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## The Impact of Parental Support on the Association between Generational Status and Academic Resiliency

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The Impact of Parental Support on the Association between  
Generational Status and Academic Resiliency

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A Thesis

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The Faculty of the Department of Psychology

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science

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By

Bre Nevils

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## Abstract

**Objective:** First generation college students often experience academic, financial, and social barriers that often make it difficult for them to succeed in a college setting. First generation college students often face challenges regarding degree access, degree attainment, financial barriers, difficulty in social engagement, reduced academic self-efficacy and academic resiliency. Recent research has examined the protective factors that work to increase resiliency and buffer first generation students from these barriers. The current study sought to examine the impact of parental support on the association between generational status and academic resiliency

**Method:** Both First Generation participants (n=109) and non-first generation (n=86) were completed surveys which assessed parental social support (Inventory of Social Supportive Behaviors), unsupportive parental interactions (Unsupportive Social Interactions Inventory), and academic resiliency (Academic Resiliency Scale-30). It was hypothesized that there would be a significant interaction between generational status, parental support behaviors, unsupportive parental interactions and academic resiliency, where first generation students would have lower academic resiliency due in part to lower levels of parental support and higher levels of unsupportive parental interactions. The direct relationship between generational status and academic resiliency was expected to be mediated by parental social support and unsupportive parental interactions.

**Results:** Results showed that first generation students were not significantly different than non-first generation students in terms of parental support behaviors, unsupportive parental interactions and levels of academic resiliency. Thus, no mediational relationships

were found. However, there was a significant relationship between levels of parental support, unsupportive parental interactions and academic resiliency.

**Conclusions:** First generation students were more similar to their non-first generation counterparts than previous research has reported. Additionally, independent of generational status, findings suggest the importance of parental interactions, both positive and negative, which act to either bolster or hinder academic resiliency in their students.

## Parental Influences on the Association between Generational Status and Academic Resiliency

### **Introduction**

Today more Americans are seeking higher education than previously reported. From 2000 to 2016 the percentage of those attaining a bachelor's degree increased from 29% to 36% (US Department of Education, 2017). In addition to the increase in salary, an advanced degree and college experience often is an important aspect of social mobility (Kaufman, 2003). Due to the benefits, many individuals aspire to seek a college education and an advanced degree particularly those from lower income families, those from racially and ethnically diverse backgrounds and those who are considered first generation students. While there may be a large influx of previously underserved populations (low income, racial minorities, first generation), these individuals often must overcome significant barriers and challenges to achieve success in the world of higher education, that often prevent access and successful completion of college (Falcon, 2015). In addition, first generation students may also experience academic, financial, and social barriers that make it more difficult for them to succeed (Falcon, 2015). Recently researchers have begun investigating protective factors which may increase resiliency and buffer students from these barriers (Fentress & Collopy, 2011; Stephens, Hamedani, & Destin, 2014; Azmitia, Sumabat-Estrada, Cheong, & Covarrubias, 2018). This paper aims to investigate parental support and the impact of this support on the relationship between generational status and academic resilience for college students.

### **First Generation Students**

A considerable body of research has examined the growing population of first generation students as higher education has become more readily accessible. First-generation students are

typically defined as individuals who are the first in their family to attend college; while, non-first generation students are often referred to as students who have one parent who has completed college. However, the definition of a “first generation student” often varies depending upon how researchers and legislators use the data (Toutkoushian, Stollberg, & Slaton, 2018). First generation students have been described using very broad or very narrow distinctions.

Definitions of first-generation students often vary on four distinctions: (1) neither parent has received education after high school; (2) neither parent has received a degree outside of high school even if they may have attended college; (3) neither parent has received a four year degree regardless if they have an associate’s degree; and/or, (4) the student is residing with a parent who may have received a degree (Toutkoushian et al., 2018). Thus, a student could be deemed as a first-generation student if a parent has received an associate degree or simply attended college but did not finish. According to data published by the National Center for Education Statistics (NCES) in 2011/ 2012, approximately 1/3rd of students at undergraduate institutions in the United States were the first in their family to attend college (U.S. Department of State, 2018). Additionally, 28% of undergraduates in the United States had a parent who attended college but did not attain a bachelor's degree. Further, researchers have found that many first-generation students are more like to attend a community college than to enroll in a four-year institution (Engle et al., 2006). Results from studies may vary dramatically depending on which definition is utilized. For the purpose of this study, the definition as set by the U.S. Department of Education will be used to include or exclude a student into the first generation pool. The Higher Education Act of 1965 defines first generation students as “an individual both of whose parents did not complete a baccalaureate degree” (Higher Education Act, 1965, p. 204). This definition

is used by the federal government to determine federal aid eligibility and determine student services program acceptance such as for the TRiO program.

### **Access and Degree Attainment**

It is important to identify first-generation students because not only do the outcomes for these students differ but they often face greater barriers and challenges than their peers, including gaining access and enrolling in a college or university. First-generation students often cite difficulties understanding the admissions process, affording and/or finding financial aid to attend college (Tawney, 2011). Additionally, research has found that 49% of first-generation students were only marginally qualified or not qualified for admission into a four-year institution whereas only 15% of non-first-generation students were considered marginally qualified or not qualified (Choy, 2001). First-generation students were often found to have lower college entry examination scores, lower senior achievement scores, and fewer higher level math courses in high school, thus leaving them academically less well prepared than their peers (NCES 2004 Transcripts). Additionally, 59.1% of these students were found to have a B+ or above in high school grade point average (GPA); while, 70% of their non-first-generation counterparts had an average GPAs of B+ or higher (Saenz et al., 2007). These differences are important because research has consistently shown that high school GPA is a strong predictor of college success (Saenz et al., 2007; Geiser & Santelices, 2007; Belfield & Crosta, 2012). Not only do first-generation students struggle with the application process for entering college they often do not complete degree requirements. According to data reported by the National Center for Education Statistics' Beginning Postsecondary Study in 2008, first-generation students are four times (26% for first generation students to 7% for non-first generation students) more likely than their non-first-generation counterparts to drop out of college after their first year (Stebbleton & Soria,

2012). To reduce dropout rates for first-generation students it is essential for institutions to identify the challenges first-generation students face and to develop support systems to increase the retention of first-generation students. Furthermore, it typically takes first-generation students longer to finish their degree compared to non-first-generation counterparts. In 2011, 27.4% of first-generation students earned a degree in four years compared to 42.1% of students with parents who have a college education (DeAngelo et al., 2011). This gap persists even when looking at 6-year completion rates, such that 50.2% of first-generation students attain their degree within 6 years, while 64.2% of non-first-generation students attain their degree within 6 years (DeAngelo et al., 2011).

One reason it may take first-generation students longer to finish or why they may leave without a degree is that students often take fewer courses in their freshman year of college causing them to trail behind their peers (Chen & Carroll, 2005). On average first-generation students were found to complete 18 credit hours within their first year of college while their counterparts completed an average of 25 credit hours in the same time frame (Chen & Carroll, 2005). This credit discrepancy continues throughout their time in college. Over the course of their enrollment, first generation students earned an average of 66 credits while non-first-generation students earned an average of 112 credit hours (Chen & Carroll, 2005).

On measures of academic performance on average first-generation students also trail behind their peers. First year undergraduate GPAs were often lower for first-generation students than non-first-generation students (2.5 versus 2.8; Chen & Carroll, 2005). This trend persists throughout their college career such that first-generation students earned a lower overall GPA compared to their peers (2.6 versus 2.9; Chen & Carroll, 2005).



Financial challenges may impact the amount of credits students complete and the time they may have to study, especially if they also work part of full-time to pay for tuition, books and living expenses.

### **Financial Barriers**

Financial challenges may impact the amount of credits students complete and the time they may have to study, especially if they also work part of full-time to pay for tuition, books and living expenses. Financial support often interferes with college success and time to completion rates for many students. First-generation students often lack financial support at higher rates than non-first-generation students. Levels of parental education and income are strongly correlated, thus first-generation students are often more likely to be in the low-income bracket (Choy, 2001; Sirin, 2005). Research indicates that in families with a first-generation freshman, the median family income was \$34,565; whereas, those who were non-first-generation freshman come from families with a median income of \$99,635 (Skomsvold, 2014). Because of the financial challenges, first-generation students are more likely to hold full- or part-time jobs or carry the burden of larger student loans while completing school (Lee & Mueller, 2014). Researchers found that first-generation students were twice (20% versus 10%) as likely as their non-first-generation counterparts to work 30 or more hours a week (Martinez, Bilges, Shabazz, Miller, & Morote, 2012). Because of financial challenges and/or familial obligations, first-generation students are more likely to enroll in school part-time. This often decreases the amount of time students spend on campus, participate in extracurricular activities, and engage socially with other students. It has been reported that first-generation students often prioritize work and home obligations over school demands. Even though non-first-generation students may also work while attending college, researchers have found work may have a more negative impact on

first-generation students (Martinez et al., 2012). Such that for first-generation and low-income students working too often was found to reduce completion rates (Martinez et al., 2012).

In addition to these challenges, researchers and college administrators are interested in exploring other factors that may influence the success of first-generation students. These factors include social engagement, academic self-efficacy, resiliency, parental support and the type of support that is provided (i.e., supportive versus non-supportive).

### **Social Engagement**

While first-generation students may have trouble adapting to the academic demands of college, they and their families also struggle with aspects of social integration. In comparison to their non-first-generation counterparts, the parents of first-generation students often have less social and cultural capital which are factors used to attract individuals to attend college. For example, parents of first-generation students often may lack skills to help their child prepare for college and to navigate the world of higher education (Toutkoushian et al., 2018). Research shows that first-generation students are less likely to engage with their peers socially, form friendships and participate in extracurricular activities (Tawney, 2011). Social engagement and forming strong peer networks are important and have been found to have positive effects on the academic success of students including first-generation students. Particularly, social integration with classmates may provide first-generation student's a sense of belongingness and may buffer feelings of isolation (Tawney, 2011). Many first-generation students describe feeling "culture shock" when attempting to adapt to college environments (Tawney, 2011). First-generation student's lack the cultural capital in which enable their counterparts to navigate college more successfully. Cultural capital is seen as the "proficiency in and familiarity with dominant cultural codes and practices" (Collier & Morgan, 2006, p. 428). More specifically, when examining the

“college going process” researchers found, that “cultural and social capital are defined as knowledge of the campus environment and campus values, access to human and financial resources, and familiarity with terminology and the general functioning of a higher education setting” (McCarron & Inkelas, 2006, p. 535) . Lack of knowledge and familiarity with these practices may cause one to question whether they truly belong. Without this sense of belongingness, first-generation students tend to feel isolated and do not feel accepted in the realm of higher education (Tawney, 2011). This social discomfort decreases the likelihood that they will be able to overcome these feelings and to successfully complete college (Tawney, 2011). Additionally, social integration and extracurricular participation is related to higher GPA’s and a higher academic self-efficacy (Tawney, 2011).

### **Academic Self-Efficacy**

In addition to social barriers, first-generation students also experience low academic self-efficacy and resiliency when facing academic obstacles and challenges. Upon entry to college, first-generation students are more likely to need remedial courses (Stebbleton & Soria, 2012). Compared to students in which one or more parent had a bachelor’s degree, 55% of first-generation students needed one or more remedial courses during their college career versus their counterparts (27%; Chen & Carroll, 2005). Researchers found that remedial courses often convey a message to students that they are academically inferior to others which negatively effects their sense of academic self-efficacy (Morales, 2008). First-generation students have been found to have lower academic self-efficacy, and often have less confidence in their ability to succeed in college. Researchers have found that those students with a higher math and verbal self-efficacy often fair better in terms of academic achievement than those student with a lower academic self-efficacy (DeFreitas & Rinn, 2013). In an investigation of various factors,

researchers found that the most influential factor affecting GPA was academic self-efficacy (Robbins et al., 2004).

Academic engagement has also been found to be related to academic success. Research reports that first-generation students spend less time interacting with faculty, less time studying, and less time conferring with peers regarding academic coursework both in and out of the classroom (Tawney, 2011). First-generation students have difficulty understanding the expectations set by their professors in the classroom (Pike & Kuh, 2005). Additionally, students who are not actively engaged are often unaware of the resources and academic services available to them (Pike & Kuh, 2005).

### **Academic Resiliency**

As previously reviewed, first-generation students experience numerous obstacles and barriers when entering college, resiliency is another one of those factors that may impact a student's ability to reach their academic goals. In an attempt to identify other important factors, researchers examined whether resiliency in academic settings contributes to the success of students. Wang, Haertel, and Walberg (1993) described academic resiliency as the increased likelihood of succeeding despite various adversities. Academically resilient students are able to maintain high performance and motivation to succeed in the face of adversity and stressful situations that might otherwise place them at-risk for poor academic performance (Alva, 1991). Academic resiliency has benefits in terms of long term success and goal achievement. Academically resilient students were found to have a greater sense of self which also increased perceptions of their own leadership abilities. This positive sense of self appears to enhance and encourage students to become more academically and socially integrated in the college atmosphere (Morales, 2008). Moreover, researchers found that academically resilient students

had greater academic aspirations (Waxman, Huang, & Padron, 1997). Seventy-eight percent of resilient students reported that they believed they would graduate from college, while only 43% of non-resilient students believed that they would graduate high school (Waxman et al., 1997). The gap between resilient and non-resilient students became greater into college such that 90% of resilient students indicated they would graduate from college or attend graduate school; while, only 46% of non-resilient students indicated that they believed they would graduate college or attend graduate school (Waxman et al., 1997).

Additionally, researchers found that academic resiliency was related to a positive self-image in which students believed that they were able to successfully compete academically (Morales, 2008). When examining academic resilience in ethnic minority students, Erik Morales described academically resilient students as those who experience success even though they may be the only individual from their specific group (2008). Morales found that minority students often feel isolated and may return home to their cultural environment to relieve feelings of isolation. This coping strategy was found to weaken minority student's attempts to become more integrated into the college atmosphere and become academically resilient (Morales, 2008). These factors may also be relevant for first-generation students.

Resilience is not a fixed trait but is rather a learned attribute (Waxman et al., 2003); which, suggests that it might be fostered in those with low academic resiliency. Researchers indicate that involvement and support from parents, teachers, and peers is often necessary to increase protective factors including the ability to cope with adverse events that may occur in new academically challenging environments (Wang et al., 1993). In a study of 2,000 Mexican American high school teens, researchers found that students who were identified as academically resilient (achieving mostly A's) reported having higher perceptions of family/peer support,

teacher encouragement and feedback, a sense of belonging to school, and strong values placed on school and familism than did the non-resilient students (achieving mostly D's or below) (Gonzalez & Padilla, 1997). Researcher found that minority status, economic hardship, and parents who were not familiar with the college system were risk factors associated with low academic resiliency (Gonzalez & Padilla, 1997).

### **Parental Support**

Some first-generation students often experience a sense of guilt which may arise from the notion that pursuing higher education is putting their individual needs above their family (Moreno, 2016). First-generation students often experience complex family relations as they take on the role and responsibility of a college student. This shift in identity often makes it difficult to balance both family and college life (Orbe, 2004). Individuals coming from homes in which they are the first in their family to attend college, often feel as if they are severing ties with their old home life (London, 1989). Due to pressures from family and friends, many of first-generation students are more likely to stay at home while they commute to college or may eventually drop out to assist with the demands of their family (Wilbur & Roscigno, 2016). Those students who do not commute are also more likely to choose to an institution that is closer to home. In 2005, 26.6% of students indicated that living near home was a very important reason for choosing their college. Additionally, researchers found 49.9% of first-generation students lived within 50 miles from home (Saenz et al., 2007). Researchers find that many first-generation students feel that they must switch between two identities; one for their home life and one to integrate into the college life. In their new culture first-generation students often experience a social identity crisis in which they must appropriate to new norms both inside and outside of the college classroom

(Jury, Smeding, Court & Darnon, 2015). Because of this, first-generation students often feel that they are not fully accepted or integrated into either community (Banks-Santilli, 2014).

Family support particularly parental support has been found to be an integral part of student success in various ways. Supportive relationships are essential to help the individual cope with and navigate the new college atmosphere in which the student is placed. Researchers have found that parental support and involvement positively affect students' academic well-being, particularly in terms of academic self-esteem and academic self-efficacy (Ruholt, Gore, & Dukes, 2015). In addition, parental support has been associated with lower stress levels and lower attrition rates for college students (Sy et al., 2011). Wang and Castaneda (2008) found that generational status was a moderator for the link between stress and perceived support from family members. For first-generation students, family support served as a protective factor and had significant effect on stress; while, the effect for those non-first-generation students was not significant (Wang & Castañeda-Sound, 2008). Researchers suggest that this may be due to first-generation students feeling as if they must be "a 'pioneer' in their families attending a higher education institute, and this may, in turn, lead to their being more susceptible to the influence of perceived family support" (Wang & Castañeda-Sound, 2008). On the other hand, it is believed that this effect is not significant for non-first generation students because these students are able to shift their attention from their families to focus on campus involvement and college friends (Wang & Castañeda-Sound, 2008). Additionally, researchers Julienne Palbusa and Mary Gauvain found that a higher quality of parental communication positively predicted GPA (Palbusa & Gauvain, 2017). Overtime research has shown that those who display a more secure attachment style tend to have better social and intellectual adjustment throughout their childhood, and into young adult life including undergraduate school. In studies of students in two

parent families, Armsden and Greenberg (1987) found that the quality of parent attachment correlated with student life satisfaction, self-esteem, depression and anxiety levels, and less resentment towards parent. Those with higher levels of secure attachment were found to have higher self-esteem, had more satisfying communication, and displayed fewer mood symptoms when responding to life stressors (Armsden & Greenberg, 1987). Based on the attachment theory, a supportive and secure relationship with parents has been found to decrease levels of anxiety and increase an individual's willingness to explore new environments. This is essential for the successful transition from high school to college (Ainsworth, 1982; Cutrona et al. 1994). Additionally, researchers found an association between mood regulation such that higher parental attachment levels were associated with a greater ability to regulate negative moods (McCarthy et al., 2001). This illustrates the importance and positive ways in which the parent/child relationship can benefit children and young adults.

Various facets of parental support have been studied, specifically Barrera and Ainlay (1983) examined the concept of support to identify different categories where social support functions. Barrera and Ainlay conducted a meta-analysis to identify six categories of social support. These categories included material aid, behavioral assistance, intimate interaction, guidance, feedback, and positive social interaction. Researchers described material aid as tangible materials provided to individuals for assistance such as money and physical objects (Barrera & Ainlay, 1983). Behavioral assistance was described as behaviors to help an individual complete a task (e.g., some form of physical support). Intimate interactions were described as nondirective behaviors, such as expressing concern, caring, giving instructions and displaying active listening. Guidance was demonstrated by giving advice, instruction, and/or information; while, feedback represented communication regarding an individual's behavior, feelings, or



thoughts. Positive social interactions included activities or interactions that provided fun or relaxation for the individual. Using these categories, Barrera and Ainlay aimed to create more accurate and distinct content areas (1983), resulting in four classifications: Directive Guidance (e.g. providing feedback and advice), Non-Directive Support (e.g. displays of affection and understanding), Positive Social Interactions (e.g. discussions of shared interests, laughing, having fun), and Tangible Assistance (e.g. giving tangible aid). In a study of college students impacted by a natural disaster, researchers found that levels of tangible assistance and non-directive support mediated anxiety reactions in those impacted most by a natural disaster (Pickens, Field, Prodromidis, & Pelaez-Nogueras, 1995). This illustrates how effective and important parental support can be particularly in the college student demographic.

The extent to which types of parental support impact first-generation students is of interest in the current study. In addition to positive support, parents may react to their college-aged students in ways that are negative and/or non-supportive. These are explored next.

### **Negative/Unsupportive Responses**

While parental and familial support may serve a protective factor for individuals experiencing stressful events, unsupportive responses may do just the opposite. According to Ingram and colleagues, unsupportive social interactions are conceptualized as unhelpful or upsetting responses or behaviors an individual receives after a stressful experience (Ingram, Jones, & Smith, 2001). It is important to distinguish unsupportive social interactions from social support, because unsupportive interactions do not automatically imply a lack of social support. When examining both positive and negative social interactions, researchers found a stronger association with negative interactions effecting well-being more so than positive social interactions (Rook, 1984). This illustrate how memorable and overwhelming unsupportive

responses can be to the individual in comparison to positive social interactions. Additionally, unsupportive social interactions have been found to predict poor psychosocial adjustment particularly in adults with recurrent diseases such as breast cancer (Reynolds & Perrin, 2004). Not only did unsupportive interactions predict poor psychosocial adjustment, there was a significant association between depressive symptoms especially when unsupportive responses were received from a romantic partner (Schrimshaw, 2003). This illustrates that unsupportive responses are particularly detrimental when coming from someone who is significant and close to the individual. When examining unsupportive responses from parents, researchers found that children often experience increased distress and increased effort to suppress “undesirable” or “negative” emotions (Shipman, Schneider, Fitzgerald, Sims, Swisher, & Edwards, 2007). In situations where parents frequently minimized, questioned, and/or punished their child’s emotions, researchers found that children were more likely to implement avoidant coping strategies and/or to struggle managing their emotions that persisted for several years (Shipman et al., 2007). On the other hand, those children who experienced supportive parental responses demonstrated more effective emotion regulation strategies, an increased ability to identify and label their emotions, enhanced ability to express emotions in a socially acceptable manner, and more effective methods of coping when faced with distress (Shipman et al., 2007).

When children receive unsupportive responses, they often feel invalidated and may begin to internalize these negative messages (Suveg, Shaffer, Morelen, & Thomassin, 2011). Invalidating and unsupportive responses often deter individuals from confiding in their parents in the future because they develop an expectancy that support will not be given or will be negative. Researchers found that those who expect invalidating or unsupportive responses become less likely to seek out help from social systems in moments of distress (Shipman et al., 2007). This

can be particularly harmful for first-generation students who may already experience trouble integrating into their new socially challenging and demanding academic environments.

### **Present Study**

In this study, the mediating effect of parental support and unsupportive responses on the relationship between generational status and academic resilience were examined. While some studies have investigated how overall parental support affects academic resiliency, none have studied this relationship specifically in first generation college students. This study, also, measured the level of both positive parental support received and negative parental support received in first generation students. While studies have found that first generation students receive less parental support overall compared to non-first generation students, studies have not explored the specific type of support these students may lack. Additionally, few studies investigate the type of responses that may mitigate parental support (i.e., unsupportive parental interactions). This is important to understand the unique problems and barriers associated with academic resiliency in first generation college students compared to their non-first generation counterparts. A better understanding of barriers faced by first generation students may provide important information to universities as they create programs to mitigate lower levels of social support provided by family members or to provide education of the most effective support parents might give their student. This understanding may shed light on how existing social support systems might be modified to better support the individual in order to increase academic success.

First, student's perceptions of the type of and level of social support they received from parents over the past four weeks were measured. Second, the relationship between generational

status and academic resilience was explored. Third, I explored whether generational status and academic resiliency was mediated by the types of support provided by parents.

### **Hypotheses and Proposed Data Analyses**

The following hypotheses were informed by previous studies on first generation college students.

**Hypothesis 1.** I hypothesized that first generation students would differ from non-first generation students on the following dependent variables:

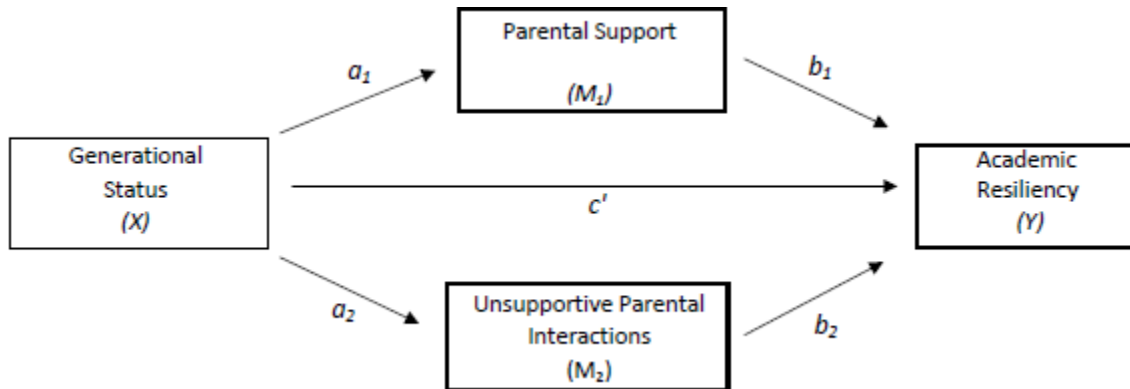
- A. Levels of support from parents as measured by the Inventory of Socially Supportive Behaviors (ISSB) would be lower for First Generation Students;
- B. Levels of unsupportive responses received by a parent or guardian as measured by the Unsupportive Social Interactions Inventory (USII) would be higher for First Generation Students; and,
- C. Levels of Academic Resilience as measured by Academic Resilience Scale (ARS-30) would be lower for First Generation Students.

Hypotheses 1a through 1c were tested using a one-way analysis of variance (ANOVA) to determine differences between the two groups on measures of parental support, unsupportive social interactions with parents, and academic resilience.

**Hypothesis 2.** I hypothesized that subscales of the ARS-30 (i.e., perseverance, help-seeking, and negative affect) would differ between the two groups. Specifically it was expected that first generation college students would have lower levels of perseverance and help seeking, and higher levels of negative affect compared to non-first generation college students.

Hypothesis 2 was tested using a one-way ANOVA test to determine group differences on specific subscales of the ARS-30.

**Hypothesis 3:** I predicted that the relationship between generational status and academic resiliency would be mediated by support and unsupportive responses.



Hypothesis 3 was tested using the Hayes process mediational analysis wherein the mediator ( $M_1$  = parental support;  $M_2$  = unsupportive parental interactions) was proposed to explain the relationship between the predictor variable ( $X$  = generational status) and the outcome variable ( $Y$  = academic resiliency; Hayes, 2018). Generational status was expected to predict parental support ( $a_1$ ), which in turn would positively affect academic resiliency ( $b_1$ ); thereby, creating an indirect effect ( $ab_1$ ) of generational status on academic resiliency through parental support. Additionally, generational status was expected to influence unsupportive parental interactions ( $a_2$ ), which in turn would negatively affect academic resiliency ( $b_2$ ); thereby creating an indirect effect ( $ab_2$ ) of generational status on academic resiliency through unsupportive parental interactions. While generational status ( $X$ ) would have a direct effect on ( $c'$ ) academic resiliency ( $Y$ ), it was expected that parental support and unsupportive parental interactions would mediate this relationship.

## Method

### Participants

I utilized a recruited a sample of 303 first generation and non-first generation undergraduates enrolled at University of South Carolina Aiken (USCA). USC Aiken uses data from the Free Application for Federal Student Aid (FAFSA) to track the number of incoming first generation students. According to the most recent data reported, as of 2017, 30% of USC Aiken's First Year Class were determined to be first generation students, 58% were determined to be non-first generation students and the status of 12% were determined to be unknown.

Students were recruited from Psychology 101 classes using the SONA system, and were at least 18 years of age at the time of the study. Student volunteers were also recruited throughout USC Aiken using posted flyers in residence halls and other campus buildings. Participants in psychology 101 courses received course credit upon completion of the study. All participants were entered in a drawing to win a gift card valued at \$50. See Appendix A for the recruitment flyer. Once recruited students were sent a link to a letter inviting them to participate (see Appendix B).

### Measures

**Demographics Questionnaire.** A questionnaire was created by the researcher to gain demographic information on each participant (i.e., generational status, age, race, gender, year in school, GPA, number of college credits). See Appendix C.

**Inventory of Socially Supportive Behaviors.** The Inventory of Socially Supportive Behaviors (ISSB) is a 40-item measure examining the frequency of received support given to the individual in the past 4 weeks (Barrera, Sandler, & Ramsay, 1981). For the purpose of the present study, the ISSB instructions was slightly modified. While the original wording of the

ISSB measures social support in general, participants in this study were asked to identify the support they received from a parent or guardian to measure parental support specifically. Within the scale, four components of support were measured: Directive Guidance, Non-directive Support, Positive Social Exchange, and Tangible Assistance. Directive Guidance is the provided guidance, advice, feedback, or instruction one receives (Barrera, Sandler, & Ramsay, 1981). Non-directive support measures expression of affection, esteem, caring, comfort and understanding. Positive social interaction describes the interactions that are considered fun and relaxing in nature. Tangible assistance refers to the tangible aid and instrumental assistance often given in the form of money and gifts. Items are rated on a five point likert scale indicating the frequency of each supportive behavior over the past 4 weeks with 1 being not at all and 5 being about every day. An average global response score was calculated to individual items in addition to a subscale score. The scale has been found to have adequate internal consistency ( $r=0.93$ ). In terms of test-retest reliability the scale has presented adequate reliability ( $r=0.88$ ) (Barrera, 1981). See Appendix D.

**Unsupportive Social Interactions Inventory.** The Unsupportive Social Interactions Inventory (USII) was developed to measure unsupportive responses or upsetting responses an individual receives from others in response to a stressful life experience (Ingram, Betz, Mindes, Schmitt, & Smith, 2001). For the purpose of this study, students were asked to reflect on a painful or stressful event related to the college student experience. Participants in the study were asked to rate how often they received each type of response. These statements were rated on a 5-point likert scale ranging from 0 (never) to 4 (all the time). USII yields four subscales of unsupportive responses: (1) Bumbling which is described as behaviors that are intrusive, uncomfortable, awkward or inappropriately focused on trying to resolve the individual's

problem; (2) Distancing which represents emotional or behavioral disengagement; (3) Blaming, which is described as being overly critical in the individual and fault finding; and, (4) Minimizing which reflects inadequately valuing the experience. For the purpose of the present study, the USII instructions was modified by asking participants to specify the support they have received from a parent or guardian. The scale has been demonstrated to have adequate reliability for both the total scale and each subscale ( $\alpha=.86$  for total scale,  $\alpha$  ranged from .73 to .85 for each subscale) (Figueiredo, Fries, & Ingram, 2003; Ingram et al., 2001). See Appendix E.

### **Academic Resilience Scale**

The Academic Resilience Scale (ARS-30) is a 30- item self-report measure of a student's behavioral and adaptive cognitive affective response to academic adversity, that were designed in concordance to the theory and definition of academic resilience (Cassidy, 2016). Participants responded to 30 items after reading a vignette instructing them to "Please read the paragraph in the box below and do your best to imagine that you are in the situation described. You have received your grade on a recent assignment and it is a 'fail.' The grades for two other assignments were also poorer than you would want... the feedback... is quite critical, including reference to 'lack of understanding' poor writing and expression', but also includes ways that the work can be improved." Students rated their responses on a 5-point Likert scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). Higher scores on the ARS-30 were indicative of strong academic resilience, such that when academic failure or adversity occurs students were more likely to utilize positive cognitive-affective strategies (e.g., "I would do my best to stop negative thinking") and engage in behaviors to increase future success (e.g. "I would seek encouragement from family and friends").



The ARS-30 is comprised of three subscales: (1) Perseverance, (2) Reflecting and Adaptive Help-seeking, and, (3) Negative Affect and Emotional Response. The Perseverance subscale measures the ability to work towards meeting goals, to persist in the face of adversity, and to utilize feedback in order to improve. Items on the Reflecting and Adaptive Self-discipline scales rates one's ability to recognize personal strengths and weaknesses, including the ability to seek help when needed, to provide self-encouragement, and to use self-reinforcement techniques. The Negative Affect and Emotional Responses subscale measures the ability to control one's own anxiety, remain hopeful rather than become hopeless, display optimism, and accept rather than avoid negative emotions and affect.

The ARS-30 has adequate internal reliability for the total scale ( $\alpha=.86$ ). Each subscale has also demonstrated adequate internal reliability for Perseverance ( $\alpha=.83$ ), Reflective and Adaptive Help-seeking ( $\alpha=.73$ ), and Negative Affect and Emotional Response ( $\alpha=.80$ ) (Cassidy, 2016). When researchers compared two vignettes with varying degrees of academic adversity experienced firsthand or when experienced by a fellow student, researchers found evidence of discriminant validity of academic resilience depending on the vignette. Additionally, researchers found a positive correlation between academic self-efficacy and academic resilience ( $r = 0.49$ ) which is illustrative of the concurrent validity of the measure (Cassidy, 2016). See Appendix F for a copy of the measure. Appendix G is a request to use the ARS-30 in the current study.

### **Procedure**

Participants were recruited using informational fliers that were placed in various locations throughout the USC Aiken campus. Additionally, participants were recruited from undergraduate psychology classes using the SONA system. Participants were sent links to the invitation letter and study questionnaires. Each participant was directed to an invitation letter in

which they were notified that all answers would be given anonymously (See Appendix B). On the invitation letter, subjects were told that the study was designed to examine parental influences on collegiate experiences. In an attempt to reduce any confounding variables, the order of the ISSB and USII was randomly delivered on the computer. While completing the Unsupportive Social Interactions Inventory and Inventory of Social Support Behaviors, participants were asked to reflect upon the primary social support they receive from a parent. Participants were then asked to complete the ARS-30. Once questionnaires had been administered participants completed a demographic form to gather information (i.e., age, gender, race, generational status, etc.). After completing the demographic form, participants were thanked for their time and participation. Following completion of the study, participants were directed to a separate link in order to enter their name into the gift card raffle. Names were not linked to survey responses. The entire experiment was estimated to take about 15-20 minutes to complete.

## **Results**

### **Descriptive Information**

Data were entered into a spreadsheet prior to statistical analyses and screened for data entry accuracy and any missing values. All statistical analyses were conducted using SPSS software. While a total of 195 students completed the study, data from 108 participants were omitted from all analyses due to lack of completion of the surveys and/or being under the age of 18. Ninety-one percent of the participants were female (n=87) and nine percent of the participants were male (n=8). Of these participants, 158 identified as female (80.6%), 35 identified as male (17.9%), 2 identified as Gender Variant (1%), and 1 preferred not to answer (.5%). There were 110 participants that reported being White (56.1%), 73 participants reported

being Black (37.2%), 6 participants reported being Hispanic/Latino (3.1%) and 7 participants endorsed “other as their ethnicity (3.6%). Sixty-two of respondents were freshman (31.6%), 54 respondents were sophomores (27.6%), 43 respondents were juniors (21.9%), and 37 respondents were seniors (18.9%). Participants ranged in age from 18 to 30 years old ( $M = 20.19$ ,  $SD = 2.09$ ). Of these participants, 109 were identified as first generation students (55.9%) and 86 were identified as non-first generation students (44.1%). See Table 1 for a summary of demographic information.

When examining self-reported measures of GPA, first generation group had a mean GPA of 3.23 while participants in the non-first generation group had a mean GPA of 3.26. Further, the average household income level for those in the first generation group ranged from \$35,000 to \$49,999 while those in the non-first generation group ranged from \$50,000 to \$74,999. Table 2 provides a summary of the descriptive statistics for this investigation.

All data were screened for entry accuracy and parametric violations. Collinearity diagnostics were assessed and a correlation matrix examining each variable is provided in Table 3. These analyses demonstrated no significant correlations between predictors outside acceptable ranges and further diagnostics demonstrated by the variance inflation factor (VIF) scores greater than 1.06 or tolerance statistics lower than .98.

## **Hypothesis Testing**

**Hypotheses 1a through 1c.** I hypothesized that first generation students would differ from non-first generation students in terms of levels of parental support (ISSB; Hypothesis 1a). I hypothesized that first generation students would differ from non-first generation students in terms of unsupportive responses (USII; Hypothesis 1b). Further, it was predicted that first generation students would differ from non-first generation students in terms of academic

resiliency (ARS-30; Hypothesis 1c). Hypotheses 1a through 1c were tested using ANOVA to determine differences between the two groups in terms of parental support, unsupportive responses received, and academic resilience.

Levels of parental social support did not differ across groups ( $F(1, 194) = 1.90, p = .170$ ), so first generation students did not have lower levels of support. Hypothesis 1a was not supported. Between groups differences were not significant on measures of unsupportive social interactions with parents ( $F(1, 194) = 1.60, p = .212$ ). Thus, Hypothesis 1b that first generation students would have higher levels of unsupportive interactions with parents was not supported. Further, levels of academic resilience was not significantly different across groups ( $F(1, 194) = .20, p = .65$ ), so Hypothesis 1c was not supported. See Table 4 for ANOVA results.

In addition to evaluating total scores on the dependent measures, we also conducted ANOVA tests to assess group differences on subscales of parental support and unsupportive parental interactions. ANOVA tests of subscales of the ISSB also were not significantly different across groups on non-directive social support from parents ( $F(1, 194) = 6.20, p = .87$ ), tangible social support ( $F(1, 194) = .23, p = .64$ ), or positive exchange ( $F(1, 194) = 1.02, p = .32$ ). However, one subscale on the ISSB, directive social support, was significantly different across groups ( $F(1, 194) = 6.20, p = .01$ ). See Table 5 for ANOVA results. Groups did not differ on subscales of the USSI measuring distancing ( $F(1, 194) = .06, p = .81$ ), blaming ( $F(1, 194) = 1.21, p = .27$ ), minimizing ( $F(1, 194) = .88, p = .35$ ), and bumblng ( $F(1, 194) = 2.75, p = .10$ ). See Table 6 for these results.

**Hypothesis 2.** I hypothesized that subscales of the ARS-30 (i.e., perseverance, help-seeking, and negative affect) would differ between the two groups. Specifically it was expected

that first generation college students would have lower levels of perseverance and help seeking, and higher levels of negative affect compared to non-first generation college students.

Hypothesis 2 was tested using a one-way ANOVA to determine group differences on specific subscales of the ARS-30.

ANOVA results did not reveal statistically significant differences across groups on the resiliency perseverance subscale of the ARS ( $F(1,194) = .80, p = .375$ ). Groups also did not differ on reflective and adaptive help seeking on the ARS ( $F(1,194) = .12, p = .73$ ). Finally, groups did not differ significantly on the negative affect of the ARS ( $F(1,194) = .11, p = .74$ ). See Table 7 for ANOVA results. Hypothesis 2 was not supported, in that first generation students did not have lower perseverance and help seeking behaviors, and did not have higher levels of negative affect.

**Hypothesis 3.** Hypothesis 3 stated that there would be a significant interaction between generational status, parental support behaviors, unsupportive parental interactions and academic resiliency, where first generation students would have lower academic resiliency due in part to lower levels of parental support and higher levels of unsupportive parental interactions. The direct relationship between generational status and academic resiliency was expected to be mediated by parental social support and unsupportive parental interactions.

Hypothesis 3 was tested using the Hayes process mediational analysis which utilized 5000 bootstrap samples using a 95% confidence interval for the direct and indirect effects of the (Hayes, 2017). The results of the analyses did not show a significant direct effect between generational status and academic resiliency ( $X \rightarrow Y$ ), and the mediators (i.e., parental social support  $M_1$  and unsupportive parental interactions  $M_2$ ) did not impact the relationship.

First generation status was not directly related to academic resiliency ( $X \rightarrow Y$ , coefficient = .03,  $p = .70$ ), to parental support ( $X \rightarrow M_1$ , coefficient = -.19,  $p = .17$ ) nor to unsupportive parental interactions ( $X \rightarrow M_2$ , coefficient = -.11,  $p = .21$ ). However, both mediator variables were directly related to the outcome variable, where parental social support ( $M_1$ ) had a direct significant effect on first academic resiliency ( $b_1 = .12$ ,  $p = .01$ ). Additionally, unsupportive parental interactions ( $M_2$ ) also had a direct significant negative effect on academic resiliency ( $b_2 = -.25$ ,  $p = .00$ ). Table 10 provides a summary of the regression coefficients, standard errors and model summary for the parallel multiple mediator model.

See Figure 1 for a diagram of the parallel multiple mediator model. Overall, these results did not support the predictions stated in Hypothesis 3, as there were no significant relationships between generational status and academic resiliency, and parental social support and unsupportive parental responses did not mediate this relationship. However, parental support and unsupportive parental interactions were significantly related to academic resilience.

### **Discussion**

Past research has examined differences in the relationship between academic success in first generation and non-first generation college students. Researchers have also highlighted the significant challenges first generation students face in regards to degree access and attainment, financial barriers, social engagement, and academic self-efficacy and resiliency. Additionally, research has begun to study the protective factors that aim to bolster these students' academic success. One such example of protective factor is parental support especially for those students who are considered first-generation college students (Wang & Castañeda-Sound, 2008). Parental support was found to positively predict grade point average (Palbusa & Gauvain, 2017), academic well-being, self-esteem and self-efficacy (Ruholt et al., 2015), and lower levels of

stress and lower attrition rates for college students (Sy et al., 2011). Parental support has also been associated with higher levels of academic resiliency (Wang et al., 1993).

While supportive parental interactions serve as protective factors, unsupportive parental interactions may exert the opposite impact on first generation students, and may serve as a risk factor for students' academic success. Negative parent interactions have been found to predict depression (Schrimshaw, 2003), poor psychosocial adjustment in adults with chronic diseases (Reynolds & Perrin, 2004), negative emotions and poor self-regulation in children (Shipman et al., 2007). These interaction patterns often increase levels of distress and the use of avoidant coping strategies that interfere with help-seeking behaviors.

In the current research, I set out to examine the relationship between generational status (first generation and non-first generation college students), types of parental social support received (i.e. positive exchange, non-directive social support, tangible social support, directive social support), unsupportive parental interactions (i.e. distancing, bumbling, minimizing, blaming), and facets of academic resiliency (perseverance, reflective and adaptive help seeking, negative affect and emotional response). More specifically, I sought to examine the mediating effect of parental support and unsupportive responses on generational status and academic resilience.

### **Hypotheses 1 and 2**

Initial multiple regression analyses were used to explore the relationship between generational status (first generation and non-first generation college students), total levels parental social support, unsupportive parental interactions, and facets of academic resiliency (perseverance, reflective and adaptive help seeking, negative affect and emotional response).

Research hypotheses predicting differences in first generation students from non-first generation students were not significant. First generation students did not differ on levels of parent support (ISSB), unsupportive parental responses (USII) nor overall academic resilience (ARS). This is contrary to prior research which has found that these protective factors, family and environment characteristics, are lower for first-generation college students (Morales, 2008). Past research also suggests that “first-generation students encounter a lower perceived level of family support, a lower level of importance placed on college by parents, and less knowledge of the college environment and campus values among parents” (McCarron & Inkelas, 2006, p. 536).

Furthermore, groups did not differ on subscales of the ARS measuring perseverance (e.g., “I would work harder,” “I would keep trying,” “I would seek new solutions,” etc.), adaptive help seeking (e.g., “I would focus on my strengths and weaknesses,” “I would encourage myself,” “I would seek encouragement from others,” etc.), and negative affect (e.g., “I would think everything is ruined,” “I would get depressed,” “I would be disappointed,” etc.). This finding conflicts with prior research which has found that first generation college students are less likely to persist than non-first generation students (Lohfink & Paulsen, 2005). Further, prior research report that first-generation students often display less help seeking behaviors (Ryan, Pintrich, & Midgley, 2001). In the current study, first generation students were more resilient than other studies suggest. This illustrates that First generation students and non-first generation students were more alike than different in regards to resiliency levels. This could be due to several factors that were similar for both groups one such factor was the level of family income between the two groups. A prior study found that the median family income for those who were first generation was \$34,565, while the median family income for those who were considered non-first generation was \$99,635 (Skomsvold, 2014). In the current study, the average family wage gap is



much smaller than previously found. The average family income for those students who were first-generation was between \$35,000 to \$49,999, while the average income for those students who were non-first generation students was between \$50,000 to \$74,999. The average family income for those who are first generation families were found to be higher than previously reported while the average family income for those who are non-first generation families were found to be lower than previous reported. This may indicate that the financial challenges faced by each group may be more similar than different. Another similarity between the two groups is that differs from prior research is the average GPA of first generation students in comparison to non-first generation students. Past research indicates that first generation students had a national average overall GPA of 2.6 which was found to be significantly lower than the national average overall GPA of 2.9 for non-first generation students (Chen & Carroll, 2005). In the current study, I found that first generations students GPA did not significantly differ from those students who were non-first generation students in terms of GPA (3.23 versus 3.25). This may illustrate that first generation students fair just as well academically in comparison to their non-first generation counterparts.

In further analyses of parental support (i.e., positive exchange, non-directive social support, tangible social support, and directive social support), one notable finding showed a significant relationship between generational status and directive parental guidance. The study showed that those students who were considered first generation student received less directive support than those students who were non-first generation students. This means that those first generation students reported receiving less guidance, advice, feedback, or instruction from their parents. This finding is consistent with prior research reporting that students benefit from being exposed to and given parental advice on the “college going process” and “familiarity with

terminology and the general functioning of a higher education setting” (McCarron & Inkelas, 2006). Because first generation student’s parents have not experienced college and the processes involved in higher education, they may not have the resources to provide direct advice, feedback, and instruction on how to navigate college (Toutkoushian et al., 2018).

### **Direct and Indirect Effects of Multiple Mediators: Generational Status and Academic Resiliency Mediated by Parental Social Support and Unsupportive Parental Interactions**

While previous studies have examined some of these variables separately and/or together, the current research sought to examine the direct effects of generational status and academic resilience, through multiple mediators, parental support ( $M_1$ ) and unsupportive parental interactions ( $M_2$ ). Results of the parallel multiple mediator regression analysis, did not yield a significant direct effect of generational status on academic resilience. Although we hypothesized that first generation status ( $X$ ) would directly impact academic resilience ( $Y$ ), this relationship was not significant. First generation college students appeared to be as resilient as non-first generation students in this study. Furthermore, the indirect pathways of generational status and academic resilience with parental support as a mediator ( $X \rightarrow M_1 \rightarrow Y$ ) was not significant, nor was the second mediator, unsupportive parental interactions ( $X \rightarrow M_2 \rightarrow Y$ ). This relationship has not been thoroughly examined in previous studies although findings do suggest that parental support and unsupportive parental interactions might be particularly critical for academic resiliency in first generation students.

Although the overall mediational hypothesis explored in this study was not supported, there were several notable findings with regards to the relationship between parental social support, unsupportive parental interactions and levels of academic resiliency, which both had a

direct effect on academic resilience. Higher levels of parental social support and lower levels of unsupportive parental interactions significantly predicted academic resiliency independent of generation status. This is consistent with earlier research which has found that academically resilient students are heavily influenced by their home environment and are more likely to report higher levels of parental involvement and parental monitoring (Cunningham & Swanson, 2010). Also, this finding is consistent with prior research which has found that parental support has a positive effect students' academic well-being (Ruholt, Gore, & Dukes, 2015). This is significant because it shows us how important parental support can be to bolster a student's level of academic resiliency. Therefore, if a student faces challenges or setbacks in their academic career they can still persist given that they are being provided with high levels of parental support.

Additionally, it is important to note that students who had more unsupportive interactions with their parents in regards to discussing stress related experiences while attending college were found to have lower levels of academic resiliency. Therefore, if a student seeks out assistance or guidance in response to a stressful college situation and receives unsupportive parental interactions, the student is less likely to be academically resilient. Unsupportive interactions may be conveyed as emotional or behavioral disengagement, fault finding, and inadequately valuing the individual's experience. This is consistent with the idea that unsupportive parental interactions are more likely predict poor psychosocial adjustment (Reynolds & Perrin, 2004). Those who are familiar with receiving such invalidating or unsupportive responses become less likely to seek out help from social systems in moments of distress (Shipman et al., 2007). In connection with prior research, unsupportive interactions can lead to avoidant coping strategies and/or to difficulty in the management of one's emotional response which are opposite of "academically resilient" behaviors (Shipman et al., 2007).

While these findings did not support the original hypotheses, they do reflect some interesting results that may be unique to this campus. That is, the climate and support students are receiving appear to minimize risk factors that have been identified in other studies investigating first generation college students. In fact, first generation students were more similar to their non-first generation counterparts than was expected – it might be important to investigate factors that may have mitigated differences found in prior research.

### **Study Limitations**

The current study illustrated several limitations that should be addressed in future research. One such limitation is the lack of variability between two groups (first generation students and non-first generation students) on study variables. First, there did not appear to significant differences between first generation and non-first generation students in terms of academic performance (e.g., GPA, Academic Resilience). This may explain why these findings were not consistent with previous research showing that generational status does significantly predict GPA and academic resilience (Chen & Carroll, 2005; DeAngelo et al., 2011; Stebleton & Soria, 2012). The lack of variability between the two groups could be due to the fact that the students in the study were recruited from one small southeastern university which may represent more homogenous groups than in other studies. The sample may not be fully representative of other college students in different geographic regions attending larger universities.

The second limitation of this study is related to the context in which participants completed the study. Because the study was an online questionnaire, the location in which participants completed the survey is unknown. Therefore, the number of distractors present when the participant completed their survey is unknown. Additionally, completing the survey in an uncontrolled environment could potentially affect survey responses. It is possible that students

may have completed the surveys in the presence of others, creating the potential that others have influenced their responses (i.e. parent and/or peers).

Another limitation of the present study was the high attrition rate of those completing the study. Approximately, 303 participants began the study only 195 completed the study. Even though the questionnaires were randomized, most of the participants began to drop out of the study after the first questionnaire. Because the attrition rate was so high this could be indicative of a group difference between those who completed the study and those who did not.

A final limitation in the study is that demographic information such as first generation status and GPA were not readily available, therefore all results were based upon self-report measures. Reliance on self-report measures could affect results such that participants may not have responded in an honest manner but rather in a way that is socially desirable and/or exaggerated. Inaccuracy in these measures could have skewed the data including which group a participant would have been included in (i.e. first generation versus non-first generation).

### **General Conclusions and Future Directions**

The purpose of the current study was to examine the impact of parental support and unsupportive responses on the association between generational status and academic resiliency. Results from the study showed that first generation students were not significantly different than non-first generation students in terms of parental support behaviors, unsupportive parental interactions and levels of academic resiliency. However, there was a significant relationship between levels of parental support, unsupportive parental interactions and academic resiliency without regard to generational status. Such that those students who reported high levels of parental support had higher levels of academic resiliency and those student who reported higher levels of unsupportive parental interactions reported lower levels of academic resiliency. These

findings suggest the importance of parental interactions both positive and negative which act to either bolster or hinder academic resiliency in their students. Future research should examine this further to understand the mechanisms of this relationship.

Based on the limitations of the present study, future studies could attempt to recruit from other colleges and universities to ensure a more diverse sample in terms of the socio-demographic and economic background of participants.

Furthermore, future research may benefit from utilizing alternative measurement techniques such as completing the study in a controlled environment and utilizing experimental techniques (i.e. completing a performance task). Because the study utilized self-report measures such as a vignette and surveys it relied upon the participants perception of support and how their own perceived behavioral and adaptive response to academic adversity. Participants may not have been able to assess themselves as accurately as a direct measure could have. Use of a direct measure will allow for a better indication of the differences and similarities between first generation and non-first generation students in terms of actual performance rather than perceived performance.

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## Appendix B



### INVITATION LETTER Parental Influence on Collegiate Experiences

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Bre Nevils, B.A.

#### **Introduction and Purpose**

You are invited to participate in a research study conducted by Bre Nevils. I am a graduate student in the Psychology Department at the University of South Carolina, Aiken. I am conducting a research study as part of the requirements for my Master of Science degree in Applied Clinical Psychology, and I would like to invite you to participate. The purpose of the study is to explore parental influence on collegiate experiences. This form explains what you will be asked to do if you decide to participate in this study. Please read it carefully and feel free to ask any questions you like before you make a decision about participating.

#### **Description of Study Procedures**

Undergraduate students at USC Aiken will participate in the current study. If you agree to participate, you will take part in one session that will last approximately 20-30 minutes. At the beginning of the study you will be asked to review the invitation letter. Once the invitation letter is reviewed you will be asked to complete series of questionnaires and a demographics form. You will be asked to complete questionnaires regarding supportive and unsupportive behaviors and responses. Additionally, participants will be asked to read an academic scenario and answer questions regarding the vignette.

After you have completed all questionnaires, you will be given a brief summary of the study in addition to contact information about where you can learn the results of the study. If you have any questions about what you will be doing in the study or about the study itself, feel free to ask them now or at any other time during your participation. You can choose to leave the study at any time.

#### **Risks and Benefits of Participation**

There are no known risks involved in being in this study, besides the primary risk of loss of confidentiality. However, the information you provide during the study is completely anonymous; at no time will your name be associated with the responses you give. Your information will only be identifiable by a participation number during the data collection period. Taking part in this study is not likely to benefit you personally, however, this research may help us better understand the role of parental influence on a collegiate experiences.

#### **Costs and Payments**

There will be no costs to you for participating in this study. Psychology 101 students, who elect to receive research credit, will be awarded 30 minutes of credit upon study completion.

Additionally, each participant will be invited to enter into a drawing to receive one of two \$50 Visa gift cards.

### **Confidentiality of Records**

Study data will be stored in locked filing cabinets and password protected computer files at the University of South Carolina, Aiken. The results of the study may be published or presented at professional meetings, but your identity will not be revealed. Any information that is obtained in connection with this study that could identify you will remain confidential and will not be released or disclosed without your written consent, except as specifically required by law. The USC, Office of Research Compliance may request access to this form to ensure procedures designed to protect research participants are being followed properly.

There is always slight risk confidentiality can be broken but we will do everything to ensure this does not occur. In addition, there are some limitations to confidentiality that would require me to report information from this study. If you indicate that you are being harmed, you know someone who is being harmed, or if you are causing harm to someone else, then I am required to report that information.

### **Voluntary Participation**

Participation in this study is voluntary. You are free to withdraw your consent and discontinue participation in the study at any time throughout the study without negative consequences to your relationship with the University of South Carolina. In the event that you do withdraw from this study, the information you have already provided will be kept in a confidential manner.

### **Contact Persons**

Faculty and researchers of the University of South Carolina, Aiken are conducting this research. For more information concerning this research contact:

Dr. Anne Ellison  
Department of Psychology  
Phone Number (Office): 803-641-3219  
Email Address: AnneE@usca.edu

Bre Nevils  
Department of Psychology  
Phone Number (Office) 803-641-3566  
Email Address: bren@usca.edu

If you have any questions about your rights as a research subject contact, Lisa Marie Johnson, IRB Manager, Office of Research Compliance, University of South Carolina, 1600 Hampton Street, Suite 414, Columbia, SC 29208, Phone: (803) 777-7095 or LisaJ@mailbox.sc.edu. The Office of Research Compliance is an administrative office that supports the USC Institutional Review Board. The Institutional Review Board (IRB) consists of representatives from a variety

of scientific disciplines, non-scientists, and community members for the primary purpose of protecting the rights and welfare of human subjects enrolled in research studies.

If you agree to participate, click "next."

## Appendix C

### Demographic Questionnaire

1. What is your sex?

Male

Female

Transgender Male

Transgender Female

Gender Variant / Non-conforming

Other - Write In

Prefer not to answer

2. What is your age?

3. What is your ethnicity?

Asian

Native Hawaiian or Other Pacific Islander

Black/African-American

White

Hispanic/Latino

American Indian/Alaska Native

Other - Write In

Prefer not to answer

4. What is the year of school you are currently in (classification):

Freshman

Sophomore

Junior

Senior

5. How many semesters have you completed?

6. What is your cumulative GPA?

7. How many college credits have you completed?

8. What is your family's household income?

Less than \$25,000

\$25,000 to \$34,999

\$35,000 to \$49,999

\$50,000 to \$74,999

\$75,000 to \$99,999

\$100,000 to \$124,999

\$125,000 to \$149,999

\$150,000 or more

9. Do you have a job?

Yes

No

10. What is your mother's education level?

Less than high school

Graduated high school

Some college, no degree

Associate degree

Bachelor's degree

Advanced degree (Master's, Ph.D., M.D.)

11. What is your father's education level?

Less than high school

Graduated high school

Some college, no degree

Associate degree

Bachelor's degree

Advanced degree (Master's, Ph.D., M.D.)

12. Do you live on campus or off campus?

On Campus

Off Campus

13. How often per semester do you visit with your parents and/or family?

Never

Once a semester

Once a month

Every other week

Once per week

More than once per week

Daily

14. Who is the person who has been most supportive of your college career (mom, dad, sibling, grandparent, aunts/uncles, former HS teachers, etc.)?

## Appendix D

### Inventory of Socially Supportive Behaviors (ISSB)

#### INSTRUCTIONS

We are interested in learning about some of the ways that you feel your parents have helped you or tried to make life more pleasant for you over the *past four weeks*. Below you will find a list of activities that your parents might have done for you, to you, or with you in recent weeks. Please read each item carefully and indicate how often these activities happened to you during the *past four weeks*.

Use the following scale to make your ratings:

- A. Not at all
- B. Once or twice
- C. About once a week
- D. Several times a week
- E. About every day

Please read each item carefully and select the rating that you think is the most accurate.

During the past four weeks, how often did your parents do these activities for you, to you, or with you:

1. Looked after a family member when you were away.
2. Was right there with you (physically) in a stressful situation.
3. Provided you with a place where you could get away for awhile.
4. Watched after your possessions when you were away (pets, plants, home, apartment, etc.).
5. Told you what she/he did in a situation that was similar to yours.
6. Did some activity with you to help you get your mind off of things.
7. Talked with you about some interests of yours.
8. Let you know that you did something well.
9. Went with you to someone who could take action.

10. Told you that you are OK just the way you are.
11. Told you that she/he would keep the things that you talk about private - just between the two of you.
12. Assisted you in setting a goal for yourself.
13. Made it clear what was expected of you.
14. Expressed esteem or respect for a competency or personal quality of yours.
15. Gave you some information on how to do something
16. Suggested some action that you should take.
17. Gave you over \$25.
18. Comforted you by showing you some physical affection.
19. Gave you some information to help you understand a situation you were in.
20. Provided you with some transportation.
21. Checked back with you to see if you followed the advice you were given.
22. Gave you under \$25.
23. Helped you understand why you didn't do something well.
24. Listened to you talk about your private feelings.
25. Loaned or gave you something (a physical object other than money) that you needed.
26. Agreed that what you wanted to do was right.
27. Said things that made your situation clearer and easier to understand.
28. Told you how he/she felt in a situation that was similar to your.
29. Let you know that he/she will always be around if you need assistance.
30. Expressed interest and concern in your well-being.
31. Told you that she/he feels very close to you.

32. Told you who you should see for assistance.
33. Told you what to expect in a situation that was about to happen.
34. Loaned you over \$25.
35. Taught you how to do something.
36. Gave you feedback on how you were doing without saying it was good or bad.
37. Joked and kidded to try to cheer you up.
38. Provided you with a place to stay.
39. Pitched in to help you do something that needed to get done.
40. Loaned you under \$25.



## Appendix E

### Unsupportive Social Interactions Inventory (Ingram, et al., 2001)

Please select the parent or guardian you are identifying as your PRIMARY source of support (i.e., the first person you would choose to turn to when you felt the need for support):

Mother Father Step-Mother Step-Father Grandmother Grandfather Foster-Mother Foster-Father

Instructions: Please answer each question when thinking about the typical response you received from the PARENT/GUARDIAN you indicated above when you went to him/her to talk about a painful or stressful event in college. In choosing your responses, please use the following scale:

0	1	2	3	4
Not at all	A little	Somewhat	Quite a bit	Very much

1.	He/she did not seem to want to hear about it.	0	1	2	3	4
2.	He/she refused to take me seriously.	0	1	2	3	4
3.	He/she changed the subject before I wanted to.	0	1	2	3	4
4.	He/she refused to provide the type of help or support that I was asking for.	0	1	2	3	4
5.	When I was talking about it, he/she didn't give me enough time, or made me feel like I should hurry.	0	1	2	3	4

6.	He/she discouraged me from expressing feelings such as anger, hurt, or sadness.	0	1	2	3	4
7.	He/she did not seem to know what to say, or seemed afraid of saying or doing the “wrong” thing.	0	1	2	3	4
8.	He/she seemed to be telling me what he/she thought I wanted to hear.	0	1	2	3	4
9.	From voice tone, expression, or body language, I got the feeling he/she was uncomfortable talking about it.	0	1	2	3	4
10	He/she tried to cheer me up when I was not ready to.	0	1	2	3	4
11	He/she responded with uninvited physical touching (e.g., hugging).	0	1	2	3	4
12	He/she did things for me that I wanted to do and could have done myself.	0	1	2	3	4
13	He/she felt that I should stop worrying about the event and just forget about it.	0	1	2	3	4

14	He/she told me to be strong, to keep my chin up, or that I should not let it bother me.	0	1	2	3	4
15	He/she felt that I should focus on the present or the future and that I should forget about what had happened and get on with my life.	0	1	2	3	4
16	He/she felt that it could have been worse or was not as bad as I thought.	0	1	2	3	4
17	He/she said I should look on the bright side.	0	1	2	3	4
18	He/she felt that I was overreacting.	0	1	2	3	4
19	He/she asked “why” questions about my role in the event.	0	1	2	3	4
20	He/she made “Should or shouldn’t have” comments about my role in the event.	0	1	2	3	4
21	He/she told me that I had gotten myself into the situation in the first place, and now must deal with the consequences.	0	1	2	3	4
22	He/she was blaming me, trying to make me feel responsible for the event.	0	1	2	3	4

23	He/she said "I told you so" or similar a comment.	0	1	2	3	4
24	He/she seemed disappointed in me.	0	1	2	3	4

## Appendix F

### Academic Resilience Scale (ARS-30)

Please read the paragraph in the box below and do your best to imagine that **you** are in the situation being described:

If **you** were in the situation described above how do you think **you** would react?

Read each of the statements below and **tick (✓) the box** between **1** (*strongly agree*) and **5** (*strongly disagree*) that best reflects how much you think each statement describes how **you personally** would react.

You have received your grade for a recent assignment and it is a 'fail'. The grades for two other recent assignments were also poorer than you would want as you are aiming to get as good a degree as you can because you have clear career goals in mind and don't want to disappoint your family. The feedback from the teaching assistant for the assignment is quite critical, including reference to 'lack of understanding' and 'poor writing and expression', but it also includes ways that the work could be improved. Similar comments were made by the teaching assistants who graded your other two assignments.

Please make sure that you give a response to **ALL** the statements and try to be as sincere and precise as possible in your answers.

		Strongly Agree	(✓)			Strongly Disagree
		1	2	3	4	5
1.	I would not accept the tutors' feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I would use the feedback to improve my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I would just give up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I would use the situation to motivate myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I would change my career plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I would probably get annoyed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I would begin to think my chances of success at university were poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I would see the situation as a challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I would do my best to stop thinking negative thoughts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I would see the situation as temporary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I would work harder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I would probably get depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I would try to think of new solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14.	I would be very disappointed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I would blame the tutor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Strongly Agree</b>		<b>(✓)</b>		<b>Strongly Disagree</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
16.	I would keep trying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	I would not change my long-term goals and ambitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	I would use my past successes to help motivate myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I would begin to think my chances of getting the job I want were poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	I would start to monitor and evaluate my achievements and effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I would seek help from my tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	I would give myself encouragement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	I would stop myself from panicking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	I would try different ways to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	I would set my own goals for achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	I would seek encouragement from my family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	I would try to think more about my strengths and weaknesses to help me work better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	I would feel like everything was ruined and was going wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	I would start to self-impose rewards and punishments depending on my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	I would look forward to showing that I can improve my grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Appendix G  
Debriefing Form**

**The Impact of Parental Support on the Association between  
Generational Status and Academic Resiliency**

Bre Nevils, B.A.

**Purpose of the Study**

The purpose of the present study is to explore the relationship between parental support and unsupportive responses on generational status and academic resilience. This understanding may shed light on how existing social support systems might be modified to better support the individual in order to increase academic resilience and success.

**Final Report**

If you would like to receive a report of this study (or a summary of the findings) when it is completed, contact the primary investigator listed below.

**Concerns**

If you have any questions about the study, or about the deception involved, please feel free to ask the principal investigator now, or at a later time. If you have concerns about this study or your rights as a participant in this study, you may contact the Office of Research Compliance at: (803) 777-7095.

Please keep a copy of this form for your future reference. Once again, thank you for participating in this study.

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Table 1

*Demographics*

<u>Characteristic</u>	<i>N</i>	<i>%</i>
<u>N</u>	195	100
<u>Age</u>		
Mean	20.19	-
Range	18-30	-
<u>Sex</u>		
Male	35	17.9
Female	158	80.6
Gender Variant	2	1
Prefer Not Answer	1	0.5
<u>Ethnicity</u>		
White	110	56.1
Black	73	37.2
Hispanic/Latino	6	3.1
Other	7	3.6
<u>Class Year</u>		
Freshman	62	31.6
Sophomore	54	27.6
Junior	43	21.9
Senior	37	18.9
<u>Generational Status</u>		
First Generation	109	55.9
Non-First Generation	86	44.1



Table 2

*Descriptive Statistics*

Measure	First Generation		Non-First Generation	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Household Income	3.05	1.72	4.16	1.92
GPA	3.23	.57	3.25	.60
ISSB	2.69	.95	2.88	.91
USII	1.95	.60	2.06	.67
ARS	3.93	.60	3.90	.63

Note: ISSB = Inventory of Socially Supportive Behaviors; USII = Unsupportive Interactions Inventory;

ARS =Academic Resiliency Scale

Table 3

*Intercorrelation Matrix*

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1) First Generation	-														
2) ISSB		-													
3) ISSB Tangible			-												
4) ISSB Directive Guidance				-											
5) ISSB Positive Exchange					-										
6) ISSB Non-Directive						-									
7) USII							-								
8) USII Distancing								-							
9) USII Bumbling									-						
10) USII Minimizing										-					
11) USII Blaming											-				
12) ARS												-			
13) ARS Perseverance													-		
14) ARS Reflection and Adaptation														-	
15) ARS Negative Affect															-

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Note: ISSB = Inventory of Socially Supportive Behaviors; USII = Unsupportive Interactions Inventory; ARS = Academic Resiliency Scale.

Table 4

*Analysis of Variance (ANOVA) of ISSB, USII, and ARS*

	Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
ISSB	Between Groups	1	1.64	1.64	1.90	.17
	Within Groups	194	167.00	.87		
	Total	194	168.65			
USII	Between Groups	1	.63	.63	1.57	.21
	Within Groups	194	77.26	.40		
	Total	194	77.89			
ARS	Between Groups	1	.08	.08	.20	.65
	Within Groups	194	72.15	.37		
	Total	194	72.23			

Note: ISSB = Inventory of Socially Supportive Behaviors; USII = Unsupportive Interactions Inventory; ARS = Academic Resiliency Scale.

Table 5

*Analysis of Variance (ANOVA) of Subscales of the ISSB*

	Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Tangible Assistance (ISSB)	Between Groups	1	.19	.19	.23	.64
	Within Groups	194	158.46	.82		
	Total	194	158.64			
Positive Social Exchange (ISSB)	Between Groups	1	1.15	1.15	1.02	.32
	Within Groups	194	218.15	1.13		
	Total	194	219.30			
Directive Guidance (ISSB)	Between Groups	1	6.75	6.75	6.20	.01
	Within Groups	194	210.32	1.09		
	Total	194	217.07			
Non-Directive Support (ISSB)	Between Groups	1	.03	.03	.03	.87
	Within Groups	194	251.07	1.30		
	Total	194	251.10			

Note: ISSB= Inventory of Socially Supportive Behaviors

Table 6

*Analysis of Variance (ANOVA) of Subscales of the USII*

	Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Distancing (USII)	Between Groups	1	.04	.04	.06	.81
	Within Groups	194	116.92	.61		
	Total	194	116.96			
Bumbling (USII)	Between Groups	1	1.29	1.29	2.75	.10
	Within Groups	194	90.51	.47		
	Total	194	91.80			
Minimizing (USII)	Between Groups	1	.86	.86	.88	.35
	Within Groups	194	188.64	.98		
	Total	194	189.50			
Blaming (USII)	Between Groups	1	.84	.84	1.21	.27
	Within Groups	194	134.29	.70		
	Total	194	135.13			

Note: USII = Unsupportive Social Interactions Inventory

Table 7

*Analysis of Variance (ANOVA) of Subscales of the ARS*

	Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Perseverance (ARS)	Between Groups	1	.32	.32	.79	.38
	Within Groups	194	77.93	.40		
	Total	194	78.25			
Reflective and Adaptive Help Seeking (ARS)	Between Groups	1	.07	.07	.12	.73
	Within Groups	194	103.69	.54		
	Total	194	103.75			
Negative Affect and Emotional Response (ARS)	Between Groups	1	.08	.08	.11	.74
	Within Groups	194	138.09	.72		
	Total	194	138.17			

Note: ARS =Academic Resiliency Scale.

Table 8

*Regression Coefficients, Standard Errors, and Model Summary Information for the Presumed Parental Influence Parallel Multiple Mediator Model Depicted in Figure 1*

Antecedent	Consequent											
	<u>M<sub>1</sub> (ISSB)</u>			<u>M<sub>2</sub>(USII)</u>			<u>Y (ARS-30)</u>					
	Coeff.	SE	<i>p</i>	Coeff.	SE	<i>p</i>	Coeff.	SE	<i>p</i>			
X(COND)	<i>a</i> <sub>1</sub>	-.185	.134	.170	<i>a</i> <sub>2</sub>	-.114	.091	.213	<i>c</i> '	.033	.086	.700
M <sub>1</sub> (ISSB)	---	---	---	---	---	---	<i>b</i> <sub>1</sub>	.115	.046	.013		
M <sub>2</sub> (USII)	---	---	---	---	---	---	<i>b</i> <sub>2</sub>	-.244	.067	.000		
Constant	<i>i</i> <sub>m1</sub>	2.879	.100	<.001	<i>i</i> <sub>m2</sub>	2.060	.068	<.001	<i>i</i> <sub>Y</sub>	4.061	.191	<.001
		<i>R</i> <sup>2</sup> =.010				<i>R</i> <sup>2</sup> =.008				<i>R</i> <sup>2</sup> =.084		
		<i>F</i> (1,195)= 1.900, <i>p</i> =.170				<i>F</i> (1,195)= 1.570, <i>p</i> =.212				<i>F</i> (1,195)= 5.871, <i>p</i> =.001		

Note: ISSB = Inventory of Socially Supportive Behaviors; USII = Unsupportive Interactions Inventory; ARS =Academic Resiliency Scale.

Figure 1.

*Mediational Model of the Direct and Significant Indirect Effects Related to Academic Resiliency*

