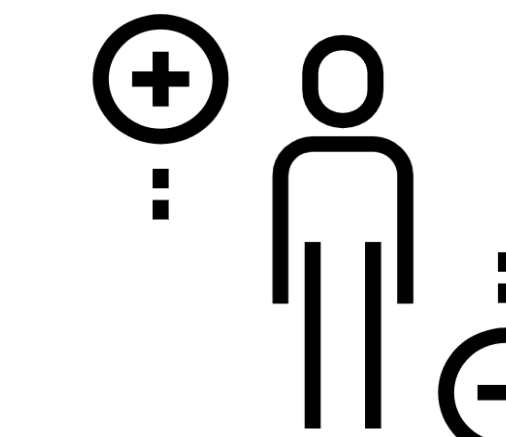
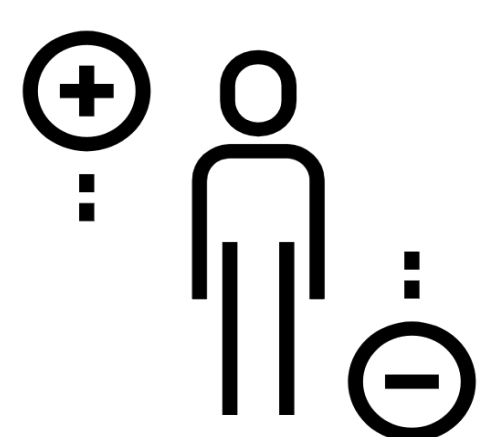




Academic Adjustment Amidst the COVID-19 Pandemic

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Introduction

PSYCMentor Program

- **PSYCMentor:** program for first semester psychology students
 - Teaching students ins and outs of PBSI
 - **Important:** forms connections, prepares students for next few years, opportunity for upperclassmen to gain mentorship experience

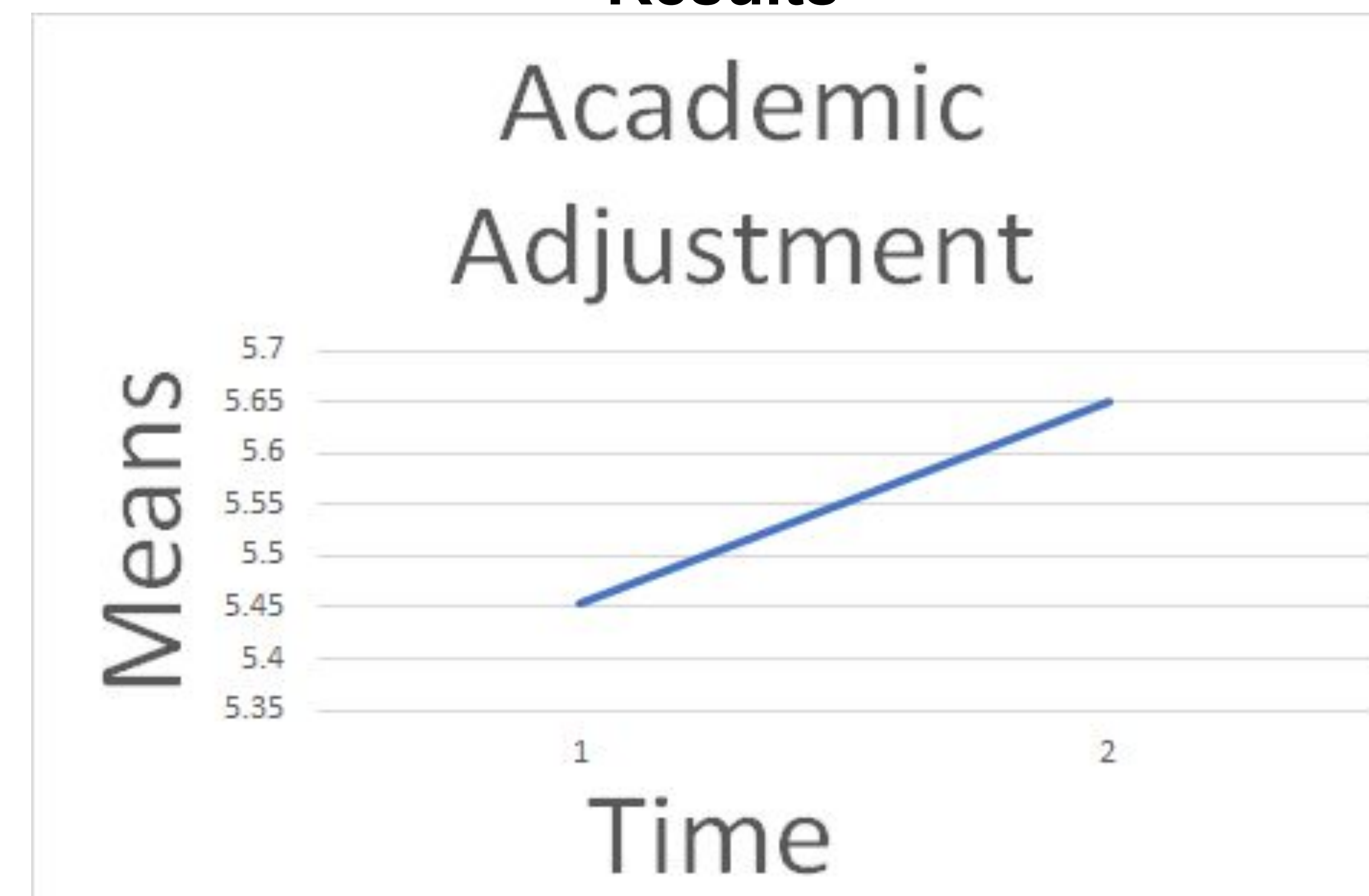
Academic Adjustment

- **Academic Adjustment:** modifications in how students participate in classes and activities
 - **Important:** students entering new phase of education, need guidance in academics, good academic adjustment = good grades
- **Academic Motivation**
 - The drive for the student to continue and complete their academic sojourn
- **Academic Achievement**
 - Satisfaction with academic progress and performance
- **Academic Lifestyle**
 - The fit between the individual and their temporary role as a student

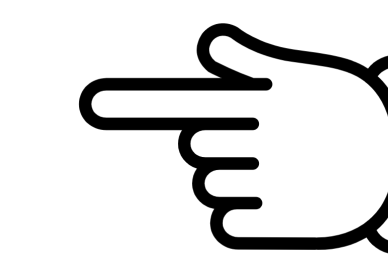
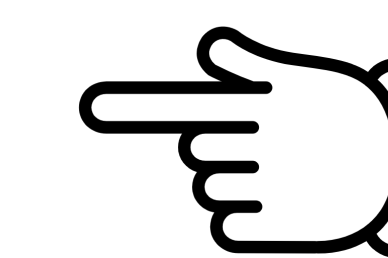
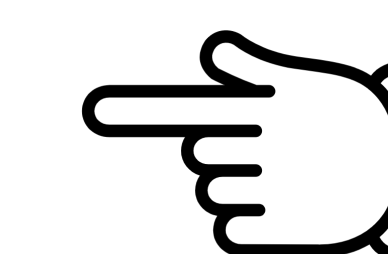
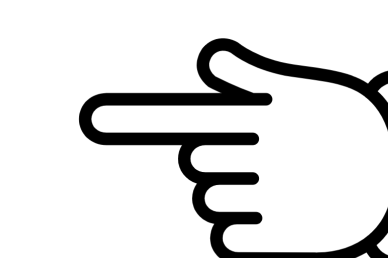
Research Questions:

- **RQ 1:** Were the mentees' ratings of Academic Adjustment statistically significantly different between the middle of the semester and the end of the semester?
- **RQ 2:** Do the mentees' a) race, b) gender, c) sexual orientation, d) parental education, or e) ability status impact whether a mentees' ratings of Academic Adjustment differed significantly between the middle of a semester and the end of the semester?

Results



- **Time**
 - Main Effect of Time: $F(1, 148) = 14.82, p < .001, \eta^2 = .09$ - **significant**
- **Race**
 - Main Effect of Time: $F(1, 140) = .53, p = .47, \eta^2 = .00$ - **ns**
 - Main Effect of Race: $F(6, 140) = 1.4, p = .22, \eta^2 = .06$ - **ns**
 - Interaction Between Race x Time: $F(6, 140) = 1.00, p = .43, \eta^2 = .04$ - **ns**
- **Gender**
 - Main Effect of Time: $F(1, 145) = 1.51, p = .22, \eta^2 = .01$ - **ns**
 - Main Effect of Gender: $F(1, 145) = 4.69, p = .03, \eta^2 = .03$ - **significant**
 - Interaction Between Gender x Time: $F(1, 145) = 1.05, p = .31, \eta^2 = .01$ - **ns**
- **Sexual Orientation**
 - Main Effect of Time: $F(1, 142) = 1.66, p = .20, \eta^2 = .01$ - **ns**
 - Main Effect of Sexual Orientation: $F(3, 142) = .57, p = .64, \eta^2 = .01$ - **ns**
 - Interaction Between Sexual Orientation x Time: $F(3, 142) = .16, p = .92, \eta^2 = .00$ - **ns**
- **Parental Education**
 - Main Effect of Time: $F(1, 142) = 12.38, p = .001, \eta^2 = .08$ - **significant**
 - Main Effect of Parental Education: $F(4, 142) = .60, p = .66, \eta^2 = .02$ - **ns**
 - Interaction Between Parental Education x Time: $F(4, 142) = .61, p = .66, \eta^2 = .02$ - **ns**
- **Ability Status**
 - Main Effect of Time: $F(1, 141) = 10.37, p = .002, \eta^2 = .07$ - **significant**
 - Main Effect of Ability Status: $F(1, 141) = .10, p = .75, \eta^2 = .00$ - **ns**
 - Interaction Between Ability Status x Time: $F(1, 141) = .40, p = .53, \eta^2 = .00$ - **ns**



Participants

- **Total:** 147 students
- **Race**
 - White: 72
 - Black/African American: 7
 - Hispanic/Latino/Of Spanish Origin: 14
 - Asian: 18
 - American Indian/Alaskan Native: 1
 - Middle Eastern/North African: 1
 - Of Two or More Races: 34
- **Gender**
 - Men: 12
 - Women: 135
- **Sexual Orientation**
 - Heterosexual/Straight: 127
 - Homosexual/Gay/Lesbian: 5
 - Bisexual: 12
 - Choose to Self-Identify/ >1 Selected: 2



Method

Measures

- **Academic Motivation**
 - "I expect to successfully complete my degree in the usual allocated time frame."
 - "The reason I am studying is to lead a better lifestyle."
 - "I will be disappointed if my studies don't lead me to the career I want."
- **Academic Achievement**
 - "I am satisfied with the level of my academic performance to date."
 - "I think I am as academically capable as any other student."
 - "I am satisfied with my ability to learn at university."
- **Academic Lifestyle**
 - "I am enjoying the lifestyle of being a university student."
 - "I sometimes feel as though my education is not worth my time away from my work or my family."
 - "I sometimes worry I do not have the academic skills I need to enjoy being a student."

Measures

- 1 = strongly disagree; 7 = strongly agree

Discussion

- Academic adjustment increased from the end of the semester vs. the middle of the semester
- Examining first-semester students' ratings of academic adjustment important because Fall 2020 was the first full semester with COVID
- Academic adjustment impacted by gender, parental education, and ability status
- Future iterations of PSYCMentor will take these demographic differences into account