules may make her feel like she is not independent. 36 – it will make her upset to think critically about herself and it won't make her any happier. 9: 42 – she will feel safe at home and therefore happier. 49 – she'll feel important and loved at home and have someone to talk to. 45 – she will feel part of her community and she will feel happier and feel like she has people to help her. 40 – if she has a positive attitude she will feel happy with herself and her life.

P15 1: 27/30/18/15: I put these statements in there because I think that if your parents have very high expectations or did well themselves it puts more pressure on you to do well, which would make your difficulties worse if there's more stress. I don't think that being independent is important as it's better to have someone help you with your problems instead of facing them alone. In 9 I put 28/16/23/22: I put these statements in there because often being violent can make problems worse, also people can help you, it's better not to try and do things alone but also standing up for yourself is good to improve self esteem.

P16 (participant misunderstood this question slightly). I put 27 at 1 as I thought their parent shouldn't have high expectations of the girl... I put 34 at 9 because having a healthy life can keep you going and it avoids problems.

P17 1: 30/27/33/9. Most of these statements cause the girl to not be herself and be pressurised by other people to do well at school or to fit in with different people. 9: 20/18/16/22. 18 and 20 are about believing in a religion and that life has a meaning. I think this would help the girl to look at events that occur with a positive outlook and also think that everything happens for a reason. It is about being resilient and this helps as this means the girl won't give up and will always get back up after falling down.

P18 1: The most unimportant statement is 30 because the girl's parent's achievements are incomparable and unrelated to their child's experiences.



I also think number 20 is unimportant because in my opinion to believe in a spiritual hierarchy belittles oneself as it suggests one accepts defeat in their own, perhaps, undiscovered talents and potential. Also 9 is more likely to worry a person than help them, it makes you stand out, not in a good way. 9: I think numbers 15, 25 and 36 are very important because I think having belief in your own capabilities inspires you to progress as an individual and express your own unique personality and talents. I also think 37 is most important because extracurricular activities help you meet new people and experiences and can improve your self esteem and confidence.

P19 1: 6/20/30/27. 9: 22/45/41/40. I chose these because I think that having a religion is unimportant and her parents doing well at school and her parents having a high expectation puts more pressure on her. But having a PMA and being happy and feeling 'as if she belongs' is very important.

P20 9: 22/32/40/50: as these were about support and communication which is vital as talking to someone can change a lot for the better so it is really important to do that. They were also about positivity which can help you look to the future and think better of your situation, allowing you to cope. 1: 5/9/27/30: Your intelligence or your parent's intelligence has absolutely nothing to do with any difficult times you may be going through. Having high expectations puts pressure upon you and your parents and teachers communicating could make you nervous.

P21 1: 30/8/9/13: Because I felt it is not important to be in touch with my culture. I have spent most of my life in England, I find I am more British and African. It doesn't matter how well my parents did in school it's how they treat me. Don't really care if school contacts my parents. 9: 5/44/38/39: Because it's important to me that I do well in school academically. And what's the point of doing well academically if you can't get a job. Food and water is important to survive. I don't want to be a person that people have to tiptoe around because they are scared of my reaction.

P22 1: 30/43/33/5: I felt these were less important than others as the fact that your parents did well academically doesn't mean that you will or the other way round, it's about how hard you work for yourself. Also having the power over how other people view you isn't important as you cannot change yourself to make someone like you, you should always be yourself. Also being intelligent doesn't mean you are definitely going to do well or being unintelligent doesn't mean you're going to do badly. 9: 39/49/41/10: because if your basic needs are met you don't need to worry about whether you are going to get your next meal you can focus on your education or life and have a close relationship with at least one parents or carer means you've got someone to rely on and having good friendships is important to me because they make me feel happy.

P23 9: 42 it's important she has somewhere she feels safe and secure. 49 – somebody should always have at least one person that cares about them. 32 – it's a great thing to be optimistic even when things are hard it could make the outcome better. 41 – it's great she doesn't just follow the crowd people shouldn't follow the media, having your own opinion and voice is much more important than being a sheep and being herded by the media. 1: 33 I think she shouldn't change herself to make new friends or for people to like her she should just be herself. 30 just cause her parents did well is not an important thing for her and could even create stress for her. 27 her parents have high expectations won't change how she performs massively she has to want to do well as well.

P24 1: 11/33/35/30. 9: 39/42/19/41. For 39 the statement talks about her basic needs being met e.g. food shelter. I think that this is very important and the most important as we should worry about the other statements but this one is about her physical well-being and to me that was considered very important. For 27 I felt that it is unimportant for her parents to have high expectations as she should not be pressured to perform well.

P25 1: 13/33/11/43 because I think that relationships with teachers aren't as important as other relationships. I also think that putting someone young

in a new situation might make her feel uncomfortable. 9: 45/39/17/49: because I think that someone's basic needs are really important and that having at least one adult in their life is important because the young person has someone to talk to.

P26 9: I put statements about not giving up on things and about support from others and good relationships as these are very important to success as if you give up you won't succeed and if you feel like you are alone, you won't be happy and won't feel good. 1; I put statements about parents being clever and about rules and beliefs because it doesn't really matter what you believe in or how clever you or your parents are, you can still do well in life.

P27 1: 33/27/25/18: I chose these ones because if I was this girl then these wouldn't really bother me because I could live without them (e.g. high expectations). For number 33 I don't think you should change for anyone. 9: 8/17/19/49: I chose these ones because I think family is the most important. All of the ones in 9 have things to do with family and I don't think anything else is more important than that.

P28 9: I selected her basic needs are met, she has at least one adult in her life who she knows will support her. I chose these because they are essential things everyone needs. 1: I selected she believes in a higher power, and her parents did well in school because I don't think this matters because it has nothing that can help you in later life.

P29 30 in 1 because although her parents being educated helps and encouraged the child but it doesn't influence her much. 27 in 1 because it's not her expectations it's her parents. 1 in 9 because if you can't trust others and you just keep everything to yourself. 40 in 9 because I think it's important to be happy because then when you're not happy you can be positive about it.

P30 I put 39, 8, 40, 45 into the most important as without basic needs she would die but she also needs to be happy, and family is key to being happy and to having a sense of belonging. Also without discrimination/racism means that she isn't hurting for something (her race) that she can't control. I put 30/20/27/18 in column 1 as I feel her parent's academic records doesn't bother her as she is her own person and she isn't her parents. 27 is also the same reason for 20, it is just my opinion as I am not religious however, it could be very important for other people.

P31 9: 1/17/32/48: 1 because it means she can tell people if she has any worries. 17 because then she has an adult who she can ask things about. 32 because it means that she is looking forward to the future. 1: 30/33/43/5: 43 because I think that it is a bad thing to challenge other people's opinions. 5 because she can learn new things and everyone is good at something.

P32 27: I don't think this is important because it is more important that she is happy. 34: It is good for them to be healthy but I feel other things are more important. 48: I feel this is just a bonus and not very important. 30: That is good for the parents but doesn't help her. 18: This is so important because otherwise she might think what's the point in living. 49: She needs someone she can talk to and trust. 39: You need these to live. 42: She doesn't get influenced by anything bad.

P33 She lives in a stable family is in 9 – it's important to feel safe. She feels she can trust others is 9 because it's important that she feels she can talk to anyone. She is a happy person is 9 because she needs to be happy so she can learn and that she is happy. She has good relationships with lots of family members is 9 because being able to be close and trust others is really important. In number 1: Her parents did well academically at school isn't important because she's her own person. She doesn't have a problem following rules and feels she has power over how others see her aren't important because the others are more important and she is intelligent isn't important because as long as she tries she will be fine.

P34 I put 30 there because it doesn't matter how your parents did in school just because they did not do well doesn't mean you are not going to do well too. 51 because it doesn't matter about the rules put in place as long as they are

fair. 37 because if she doesn't do activities it doesn't mean she is any less smart or any less creative. 33 I don't think it is very important because she shouldn't have to change who she is completely to fit just what other people want her to be, she should just be her. Also she shouldn't be violent towards her peers. 28 because if she was being picked on she should be able to stand up for herself and say that it is not okay the way she is being treated. 48 because it is a good way to express yourself and now you are feeling through art or whatever you enjoy. 41 I think it is really important to say that they like who they are and shouldn't be intimidated by people. 18 because if she didn't believe her life has meaning then you don't know what she could do so it's always best for someone to know they belong somewhere because they do.

P35 1: 6/20/7/9 because I understand why they help you but for me the others mattered more. 20 and 7 relate to the future and spiritualities which are both important but I feel they don't make someone's identity. Also someone won't be ok just because they follow a religion. 6 and 9 both relate to education and yes that is important but her family seeing education as important could create pressure for her to do well, the same with 9. 9: 1/39/31/4: Because to survive you need basic needs and trust is very important because you feel supported and that helps your confidence. Caring about other people is good because that means she doesn't only focus on herself. And to care for someone that means you are connected.

P36 1: 2/20/13/7: for number one the ones I choose were more about other people than the girl, the girl is most important so she should be the happiest out of everyone. 9: 50/1/3/39: The ones I chose were about trust and positivity towards life, the main thing for me is that she has her basic needs and enjoys life, also that she can trust others.

P37 30 was at number 1 because if your parents didn't do well at school that should be no reason for you not doing well. 35 44 and 52 because your area and money shouldn't matter. 9: 32/39/12/3 because all you need is hope and the basic needs.

P38 48 in column 1 because I don't think being creative and artistic is important as to have a good life you just need to be nice, caring and treat others properly. It doesn't matter whether you're creative or not. 30 in column 1 because how your parents did at school doesn't really have an impact on your education, you might approach things differently or prefer other things. 9 in column 1 as I don't think it's important whether your parents contact/talk to school or not because what the school say still wouldn't affect how you think of things. 47 in column 1 because any rules you've been given still won't affect how you react or do different things as rules can't really stop you so whether she follows the rules or not doesn't really matter. 21 in column 9 because I think managing your emotions is so helpful as you don't want your emotions overpowering all your logic thoughts which could possibly affect your future. 31 in column 9 as caring about others makes you feel good and can help you grow friendships by caring for one another. 16 in column 9 because some can't deal with failure and that can really affect the choices you make in life. 1 in column 9 as if you can trust others you know you have someone to turn to at all times.

**5. Were there any statements you found interesting/surprising/unusual? If so which ones and where did you place them?**

P01 That she was healthy physically as they were mainly mental things. I placed this at number 3 as it is always important to be physically healthy but you can still be successful if you are not physically healthy.

P02 Yes, 27. If her parents have high expectations then it could make her feel pressure or get depressed if she doesn't do well. It is not good to be depressed so I discarded the card to the unimportant columns because that doesn't make her do better.

- P03 The fact that their parents did well at school since that doesn't affect how she behaves or acts in school.
- P04 No 27 Because at first I thought that it was a good thing to have but then realised that it could be too much pressure and it could cause you to perform worse. I placed it near least important in column 2.
- P05 No
- P07 Not really.
- P08 Whether parents did well at school or had high expectations in life. I placed them to slightly unimportant/neutral because I found your parents don't have to do well for you to do well. I think people should take control of their lives as it is their own.
- P09 I found 34 unusual as I didn't really think that was a factor at all. I place it in column 2 as there wasn't enough room in 1.
- P10 I found number 20 interesting because it is very controversial because people have different views. I placed it in column 8 because having these beliefs give everyone hope for the future.
- P11 20: She believes in a higher power, spirituality or religion. I placed that in neutral and I found it interesting as believing in something higher than you can be good because it feels like you are living for a greater purpose.
- P12 Number 47: I placed this in unimportant because to me it has no importance in dealing with crises. It was surprising because it feels like the card has nothing to do with the situation. I get that it might be to do with respect/support/not getting into a bad crowd but it still seems irrelevant.
- P13 'her parents did well academically at school' like, what does this have to do with her? Sure, maybe they have good jobs but how your parents did at school shouldn't affect how OK someone is with their life
- P14 30: if her parents did well in school they could help her with work but it also may set unrealistically high standards for her (column 1). 20: Depending on who she is this could be helpful to her, but I wasn't sure. For example Christians may feel happy if they talk to God (column 7).
- P15 I thought that statement 5 was interesting because I wouldn't have thought that being intelligent would have much effect but as I thought more about it I realised that it can have an effect on self-esteem etc, either positive or negative depending on your environment. I placed it in column 4.
- P16 I found 20 interesting and I put on row 7 because religions also may help e.g. praying can make you feel better.
- P17 I think statement 51 was quite interesting. I placed it in column 4 as I wasn't sure how this would affect the girl. Rules to follow can be good but I wasn't sure what the girl would think about them being similar to peers.
- P18 I think number 43 implies the person is confrontational and assertive but also confident in themselves and their decisions. I put it in column 3 because I feel that trying to control other people is wrong, like believing and then displaying views that you are 'better' than other people.
- P19 Not really
- P20 51 which was placed in column 2 as having the same 'rules' between peers and parents is uncommon.
- P21 13: Because I'm surprised that any student would want to have a good relationship with their teacher. I understand that they don't want arguments but not friendly. 49: I don't mind that much if me and my family don't show affection to each other. I like confidence but I hate over confident people who tend to be so confident in themselves they (whether purposely or not) don't take in the opinions of others.
- P22 44 because I had never really thought about how lucky I was to live close to many career opportunities and put it in column 4.
- P23 I thought they were all very interesting and I found many of them controversial and I found that made the task even better, made me think more.
- P24 I found 46 interesting as it mentioned social responsibility and I

didn't think of that to be a reason of her doing ok in life but after thinking time I realised that really thinking about other people could increase a girl's confidence and helping people makes her happy.

P25 I found 18 surprising because normally someone who is older will think if life has meaning because it is a very deep thing to talk/think about. I put it in column 5.

P26 I found 18 surprising because I think that everyone should be taught already that life has meaning as it is important to know that you are important and we are all living for a reason.

P27 I found 5 very interesting because it depends what you are doing whether this is important. I put it in column 2 because life doesn't depend on intelligence. I found 2 unusual because it is not always helpful so I put it in column 4.

P28 I found 13 interesting which is about good relationships with teachers because I just thought teachers were there to teach. I put this in column 3 because teachers should not take favourites are begin to prefer students it is all professional and only teaching and supporting should come from a teacher.

P29 N/A

P30 N/A

P31 I found 20 interesting as not everyone believe in something and it doesn't affect them. I put it in column 3. I also found 2 unusual because it didn't explain what kind of problems.

P32 No

P33 No

P34 Maybe 8 because if you're not a confident person then you might hide away from everything and not want to talk to people.

P35 Ethnicity related questions because I often overlook that.

P36 There weren't many I found very surprising because I expected all of them to be necessary, but I didn't realised things about culture and religion would be in there, I put both 7 and 20 into section 1 for unimportant.

P37 No

P38 I found statement 41 interesting (column 7) because it's a different approach into saying to not compare yourself to others. I also found statement 43 interesting (column 6) as it's saying that you shouldn't care about how others see you and says that you can ignore them or find a way to deal with it.

**6. Are there any other statements that you think it would be good if I know why you placed them there? (e.g. you have an personal reason for putting them in that position).**

P01 I placed number 31 at the bottom because I feel like you should only care about the happy people and the ones who won't leave you.

P02 No

P03 I put 18 in 9 because it's important to have a goal or at least a reason to get up every day or else life may seem pointless.

P04 N/A

P05 No

P07 No I put every card in the place that I thought would be important or not.

P08 Close relationships with family members, parents/grandparents. I think it is good to be close but not entirely necessary, parents more important than others.

P09 I put number 8 in column 2 because I'm not particularly close with many of my family members and so I feel like I am not doing as well in my life as some of my peers who are very close with their auntie/cousins/uncles or whatever.

- P10 I put number 35 in column 6 because I have experienced my parents needing more money which made me worry about it and affect me but it got sorted out and there is no problem now.
- P11 She is artistic/creative and uses her imagination to express herself – important because if you have a vivid imagination it can get you out of dull and hard situations.
- P12 Number 20: I am not religious (agnostic/atheist) but if someone is religious they are likely to think that things happen for a reason or that it is 'God's plan' which may help them move on from conflict.
- P13 My top ones were more about who she is and what she does rather than family because doing OK comes from the inside because if you can make a positive from a negative situation then it doesn't matter what the situation is.
- P14 43: If she has power over how people see her. She is taking control of her own life which I think is very important, but not enough to replace anything in column 8 or 9.
- P15 I put 31 in column 2 because although caring about people is a good quality to have, many of the difficulties we brainstormed were about her and to solve them you need to care about yourself and caring about others is not so important in that situation.
- P16 I thought number 6 was good because having a good education can help you financially in the future.
- P17 For statement 20 because I am a Muslim I felt that it was particularly important to have a faith/religion to look at when you need some help. Personally when I need some help or I am having some difficulties I pray to God which I believe helps me deal with problems.
- P18 I think 42 and 35 are very important because I have had to endure my parents divorcing when I was 5 and still being in court over child custody to this day. There are also heavy financial pressures on our family that make normal daily things such as school work or extracurricular activities very difficult.
- P19 Not really
- P20 26 (column 8) I believe I was previously unable to accurately reflect on myself and was not very self-aware but now that I have learnt more about myself I am able to channel my skills towards one direction and improve on my faults, enabling me to cope better with anything I can go through.
- P21 1: I'm not sure why I feel I don't need to trust people because I need people but I tell myself I don't.
- P22 ---
- P23 20 I put it in column 7 because it completely depends on the person because for some people it can be a real help and for others doesn't make much difference to their life.
- P24 I placed 42 as the most important column because I think it is very important that there is no violence or conflict in an environment or living people can suffer with this in their past or life.
- P25 N/A
- P26 I feel that 5 isn't very important because you can still do well in life if you aren't intelligent. I put 39 in very important because it is the basic things you need in life, if you didn't have those you would be stuck. I also feel that good relationships are important as they make you feel supported.
- P27 I think 4. I placed it in column 5 because in myself I am confident and sometimes quite bossy but however sometimes that can be bad so I put it in the middle.
- P28 I feel 15 really relates to me because my parents are always saying I need to do things for myself and not just because everyone else is doing it, so I think it is a really important aspect of yourself you could have.
- P29 32 in 8 because I think it is very important to be optimistic and it makes you feel better.

P30 N/A  
P31 I put 39 in column 7 because life is not all about shelter it is also about love and friendships.  
P32 No  
P33 She enjoys learning etc in 8 because you should be happy to learn.  
P34 No  
P35 I put 9 in 1 because when you don't have trust that can affect a lot e.g. relationships, mental health etc.  
P36 N/A  
P37 35 is not important because people with more money don't have to do better than those with less money.  
P38 I put 1 in the most important column because I feel that the ability to trust others is so helpful, especially in your teens because in school for example you friends change over time and it's good to know there's someone you can always trust.

**7. Were there any statements that you thought would have a negative impact on a young person? If so why?**

P01 I thought their parents have high expectations of her may have a negative impact as pressure may be put on the person and they won't always succeed and be upset if their parents are disappointed.  
P02 27: it could cause her depression and pressure.  
P03 If she feels she can trust others. Of course you can trust people but it is important to trust the right people since you may not know them.  
P04 27 (question 5)  
P05 No  
P07 No they were all mainly about how and how she copes with things happening in her life and what sort of person she is.  
P08 I found if parents didn't put in many rules in place. I think some rules are needed to give people an idea of right and wrong and people can choose to follow / not follow them.  
P09 27: I think that could put stress on her as well as push her to do well in life.  
P10 Number 18, I think only would have been appropriate for religious people and would have made the young person doubt her beliefs. Otherwise if you're not religious then why would your life have a purpose? What would it be?  
P11 27: Her parents have high expectations of her because that would put a lot of pressure on them to meet or exceed their parents' expectations. This could lead to anxiety or depression if they didn't meet these expectations.  
P12 27 – may cause stress especially when going through rough times / might feel like a disappointment. 47 may think of herself too highly – need to accept other's views and not see them all as negative. Doesn't need to challenge people – stop her moving on. 16 If her relationship fails if she put all hope into it it could badly affect her if things go wrong.  
P13 No  
P14 27 – this will make her stressed and feel pressured to do well.  
P15 I thought that her parents having high expectations for her or doing well themselves as that creates unspoken expectations would have a negative impact because if you are not doing as well as those expectations it can make you feel worried etc, would increase stress and may make the girls difficulties worse.  
P16 I think number 27 has a negative impact as her parents may pressure her with their expectations.

- P17 I thought that statements 27, 33 and 9 would have a negative impact on a young person, the added pressure, I think, would cause more problems in the person's life as it means that they may have to try to be someone that they aren't comfortable being.
- P18 9 because other children at school ask questions and spread rumours if they know; as well as trying to keep it secretive is difficult and draining. 27 because if the family are controlling the child feels trapped.
- P19 Her parents having a high expectation – this would worry her and put pressure on her. Her parents did well at school – puts even more pressure on her.
- P20 27 and 30. Parents having high expectations of you often increases the pressure of a young person to do better which can increase stress. Your parents doing academically well in school can raise their expectations for you to do the same, causing the same result.
- P21 43: Because you can't feel like you have the power to how other people because when you realise you don't you become helpless. 41: It's good to compare yourself because if everyone else was good at something you will think you are until you look at other people. You cannot go around thinking you are clever while getting 50%. By looking around you know how good you are from other people.
- P22 27: high expectations from parents can sometimes put pressure on the student and cause them to become very stressed and worried if they failed.
- P23 She is intelligent could because sometimes there's not much people can do or they were given the things to be intelligent or not.
- P24 35: Her family do not have any sufficient money worries: to me I think that this doesn't matter if you are rich or poor and it may bring a young person down if their friend can afford something but you cannot.
- P25 N/A
- P26 N/A
- P27 I think 18 because if all events have a purpose then they might worry about everything which would cause stress.
- P28 N/A
- P29 I think for parents having high expectations of her too may have a negative impact on her because it adds to the pressure for her.
- P30 N/A
- P31 33 could have a negative impact on a young person because it is important that she is herself and is not acting like someone she isn't just so that people like her.
- P32 29 because if not she might feel lonely and that isn't a nice thing for a young girl to go through.
- P33 Her parents did well academically at school – this will make her feel jealous and worthless.
- P34 No
- P35 Her family seeing education as important because that can create pressure.
- P36 I think self confidence is very important because if you aren't confident I don't think you can live your life as well as you might want to.
- P37 Not really.
- P38 No

**8. Were there any statements that you expected would be there but I had not included? If so could you write what they were underneath and where you would have positioned them?**

Fourteen participants answered 'no' to this question.

The suggested statements are below:



- She uses electronics often and doesn't do sport.
- She likes the school she goes to
- Whether a person had difficulties mentally / domestically
- She has a goal to focus on in her life
- Things about refugees, poverty, war, class, social status, ethnicity.
- She feels confident in her own body.
- Statements that mention how well she gets on with other students – not friends but people in younger years etc.
- Any extracurricular things she does within school how they help her, e.g. being a school councillor, prefect.
- Having antibullying ambassadors, student mentors or a pastoral team in school.
- Statements on bullying
- She attends a group which share her difficulty so she can talk about her feelings e.g. if she is an alcohol addict, going to a group with others to get over the issue.
- Some statements about siblings.
- Determined.
- A happy supportive friendship group x 2
- Family traumas e.g. deaths, illnesses, incident x 2
- She has married parents living happily together x 2
- She believes she is very pretty and looks attractive which makes her feel good x 2
- One about health and medical conditions x 3

**9. Were there any statements you thought I shouldn't have included at all?**

Twenty-five participants answered 'no' to this question.

Statements highlighted by the other participants were:

Statement / theme	Number of times mentioned	Statement / theme	Number of times mentioned
2	2	30	4
3	1	31	1
7	1	33	1
9	1	46	1
10	1	47	1
13	1	49	1 (could be amalgamated with 17)
14	1	51	1
17	1 (could be amalgamated with 49)	Beliefs	1
		Teachers	1

**10. Were there any statements that you still didn't understand by the end?**

Thirty three participants answered 'no' to this question. Three participants who answered yes did so because they did not view the statement to be important, not because they did not understand it. One participant reported that they did not understand what the term 'rules' meant for statement 51.

### Appendix R: Correlation Matrix between sorts

SORTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1 P01	100	43	46	44	31	41	45	48	56	11	25	48	11	43	45	45	33	6	41	31	5	47	44	57	35	59	28	45	33	47
2 P02	43	100	32	30	16	12	22	40	31	35	37	39	32	56	43	34	39	21	36	31	23	30	38	40	14	34	36	30	50	45
3 P03	46	32	100	35	21	49	39	54	36	17	46	48	16	37	39	30	46	32	37	45	-8	44	58	44	22	46	17	30	58	35
4 P04	44	30	35	100	28	21	21	40	47	36	16	14	25	42	11	34	20	21	28	5	12	35	8	30	43	24	27	42	30	31
5 P05	31	16	21	28	100	13	4	43	19	10	25	-3	10	21	19	16	19	22	18	13	14	40	38	32	24	33	12	35	35	43
6 P06	41	12	49	21	13	100	28	28	32	12	9	32	15	33	29	16	29	10	26	34	-1	44	39	36	-2	46	17	19	30	14
7 P07	45	22	39	21	4	28	100	38	39	1	19	37	-3	27	8	8	19	5	8	9	-1	15	39	34	15	19	16	10	28	4
8 P08	48	40	54	40	43	28	38	100	46	23	43	37	24	46	21	26	9	43	32	12	17	28	42	32	34	50	3	46	52	42
9 P09	56	31	36	47	19	32	39	46	100	26	8	31	29	56	29	35	17	15	35	15	34	44	20	28	39	40	19	30	41	42
10 P10	11	35	17	36	10	12	1	23	26	100	24	14	5	45	23	60	29	12	33	7	41	26	20	18	17	16	50	41	19	39
11 P11	25	37	46	16	25	9	19	43	8	24	100	56	13	20	21	16	43	28	32	37	-6	21	55	19	6	22	8	17	40	44
12 P12	48	39	48	14	-3	32	37	37	31	14	56	100	12	29	49	14	49	19	37	64	-8	31	47	26	-4	44	4	6	45	27
13 P13	11	32	16	25	10	15	-3	24	29	5	13	12	100	25	20	-16	-11	20	40	25	37	14	6	12	-5	1	-3	17	40	31
14 P14	43	56	37	42	21	33	27	46	56	45	20	29	25	100	40	58	55	20	42	30	26	45	46	30	31	54	46	31	47	49
15 P15	45	43	39	11	19	29	8	21	29	23	21	49	20	40	100	34	41	-8	35	55	5	32	30	39	-7	42	29	9	34	36
16 P16	45	34	30	34	16	16	8	26	35	60	16	14	-16	58	34	100	42	0	31	9	17	38	28	41	42	43	65	41	24	54
17 P17	33	39	46	20	19	29	19	9	17	29	43	49	-11	55	41	42	100	2	24	48	-11	46	66	41	11	44	40	8	36	31
18 P18	6	21	32	21	22	10	5	43	15	12	28	19	20	20	-8	0	2	100	19	11	12	11	31	-14	9	14	-22	18	13	19
19 P19	41	36	37	28	18	26	8	32	35	33	32	37	40	42	35	31	24	19	100	47	7	34	29	28	15	49	22	37	39	54
20 P20	31	31	45	5	13	34	9	12	15	7	37	64	25	30	55	9	48	11	47	100	-17	31	42	17	-1	39	5	10	51	29
21 P21	5	23	-8	12	14	-1	-1	17	34	41	-6	-8	37	26	5	17	-11	12	7	-17	100	1	-13	-9	-3	-11	8	16	-1	8
22 P22	47	30	44	35	40	44	15	28	44	26	21	31	14	45	32	38	46	11	34	31	1	100	40	59	34	58	45	42	39	71
23 P23	44	38	58	8	38	39	39	42	20	20	55	47	6	46	30	28	66	31	29	42	-13	40	100	54	2	46	24	19	41	40
24 P24	57	40	44	30	32	36	34	32	28	18	19	26	12	30	39	41	41	-14	28	17	-9	59	54	100	17	43	45	29	37	52
25 P25	35	14	22	43	24	-2	15	34	39	17	6	-4	-5	31	-7	42	11	9	15	-1	-3	34	2	17	100	30	31	44	25	35
26 P26	59	34	46	24	33	46	19	50	40	16	22	44	1	54	42	43	44	14	49	39	-11	58	46	43	30	100	38	45	51	51
27 P27	28	36	17	27	12	17	16	3	19	50	8	4	-3	46	29	65	40	-22	22	5	8	45	24	45	31	38	100	47	26	52
28 P28	45	30	30	42	35	19	10	46	30	41	17	6	17	31	9	41	8	18	37	10	16	42	19	29	44	45	47	100	46	61
29 P29	33	50	58	30	35	30	28	52	41	19	40	45	40	47	34	24	36	13	39	51	-1	39	41	37	25	51	26	46	100	57
30 P30	47	45	35	31	43	14	4	42	42	39	44	27	31	49	36	54	31	19	54	29	8	71	40	52	35	51	52	61	57	100
31 P31	49	49	53	36	24	25	22	40	31	36	68	62	5	37	41	34	53	10	37	49	-14	54	51	44	25	49	32	39	50	60
32 P32	50	30	27	26	29	35	28	32	72	27	14	36	33	53	25	26	30	12	52	29	23	44	37	33	24	48	24	32	44	47
33 P33	45	32	45	38	24	24	22	42	40	25	21	35	6	34	36	36	29	25	12	27	1	40	37	42	26	39	25	54	54	45
34 P34	36	24	59	41	11	32	37	44	27	29	59	56	3	29	26	30	44	16	33	42	-19	29	49	40	30	38	29	35	44	34
35 P35	35	35	36	28	29	8	16	37	30	28	43	44	45	24	37	18	22	11	58	32	2	37	31	39	11	30	24	43	57	61
36 P36	22	35	34	62	28	-2	14	39	41	27	34	26	28	46	15	31	27	21	35	12	9	29	20	34	34	24	23	22	51	44
37 P37	22	39	45	21	22	25	30	49	26	20	37	35	19	39	22	6	30	38	20	32	8	13	39	5	17	33	-1	26	59	16
38 P38	16	30	51	12	39	24	12	42	21	13	59	51	41	22	44	-4	31	27	37	52	2	34	40	18	-8	29	8	26	60	44

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 Correlation Matrix Between Sorts

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SORTS	31	32	33	34	35	36	37	38
1 P01	49	50	45	36	35	22	22	16
2 P02	49	30	32	24	35	35	39	30
3 P03	53	27	45	59	36	34	45	51
4 P04	36	26	38	41	28	62	21	12
5 P05	24	29	24	11	29	28	22	39
6 P06	25	35	24	32	8	-2	25	24
7 P07	22	28	22	37	16	14	30	12
8 P08	40	32	42	44	37	39	49	42
9 P09	31	72	40	27	30	41	26	21
10 P10	36	27	25	29	28	27	20	13
11 P11	68	14	21	59	43	34	37	59
12 P12	62	36	35	56	44	26	35	51
13 P13	5	33	6	3	45	28	19	41
14 P14	37	53	34	29	24	46	39	22
15 P15	41	25	36	26	37	15	22	44
16 P16	34	26	36	30	18	31	6	-4
17 P17	53	30	29	44	22	27	30	31
18 P18	10	12	25	16	11	21	38	27
19 P19	37	52	12	33	58	35	20	37
20 P20	49	29	27	42	32	12	32	52
21 P21	-14	23	1	-19	2	9	8	2
22 P22	54	44	40	29	37	29	13	34
23 P23	51	37	37	49	31	20	39	40
24 P24	44	33	42	40	39	34	5	18
25 P25	25	24	26	30	11	34	17	-8
26 P26	49	48	39	38	30	24	33	29
27 P27	32	24	25	29	24	23	-1	8
28 P28	39	32	54	35	43	22	26	26
29 P29	50	44	54	44	57	51	59	60
30 P30	60	47	45	34	61	44	16	44
31 P31	100	36	45	70	51	41	27	43
32 P32	36	100	33	21	36	34	17	26
33 P33	45	33	100	44	42	27	39	32
34 P34	70	21	44	100	40	39	31	41
35 P35	51	36	42	40	100	41	25	52
36 P36	41	34	27	39	41	100	31	23
37 P37	27	17	39	31	25	31	100	33
38 P38	43	26	32	41	52	23	33	100

## Appendix S: Seven factor solution: unrotated factor matrix

		Factors						
		1	2	3	4	5	6	7
SORTS								
1	P01	0.6795	0.0507	0.0026	-0.1253	0.0108	0.0649	0.0027
2	P02	0.6160	0.0353	0.0013	-0.0446	0.0012	0.1275	0.0117
3	P03	0.6988	-0.3828	0.0895	0.0894	0.0062	-0.0394	0.0016
4	P04	0.5250	0.2977	0.0611	0.2962	0.0676	-0.1521	0.0200
5	P05	0.4189	0.0602	0.0029	0.1432	0.0156	-0.0745	0.0051
6	P06	0.4329	-0.1751	0.0161	-0.1709	0.0204	0.1932	0.0282
7	P07	0.3592	-0.1417	0.0100	0.0326	0.0009	0.0605	0.0023
8	P08	0.6566	-0.0493	0.0009	0.4370	0.1559	0.0896	0.0061
9	P09	0.6078	0.2571	0.0458	0.0963	0.0071	0.3223	0.0845
10	P10	0.4494	0.2909	0.0583	-0.0436	0.0012	-0.1315	0.0151
11	P11	0.5328	-0.3786	0.0868	0.0774	0.0047	-0.1993	0.0341
12	P12	0.5887	-0.5182	0.1755	-0.1491	0.0161	0.1962	0.0291
13	P13	0.3051	0.1383	0.0138	0.2534	0.0490	0.4236	0.1566
14	P14	0.7042	0.1742	0.0220	-0.1321	0.0120	0.1853	0.0258
15	P15	0.5165	-0.0718	0.0019	-0.3406	0.0870	0.1980	0.0298
16	P16	0.5250	0.3516	0.0856	-0.3230	0.0777	-0.2542	0.0558
17	P17	0.5587	-0.2009	0.0219	-0.4510	0.1620	-0.1688	0.0253
18	P18	0.2673	-0.1244	0.0075	0.3712	0.1090	0.0452	0.0013
19	P19	0.5950	0.1229	0.0112	-0.0679	0.0030	0.1908	0.0275
20	P20	0.4969	-0.4241	0.1115	-0.2417	0.0421	0.2131	0.0347
21	P21	0.1006	0.4202	0.1242	0.1495	0.0171	0.3353	0.0922
22	P22	0.6571	0.1458	0.0156	-0.2228	0.0355	-0.1295	0.0146
23	P23	0.6363	-0.3618	0.0789	-0.1773	0.0221	-0.0727	0.0049
24	P24	0.5807	0.0755	0.0046	-0.2462	0.0437	-0.2278	0.0446
25	P25	0.3498	0.3088	0.0657	0.1591	0.0191	-0.2451	0.0518
26	P26	0.6747	-0.0217	0.0002	-0.2613	0.0495	0.0767	0.0039
27	P27	0.4415	0.3847	0.1030	-0.3707	0.1046	-0.3302	0.0966
28	P28	0.5672	0.2868	0.0568	0.1693	0.0217	-0.1740	0.0260
29	P29	0.7392	-0.1176	0.0073	0.2218	0.0374	0.0371	0.0007
30	P30	0.7466	0.3274	0.0749	-0.0408	0.0010	-0.1749	0.0264
31	P31	0.7296	-0.1712	0.0161	-0.1034	0.0072	-0.2946	0.0758
32	P32	0.6065	0.2156	0.0325	-0.0412	0.0010	0.3257	0.0864
33	P33	0.6056	-0.0434	0.0005	0.1110	0.0094	-0.1140	0.0114
34	P34	0.6304	-0.3268	0.0632	0.0467	0.0018	-0.3404	0.1030
35	P35	0.6151	0.0192	0.0005	0.1109	0.0094	-0.0058	0.0001
36	P36	0.5437	0.1903	0.0254	0.2748	0.0578	-0.1338	0.0156
37	P37	0.4897	-0.3257	0.0624	0.3214	0.0802	0.1448	0.0153
38	P38	0.5549	-0.3427	0.0699	0.1859	0.0261	0.0448	0.0012
Eigenvalues		12.1140	2.5136	0.1375	1.8279	0.1163	1.5153	0.0911
% expl.Var.		32	7	0	5	0	4	0

**Appendix T: A representative sample of rotations explored**

Rotation number	Rotations completed (factor numbers include later deleted factors)	Ppnts sig loaded (on factors 1/2/3/4)	Correlations between factors	Common expl variance Variance per factor
One	Varimax	27 (9 / 8 / 6 / 4)	1 and 2: 0.4694    1 and 3: 0.3966    1 and 4: 0.4005 2 and 3: 0.6065    2 and 4: 0.3011    3 and 4: 0.4122	47%  15% 15% 11% 6%
Two	Varimax Manual: Factors 4 and 1 rotated -3 Factors 2 and 4 rotated -5	29 (10 / 7 / 8 / 4)	1 and 2: 0.4515    1 and 3: 0.4875    1 and 4: 0.4213 2 and 3: 0.6503    2 and 4: 0.2774    3 and 4: 0.3926	48%  16% 14% 12% 6%
Three	Varimax Manual: Factors 1 and 6 rotated -5 Factors 2 and 4 rotated -5	29 (9 / 8 / 8 / 4)	1 and 2: 0.4755    1 and 3: 0.4576    1 and 4: 0.4041 2 and 3: 0.6545    2 and 4: 0.3100    3 and 4: 0.3963	48%  14% 14% 13% 7%
Four	Varimax Manual Factors 2 and 4 rotated -5 Factors 4 and 1 rotated -3 Factors 1 and 6 rotated -5	30 (10 / 8 / 8 / 4)	1 and 2: 0.4787    1 and 3: 0.4821    1 and 4: 0.4248 2 and 3: 0.6532    2 and 4: 0.3104    3 and 4: 0.3958	48%  15% 14% 12% 7%
Five	Varimax Manual Factors 2 and 4 rotated -5 Factors 1 and 3 rotated -3 Factors 2 and 6 rotated -3	30 (10 / 8 / 8 / 4)	1 and 2: 0.4934    1 and 3: 0.4756    1 and 4: 0.4274 2 and 3: 0.6544    2 and 4: 0.3080    3 and 4: 0.3981	47%  15% 13% 13% 6%
Six	Varimax Manual Factors 2 and 4 rotated -5 Factors 1 and 3 rotated -3 Factors 1 and 6 rotated -5 Factors 2 and 6 rotated -3	30 (9 / 8 / 8 / 5)	1 and 2: 0.4733    1 and 3: 0.4557    1 and 4: 0.4800 2 and 3: 0.6544    2 and 4: 0.3877    3 and 4: 0.4478	47%  14% 13% 13% 7%
Seven	Varimax Manual: F1 & 2 -7 F1 & 4 -1	24 (6 / 8 / 7 / 3) 0.36 used as cut off	1 and 2: 0.4443    1 and 3: 0.3868    1 and 4: 0.3015 2 and 3: 0.5498    2 and 4: 0.2312    3 and 4: 0.4086	47%  2% 17% 12% 6%

## Appendix U: Z scores

Factor Scores -- For Factor 1

No.	Statement	No.	Z-SCORES
39	Her basic needs are met (e.g. food, shelter, clothing)	39	2.169
8	Has good relationships:lots of family of different ages	8	1.943
49	She has a close relationship with at least one parent	49	1.802
45	fls like belongs (dnt experience discriminatn/fl lonely)	45	1.590
14	Lives in a community feels supportive&safe (people friendly)	14	1.409
17	Has at least 1 adult in life who she knows will support her	17	1.402
40	Shes a happy person who has a positive attitude toward life	40	1.302
42	lives in a stable family environment, (no violence/conflict)	42	1.117
21	She has ways to manage her emotions & places she can do this	21	0.737
34	immediat family-physicaly healthy e.g. do sports eat healthy	34	0.723
19	Her parents/ carers get on well whether together or not	19	0.675
41	liks who is-dn't compar self neg to ppl round/ppl in media	41	0.666
12	Keeps trying if things hard to complete tasks/achieve goals	12	0.600
10	Has friendships/romantic relationships-feel good bout self	10	0.576
28	She can stand up for herself	28	0.563
22	She knows where to get support from & will actively seek it	22	0.505
35	Her family do not have any significant money worries	35	0.442
44	She lives in an area which has opportunities for people	44	0.429
46	likes to help people / hs strong sense social responsibility	46	0.370
3	She enjoys learning and cares about her education	3	0.261
32	She is optimistic and hopeful about her future	32	0.253
50	Finds it easy communicat thoughts/feelins/ideas with others	50	0.250
1	She feels she can trust others	1	0.196
23	She can resolv conflicts without arguing/becoming aggressive	23	0.142
6	Her family see education as important and show this to her	6	0.125
31	She cares about other people	31	0.111
16	She can deal with failure & doesn't put her off trying again	16	0.095
13	Has good relationships with teachers, (support/care bout her)	13	0.006
15	Is independent, (dn't mind being on own/won't follow peers)	15	-0.024
37	Involvd activities outside schl: outside,challenge,new skill	37	-0.028
29	She is liked in her peer group	29	-0.170
52	lives where thers access to public transport/things close by	52	-0.181
4	She is a confident person	4	-0.190
2	She is able to solve problems	2	-0.354
9	Her parents & school contact to talk about how she is doing	9	-0.387
36	She can think critically about things&mak decisions for self	36	-0.404
26	knows own strngths/wknesses&can reflect on thghts/feelings	26	-0.508
20	She believes in a higher power, spirituality or a religion	20	-0.522
24	Can concentrate on things and stay focused under pressure	24	-0.768
48	Shes artistic/ creative&uses her imaginatn to express self	48	-0.869
11	She tries to learn something from all experiences (+&-)	11	-0.876
25	Believes own efforts make difference&she has control in life	25	-0.908
5	She is intelligent	5	-1.011
47	She doesn't have a problem following rules given by others	47	-1.017
7	She feels connected to her cultural identity	7	-1.171
18	She believes her life has meaning & all events have purpose	18	-1.203
38	Shes easy-going person, doesnt get angry/irritated by things	38	-1.255
51	Parents put rules in (flexible to situatn/similar to peers)	51	-1.259
43	feels has powr ovr how others see her/powr challeng neg views	43	-1.518
33	new situatns - easy to behave in way others like/adapt self	33	-1.651
27	Her parents have high expectations of her	27	-2.090
30	Her parents did well academically at school	30	-2.093

## Factor Scores -- For Factor 2

No.	Statement	No.	Z-SCORES
22	She knows where to get support from & will actively seek it	22	1.927
16	She can deal with failure & doesn't put her off trying again	16	1.591
40	Shes a happy person who has a positive attitude toward life	40	1.487
12	Keeps trying if things hard to complete tasks/achieve goals	12	1.270
11	She tries to learn something from all experiences (+&-)	11	1.207
26	knows own strngths/wknesses&can reflect on thghts/feelings	26	1.130
18	She believes her life has meaning & all events have purpose	18	1.112
32	She is optimistic and hopeful about her future	32	1.027
25	Believes own efforts make difference&she has control in life	25	0.996
45	fls like belongs (dnt experience discriminatn/fl lonely)	45	0.995
21	She has ways to manage her emotions & places she can do this	21	0.973
28	She can stand up for herself	28	0.956
41	liks who is-dn't compar self neg to ppl round/ppl in media	41	0.938
17	Has at least 1 adult in life who she knows will support her	17	0.921
49	She has a close relationship with at least one parent	49	0.874
50	Finds it easy communicat thoughts/feelins/ideas with others	50	0.864
13	Has good relationships with teachers, (support/care bout her)	13	0.553
1	She feels she can trust others	1	0.430
14	Lives in a community feels supportive&safe (people friendly)	14	0.357
20	She believes in a higher power, spirituality or a religion	20	0.356
8	Has good relationships:lots of family of different ages	8	0.348
42	lives in a stable family environment, (no violence/conflict)	42	0.322
10	Has friendships/romantic relationships-feel good bout self	10	0.294
39	Her basic needs are met (e.g. food, shelter, clothing)	39	0.252
19	Her parents/ carers get on well whether together or not	19	0.230
24	Can concentrate on things and stay focused under pressure	24	0.143
43	feels has powr ovr how othrs see her/powr challeng neg views	43	0.111
23	She can resolv conflicts without arguing/becoming aggressive	23	-0.070
46	likes to help people / hs strong sense social responsibility	46	-0.071
48	Shes artistic/ creative&uses her imaginatn to express self	48	-0.179
2	She is able to solve problems	2	-0.200
36	She can think critically about things&mak decisions for self	36	-0.251
7	She feels connected to her cultural identity	7	-0.385
38	Shes easy-going person, doesnt get angry/irritated by things	38	-0.521
3	She enjoys learning and cares about her education	3	-0.563
37	Involvd activities outside schl: outside,challenge,new skill	37	-0.671
29	She is liked in her peer group	29	-0.691
31	She cares about other people	31	-0.703
6	Her family see education as important and show this to her	6	-0.703
33	new situatns - easy to behave in way others like/adapt self	33	-0.717
4	She is a confident person	4	-0.802
15	Is independent, (dn't mind being on own/won't follow peers)	15	-0.819
52	lives where thers access to public transport/things close by	52	-0.890
51	Parents put rules in (flexible to situatn/similar to peers)	51	-0.902
44	She lives in an area which has opportunities for people	44	-0.941
35	Her family do not have any significant money worries	35	-1.131
9	Her parents & school contact to talk about how she is doing	9	-1.282
34	immediat family-physicaly healthy e.g. do sports eat healthy	34	-1.355
47	She doesn't have a problem following rules given by others	47	-1.569
5	She is intelligent	5	-1.662
27	Her parents have high expectations of her	27	-2.235
30	Her parents did well academically at school	30	-2.350

Factor Scores -- For Factor 3

No.	Statement	No.	Z-SCORES
28	She can stand up for herself	28	1.577
12	Keeps trying if things hard to complete tasks/achieve goals	12	1.574
15	Is independent, (dn't mind being on own/won't follow peers)	15	1.465
40	Shes a happy person who has a positive attitude toward life	40	1.355
16	She can deal with failure & doesn't put her off trying again	16	1.250
11	She tries to learn something from all experiences (+&-)	11	1.237
4	She is a confident person	4	1.190
32	She is optimistic and hopeful about her future	32	1.126
39	Her basic needs are met (e.g. food, shelter, clothing)	39	1.125
49	She has a close relationship with at least one parent	49	1.116
25	Believes own efforts make difference&she has control in life	25	1.081
18	She believes her life has meaning & all events have purpose	18	0.950
50	Finds it easy communicat thoughts/feelins/ideas with others	50	0.923
3	She enjoys learning and cares about her education	3	0.847
41	liks who is-dn't compar self neg to ppl round/ppl in media	41	0.780
21	She has ways to manage her emotions & places she can do this	21	0.771
1	She feels she can trust others	1	0.646
31	She cares about other people	31	0.597
24	Can concentrate on things and stay focused under pressure	24	0.591
36	She can think critically about things&mak decisions for self	36	0.576
45	fls like belongs (dnt experience discriminatn/fl lonely)	45	0.549
42	lives in a stable family environment, (no violence/conflict)	42	0.398
26	knows own strngths/wknesses&can reflect on thghts/feelings	26	0.348
22	She knows where to get support from & will actively seek it	22	0.306
17	Has at least 1 adult in life who she knows will support her	17	0.199
6	Her family see education as important and show this to her	6	0.014
23	She can resolv conflicts without arguing/becoming aggressive	23	-0.086
10	Has friendships/romantic relationships-feel good bout self	10	-0.087
8	Has good relationships:lots of family of different ages	8	-0.205
2	She is able to solve problems	2	-0.268
43	feels has powr ovr how othrs see her/powr challeng neg views	43	-0.297
34	immediat family-physicaly healthy e.g. do sports eat healthy	34	-0.305
5	She is intelligent	5	-0.403
37	Involvd activities outside schl: outside,challenge,new skill	37	-0.543
14	Lives in a community feels supportive&safe (people friendly)	14	-0.624
46	likes to help people / hs strong sense social responsibility	46	-0.662
44	She lives in an area which has opportunities for people	44	-0.670
29	She is liked in her peer group	29	-0.698
13	Has good relationships with teachers, (support/care bout her)	13	-0.829
38	Shes easy-going person, doesnt get angry/irritated by things	38	-0.864
19	Her parents/ carers get on well whether together or not	19	-0.884
35	Her family do not have any significant money worries	35	-0.914
48	Shes artistic/ creative&uses her imaginatn to express self	48	-1.101
9	Her parents & school contact to talk about how she is doing	9	-1.147
27	Her parents have high expectations of her	27	-1.197
7	She feels connected to her cultural identity	7	-1.273
33	new situatns - easy to behave in way others like/adapt self	33	-1.318
51	Parents put rules in (flexible to situatn/similar to peers)	51	-1.436
47	She doesn't have a problem following rules given by others	47	-1.527
20	She believes in a higher power, spirituality or a religion	20	-1.531
52	lives where thers access to public transport/things close by	52	-1.544
30	Her parents did well academically at school	30	-2.176



## Factor Scores -- For Factor 4

No.	Statement	No.	Z-SCORES
45	fls like belongs (dnt experience discriminatn/fl lonely)	45	1.996
42	lives in a stable family environment, (no violence/conflict)	42	1.896
39	Her basic needs are met (e.g. food, shelter, clothing)	39	1.730
29	She is liked in her peer group	29	1.572
40	Shes a happy person who has a positive attitude toward life	40	1.504
10	Has friendships/romantic relationships-feel good bout self	10	1.256
16	She can deal with failure & doesn't put her off trying again	16	0.909
28	She can stand up for herself	28	0.907
49	She has a close relationship with at least one parent	49	0.902
25	Believes own efforts make difference&she has control in life	25	0.842
5	She is intelligent	5	0.824
33	new situatns - easy to behave in way others like/adapt self	33	0.759
41	liks who is-dn't compar self neg to ppl round/ppl in media	41	0.741
35	Her family do not have any significant money worries	35	0.734
17	Has at least 1 adult in life who she knows will support her	17	0.723
12	Keeps trying if things hard to complete tasks/achieve goals	12	0.623
52	lives where thers access to public transport/things close by	52	0.515
18	She believes her life has meaning & all events have purpose	18	0.346
3	She enjoys learning and cares about her education	3	0.343
1	She feels she can trust others	1	0.330
44	She lives in an area which has opportunities for people	44	0.304
38	Shes easy-going person, doesnt get angry/irritated by things	38	0.295
43	feels has powr ovr how othrs see her/powr challeng neg views	43	0.269
19	Her parents/ carers get on well whether together or not	19	0.259
31	She cares about other people	31	0.248
32	She is optimistic and hopeful about her future	32	0.243
23	She can resolv conflicts without arguing/becoming aggressive	23	0.197
4	She is a confident person	4	0.122
46	likes to help people / hs strong sense social responsibility	46	0.043
51	Parents put rules in (flexible to situatn/similar to peers)	51	-0.082
8	Has good relationships:lots of family of different ages	8	-0.149
21	She has ways to manage her emotions & places she can do this	21	-0.280
6	Her family see education as important and show this to her	6	-0.394
36	She can think critically about things&mak decisions for self	36	-0.465
24	Can concentrate on things and stay focused under pressure	24	-0.478
26	knows own strngths/wknesses&can reflect on thghts/feelings	26	-0.539
22	She knows where to get support from & will actively seek it	22	-0.628
11	She tries to learn something from all experiences (+&-)	11	-0.640
50	Finds it easy communicat thoughts/feelins/ideas with others	50	-0.792
14	Lives in a community feels supportive&safe (people friendly)	14	-0.817
37	Involvd activities outside schl: outside,challenge,new skill	37	-0.827
15	Is independent, (dn't mind being on own/won't follow peers)	15	-0.958
47	She doesn't have a problem following rules given by others	47	-1.021
13	Has good relationships with teachers, (support/care bout her)	13	-1.037
20	She believes in a higher power, spirituality or a religion	20	-1.121
2	She is able to solve problems	2	-1.276
34	immediat family-physicaly healthy e.g. do sports eat healthy	34	-1.398
48	Shes artistic/ creative&uses her imaginatn to express self	48	-1.521
7	She feels connected to her cultural identity	7	-1.563
27	Her parents have high expectations of her	27	-1.573
9	Her parents & school contact to talk about how she is doing	9	-1.623
30	Her parents did well academically at school	30	-2.250

## Appendix V: Distinguishing statements

Distinguishing Statements for Factor 1

(P < .05 ; Asterisk (\*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value (Q-SV) and the Z-Score (Z-SCR) are Shown.

No. Statement	No.	Factors							
		1		2		3		4	
		Q-SV	Z-SCR	Q-SV	Z-SCR	Q-SV	Z-SCR	Q-SV	Z-SCR
8 Has good relationships:lots of family of different ages	8	4	1.94*	1	0.35	0	-0.21	-1	-0.15
49 She has a close relationship with at least one parent	49	4	1.80*	2	0.87	2	1.12	3	0.90
14 Lives in a community feels supportive&safe (people friendly)	14	3	1.41*	1	0.36	-1	-0.62	-2	-0.82
17 Has at least 1 adult in life who she knows will support her	17	3	1.40	2	0.92	0	0.20	2	0.72
42 lives in a stable family environment, (no violence/conflict)	42	3	1.12*	1	0.32	1	0.40	4	1.90
34 immediat family-physicaly healthy e.g. do sports eat healthy	34	2	0.72*	-3	-1.36	-1	-0.30	-3	-1.40
50 Finds it easy communicat thoughts/feelins/ideas with others	50	1	0.25	1	0.86	2	0.92	-2	-0.79
16 She can deal with failure & doesn't put her off trying again	16	0	0.10*	4	1.59	3	1.25	3	0.91
13 Has good relationships with teachers, (support/care bout her)	13	0	0.01	1	0.55	-2	-0.83	-3	-1.04
15 Is independent, (dn't mind being on own/won't follow peers)	15	0	-0.02*	-2	-0.82	4	1.46	-2	-0.96
37 Involvd activities outside schl: outside,challenge,new skill	37	0	-0.03	-1	-0.67	-1	-0.54	-2	-0.83
29 She is liked in her peer group	29	-1	-0.17	-1	-0.69	-2	-0.70	4	1.57
52 lives where thers access to public transport/things close by	52	-1	-0.18	-2	-0.89	-4	-1.54	1	0.51
9 Her parents & school contact to talk about how she is doing	9	-1	-0.39*	-3	-1.28	-3	-1.15	-4	-1.62
20 She believes in a higher power, spirituality or a religion	20	-2	-0.52	1	0.36	-4	-1.53	-3	-1.12
25 Believes own efforts make difference&she has control in life	25	-2	-0.91*	3	1.00	2	1.08	2	0.84
5 She is intelligent	5	-2	-1.01	-4	-1.66	-1	-0.40	2	0.82
18 She believes her life has meaning & all events have purpose	18	-3	-1.20*	3	1.11	2	0.95	1	0.35
43 feels has powr ovr how othrs see her/powr challeng neg views	43	-4	-1.52*	0	0.11	-1	-0.30	0	0.27

Distinguishing Statements for Factor 2

(P < .05 ; Asterisk (\*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value (Q-SV) and the Z-Score (Z-SCR) are Shown.

No. Statement	No.	Factors							
		1		2		3		4	
		Q-SV	Z-SCR	Q-SV	Z-SCR	Q-SV	Z-SCR	Q-SV	Z-SCR
22 She knows where to get support from & will actively seek it	22	1	0.50	4	1.93*	0	0.31	-1	-0.63
26 knows own strngths/wknesses&can reflect on thghts/feelings	26	-1	-0.51	3	1.13*	0	0.35	-1	-0.54
13 Has good relationships with teachers, (support/care bout her)	13	0	0.01	1	0.55	-2	-0.83	-3	-1.04
14 Lives in a community feels supportive&safe (people friendly)	14	3	1.41	1	0.36*	-1	-0.62	-2	-0.82
20 She believes in a higher power, spirituality or a religion	20	-2	-0.52	1	0.36*	-4	-1.53	-3	-1.12
39 Her basic needs are met (e.g. food, shelter, clothing)	39	4	2.17	0	0.25*	3	1.12	4	1.73
48 Shes artistic/ creative&uses her imaginatn to express self	48	-2	-0.87	0	-0.18*	-2	-1.10	-3	-1.52
7 She feels connected to her cultural identity	7	-3	-1.17	-1	-0.39*	-3	-1.27	-4	-1.56
3 She enjoys learning and cares about her education	3	1	0.26	-1	-0.56*	2	0.85	1	0.34
31 She cares about other people	31	0	0.11	-2	-0.70*	1	0.60	0	0.25
33 new situatns - easy to behave in way others like/adapt self	33	-4	-1.65	-2	-0.72	-3	-1.32	2	0.76
4 She is a confident person	4	-1	-0.19	-2	-0.80	3	1.19	0	0.12
52 lives where thers access to public transport/things close by	52	-1	-0.18	-2	-0.89*	-4	-1.54	1	0.51
5 She is intelligent	5	-2	-1.01	-4	-1.66*	-1	-0.40	2	0.82

Distinguishing Statements for Factor 3

(P < .05 ; Asterisk (\*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value (Q-SV) and the Z-Score (Z-SCR) are Shown.

		Factors								
		1		2		3		4		
No.	Statement	No.	Q-SV	Z-SCR	Q-SV	Z-SCR	Q-SV	Z-SCR	Q-SV	Z-SCR
28	She can stand up for herself	28	2	0.56	2	0.96	4	1.58	3	0.91
15	Is independent, (dn't mind being on own/won't follow peers)	15	0	-0.02	-2	-0.82	4	1.46*	-2	-0.96
4	She is a confident person	4	-1	-0.19	-2	-0.80	3	1.19*	0	0.12
39	Her basic needs are met (e.g. food, shelter, clothing)	39	4	2.17	0	0.25	3	1.12	4	1.73
36	She can think critically about things&mak decisions for self	36	-1	-0.40	-1	-0.25	1	0.58*	-1	-0.46
26	knows own strngths/wknesses&can reflect on thghts/feelings	26	-1	-0.51	3	1.13	0	0.35*	-1	-0.54
34	immediat family-physicaly healthy e.g. do sports eat healthy	34	2	0.72	-3	-1.36	-1	-0.30*	-3	-1.40
5	She is intelligent	5	-2	-1.01	-4	-1.66	-1	-0.40	2	0.82
46	likes to help people / hs strong sense social responsibility	46	1	0.37	0	-0.07	-1	-0.66	0	0.04
19	Her parents/ carers get on well whether together or not	19	2	0.68	0	0.23	-2	-0.88*	0	0.26
52	lives where thers access to public transport/things close by	52	-1	-0.18	-2	-0.89	-4	-1.54*	1	0.51

Distinguishing Statements for Factor 4

(P < .05 ; Asterisk (\*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value (Q-SV) and the Z-Score (Z-SCR) are Shown.

No. Statement	No.	Factors							
		1		2		3		4	
		Q-SV	Z-SCR	Q-SV	Z-SCR	Q-SV	Z-SCR	Q-SV	Z-SCR
42 lives in a stable family environment, (no violence/conflict)	42	3	1.12	1	0.32	1	0.40	4	1.90*
29 She is liked in her peer group	29	-1	-0.17	-1	-0.69	-2	-0.70	4	1.57*
10 Has friendships/romantic relationships-feel good bout self	10	2	0.58	0	0.29	0	-0.09	3	1.26
5 She is intelligent	5	-2	-1.01	-4	-1.66	-1	-0.40	2	0.82*
33 new situatns - easy to behave in way others like/adapt self	33	-4	-1.65	-2	-0.72	-3	-1.32	2	0.76*
52 lives where thers access to public transport/things close by	52	-1	-0.18	-2	-0.89	-4	-1.54	1	0.51
18 She believes her life has meaning & all events have purpose	18	-3	-1.20	3	1.11	2	0.95	1	0.35
38 Shes easy-going person, doesnt get angry/irritated by things	38	-3	-1.25	-1	-0.52	-2	-0.86	1	0.29*
51 Parents put rules in (flexible to situatn/similar to peers)	51	-3	-1.26	-3	-0.90	-3	-1.44	0	-0.08*
21 She has ways to manage her emotions & places she can do this	21	3	0.74	2	0.97	1	0.77	-1	-0.28*
22 She knows where to get support from & will actively seek it	22	1	0.50	4	1.93	0	0.31	-1	-0.63*
50 Finds it easy communicat thoughts/feelins/ideas with others	50	1	0.25	1	0.86	2	0.92	-2	-0.79*
2 She is able to solve problems	2	-1	-0.35	-1	-0.20	0	-0.27	-3	-1.28*

### Appendix W: Descending array of differences between factors two and three

No.	Statement	No.	Type 2	Type 3	Difference
20	She believes in a higher power, spirituality or a religion	20	0.356	-1.531	1.887
22	She knows where to get support from & will actively seek it	22	1.927	0.306	1.621
13	Has good relationships with teachers, (support/care bout her)	13	0.553	-0.829	1.382
19	Her parents/ carers get on well whether together or not	19	0.230	-0.884	1.114
14	Lives in a community feels supportive&safe (people friendly)	14	0.357	-0.624	0.981
48	Shes artistic/ creative&uses her imaginatn to express self	48	-0.179	-1.101	0.922
7	She feels connected to her cultural identity	7	-0.385	-1.273	0.888
26	knows own strngths/wknesses&can reflect on thgths/feelings	26	1.130	0.348	0.782
17	Has at least 1 adult in life who she knows will support her	17	0.921	0.199	0.722
52	lives where thers access to public transport/things close by	52	-0.890	-1.544	0.654
33	new situatns - easy to behave in way others like/adapt self	33	-0.717	-1.318	0.601
46	likes to help people / hs strong sense social responsibility	46	-0.071	-0.662	0.591
8	Has good relationships:lots of family of different ages	8	0.348	-0.205	0.553
51	Parents put rules in (flexible to situatn/similar to peers)	51	-0.902	-1.436	0.534
45	fls like belongs (dnt experience discriminatn/fl lonely)	45	0.995	0.549	0.446
43	feels has powr ovr how othrs see her/powr challeng neg views	43	0.111	-0.297	0.409
10	Has friendships/romantic relationships-feel good bout self	10	0.294	-0.087	0.381
38	Shes easy-going person, doesnt get angry/irritated by things	38	-0.521	-0.864	0.344
16	She can deal with failure & doesn't put her off trying again	16	1.591	1.250	0.341
21	She has ways to manage her emotions & places she can do this	21	0.973	0.771	0.202
18	She believes her life has meaning & all events have purpose	18	1.112	0.950	0.162
41	liks who is-dn't compar self neg to ppl round/ppl in media	41	0.938	0.780	0.159
40	Shes a happy person who has a positive attitude toward life	40	1.487	1.355	0.132
2	She is able to solve problems	2	-0.200	-0.268	0.068
23	She can resolv conflicts without arguing/becoming aggressive	23	-0.070	-0.086	0.016
29	She is liked in her peer group	29	-0.691	-0.698	0.007
11	She tries to learn something from all experiences (+&-)	11	1.207	1.237	-0.030
47	She doesn't have a problem following rules given by others	47	-1.569	-1.527	-0.042
50	Finds it easy communicat thoughts/feelins/ideas with others	50	0.864	0.923	-0.060
42	lives in a stable family environment, (no violence/conflict)	42	0.322	0.398	-0.076
25	Believes own efforts make difference&she has control in life	25	0.996	1.081	-0.085
32	She is optimistic and hopeful about her future	32	1.027	1.126	-0.099
37	Involvd activities outside schl: outside,challenge,new skill	37	-0.671	-0.543	-0.129
9	Her parents & school contact to talk about how she is doing	9	-1.282	-1.147	-0.136
30	Her parents did well academically at school	30	-2.350	-2.176	-0.174
1	She feels she can trust others	1	0.430	0.646	-0.215

35	Her family do not have any significant money worries	35	-1.131	-0.914	-0.218
49	She has a close relationship with at least one parent	49	0.874	1.116	-0.242
44	She lives in an area which has opportunities for people	44	-0.941	-0.670	-0.271
12	Keeps trying if things hard to complete tasks/achieve goals	12	1.270	1.574	-0.304
24	Can concentrate on things and stay focused under pressure	24	0.143	0.591	-0.448
28	She can stand up for herself	28	0.956	1.577	-0.620
6	Her family see education as important and show this to her	6	-0.703	0.014	-0.718
36	She can think critically about things&mak decisions for self	36	-0.251	0.576	-0.826
39	Her basic needs are met (e.g. food, shelter, clothing)	39	0.252	1.125	-0.873
27	Her parents have high expectations of her	27	-2.235	-1.197	-1.038
34	immediat family-physicaly healthy e.g. do sports eat healthy	34	-1.355	-0.305	-1.050
5	She is intelligent	5	-1.662	-0.403	-1.259
31	She cares about other people	31	-0.703	0.597	-1.299
3	She enjoys learning and cares about her education	3	-0.563	0.847	-1.410
4	She is a confident person	4	-0.802	1.190	-1.992
15	Is independent, (dn't mind being on own/won't follow peers)	15	-0.819	1.465	-2.284

### Appendix X: Participant demographic information

#### Age range of participants that loaded on each factor, and on confounded/unloaded

Age	Factor one	Factor two	Factor three	Factor four	Confounded	Unloaded
11	0 participants	1 participant (100%)	0 participants	0 participants	0 participants	0 participants
12	1 participant (17%)	1 participant (17%)	0 participants	0 participants	1 participant (17%)	3 participants (50%)
13	5 participants (33%)	2 participants (13%)	3 participants (20%)	2 participants (13%)	2 participants (13%)	1 participant (7%)
14	1 participant (20%)	0 participants	3 participants (60%)	0 participants	0 participants	1 participant (20%)
15	2 participants (18%)	4 participants (36%)	2 participants (18%)	3 participants (27%)	0 participants	0 participants

#### Area code of participants that loaded on each factor, and on confounded/unloaded

Area code	Factor one	Factor two	Factor three	Factor four	Confounded	Unloaded
One	5 participants (26%)	1 participant (5%)	5 participants (26%)	2 participants (11%)	3 participants (16%)	3 participants (16%)
Two	0 participants	3 participants (60%)	1 participant (20%)	1 participant (20%)	0 participants	0 participants
Three	3 participants (27%)	3 participants (27%)	2 participants (18%)	2 participants (18%)	0 participants	1 participant (9%)
Four	1 participant (50%)	0 participants	0 participants	0 participants	0 participants	1 participant (50%)
Unknown	0 participants	1 participant (100%)	0 participants	0 participants	0 participants	0 participants



Ethnicity of participants that loaded on each factor, and on confounded/unloaded

Ethnicity	Factor one	Factor two	Factor three	Factor four	Confounded	Unloaded
White British	5 participants (24%)	3 participants (14%)	5 participants (24%)	4 participants (19%)	2 participants (10%)	2 participants (10%)
Pakistani British/British Pakistani	0 participants	3 participants (75%)	0 participants	0 participants	0 participants	1 participant (25%)
British Indian/Indian	0 participants	0 participants	1 participant (50%)	0 participants	1 participant (50%)	0 participants
Black British African / British African	0 participants	0 participants	1 participant (50%)	1 participant (50%)	0 participants	0 participants
Chinese British / Chinglish	2 participants (100%)	0 participants	0 participants	0 participants	0 participants	0 participants
Black British	1 participant (100%)	0 participants	0 participants	0 participants	0 participants	0 participants
English	0 participants	0 participants	0 participants	0 participants	0 participants	1 participant (100%)
Half Thai half British	0 participants	0 participants	1 participant (100%)	0 participants	0 participants	0 participants
Half French Half British	1 participant (100%)	0 participants	0 participants	0 participants	0 participants	0 participants
Scottish British	0 participants	1 participant (100%)	0 participants	0 participants	0 participants	0 participants
British European	0 participants	1 participant (100%)	0 participants	0 participants	0 participants	0 participants
Eastern European British	0 participants	0 participants	0 participants	0 participants	0 participants	1 participant (100%)

## Appendix Y: Middle grid information

### Overall information

Column number	1	2	3	4	5	6	7	8	9
Number of participants	0	0	8	20	9	1	0	0	0

### Information by factor, and confounded/unloaded sorts

Column number	Factor one	Factor two	Factor three	Factor four	Confounded	Unloading
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	2	1	2	2	0	1
4	5	3	4	2	3	3
5	2	4	1	1	0	1
6	0	0	1	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
Median	4	4.5	4	4	0	0

## Appendix Z: Factor Arrays

### Factor One

Pink statements were scored higher in this factor than in any other factor. Green statements were scored lower in this factor than in any other factor

1	2	3	4	5	6	7	8	9
43. She feels she has power over how other people see her and the power to challenge negative views.	47. She doesn't have a problem following rules given by others, e.g. teachers or parents.	20. She believes in a higher power, spirituality or a religion.	29. She is liked in her peer group.	1. She feels she can trust others.	22. She knows where to get support from and will actively seek it when needed.	34. Her immediate family are physically healthy, for example they do sports activities together or eat healthy meals.	14. She lives in a community which feels supportive and safe, e.g. people are friendly to each other in the street.	39. Her basic needs are met (e.g. food, shelter, clothing).
33. When in new situations she finds it easy to behave in a way that other people like and adapt herself to different people	7. She feels connected to her cultural identity; she may live in an area where lots of people are the same culture, or be involved in cultural traditions.	24. She can concentrate on things and stay focused even when under pressure.	52. She lives somewhere where there is access to public transport or things are close by so she can be involved in groups or see her friends easily.	23. She can resolve conflicts without arguing or becoming aggressive/violent.	35. Her family do not have any significant money worries.	19. Her parents/carers get on well whether they are together or not.	17. She has at least one adult in her life who she knows will support her.	8. She has good relationships with lots of family members of different ages (e.g. grandparents, cousins, aunts, uncles or siblings) and sees them regularly.
27. Her parents have high expectations of her.	18. She believes her life has meaning and all events have a purpose.	48. She is artistic/creative and uses her imagination to express herself (e.g. musical talents, writing stories or plays).	4. She is a confident person.	6. Her family see education as important and show this to her, e.g. helping her with her homework or giving her a separate place to study.	44. She lives in an area which has opportunities for people, e.g. jobs and education.	41. She likes who she is and doesn't compare herself negatively to people around her or people in the media.	40. She is a happy person who has a positive attitude toward life.	49. She has a close relationship with at least one parent, e.g. they show that they love her and spend time with her.

30. Her parents did well academically at school.  (4)	38. She is an easy-going person and doesn't get angry or irritated by things.	11. She tries to learn something from all of her experiences, the positive experiences and the difficult ones.	2. She is able to solve problems.	31. She cares about other people.	46. She likes to help people and has a strong sense of social responsibility.	12. She keeps trying even if things are hard because she wants to complete tasks or achieve her goals.	42. She lives in a stable family environment, e.g. there is no violence or high levels of conflict.	45. She feels like she belongs, e.g. she doesn't experience discrimination and doesn't feel lonely.  (4)
	51. Her parents put rules in place but they can be flexible to the situation, and her parent's rules are similar to her peers.  (5)	25. She believes her own efforts make a difference and she has control in her life, now and in the future.	9. Her parents and school contact each other to talk about how she is doing, e.g. if she is doing well in one class, or is finding another class difficult.	16. She can deal with failure and it doesn't put her off trying again.	3. She enjoys learning and cares about her education.	10. She has friendships and romantic relationships which make her feel good about herself.	21. She has ways to manage her emotions and places she can do this, for example she can talk to family members or in youth groups.	
		5. She is intelligent.  (6)	36. She can think critically about things and make decisions for herself.	13. She has good relationships with teachers, e.g. they support her and show they care about her.	32. She is optimistic and hopeful about her future.	28. She can stand up for herself.  (6)	(5)	
			26. She knows her own strengths and weaknesses, and can reflect on her thoughts and feelings.  (7)	15. She is independent, e.g. she doesn't mind being on her own and won't always follow her peers.	50. She finds it easy to communicate her thoughts, feelings and ideas with others and they understand her easily.			
				37. She is involved in activities outside school that get her outside, challenge her, or help her learn a new skill.  (8)				

## Factor Two

Pink statements were scored higher in this factor than in any other factor. Green statements were scored lower in this factor than in any other factor

1	2	3	4	5	6	7	8	9
47. She doesn't have a problem following rules given by others, e.g. teachers or parents.	51. Her parents put rules in place but they can be flexible to the situation, and her parent's rules are similar to her peers.	31. She cares about other people.	2. She is able to solve problems.	10. She has friendships and romantic relationships which make her feel good about herself.	50. She finds it easy to communicate her thoughts, feelings and ideas with others and they understand her easily.	45. She feels like she belongs, e.g. she doesn't experience discrimination and doesn't feel lonely.	11. She tries to learn something from all of her experiences, the positive experiences and the difficult ones.	22. She knows where to get support from and will actively seek it when needed.
5. She is intelligent.	44. She lives in an area which has opportunities for people, e.g. jobs and education.	6. Her family see education as important and show this to her, e.g. helping her with her homework or giving her a separate place to study.	36. She can think critically about things and make decisions for herself.	39. Her basic needs are met (e.g. food, shelter, clothing).	13. She has good relationships with teachers, e.g. they support her and show they care about her.	21. She has ways to manage her emotions and places she can do this, for example she can talk to family members or in youth groups.	26. She knows her own strengths and weaknesses, and can reflect on her thoughts and feelings.	16. She can deal with failure and it doesn't put her off trying again.
27. Her parents have high expectations of her.	35. Her family do not have any significant money worries.	33. When in new situations she finds it easy to behave in a way that other people like and adapt herself to different people	7. She feels connected to her cultural identity; she may live in an area where lots of people are the same culture, or be involved in cultural traditions.	19. Her parents/ carers get on well whether they are together or not.	1. She feels she can trust others.	28. She can stand up for herself.	18. She believes her life has meaning and all events have a purpose.	40. She is a happy person who has a positive attitude toward life.
30. Her parents did well academically at school.	9. Her parents and school contact each other to talk about how she is doing, e.g. if she is doing well in one class, or is finding another class difficult.	4. She is a confident person.	38. She is an easy-going person and doesn't get angry or irritated by things.	24. She can concentrate on things and stay focused even when under pressure.	14. She lives in a community which feels supportive and safe, e.g. people are friendly to each other in the street.	41. She likes who she is and doesn't compare herself negatively to people around her or people in the media.	32. She is optimistic and hopeful about her future.	12. She keeps trying even if things are hard because she wants to complete tasks or achieve her goals.

34. Her immediate family are physically healthy, for example they do sports activities together or eat healthy meals.	15. She is independent, e.g. she doesn't mind being on her own and won't always follow her peers.	3. She enjoys learning and cares about her education.	43. She feels she has power over how other people see her and the power to challenge negative views.	20. She believes in a higher power, spirituality or a religion.	17. She has at least one adult in her life who she knows will support her.	25. She believes her own efforts make a difference and she has control in her life, now and in the future.
(5)	52. She lives somewhere where there is access to public transport or things are close by so she can be involved in groups or see her friends easily.	37. She is involved in activities outside school that get her outside, challenge her, or help her learn a new skill.	23. She can resolve conflicts without arguing or becoming aggressive/violent.	8. She has good relationships with lots of family members of different ages (e.g. grandparents, cousins, aunts, uncles or siblings) and sees them regularly.	49. She has a close relationship with at least one parent, e.g. they show that they love her and spend time with her.	(5)
(6)	29. She is liked in her peer group.	46. She likes to help people and has a strong sense of social responsibility.	42. She lives in a stable family environment, e.g. there is no violence or high levels of conflict.	(6)	(6)	
(7)		48. She is artistic/creative and uses her imagination to express herself (e.g. musical talents, writing stories or plays).	(7)	(7)		
			(8)			

### Factor Three

Pink statements were scored higher in this factor than in any other factor. Green statements were scored lower in this factor than in any other factor

1	2	3	4	5	6	7	8	9
47. She doesn't have a problem following rules given by others, e.g. teachers or parents.	9. Her parents and school contact each other to talk about how she is doing, e.g. if she is doing well in one class, or is finding another class difficult.	29. She is liked in her peer group.	43. She feels she has power over how other people see her and the power to challenge negative views.	26. She knows her own strengths and weaknesses, and can reflect on her thoughts and feelings.	21. She has ways to manage her emotions and places she can do this, for example she can talk to family members or in youth groups.	49. She has a close relationship with at least one parent, e.g. they show that they love her and spend time with her.	16. She can deal with failure and it doesn't put her off trying again.	28. She can stand up for herself.
20. She believes in a higher power, spirituality or a religion.	27. Her parents have high expectations of her.	13. She has good relationships with teachers, e.g. they support her and show they care about her.	34. Her immediate family are physically healthy, for example they do sports activities together or eat healthy meals.	22. She knows where to get support from and will actively seek it when needed.	1. She feels she can trust others.	25. She believes her own efforts make a difference and she has control in her life, now and in the future.	11. She tries to learn something from all of her experiences, the positive experiences and the difficult ones.	12. She keeps trying even if things are hard because she wants to complete tasks or achieve her goals.
52. She lives somewhere where there is access to public transport or things are close by so she can be involved in groups or see her friends easily.	7. She feels connected to her cultural identity; she may live in an area where lots of people are the same culture, or be involved in cultural traditions.	38. She is an easy-going person and doesn't get angry or irritated by things.	5. She is intelligent.	17. She has at least one adult in her life who she knows will support her.	31. She cares about other people.	18. She believes her life has meaning and all events have a purpose.	4. She is a confident person.	15. She is independent, e.g. she doesn't mind being on her own and won't always follow her peers.

30. Her parents did well academically at school.	33. When in new situations she finds it easy to behave in a way that other people like and adapt herself to different people	19. Her parents/ carers get on well whether they are together or not.	37. She is involved in activities outside school that get her outside, challenge her, or help her learn a new skill.	6. Her family see education as important and show this to her, e.g. helping her with her homework or giving her a separate place to study.	24. She can concentrate on things and stay focused even when under pressure.	50. She finds it easy to communicate her thoughts, feelings and ideas with others and they understand her easily.	32. She is optimistic and hopeful about her future.	40. She is a happy person who has a positive attitude toward life.
(4)	51. Her parents put rules in place but they can be flexible to the situation, and her parent's rules are similar to her peers.	35. Her family do not have any significant money worries.	14. She lives in a community which feels supportive and safe, e.g. people are friendly to each other in the street.	23. She can resolve conflicts without arguing or becoming aggressive/ violent.	36. She can think critically about things and make decisions for herself.	3. She enjoys learning and cares about her education.	39. Her basic needs are met (e.g. food, shelter, clothing).	(4)
(5)	48. She is artistic/ creative and uses her imagination to express herself (e.g. musical talents, writing stories or plays).	46. She likes to help people and has a strong sense of social responsibility.	10. She has friendships and romantic relationships which make her feel good about herself.	45. She feels like she belongs, e.g. she doesn't experience discrimination and doesn't feel lonely.	41. She likes who she is and doesn't compare herself negatively to people around her or people in the media.	(5)		
(6)	44. She lives in an area which has opportunities for people, e.g. jobs and education.	8. She has good relationships with lots of family members of different ages (e.g. grandparents, cousins, aunts, uncles or siblings) and sees them regularly.	42. She lives in a stable family environment, e.g. there is no violence or high levels of conflict.	(6)				
(7)		2. She is able to solve problems.	(7)					
				(8)				



## Factor Four

Pink statements were scored higher in this factor than in any other factor. Green statements were scored lower in this factor than in any other factor

1	2	3	4	5	6	7	8	9
7. She feels connected to her cultural identity; she may live in an area where lots of people are the same culture, or be involved in cultural traditions.	13. She has good relationships with teachers, e.g. they support her and show they care about her.	11. She tries to learn something from all of her experiences, the positive experiences and the difficult ones.	8. She has good relationships with lots of family members of different ages (e.g. grandparents, cousins, aunts, uncles or siblings) and sees them regularly.	43. She feels she has power over how other people see her and the power to challenge negative views.	12. She keeps trying even if things are hard because she wants to complete tasks or achieve her goals.	25. She believes her own efforts make a difference and she has control in her life, now and in the future.	40. She is a happy person who has a positive attitude toward life.	45. She feels like she belongs, e.g. she doesn't experience discrimination and doesn't feel lonely.
27. Her parents have high expectations of her.	20. She believes in a higher power, spirituality or a religion.	50. She finds it easy to communicate her thoughts, feelings and ideas with others and they understand her easily.	21. She has ways to manage her emotions and places she can do this, for example she can talk to family members or in youth groups.	19. Her parents/ carers get on well whether they are together or not.	52. She lives somewhere where there is access to public transport or things are close by so she can be involved in groups or see her friends easily.	5. She is intelligent.	10. She has friendships and romantic relationships which make her feel good about herself.	42. She lives in a stable family environment, e.g. there is no violence or high levels of conflict.
9. Her parents and school contact each other to talk about how she is doing, e.g. if she is doing well in one class, or is finding another class difficult.	2. She is able to solve problems.	14. She lives in a community which feels supportive and safe, e.g. people are friendly to each other in the street.	6. Her family see education as important and show this to her, e.g. helping her with her homework or giving her a separate place to study.	31. She cares about other people.	18. She believes her life has meaning and all events have a purpose.	33. When in new situations she finds it easy to behave in a way that other people like and adapt herself to different people	16. She can deal with failure and it doesn't put her off trying again.	39. Her basic needs are met (e.g. food, shelter, clothing).

30. Her parents did well academically at school.	34. Her immediate family are physically healthy, for example they do sports activities together or eat healthy meals.	37. She is involved in activities outside school that get her outside, challenge her, or help her learn a new skill.	36. She can think critically about things and make decisions for herself.	32. She is optimistic and hopeful about her future.	3. She enjoys learning and cares about her education.	41. She likes who she is and doesn't compare herself negatively to people around her or people in the media.	28. She can stand up for herself.	29. She is liked in her peer group.
(4)	48. She is artistic/creative and uses her imagination to express herself (e.g. musical talents, writing stories or plays).	15. She is independent, e.g. she doesn't mind being on her own and won't always follow her peers.	24. She can concentrate on things and stay focused even when under pressure.	23. She can resolve conflicts without arguing or becoming aggressive/violent.	1. She feels she can trust others.	35. Her family do not have any significant money worries.	49. She has a close relationship with at least one parent, e.g. they show that they love her and spend time with her.	(4)
(5)		47. She doesn't have a problem following rules given by others, e.g. teachers or parents.	26. She knows her own strengths and weaknesses, and can reflect on her thoughts and feelings.	4. She is a confident person.	44. She lives in an area which has opportunities for people, e.g. jobs and education.	17. She has at least one adult in her life who she knows will support her.	(5)	
	(6)		22. She knows where to get support from and will actively seek it when needed.	46. She likes to help people and has a strong sense of social responsibility.	38. She is an easy-going person and doesn't get angry or irritated by things.	(6)		
			(7)	51. Her parents put rules in place but they can be flexible to the situation, and her parent's rules are similar to her peers.	(7)			
				(8)				

