DO YOU QUIT? Resilience in First-Generation College Students

Adriana Ariza
Connie Shears Ph. D

TRADITIONALLY...

Resilience has been defined as a **personality trait** (Connor & Davidson, 2003).

This theory implies that it will remain relatively **CONSTANT** throughout the lifespan.

Most often used for **clinical studies.**

HOWEVER...

New emerging theory claims that resilience is a **cognitive process** (Kaplan, 2013).

It can **CHANGE** given one's surroundings.

Ultimately suggests that **resilience can change** across the life span.

FIRST-GENERATION...

...college students are noted to have a **difficult transition** from high school to college (Soria, 2002).

...college students are nearly **FOUR times** more likely to leave higher education after the first year, in comparison to non first-generation college students (Engle & Tinto, 2008)

HYPOTHESIS

If **RESILIENCE** is a cognitive process, then we will see a significant change in resilience scores between the pre and post-test.

If **RESILIENCE** is a process (state) then there should be more of a change in **first-generation college students** between pre and post-tests when under the failed condition.

DISCUSSION

The condition, Pass or Fail, had an effect on resilience scores.

The **CONNOR-DAVIDSON RESILIENCY SCALE** (CD-RISC) can:

measure resilience as a **cognitive process**

measure a **change** in resilience

The results demonstrate **little variation** amongst first generation college students. This suggests **STABILITY**.

Surprisingly, non first-generation college students demonstrate **wide variation.** Notably, their resilience increased under the pass condition. Further studies will have to investigate these population differences.

In order to progress, researchers must develop additional scales to add to the CD-RISC in order to measure resilience. As well as measure the **long lasting effects** that events, or situations, can have on resilience.

MATERIALS

CONNOR- DAVIDSON RESILIENCY SCALE

Originally a 25 item questionnaire
Takes into account 5 processes to evaluate resilience:

1.) Self Efficacy
2.) Persistence/Tenacity
3.) Emotional and cognitive control under pressure
4.) Adaptability
5.) Control and meaning to events

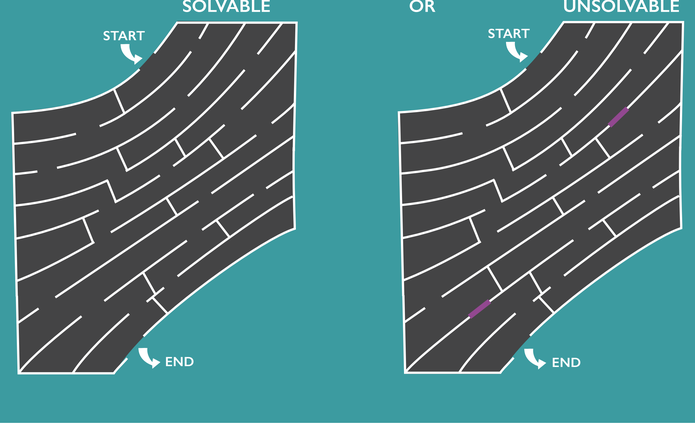
How resilient are you?
Rate the following, not true at all (0)---rarely true(1)---sometimes true(2)---often true(3)---true nearly all the time(4)

Under pressure, I stay focused and think clearly.
0-----1-----2-----3-----4

I am not easily discouraged by failure.
0-----1-----2-----3-----4

Higher scores indicate more resilience!

3 MAZES EITHER:



WHAT IS RESILIENCE?

The positive adaptation to adversity (Scali et al, 2012; Kaplan, 2013)

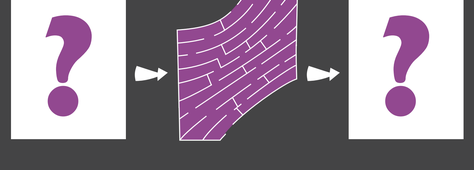
METHODS

PARTICIPANTS

80 Chapman University students
40 First-Generation College Students
40 Non First-Generation College Students

PROCEDURE

Pre-Test (Either 12/13 item CD-RISC)
3 Mazes (Either Pass or Fail condition)
Post-Test (Either 12/13 item CD-RISC)

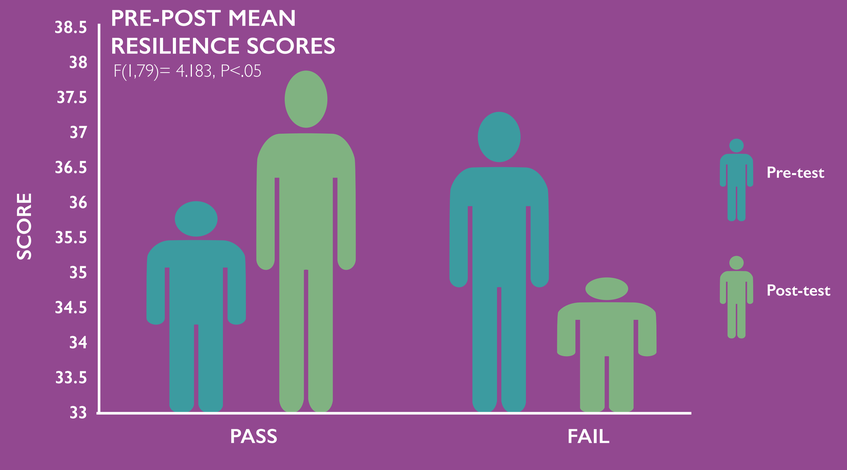


References
Connor, K.M., and Davidson,J .T. (2003). Development of a new resilience scale:The Connor-Davidson Resilience Scale (CD-RISC). Depression And Anxiety, 18(2), 76-82.
Engle, J., & Tinto,V. (2008). Moving beyond access: College success for low-income, first-generation students. Washington, DC: Pell Institute.
Kaplan, H. B. (2013). Reconceptualizing resilience. In S. Goldstein, R. B. Brooks (Eds.), Handbook of resilience in children (2nd Ed.) (pp. 39-55). New York, NY US: Springer Science + Business Media.
Scali, J., Gandubert, C., Ritchie, K., Soulier, M., Ancelin, M., & Chaudieu, I. (2012). Measuring resilience in adult women using the 10-items Connor- Davidson Resilience Scale (CD-RISC). Role of trauma exposure and anxiety disorders. Plos ONE. 7(6).
Soria, K. (2012). Review of 'Higher education and first-generation students: Cultivating community, voice, and place for the new majority'. Urban Education, 47(3), 689-694.

RESULTS

PRE-POST MEAN RESILIENCE SCORES

F(1,79)= 4.183, P<.05



CHANGE IN RESILIENCE

F(1,79)= 2.46, P<.13