### Exploring the Impact of Psychological Body Armor<sup>™</sup> Resilience, Adverse Childhood Experiences and Parental Caring on Academic Self-Efficacy and Apathy among College Students

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## How does college students' level of ACEs, PBA, and parental care predict (the outcome of) academic self efficacy and apathy?



Increased exposure to adverse childhood experiences has been associated with "below-average academic and literacy skills" (Hardcastle et al., 2018)

Lack of care and neglect present in caregiver-child relationships results in loneliness, social isolation and academic difficulties in young adults (Wark et al., 2003).

"Resilience is significantly and positively correlated with achievement and self-efficacy" (Speight, 2010).

#### **Adverse Childhood Experiences (ACES)**

Adverse Childhood Experiences (ACEs) is defined as, "traumatic events that occur in childhood from ages 0 to 17" (Blodgett & Lanigan, 2018, pp.137-146).

#### **Parental Care**

Parental care is meeting a child's physical or psychological needs (Robinson, 2014).

#### **Psychological Body Armor (PBA)**

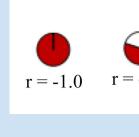
Psychological Body Armor (PBA) is a "unique form of human resilience" that involves two pathways: proactive resilience and reactive resilience (Everly, 2017).

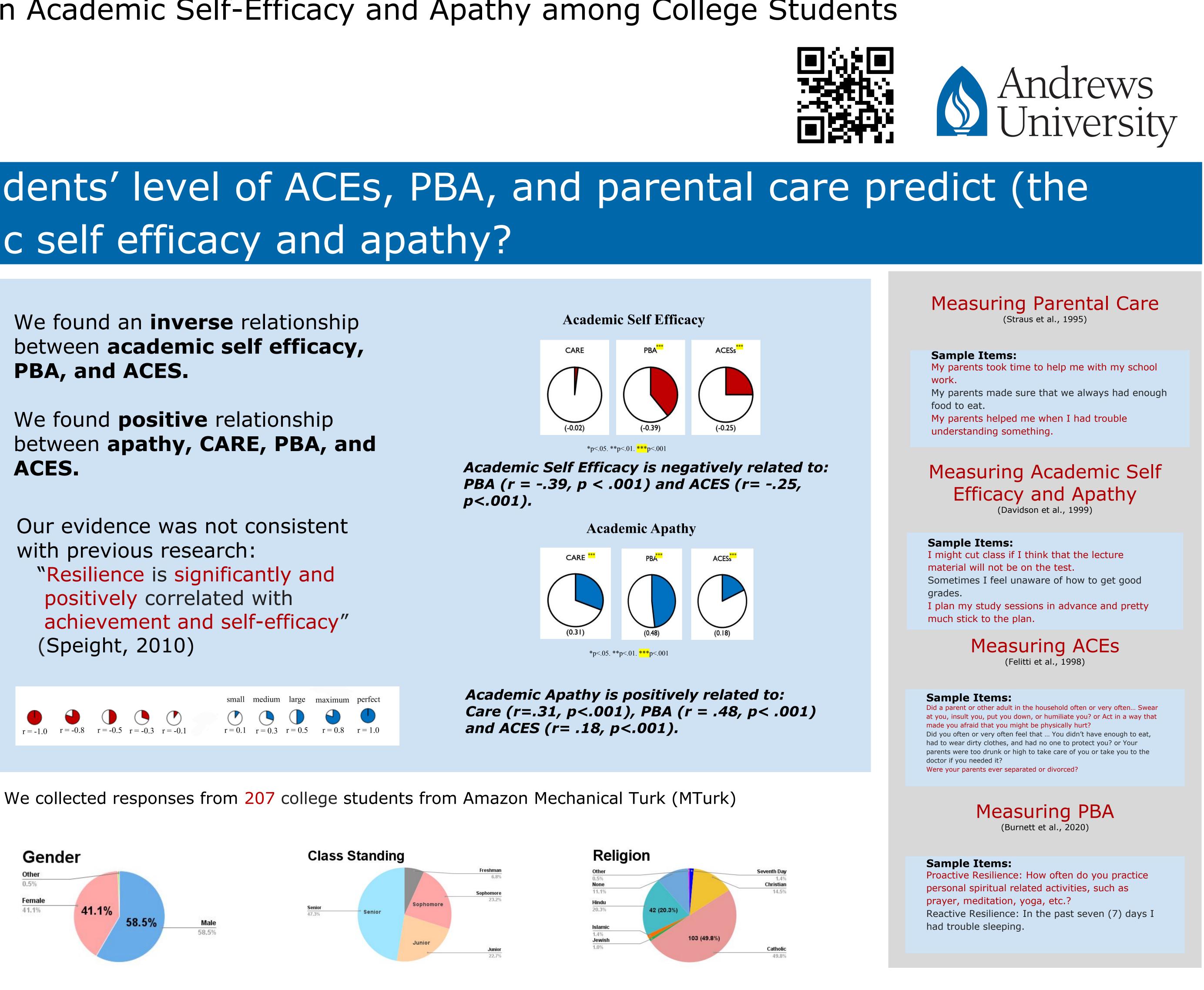
#### **Academy Self Efficacy**

Academic efficacy is defined as, "students' beliefs and attitudes towards their capabilities to achieve academic success, as well as their ability to fulfill academic tasks and successful learning of the materials'"(Hayat et al., 2020, 2).

#### Academy Apathy

Academic apathy is defined as, "disengagement in the classroom environment." This is often seen in students doing minimum work to meet requirements for a grade. Few reasons for disengagement may be because of family pressure, financial problems, or overbearing workload (Marshall, 2012).





# PBA is the stronger predictor of Academic Self Efficacy and Apathy. PBA helps deal with adverse experiences.

