

# The Relationship Among First-Generation College Student Status and Resilience, Social Support, Perceived Barriers, and Negative Career Thoughts

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# First-Generation College Students

## Characteristics

- Racial/Ethnic minorities
- Lower SES backgrounds
- Attend 2-year institutions first
- Less academically prepared
- May delay attendance
- Less social capital

## Expectations & Experiences

- Lower GPAS
- Repeat or withdraw from more classes
- Spend more time studying
- More perceived barriers
- Work more hours per week



# Resilience



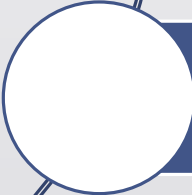
Research reveals a significant and positive correlation between resilience and GPA

FGCS who have higher self-efficacy and optimism may be more resilient

There may be some differences in resilience levels by race/ethnicity and gender



# Social Support

-  Social support helps FGCS feel more connected to the institution
-  Lack of social support has been correlated with lower GPAs and higher levels of social support can lead to higher levels of resilience
-  Social support can lead to persistence to graduation, adjustment to college, life satisfaction, less anxiety and depression

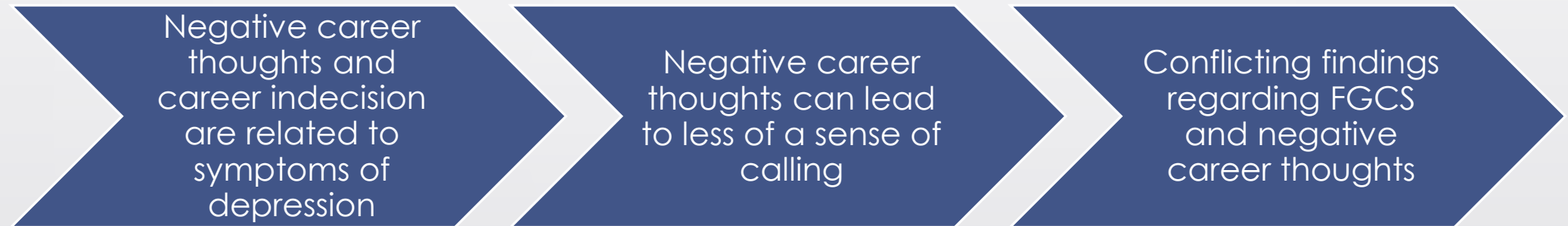


# Perception of Barriers





# Negative Career Thoughts





# Findings of Recent Research

- No statistically significant differences between groups, both groups reported high levels of resilience
- Statistically significant differences, with non-FGCS perceiving more social support than FGCS
- Statistically significant differences, with non-FGCS perceiving more barriers than FGCS
- No statistically significant differences between groups, both groups had similar levels of negative career thoughts



## Findings Continued

- Resilience level and perceived social support predicted 12.8% of the variance in perception of barriers
- Resilience level and perceived social support predicted 19.8% of the variance in negative career thoughts





# Implications for Practice

- Explore elements in the environment that help build and maintain resilience and build social support networks
- Interventions that help reduce negative career thoughts and build resilience
- Talk with FGCS to learn more about the types of barriers in their education and career they may perceive
- Use a theory, such as CIP, to address negative career thoughts



# Conclusion

- The “gap” between FGCS and non-FGCS may be closing
- Supportive campus offices and programs can help FGCS thrive
- Further research needed to continue to understand FGCS’ success



# Questions and/or Comments?

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Thank you!