

Protection from Adversity and Sheltering Scale: PASS



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Background

Previous research has found over-involved parenting styles can be associated with poorer self-efficacy, academic engagement, and psychological wellbeing in undergraduates.

However existing research has not explored how over-involvement in other aspects of adolescent development such as school environment affect academic performance, engagement and attitudes in subsequent emerging adulthood.

We hypothesised that individuals who had been sheltered from academic failure, uncertainty and criticism would not have had sufficient experiences to develop coping mechanisms when these experiences arise in young adulthood, in particular at university.

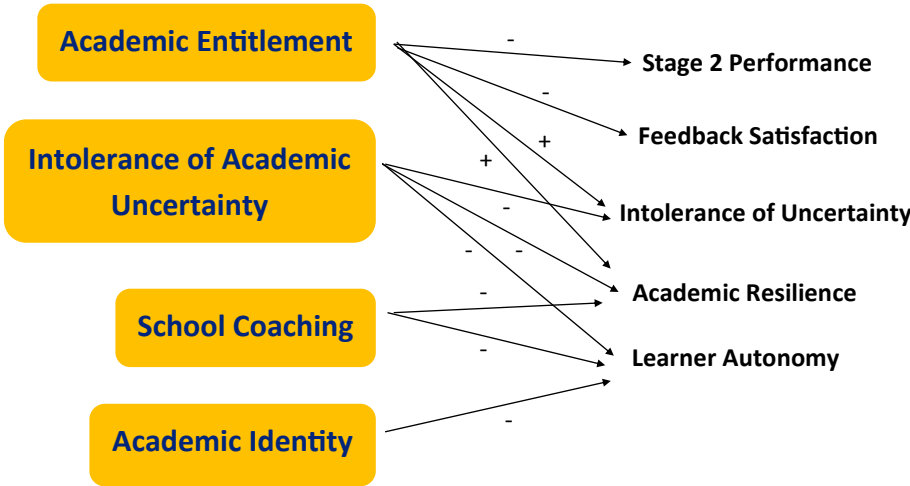


Figure 1. Correlations between PASS factors and dependent variables.

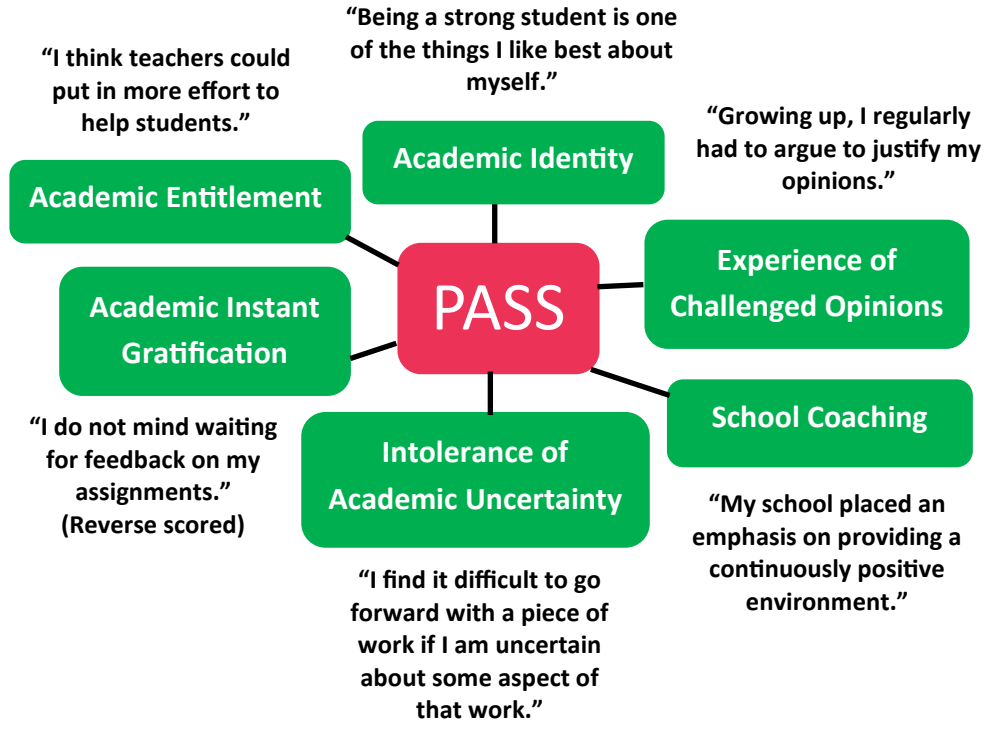


Figure 2. The six factors emerging from the 78 item PASS and exemplar items of each.

Results

We conducted a pilot study with 112 participants using the 78 item PASS.

A factor analysis was performed on the data using SPSS, and six reliable factors emerged. As shown in Figure 1., four of these factors held significant correlations with the primary dependent variables.

Four questions assessing marking satisfaction from the National Student Survey were included as dependent variables. Academic Entitlement was significantly associated with lower satisfaction on all four questions.

Academic entitlement was also significantly associated with lower marks in Stage 2 of undergraduate study.

Discussion

Our prediction that high sheltering would predict poor learner autonomy and academic resilience, and high intolerance of uncertainty was met.

These findings suggest that the culture of schools may affect their subsequent academic attitudes and achievement at university.

This scale may help to identify students who are at greatest risk of poor adjustment to undergraduate academic work, or academic anxiety symptoms.

Further research is required to determine the broader scale of the issue, and develop interventions to support adjustment to the undergraduate academic environment.