

STUDENTS OF LOWER SOCIOECONOMIC STATUS REPORT HIGHER STRESS AND LOWER CONFIDENCE DURING COVID-19 REMOTE LEARNING

Carmen Huang, Dr. Carla M. Strickland-Hughes • Department of Psychology

BACKGROUND

- Remote learning may have exacerbated pre-existing disparities that exist for underrepresented student minority groups (e.g., first-generation, low income).
- Reduced opportunities from remote learning might disrupt student self-efficacy (confidence in academic ability); student self-efficacy is linked to academic success.

PRESENT STUDY

The present study examined the relationships between **student self-efficacy** and **stress** for students of varying **socioeconomic status (SES)** within the context of the **COVID-19 pandemic**.

METHOD

- $N = 103$ UOP students (78% female; 18-35 years old; 35% first-generation college students)

15-min. anonymous online survey

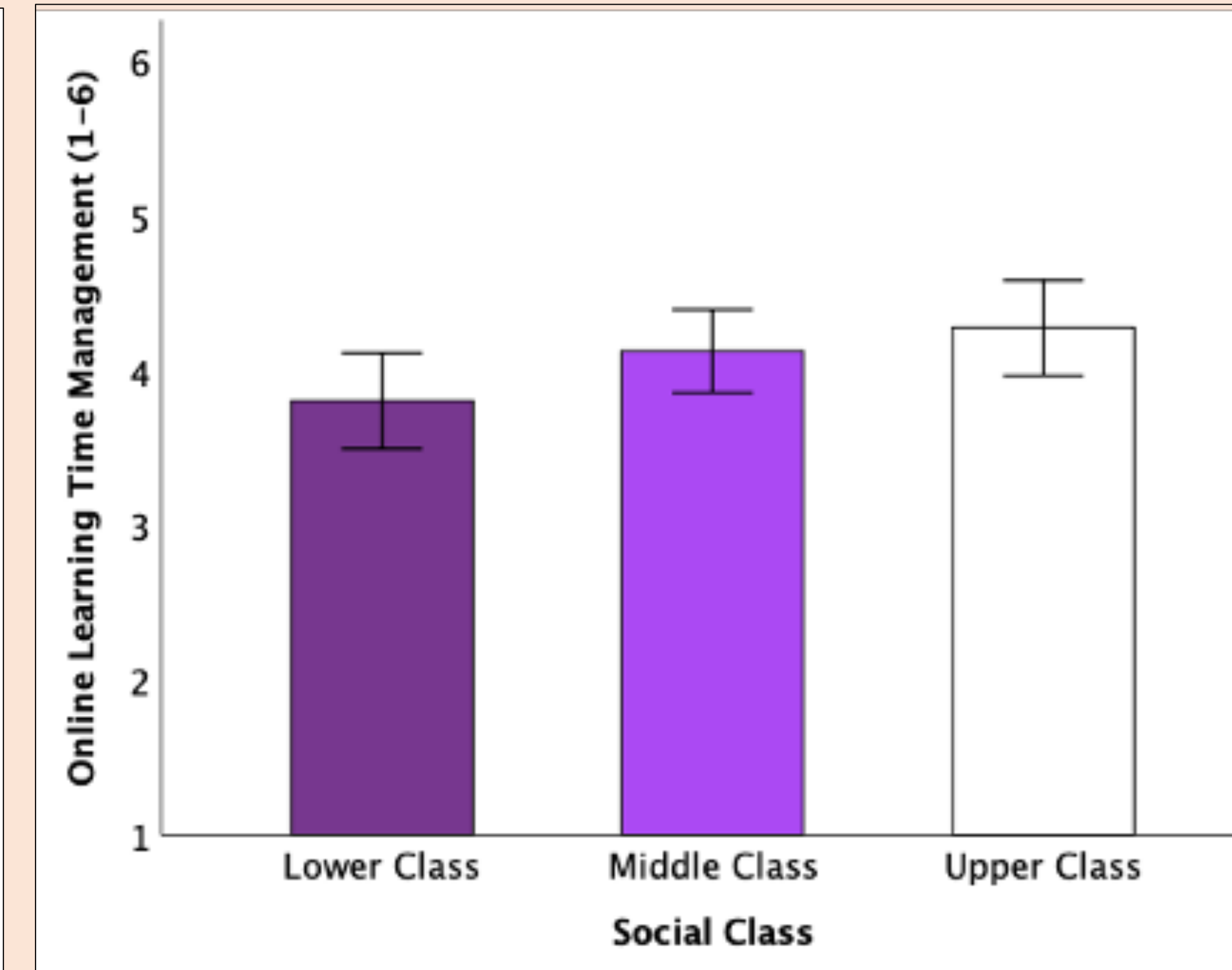
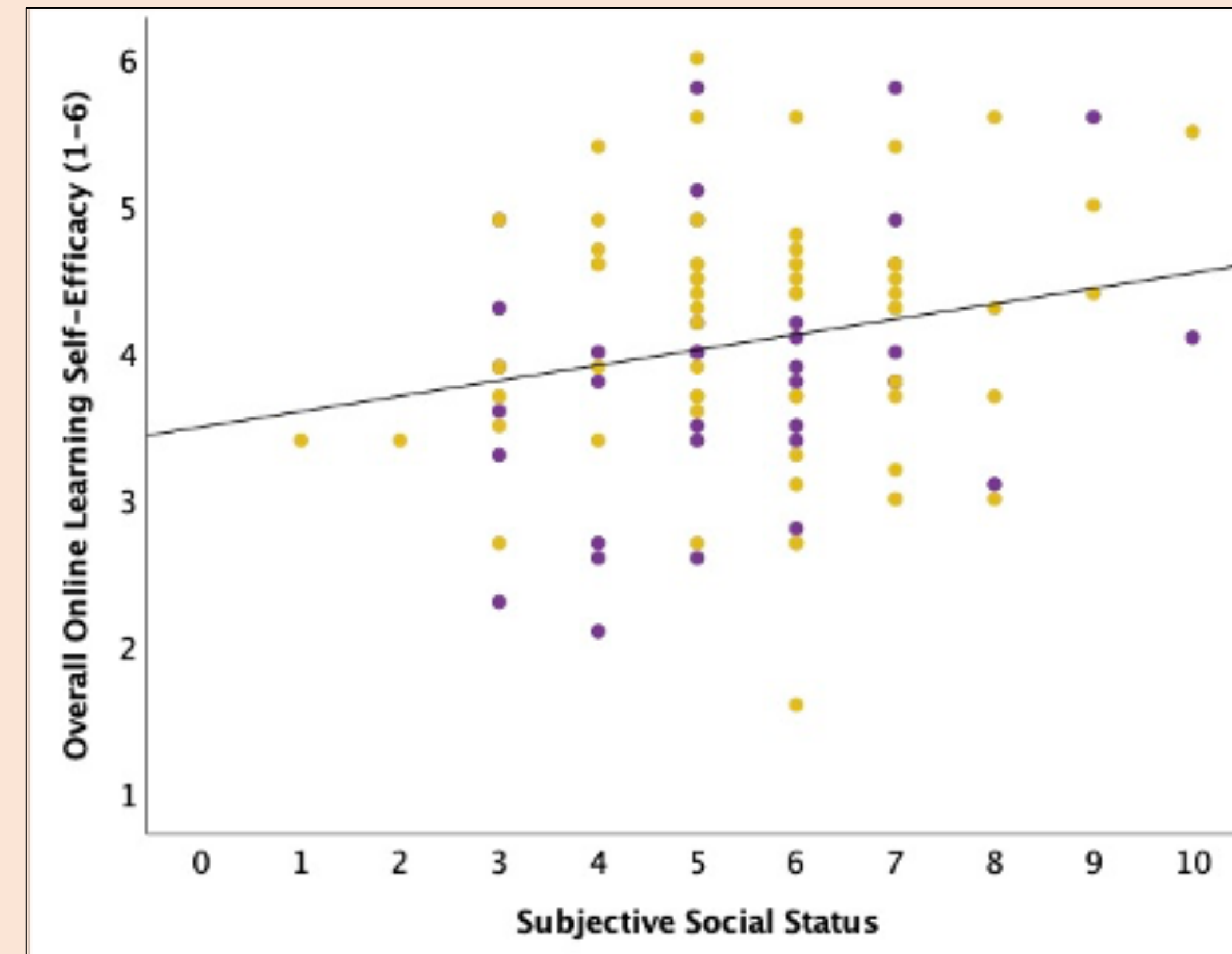
- Learning beliefs:** online learning self-efficacy (OLSES; Zimmerman & Kulikowich, 2016), academic self-efficacy (MSLQ; Pintrich et al., 1991)
- Physiological states:** COVID-19-related stress (CSS; Taylor et al., 2020), general stress (PSS; Cohen et al., 1988)
- Indicators of SES:** subjective social status (MacArthur Scale of Subjective Social Status; Adler et al., 2000)
- Background:** GPA, current grades vs. GPA, quality of online learning

Statistical analyses

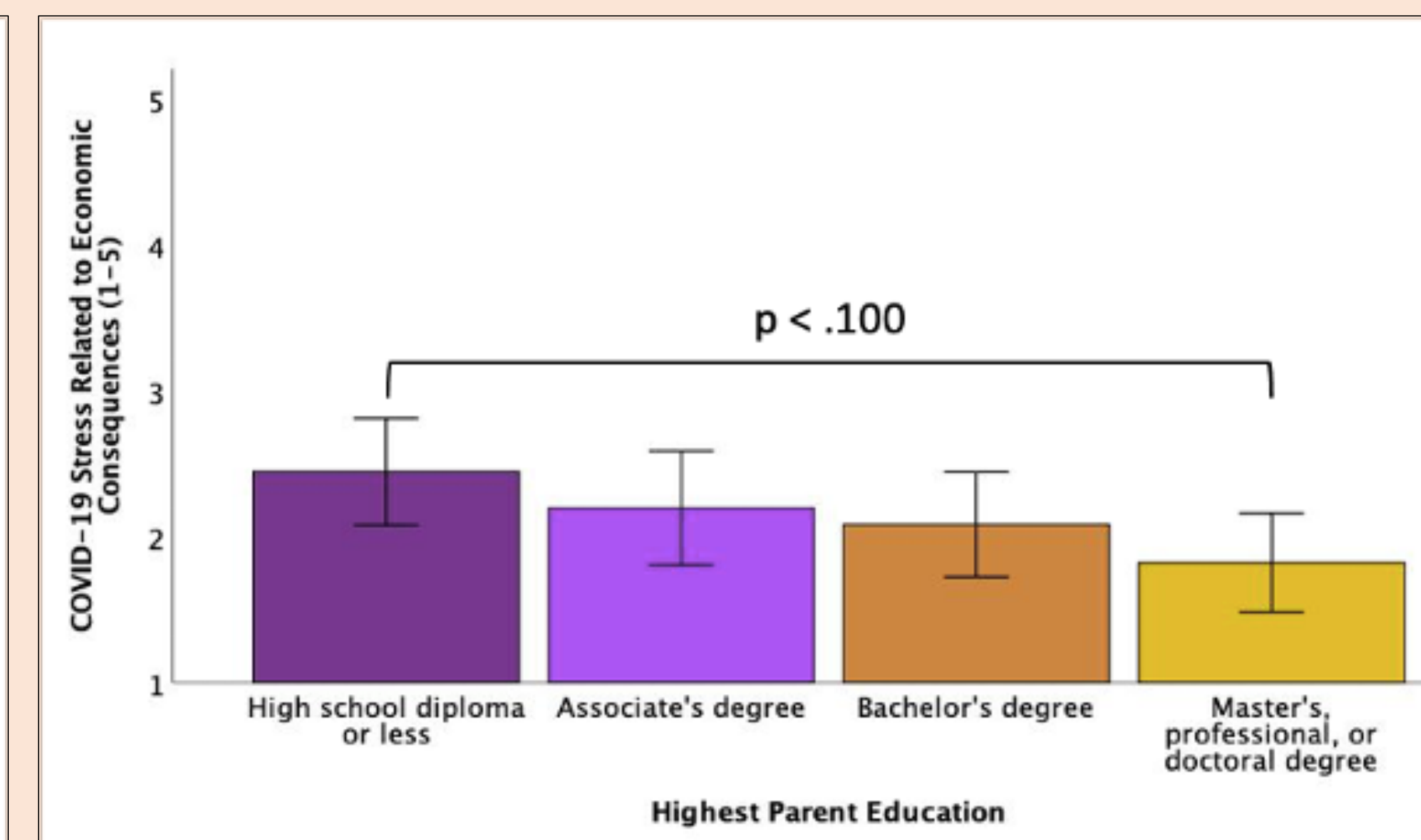
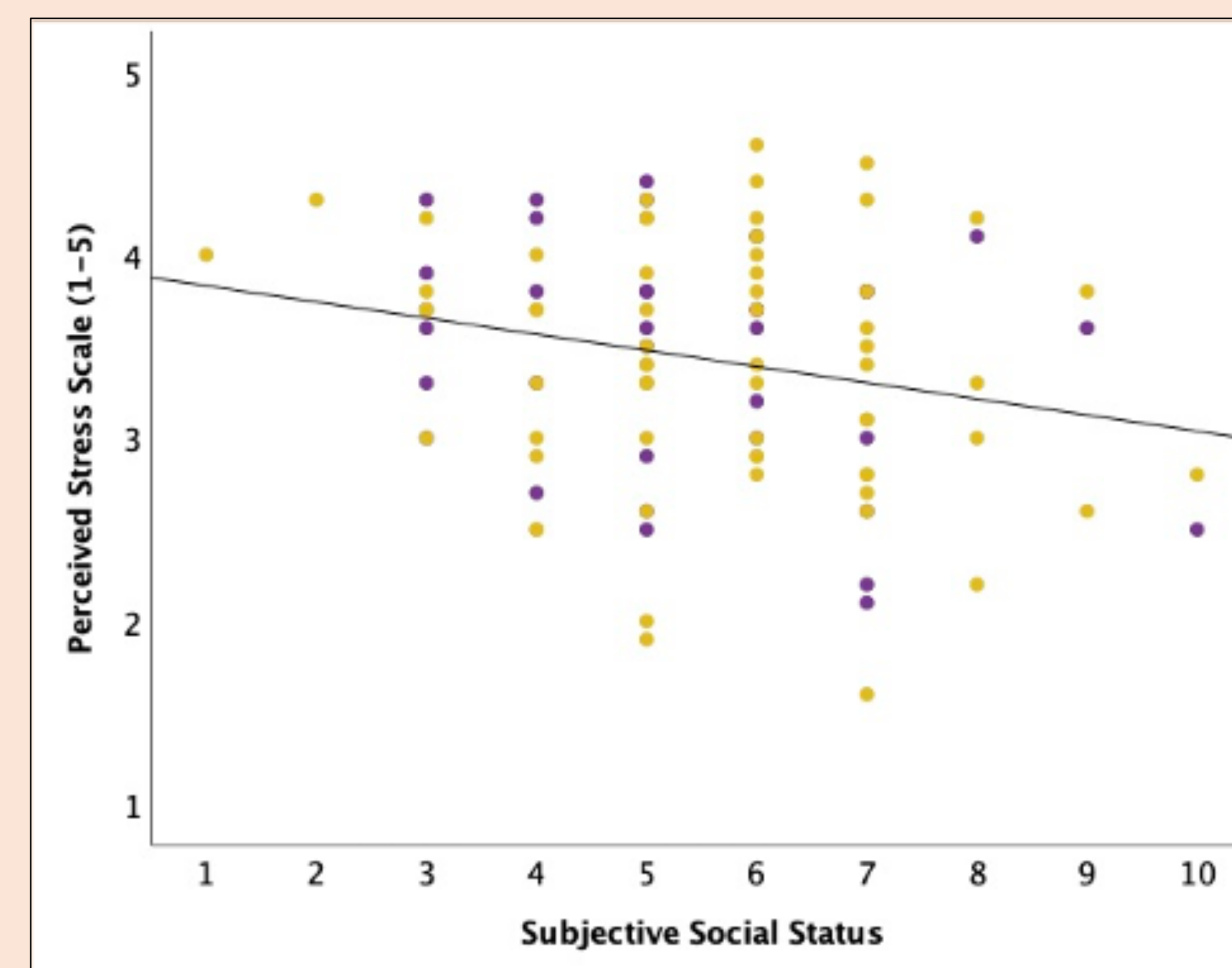
- MANOVAs:** student self-efficacy, stress, & anxiety across SES groups
- Multiple linear regression models:** predictors of academic self-efficacy

RESULTS

SOCIAL STATUS & STUDENT SELF-EFFICACY



SOCIAL STATUS & PHYSIOLOGICAL STATES



PREDICTORS OF ACADEMIC SELF-EFFICACY

Model 1				
Predictors	B	t	p	95% CI
GPA	.22	2.51	.014	[0.15, 1.28]
Current grades vs. GPA	.34	3.89	.000	[0.51, 1.58]
Quality of online learning	.30	3.32	.001	[0.07, 0.27]

Model 2				
Predictors	B	t	p	95% CI
GPA	.20	2.43	.017	[0.12, 1.22]
Current grades vs. GPA	.31	3.61	.000	[0.43, 1.47]
Quality of online learning	.16	1.55	.125	[-0.03, 0.20]
Perceived stress	-.28	-2.74	.007	[-0.92, -0.15]

RESULTS

- Significant findings:
 - SES & student self-efficacy
 - SES & stress
 - Predictors of academic self-efficacy
- Group differences for online learning time management & COVID-19 economic stress
- Worse grades in Fall 2020 semester (compared to typical grades) related to lower academic self-efficacy & higher general stress

DISCUSSION

- Differences in learning beliefs & physiological states for college students of different backgrounds (lower class & parents who have a HS diploma / GED or less)
- Limitations:** entirely correlational
- Next steps:** break down data from this study & analyze specific variables
- Not all college students can approach higher education in the same way
- Faculty & colleges should be aware of these differences & provide appropriate resources

ACKNOWLEDGEMENTS

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