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## Prior Literature & Aims

- The transition to college can be tumultuous and is seen as a period of both great upheaval and growth. Students' lives are filled with challenges, many of them stressful.
- Faculty involvement is crucial to students' learning, and the connections that faculty make with students help students feel greater sense of belonging to their college campuses (Ryzin, et. al., 2009) Additionally, faculty support has shown to have positive effects on their students' psychosocial wellbeing.
- According to Sim & Moon (2015), higher self-efficacy was related to better college life adjustment. Additionally, students with high levels of academic self-efficacy had less stress and were better adjusted to college life.
- Study 2 was conducted as a replication and extension of Study 1, with the focus on faculty support as a predictor for student psychosocial wellbeing.

WHAT FACTORS CONTRIBUTE TO STUDENTS' CONNECTION TO THEIR COLLEGE CAMPUS?

WHAT ROLE DO FACULTY PLAY IN COLLEGE STUDENTS' SENSE OF PSYCHOSOCIAL WELLBEING?

## Measures

### Sense of Belonging Scale (Hoffman et al., 2002)

- "I feel comfortable seeking help from a faculty member before or after class"
- "I feel that a faculty member would be sympathetic if I was upset"

### Subjective Happiness Scale (Lyubomirsky & Lepper, 1999)

- "In general, I consider myself .." (Likert scale of 1-7, 1 being 'not a very happy person' & 7 being 'a very happy person')
- "Compared to most of my peers, I consider myself.." (Likert scale of 1-7, 1 being 'less happy' & 7 being 'more happy')

### Self-Efficacy Questionnaire (Gauger-Erickson, et al., 2016)

- "I can learn what is being taught in class this year"
- "I believe that the brain can be developed like a muscle"

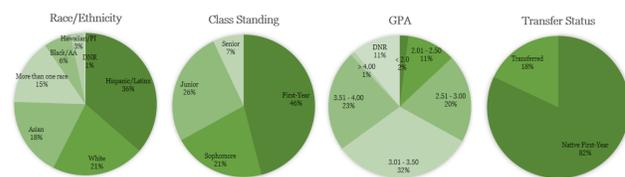
### Modified Stressor Scale for College Students (Ota et al., 2016)

- "My life prospects are uncertain" (true/false)
- "My parents are inquisitive about what I am doing" (true/false)

### 12-Item Grit Scale (Duckworth, 2007)

- "Setbacks don't discourage me" (Likert scale 1-5, 1 being 'very much like me' & 5 being not like me at all)
- "I have achieved a goal that took years of work" (Likert scale 1-5, 1 being 'very much like me' & 5 being not like me at all)

## Study 1 (California)



August 2018 – May 2019

N = 263 (37 removed due to missing responses)  
Data were collected online through SONA, using the psychology department subject pool at California State University, Sacramento

Table 1

Hierarchical multiple regression of Faculty Support, Self-Efficacy, & Level of Stress on Subjective Happiness

Model	b	SE-b	Beta	t	p
1 (Constant)	3.502	.398		8.798	**
Faculty Support	.418	.114	.258	3.676	**
2 (Constant)	5.399	1.267		4.262	**
Faculty Support	.139	.106	.085	1.303	.194
Self-Efficacy	.667	.144	.311	4.621	**
Level of Stress	-2.765	.626	-.297	-4.418	**

Note: N = 263. \*\* p < .001

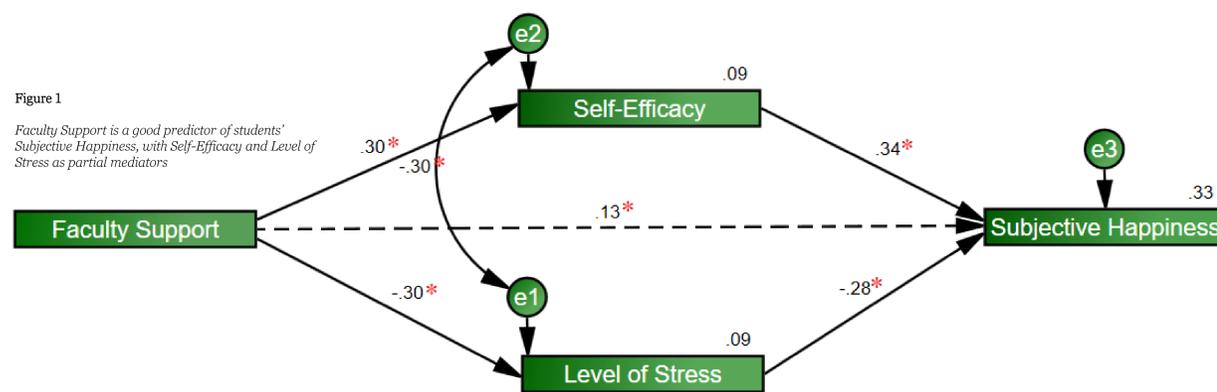
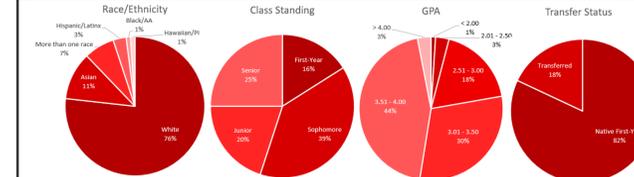


Figure 1  
Faculty Support is a good predictor of students' Subjective Happiness, with Self-Efficacy and Level of Stress as partial mediators

## Results

A structural equation model was conducted to explore whether Self-Efficacy and Level of Stress were mediators in the relationship between Faculty Support and students' Subjective Happiness. The direct path indicated that Faculty Support predicted students' Subjective Happiness,  $\beta = .32, p < .001$ . When both Self-Efficacy and Level of Stress were added as mediators to the model, partial mediation was observed, and the direct path between Faculty Support and students' Subjective Happiness weakened,  $\beta = .13, p = .016$ .

## Study 2 (Nebraska)



August 2019 – March 2020

N = 147 (2 removed due to missing responses)  
Data were collected online through Qualtrics at University of Nebraska-Lincoln.

Table 2

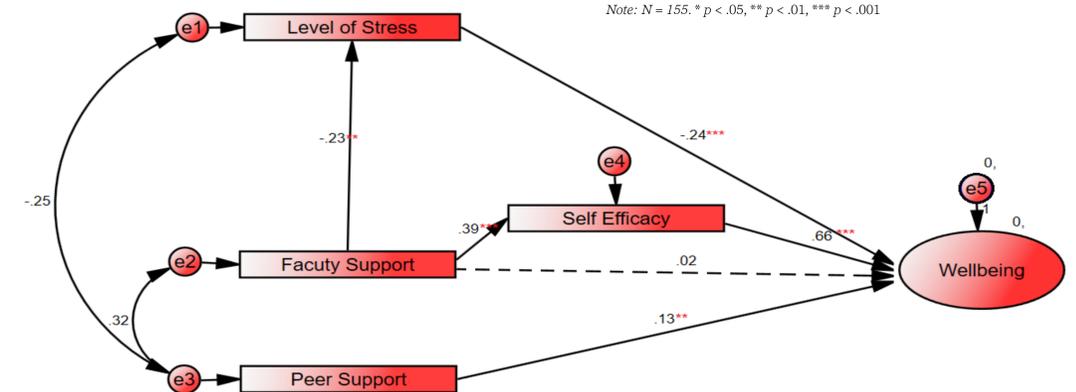
Hierarchical Linear Regression Predicting Wellbeing from Faculty Support, Peer Support, and Stress

	B	95% CI for B		SE-B	$\beta$	Adj R <sup>2</sup>	$\Delta R^2$
		LL	UL				
1 Constant	-42.311	-57.116	-27.506				
Faculty Support	11.634	7.588	15.680	.423	.423***	.174	.174
2 Constant	-52.275	-68.267	-36.238				
Faculty Support	9.600	5.410	13.790	.349	.349***		
Peer Support	4.72	1.479	7.964	.222	.222**	.212	.038
3 Constant	6.680	-8.328	41.688				
Faculty Support	8.392	4.321	12.463	.305	.305***		
Peer Support	3.238	.028	6.448	.152	.152*		
Stress	-36.780	-56.411	-17.149	-.275	-.275***	.275	.063

Note: N = 155. \* p < .05, \*\* p < .01, \*\*\* p < .001

Figure 2

Structure Equation Model Showing Peer Support, Faculty Support (Fully Mediated by Self-Efficacy) and Stress Predicting Wellbeing



## Results

Faculty support remained a significant predictor of wellbeing, independent of peer support. In hierarchical regression analysis, faculty support was entered as a predictor of wellbeing in step one, peer support in step two, & level of stress in step three. This model was statistically significant,  $F(3, 146) = 19.839, p < .001, \beta_{\text{facultysupport}} = 8.392, \beta_{\text{peersupport}} = 3.238, \beta_{\text{stress}} = -36.780, \text{adjusted } R^2 = .275, \text{ explaining } 27.5\% \text{ of the variance in wellbeing.}$

## FURTHER INFORMATION



For further information, please scan the QR code to the left. At the link you will find:

- Full contact information
- Digital copy of this poster
- Further details on this study
- Complete results
- Information about the thesis currently being written on this project

## Discussion

### Implications

- While previous studies have explored the impact of social support, little has been learned about individual components of social support. The deeper implications of these studies were to determine the relationship of faculty support, and whether faculty make unique contributions to students' overall wellbeing. What has been found, especially in study 2, is that faculty play a crucial role in their students' psychosocial wellbeing, above what is offered by peers.
- One of the most important points from this research is that one of the mechanisms of faculty support is through raising students' self-efficacy, which was shown to correlate with higher levels of psychosocial wellbeing. The most salient result from these studies is that faculty matter and that they can make a difference in their students' lives.

## ACKNOWLEDGEMENTS

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