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**ADOLESCENTS' RESILIENCE AND ACADEMIC
ACHIEVEMENT IN PROFESSIONAL SCHOOLS AND PARENTAL
ATTITUDES**

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Abstract

Parental attitudes represent a relevant research theme concerning the parent-children relationship with impact on individual development, as seen from multiple, recent research on children's personal skills development and success. The present study focused on analysis of the relationships between parental attitudes, resilience and academic achievement of adolescents in professional or vocational schools. Quality of parenthood was addressed considering adolescents' perceptions of parents' affection and child-rearing practices. Several resilience resources and socio-demographic variables were analyzed. Participants included around three hundred Portuguese and African adolescents, between 14-23 years old ($M = 17.84$; $SD = 2.02$), from professional or vocational schools (7th-12th grades) in the center of Portugal. The majority were males (61.70%), from low socio-economic classes. For assessment, we used the Youth Perception Inventory-YPI (Streit, 1978; Portuguese version: Fleming, 1997), the Healthy Kids Resilience Assessment Module-HKRA (Constantine & Benard, 2001; Portuguese version: Martins, 2005, Palma, 2010), school results (2011/2012) and a socio-demographic questionnaire. The data make interesting contributions regarding the impact of demographic aspects on the variables studied, showing differences resulting from nationality, gender, type of family and the father's qualifications. Although no significant associations have been found between school results and parental attitudes or resilience, the data show some relationships between parental attitudes and resilience. The results suggest that, in general terms, the perception adolescents have of their parents' affection (love/hostility) is related to their resilience resources, namely external resources and involvement at home and in the community, and can have a positive and adaptive influence on adolescents' development in several fields, such as the social, academic and health dimensions.

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1. Introduction

The family is the first mediator between man and culture. As a socialization context, it is the dynamic unit of affective, social and cognitive relations, having an essential role in the development of its members (Peterson, 2005; Soares, & Almeida, 2011). Considered the crucial basis of identity, the family determines the first social relationships, as well as the contexts where most initial learning about people, situations and individual capacities takes place (Fleming, 1988). The emotional atmosphere of the family, the way children are educated, trained and prepared for life, and the opportunities and difficulties which family life presents for normal development (Bornstein, 2002; Pardini, Waller, & Hawes, 2015) are factors that are present from birth and extend throughout adolescence and adulthood.

Parenting styles represent a relevant research theme in view of the relationship between parents and children. How parents establish relations of power, hierarchy and emotional support for their children is the result of many transformations and changes that the family has undergone over time (Baumrind, 1968; Costa, Teixeira, & Gomes, 2000). Parental attitudes are often not the most appropriate, and may have a harmful effect in the various areas of the individual's development and formation, particularly in terms of children's social and school life (Ceconello, Antoni, & Koller, 2003; Costa, Teixeira, & Gomes, 2000; Dessen, & Ramos, 2010; Waller, Gardner, & Hyde, 2013; Waller, Shaw, Forbes, & Hyde, 2015). Given that human behavior has numerous causes, and is a result of the influence of multiple variables that contribute to the development of each individual, the present study chose important concepts that seem to be related. Thus, the study is dedicated to analysis of the relations between parental educational attitudes, resilience and academic achievement, also considering the influence of relevant demographic variables. We accept the possibility of association between resiliency resources and the quality of parent-child relationships in the family environment or the nuclear family, where descendants tend to elaborate an imitation process *vis-à-vis* the standards experienced, serving as a model for their own development (Dessen, & Ramos, 2010).

The quality of parenting practices (or child-rearing practices) in childhood is crucial for the balanced development of the child. Parents are, in principle, the child's first educators and socialization agents, and this is why their practices will inevitably influence their children's learning and behavior in the future. The family relationship, the influence of parenting styles and family communication are factors that play important roles in the development of children and adolescents, being fundamental for the adjustment and development of psychosocial and mental health skills (Bornstein, Cote, Haynes, Hahn, & Park, 2010; Bornstein, 2002; Goodnow, 1988; Morgado, & Vale-Dias, 2012; Morgado, Vale-Dias, & Paixão, 2013; Sousa, 2009; Vale-Dias, & Reboredo, 2011).

2. Problem Statement

There is no doubt that parental attitudes are a relevant research theme concerning the parents-children relationship with impact on individual development, requiring multiple, up-to-date research on children's personal skills development and success.

Several studies have shown that the quality of the family relationship has a strong impact on various dimensions of children's lives, especially at the stage of adolescence in terms of academic

adjustment (Soares, & Almeida, 2011; Lamb, 2010). Kordi (2010), through his study of the relationship between parenting styles and children's school achievement, indicated that there is a strong association between educational attainment and parental involvement, and that authoritative parent styles, according to the typology of Baumrind (1966), were associated with higher levels of educational achievement.

A quality relationship with parents also emerges as a protective factor against antisocial behavior problems in adolescence (Vale-Dias, & Reboredo, 2011), promoting socially adjusted trajectories in late childhood and adolescence (Morgado & Vale-Dias, 2012). Furthermore, it is the perception of parental affection, of affective relations between parents and children, the feeling of having a basis of internal security (linked to the first experiences of attachment), as well as the feeling of belonging to a family and being important and loved by the parents, which provides internal security and promotes the construction of resiliency resources (Kaplan, 1999; Rutter, 1999; Werner, 2005). In fact, resilience is a dynamic developmental process (Benard, 1991, 1995) that can be seen as the ability to overcome life's adversities and find ways to prosper. Parents are of paramount importance in constructing their children's resilience, by being caring and giving the opportunity to establish relationships with positive role models.

However, the quality of the relationship and parents' interaction with their children is influenced by the family's economic situation, the level of parental stress, the type of marital relations, and parents' social networks, among other aspects (Bornstein, 2002). Therefore, considering the diversity and complexity of the world today, it is necessary to invest more in the investigation of specific factors that may be related to parental attitudes.

3. Research Questions

Given the complexity of this field, which includes various influences of socio-demographic variables, the present research asks if there are any relationships between parental attitudes, adolescents' resilience and academic success in a sample with less favorable socio-economic conditions and some cultural diversity. In fact, the sample considered in the present study includes students from professional or vocational schools, an educational type that is traditionally chosen by students with greater economic difficulties and more learning problems. In addition, the sample includes subjects of three different nationalities.

Considering the previous literature, the hypotheses are specified. Thus, we consider there is a relationship between adolescents' perception of parental affection/educational attitudes and their academic performance. Positive perceptions are associated with better academic performance. We also consider there is a positive association between academic performance and resilience resources. Moreover, there is a relationship between the various aspects of resilience resources (internal and external) and the perception of parental affection and educational practices (child-rearing practices). There is also expected to be an influence of demographic variables on the aspects under study (parenting styles, resilience and academic achievement). Consequently, we will find differences according to nationality, gender, family type, socio-economic class and parents' qualifications.

4. Purpose of the Study

As already stated, the present study focused on analysis of the relationships between parental attitudes, resilience and academic achievement of adolescents in professional or vocational schools, mostly from rural areas. Quality of parenthood was addressed, considering adolescents' perceptions of parents' affection (Love and Hostility) and practices (Autonomy and Control).

Given that resilience is a unique and complex theoretical model, which considers both the risk and protective factors regarding the child, family or community (e.g., Anaut, 2005), several resilience resources and socio-demographic variables were analyzed.

5. Research Methods

5.1. Participants

The occasional sample included 282 Portuguese (82.27%) and African (17.73%) adolescents, between 14-23 years old ($M=17.84$; $SD=2.02$), from professional/vocational schools (7th-12th grades) in central Portugal. The majority were males (61.70%), from low socio-economic level (75.89%) and living in rural areas (88.30%) (Tables 1 and 2). Concerning the non-Portuguese subjects, they lived and were integrated in Portugal. The sample distribution by parents' qualifications is presented in Table 3.

Prior to applying the questionnaires, the necessary formal permission was requested. Confidentiality and anonymity of the answers were assured to all subjects who agreed to participate.

Table 01. Distribution of sample by school, nationality, gender and area of residence

		n	%
School	Prof. School of Montemor	202	71.63
	Prof. School of Agriculture	80	28.37
Nationality	Portuguese	232	82.27
	Cape Verdean	36	12.77
	Sao Tomean	14	4.96
Gender	Male	174	61.70
	Female	108	38.30
Place of residence	Urban	33	11.70
	Rural	249	88.30

Table 02. Distribution by socio-economic level (SEL)

SEL	n	%
Low	214	75.89
Medium	65	23.05
High	3	1.06

Table 03. Distribution of sample by parents' qualifications

Academic qualifications	Father		Mother	
	n	%	n	%
Did not attend school	4	1.46	3	1.07
Reads and writes without qualifications	5	1.82	2	0.71
Attended school but did not finish 1 st cycle	3	1.09	7	2.49
1 st cycle	92	33.58	76	27.05
2 nd cycle	67	24.45	64	22.78
3 rd cycle	60	21.90	79	28.11
Secondary school	28	10.22	37	13.17
Bachelor/graduation	13	4.74	13	4.63
Master/PhD	2	0.73	0	0.00

5.2. Measures

We used the Portuguese versions of: the *Youth Perception Inventory*-YPI (Streit, 1978; Portuguese version: Fleming, 1997), to measure adolescents' perceptions of parental attitudes (parents' affection and parents' practices); and the *Healthy Kids Resilience Assessment Module*-HKRA (Constantine & Benard, 2001; Portuguese version: Martins, 2005, Palma, 2010), which included several resilience resources (internal and external) perceived by adolescents. We also used *school results* at the end of the 2011/2012 school year to evaluate academic achievement, and a *socio-demographic questionnaire* including information about age, gender, residence, family data, etc. The self-report questionnaires YPI and HKRA had adequate psychometric characteristics. YPI measures four dimensions of parental behavior (Love, Hostility; Control, Autonomy) and subjects indicate for each item if the content is related to both parents, only father, only mother or neither father nor mother. HKRA evaluates resilience resources by presenting items that are answered on a Likert scale (1 to 4) from totally disagree to totally agree.

6. Findings

The data make interesting contributions regarding the impact of demographic aspects on the variables in the study, showing differences that depend on nationality, gender, type of family and on the father's qualifications. Although no significant associations have been found between school results and parental attitudes or resilience, the data show some relationships between parental attitudes and resilience.

6.1. Nationality / YPI

We compared the perceptions of Portuguese and African (Cape Verdean and Sao Tomean) adolescents about parental attitudes. Considering the different sub-samples' sizes, we performed an ANOVA with Brown-Forsythe correction (Table 4).

Table 04. Mean, standard deviation and ANOVA of the YPI scales according to nationality

	Nationality	n	Mean	SD	F	p
Love	Portuguese	232	125.27	47.64	0.598	.440 ns
	African	50	119.67	40.36		
Hostility	Portuguese	232	38.59	31.24	6.012	.015*
	African	50	50.45	29.91		
Autonomy	Portuguese	232	128.79	50.78	23.174	.000**
	African	50	90.80	49.85		
Control	Portuguese	232	121.31	38.67	2.251	.135 ns
	African	50	112.36	36.21		

* $p < .05$; ** $p < .01$; ^{ns} non-significant; YPI-*Youth Perception Inventory*

In the dimension of Affection, *Perception of Hostility* is low in the Portuguese students and statistically higher in the African students ($F = 6.012$; $p = 0.15$). In the dimension of Parents' Practices, *Perception of Parental Autonomy* is statistically higher in the Portuguese students ($F = 23.174$; $p = .000$). These results suggest that African adolescents perceive the quality of affection as more hostile and with less parental autonomy. The two groups are similar concerning *Love* and *Control*.

Despite the suggestion of Portuguese subjects having a certain advantage, cultural differences concerning the perception of desirable and appropriate educational styles must be considered in data interpretation, and should be better investigated.

6.2. Nationality / HKRA

Table 5 shows there are only a few differences in resilience resources according to the nationality group.

Portuguese students present statistically higher results in the sub-scale of *Involvement at school* ($F = 5.750$; $p = 0.19$) of external resources, and in the scale of *internal resources* ($F = 18.270$; $p = .000$), suggesting that the Portuguese present more resources in these dimensions than the Africans.

The Portuguese seem to perceive themselves more positively regarding their social abilities, autonomy, life objectives (in terms of internal resources) and involvement in relevant activities, with better opportunities for personal responsibility and personal contributions (in terms of external resources - Involvement at school). However, cultural differences must be investigated to better understand this result. No further differences were found.

Table 05. Mean, standard deviation and ANOVA of the HKRA scales according to nationality

	Nationality	N	Mean	SD	F	p
External resources	Portuguese	232	2.86	0.52	2.682	.106 ^{ns}
	African	50	2.73	0.49		

<i>Involvement at school</i>	Portuguese	232	2.69	0.57	5.750	.019*
	African	50	2.50	0.51		
<i>Involvement at home</i>	Portuguese	232	3.02	0.62	0.900	.346 ^{ns}
	African	50	3.10	0.54		
<i>Involvement in the community</i>	Portuguese	232	3.14	0.78	2.834	.097 ^{ns}
	African	50	2.91	0.90		
<i>Involvement in the peer-group</i>	Portuguese	232	2.86	0.68	3.243	.076 ^{ns}
	African	50	2.67	0.70		
Internal resources	Portuguese	232	3.28	0.48	18.270	.000**
	African	50	3.02	0.38		
Response-set Breakers	Portuguese	232	2.89	0.45	3.954	.051 ^{ns}
	African	50	2.75	0.45		

* $p < .05$; ** $p < .01$; ^{ns} non-significant; HKRA-Healthy Kids Resilience Assessment Module

6.3. Gender / YPI

Boys present higher values of *Perception of Autonomy* ($F = 10.729$; $p = .001$) and *Perception of Parental Control* ($F = 4.855$; $p = .028$) (Table 6). The previous literature is consistent with this result: on one hand, girls are seen as needing more protection because they are more vulnerable targets, which leads parents to give them less autonomy; on the other hand, since males are more susceptible to risk and deviance, parents choose to control boys more (Berkout, Young, & Gross, 2011; Lahey, et al., 2006; Morgado, & Vale-Dias, 2013).

Table 06. Mean, standard deviation and ANOVA of the YPI scales according to gender

	Gender	n	Mean	SD	F	p
Love	Males	174	123.02	47.97	0.331	.565 ^{ns}
	Females	108	126.30	43.92		
Hostility	Males	174	40.27	31.57	0.081	.776 ^{ns}
	Females	108	41.37	30.97		
Autonomy	Males	174	130.00	50.51	10.729	.001**
	Females	108	109.26	53.54		
Control	Males	174	123.66	39.92	4.855	.028*
	Females	108	113.38	34.88		

* $p < .05$; ** $p < .01$; ^{ns} non-significant; YPI-Youth Perception Inventory

6.4. Gender / HKRA

Girls had higher results on the *Internal Resources* scale, indicating that they recognize more resources in this dimension ($F=9.608$; $p=.002$) (Table 7).

Table 07. Mean, standard deviation and ANOVA of the HKRA scales according to gender

	Gender	N	Mean	SD	F	p
External resources	Males	174	2.84	0.56	0.002	.964 ^{ns}
	Females	108	2.83	0.44		
<i>Involvement at school</i>	Males	174	2.65	0.60	0.064	.800 ^{ns}
	Females	108	2.67	0.50		
<i>Involvement at home</i>	Males	174	3.01	0.62	0.864	.353 ^{ns}
	Females	108	3.08	0.59		
<i>Involvement in the community</i>	Males	174	3.05	0.84	1.788	.182 ^{ns}
	Females	108	3.18	0.75		
<i>Involvement in the peer-group</i>	Males	174	2.85	0.74	0.361	.548 ^{ns}
	Females	108	2.80	0.60		
Internal resources	Males	174	3.00	0.48	9.608	.002 ^{**}
	Females	108	3.17	0.43		
Response-set Breakers	Males	174	2.88	0.47	0.320	.572 ^{ns}
	Females	108	2.84	0.43		

* $p<.05$; ** $p<.01$; ^{ns} non-significant; HKRA-*Healthy Kids Resilience Assessment Module*

6.5. Gender / Academic Achievement

Table 8 shows that girls had, in general, better results than their male colleagues ($F= 10.701$; $p=.001$).

Table 08. Mean, standard deviation and ANOVA of Academic Achievement according to gender

Gender	n	Mean	SD	F	p
Males	174	-0.20	1.04	10.701	.001 ^{**}
Females	108	0.21	0.99		

** $p<.01$.

6.6. Type of family / YPI/ HKRA

We performed an ANOVA and *post hoc* tests to find out if there are differences in the perception of parental attitudes according to the type of family (Table 9). The students from intact families presented higher results when compared to the other types of families on the scales of *Perception of Love* ($F= 8.901$; $p=.000$), *Perception of Control* ($F=18.256$; $p=.000$) and *Perception of Autonomy* ($F=14.079$; $p=.000$), suggesting in general that these adolescents have a more satisfactory perception of the relationship with parents than adolescents who live in other types of family structure. This result is

consistent with the literature that refers to a degree of fragility in families undergoing major changes (Ahrons, 2007; Hetherington, Cox, & Cox, 1982; Kelly, 2007).

Table 09. Mean, standard deviation and ANOVA of the YPI scales according to the type of family (intact, monoparental and reconstituted).

	Type of family	n	Mean	SD	F	p	post hoc
Love	Intact (I)	181	132.89	47.18	8.901	.000**	I>MP**
	Monoparental (MP)	62	106.61	39.96			
	Reconstituted (R)	27	113.33	47.94			
Hostility	Intact (I)	181	37.51	30.03	2.327	.103 ^{ns}	-
	Monoparental (MP)	62	47.41	34.01			
	Reconstituted (R)	27	43.12	30.85			
Autonomy	Intact (I)	181	131.82	49.97	14.079	.000**	I>MP** I>R*
	Monoparental (MP)	62	91.29	51.55			
	Reconstituted (R)	27	127.41	53.54			
Control	Intact (I)	181	129.98	36.88	18.256	.000**	I>MP** I>R**
	Monoparental (MP)	62	104.11	31.86			
	Reconstituted (R)	27	100.00	36.36			

* p<.05; ** p<.01; ^{ns} non-significant; YPI-Youth Perception Inventory

Regarding the results of HKRA, the statistical analysis (ANOVA) performed to test differences between the types of families showed significant differences in the scale of *Involvement at home* ($F(2, 86.25)=3.938, p=.023$). However, *post hoc* tests were inconclusive concerning identification of the types of families that differ significantly.

6.7. Father's and Mother's academic qualifications / YPI/ HKRA/Academic Achievement

On the *Perception of Hostility* scale of YPI, differences according to the father's academic qualifications were statistically significant ($F(2,157.04)=3.152, p=.045$): students whose father has qualifications between secondary education and higher education presented higher mean results (Table 10). *Post hoc* tests failed to discriminate the groups that effectively differ. No differences were found concerning the mother's academic qualifications.

Concerning the HKRA scale of resilience, statistically significant differences were found in the sub-scale of *Involvement in the Peer-Group* ($F(2, 171.28)= 5.188, p=.006$) according to the father's academic qualifications (Table 11). *Post hoc* tests revealed that children of fathers with qualifications between the 2nd and 3rd cycles ($p=.024$) and with secondary or higher education ($p=.019$) presented higher results than children of fathers with 1st cycle education ($p=.024$). Differences were also found in *Involvement in the Community* ($F(2, 187.08)= 3.797, p=.024$) and in *External Resources* ($F(2, 203.54)= 5.216, p=.006$). *Post hoc* tests indicated, as previously, a similar direction. Once again, the mother's

academic qualifications were not important in explaining any difference in the adolescent's perception of resilience or parental attitudes.

Table 10. Mean, standard deviation and ANOVA of the YPI scales according to the father's academic qualifications.

	Qualifications	n	Mean	SD	F	p
Love	1st cycle	104	126.05	44.39	0.217	.805 ^{ns}
	2nd & 3rd cycles	127	124.36	47.30		
	SecE & HigE	43	129.69	46.51		
Hostility	1st cycle	104	43.50	33.28	3.152	.045 [*]
	2nd & 3rd cycles	127	36.39	28.41		
	SecE & HigE	43	49.54	33.31		
Autonomy	1st cycle	104	119.04	57.14	0.963	.384 ^{ns}
	2nd & 3rd cycles	127	128.19	48.10		
	SecE & HigE	43	120.00	52.55		
Control	1st cycle	104	116.95	36.90	1.153	.318 ^{ns}
	2nd & 3rd cycles	127	124.55	38.61		
	SecE & HigE	43	120.30	38.46		

* $p < .05$; ^{ns} non-significant; SecE & HigE – Secondary education and Higher education; YPI-Youth Perception Inventory.

Table 11. Mean, standard deviation and ANOVA of the HKRA scales according to the father's academic qualifications.

	Qualifications	n	Mean	SD	F	p	post hoc
External resources	1st cycle	104	2.72	0.51	5.216	.006 ^{**}	2ndC/3rdC > 1stC [*] SecE&HigE > 1stC [*]
	2nd & 3rd cycles	127	2.89	0.53			
	SecE&HigE	43	2.96	0.46			
Involvement at school	1st cycle	104	2.57	0.55	1.559	.214 ^{ns}	
	2nd & 3rd cycles	127	2.70	0.56			
	SecE & HigE	43	2.70	0.62			
Involvement at home	1st cycle	104	2.96	0.64	1.403	.248 ^{ns}	
	2nd & 3rd cycles	127	3.05	0.63			
	SecE & HigE	43	3.13	0.52			
Involvement in the community	1st cycle	104	2.94	0.80	3.797	.024 [*]	SecE&HigE > 1stC [*]
	2nd & 3rd cycles	127	3.16	0.81			
	SecE & HigE	43	3.29	0.76			

<i>Involvement in the peer-group</i>	1st cycle	104	2.67	0.65	5.188	.006**	2ndC/3rdC>1stC*
	2nd & 3rd cycles	127	2.90	0.70			SecE&HigE >1stC*
	SecE & HigE	43	3.01	0.68			
Internal resources	1st cycle	104	3.07	0.47	0.007	.993 ^{ns}	
	2nd & 3rd cycles	127	3.07	0.46			
	SecE & HigE	43	3.08	0.52			
Response-set Breakers	1st cycle	104	2.83	0.45	0.737	.480 ^{ns}	
	2nd & 3rd cycles	127	2.87	0.45			
	SecE & HigE	43	2.93	0.48			

* $p < .05$; ** $p < .01$; ^{ns} non-significant; SecE & HigE – Secondary education and Higher education; HKRA-Healthy Kids Resilience Assessment Module.

The academic achievement of adolescents whose fathers had fewer qualifications was significantly lower ($p = .010$) (Table 12). Again, the mother's qualifications were not relevant.

Table 12. Mean, standard deviation and ANOVA of Academic Achievement according to the father's academic qualifications.

Qualifications	n	Mean	SD	F	p
1st cycle	104	-0.23	1.08	4.652	.010*
2nd & 3rd cycles	127	0.00	1.02		
SecE&HigE	43	0.32	0.88		

* $p < .05$; SecE & HigE – Secondary education and Higher education.

Considering the last results, the role of the father's academic qualifications seems to assume an importance that must be studied in future research. These results seem to be consistent with recent trends for fathers to be more involved in rearing their children, and to invest more in their education and well-being (Hall, 2005; Lamb, 2010).

6.8. Academic Achievement/ YPI/ HKRA

Pearson correlations showed that all scales of YPI obtained only low and non-significant correlations with academic achievement, r ranging from .017 to -.103.

Regarding the relationships between academic achievement and the HKRA scales of resilience, the correlation analyses (Pearson) revealed some correlations of low magnitude with *external resources* ($r = .130$; $p = .028$), *involvement at home* ($r = .140$; $p = .019$), *internal resources* ($r = .184$; $p = .002$) and *response-set breakers* ($r = .124$; $p = .038$).

6.9. Parental Attitudes and Resilience / YPI/ HKRA

Although *no significant associations* have been found between *school results*, on one hand, and *parental attitudes* or *resilience*, on the other, the data reveal *some relationships* between *Parental Attitudes* and *Resilience* (Table 13).

In the dimension of Parental Affection, the *Perception of Love* scale is positively associated with the *External Resources* scale ($r=.339$) and the *Involvement at Home* scale ($r=.475$).

Perception of Hostility appears negatively associated with the *External Resources* scale ($r=-.302$), *Involvement at Home* ($r=-.261$), *Involvement in the Community* ($r=-.291$) and *Involvement in the Peer-Group* ($r=-.297$).

Table 13. Table13. Correlations (*Pearson*) between the scales of the YPI and the scales and sub-scales of the HKRA

	Love	Control	Autonomy	Hostility
External resources	$r .339^{**}$ $p .000$	$.143^{*}$.017	$-.002^{ns}$.971	$-.302^{**}$,000
<i>Involvement at school</i>	$r .138^{*}$ $p .020$	$.095^{ns}$.110	$.051^{ns}$.394	$-.087^{ns}$,147
<i>Involvement at home</i>	$r .475^{**}$ $p .000$	$.183^{**}$.002	$-.073^{ns}$.223	$-.261^{**}$,000
<i>Involvement in the community</i>	$r .226^{**}$ $p .000$	$.050^{ns}$.400	$-.024^{ns}$.689	$-.291^{**}$,000
<i>Involvement in the peer-group</i>	$r .241^{**}$ $p .000$	$.097^{ns}$.103	$.009^{ns}$.880	$-.297^{**}$,000
Internal resources	$r .136^{*}$ $p .023$	$.032^{ns}$.590	$-.086^{ns}$.148	$-.088^{ns}$,139
<i>Resolution of Problems</i>	$r .195^{**}$ $p .001$	$.084^{ns}$.161	$.015^{ns}$.806	$-.076^{ns}$,201
<i>Self-consciousness</i>	$r .133^{*}$ $p .026$	$.042^{ns}$.487	$-.005^{ns}$.935	$-.127^{*}$,032
<i>Goals and aspirations</i>	$r .059^{ns}$ $p .325$	$-.022^{ns}$.709	$-.168^{**}$.005	$-.028^{ns}$,643
<i>Empathy</i>	$r .025^{ns}$ $p .678$	$-.042^{ns}$.482	$-.112^{ns}$.061	$.003^{ns}$,959
Response-set breakers	$r .196^{**}$ $p .001$	$.074^{ns}$.214	$.030^{ns}$.621	$-.145^{*}$,015

* $p<.05$; ** $p<.01$; ns non-significant; HKRA-Healthy Kids Resilience Assessment Module; YPI-Youth Perception Inventory.

7. Conclusion

Assuming that parental attitudes represent a relevant research theme concerning the parents-children relationship, with impact on individual development and success, this cross-sectional research focused on analysis of the relationships between parental attitudes, resilience and academic achievement of adolescents in professional/vocational schools, mostly from rural areas. Parental attitudes, which can be seen as a criterion to evaluate the quality of parenthood, were addressed considering the adolescents' perceptions of parents' affection and child-rearing practices. Several resilience resources and socio-demographic variables were also analyzed.

In general terms, adolescents' perception of the quality of parenting was positive. The data show that less favorable parental attitudes were not frequently referred to by the majority of subjects. This aspect could make analysis of the relationship between the quality of parenting and academic achievement difficult, and can partially explain the unexpected absence of an association between these variables.

Although no significant associations have been found between school results and parental attitudes or resilience, as expected, the data show some interesting relationships between parental attitudes and resilience. In fact, the results suggest that, in general, the perception adolescents have of their parents' affection (love/hostility) is related to their resilience resources, namely external resources and involvement at home and in the community, and can have a positive and adaptive influence on adolescents' development in several fields, such as the social, academic and health dimensions. Concerning Parental Affection specifically, *Perception of Love* was positively associated with *External Resources* ($r=.339$) and with *Involvement at Home* ($r=.475$). On the other hand, *Perception of Hostility* is negatively associated with *External Resources* ($r=-.302$), *Involvement at Home* ($r=-.261$), *Involvement in the Community* ($r=-.291$) and *Involvement in the Peer-Group* ($r=-.297$). Considering its relation with resilience, positive parental attitudes (e.g., love) can be conceptualized as an external protective resource. For Constantine & Benard (2001), external protective factors play an important role in promoting positive outcomes in all contexts and environments, and although they are seen as external, these protective factors are also influenced by the adolescent (through their perception and ability to develop and interact with them). The traces of resilience, usually seen as internal constructs, are also to some extent influenced by the external environment. These authors also argue that each of the external protective factors will influence the process of adolescent psycho-social development, showing that influence in the internal traits of resilience, leading to developmental outcomes in the social, academic and health areas.

As anticipated, the data also make interesting contributions regarding the impact of demographic aspects on the variables studied, showing differences that depend on nationality, gender, type of family and the father's qualifications. So for a better understanding of the variables studied, the contributions of socio-demographic variables must be taken into account. Among the variables that deserve special attention, the role of nationality and the father's academic qualifications seem to be an area for future research. The results concerning the father appear to be consistent with recent trends for fathers to be more involved in their children's education, and to invest more in their development (Hall, 2005; Lamb, 2010).

Some limitations of the present study and future directions must be mentioned. In fact, since data collection was made only through self-report measures, other methods such as interviews, qualitative and multivariate analysis should be used. In addition, studies in this area should control for other important factors that were not included in the current study (e.g., quality of other family relationships, academic achievement during childhood, personality, life events, etc.). Also, considering that only adolescents were assessed, parents should be included in future research. Finally, it must be said that the modest sample size and the cross-sectional design of the present study cause some limitations that should be overcome in future research, through representative samples and longitudinal studies.

In sum, one of the most interesting results of the current study reinforces the idea of the link between parental attitudes and certain aspects of resilience, in a sample mostly composed of adolescents from low socio-economic level, living in rural areas, and attending vocational schools. This result is consistent with the previous literature. In fact, studies show that the quality of the parent-child relationship is a predictor of success in later developmental tasks, such as problem-solving ability, stable affective relationships and positive self-esteem. Longitudinal studies with children and adolescents who have been subjected to high-level experiences of suffering, but have demonstrated positive adaptive responses to risk, clearly point to an affective and safe parent-child relationship in early childhood (Masten, & Coatsworth, 1998; Rutter, 1999; Werner, 2005).

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