

The academic resilience of university students with attention-deficit/hyperactivity disorder (ADHD)

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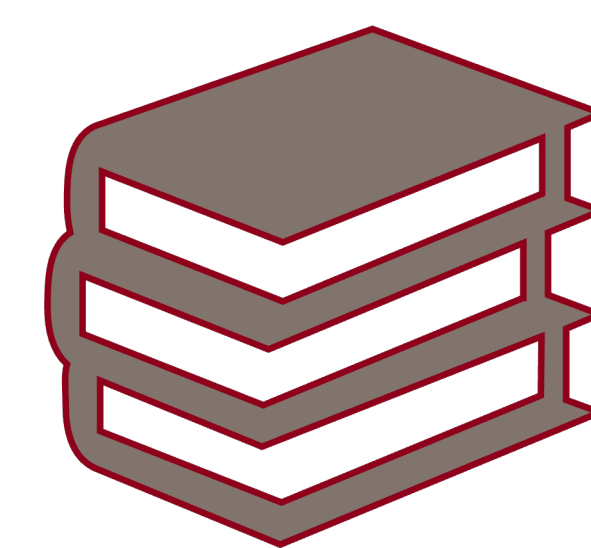
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Background

- ADHD is a developmental disorder that has both behavioural and cognitive presentations, which typically results in inattention, hyperactivity, and impulsivity (Hennig et al., 2017).
- ADHD is often associated with other learning disorders and impairments that are often diagnosed or expressed in childhood, persisting into adulthood.
- 20-50% of young adults with ADHD pursue a university degree (Hamilton et al., 2021).
- ADHD plays a significant role in academic adversity experienced by students (Martin, 2014).
- There has been very little research examining the relationship between psychological need satisfaction and academic resilience.

- Objectives**
- Determine if the academic and social adversity that university students with ADHD face increases their academic resilience.
 - Understand the link between basic psychological need satisfaction and academic resilience.

- Hypotheses**
- Participants with ADHD would display higher levels of academic resilience in unsupportive environments.
 - Participants with greater levels of basic psychological need satisfaction, especially in unsupportive environments, would be more academically resilient.



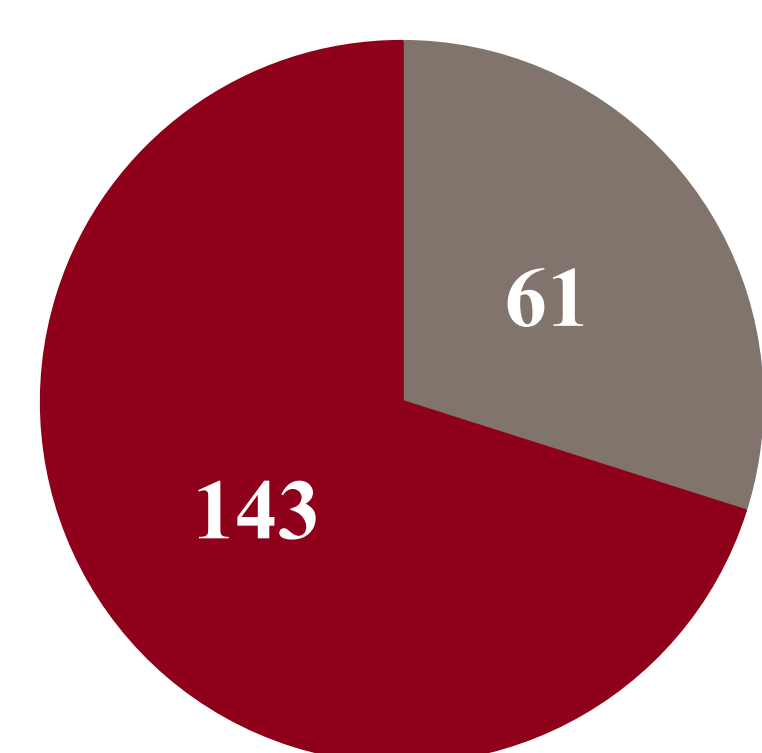
Methodology

Participants: 244 undergraduate students (171 women; 69 men; $M = 19.20$ years, $SD = 3.23$) from the University of Ottawa.

Design: Primary data analysis via a cross-sectional study with two experimental conditions.

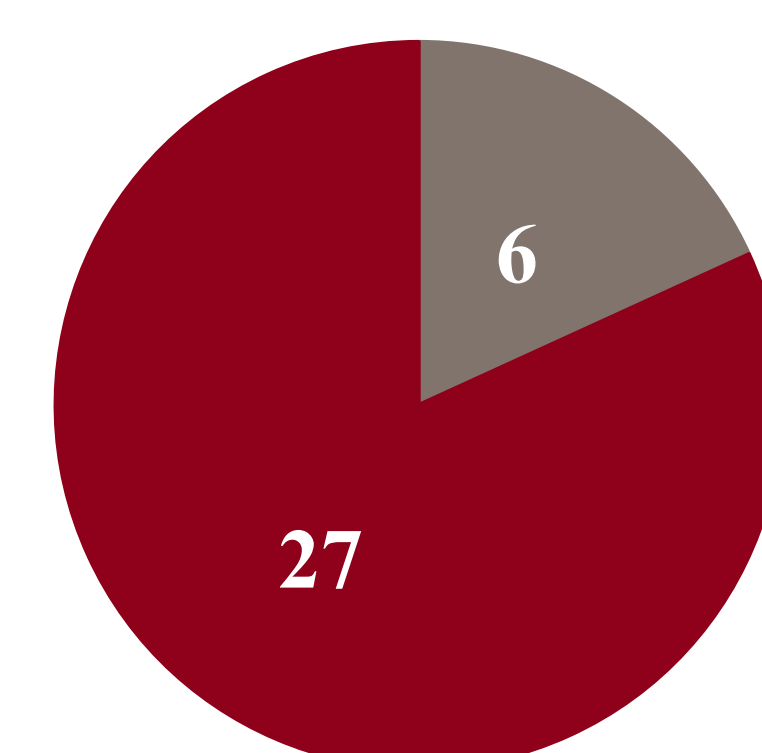
Measures	Participants with ADHD (and Social Anxiety Disorder)	Control Participants
Adult ADHD Self-Report Scale (ASRS-v1.1; Kessler et al., 2005)	✓	
Ryerson Social Anxiety Scales (RSAS; Lenton-Brym et al., 2020)	✓	
Course Evaluation A-Report (University of Ottawa, 2017)	✓	✓
Interpersonal Behaviours Questionnaire (IBQ; Rocchi et al., 2017)	✓	✓
Basic Psychological Need Satisfaction and Need Frustration Scale (BPNSFS; Chen et al., 2015)	✓	✓
The Connor-Davidson Resilience Scale (CD-RISC-10; Connor & Davidson, 2003)	✓	✓
The Academic Resilience Scale (ARS-30; Cassidy, 2016)	✓	✓

Control Participants



Men
Women

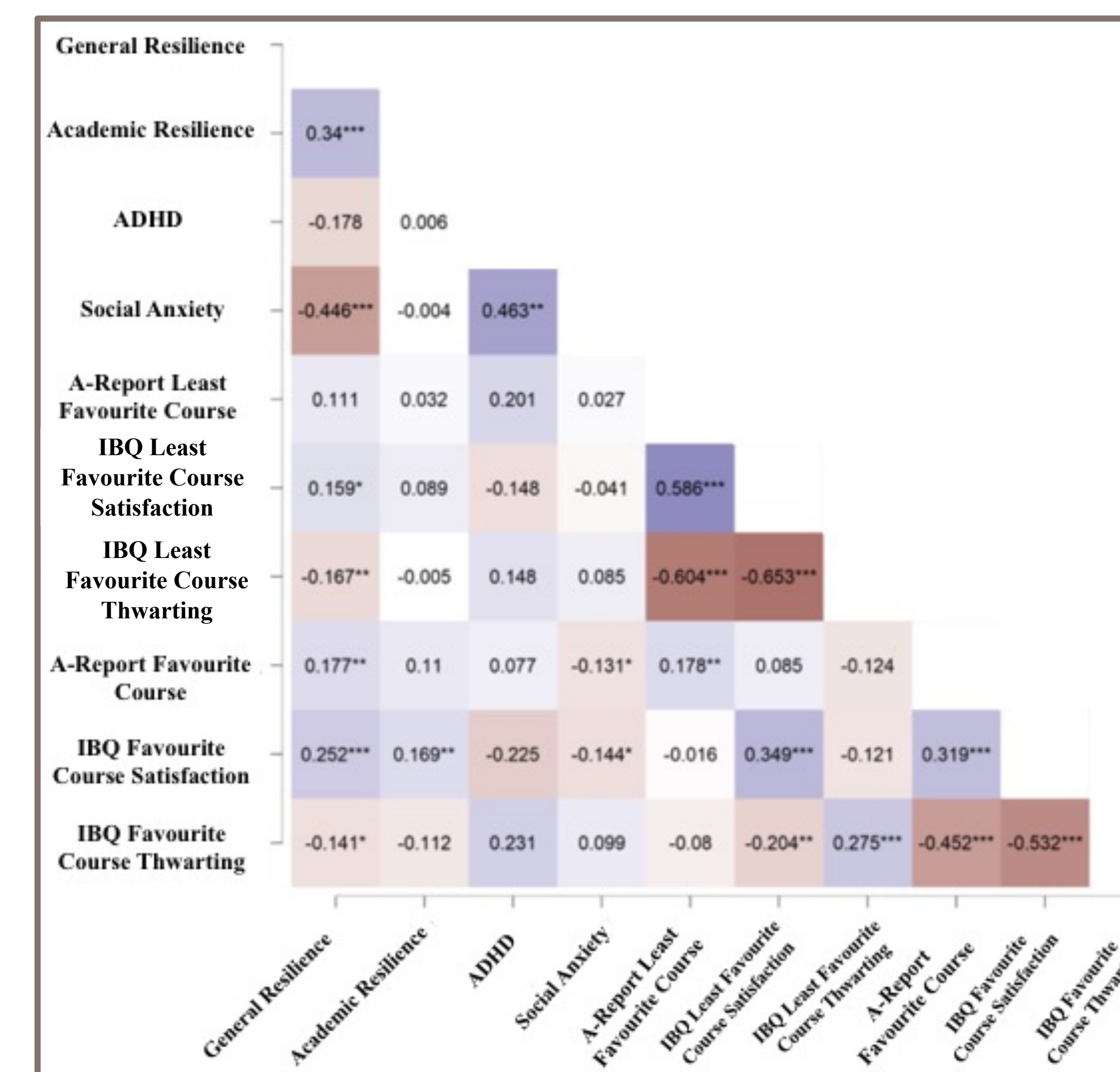
Participants with ADHD



Men
Women

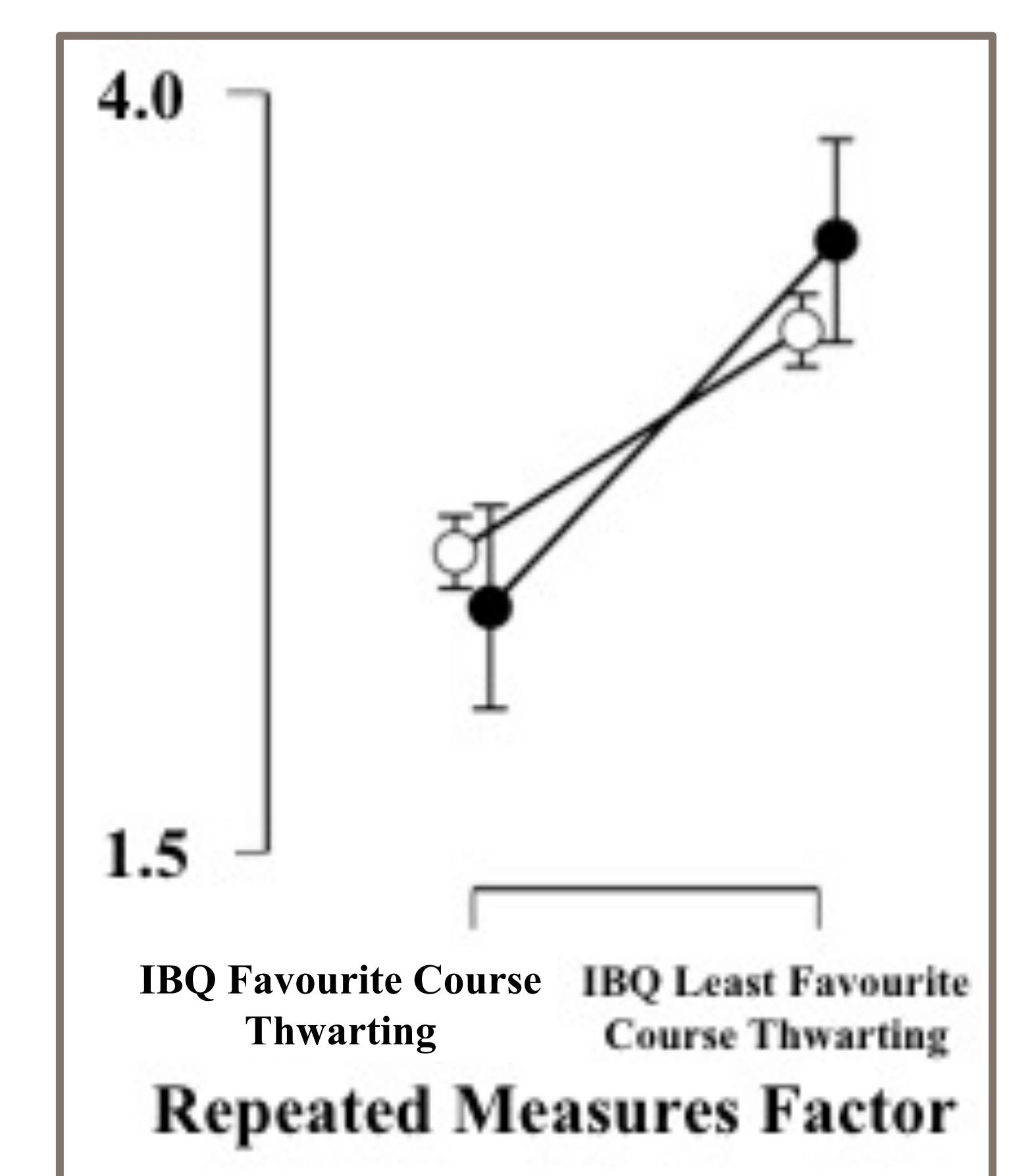
Results

Figure 1



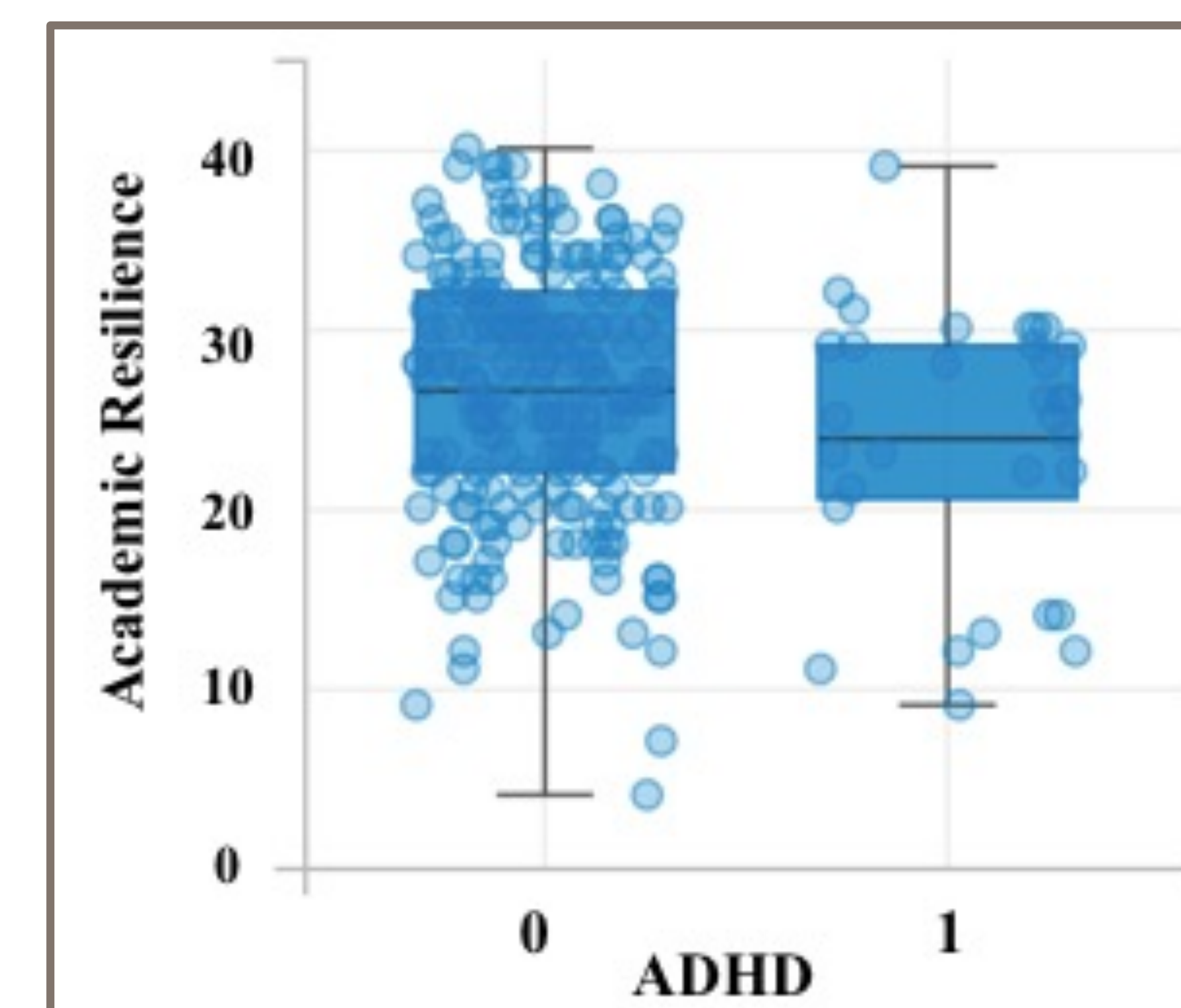
Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

Figure 3



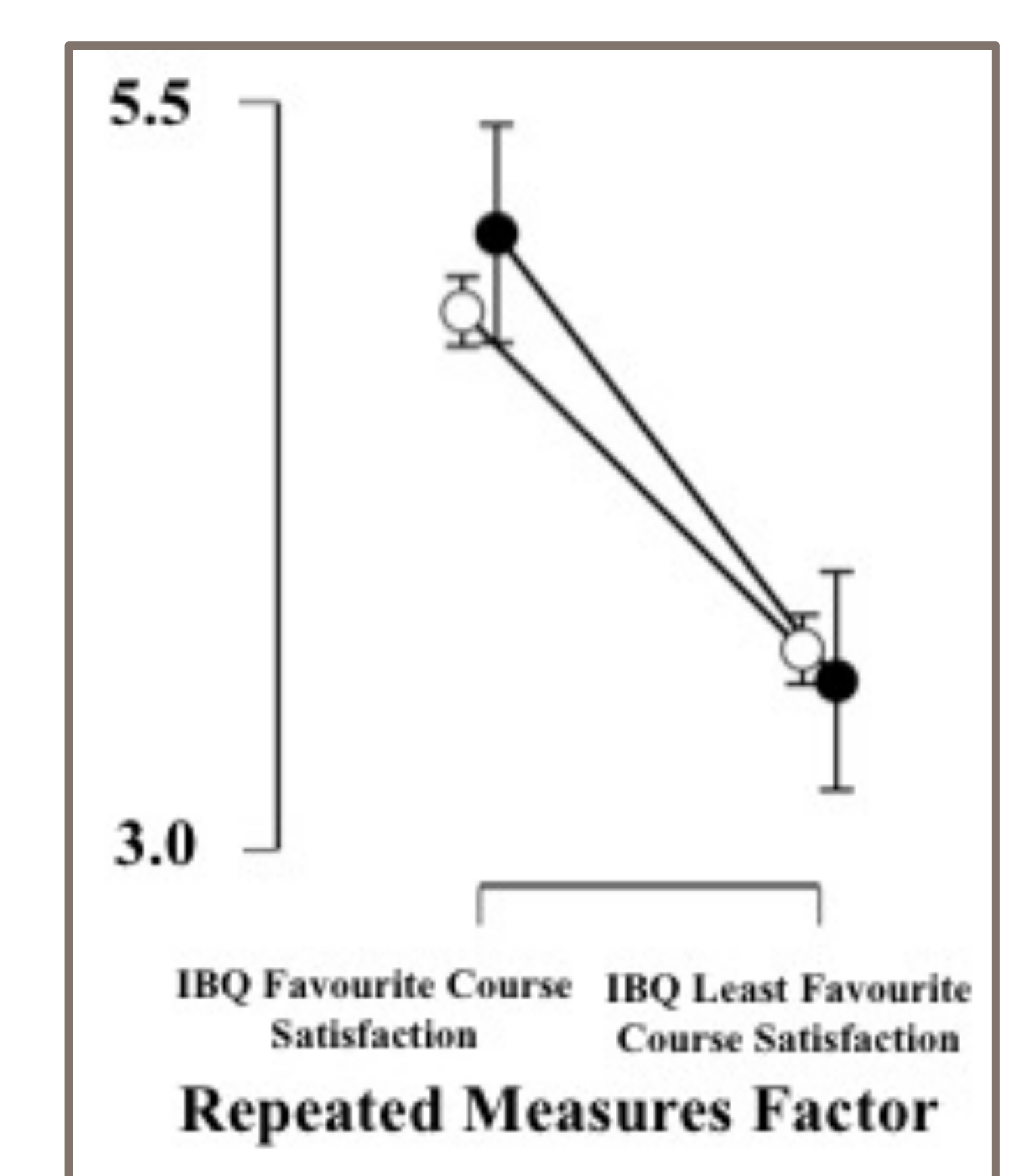
Note. Black circles represent participants with ADHD. White circles represent participants without ADHD.

Figure 2



Note. 0 = Participants without ADHD.
1 = Participants with ADHD.

Figure 4



Discussion

Key Findings and Interpretations:

- Significant positive correlation between ADHD and social anxiety; resilience and academic resilience (Figure 1).
- Participants with ADHD ($M = 97.63$, $SD = 10.21$) were less academically resilient than participants without ADHD ($M = 102.91$, $SD = 9.86$; $p = .009$; $d = 0.27$) (Figure 2).
- Participants with ADHD felt their needs were thwarted in their least favourite course more than their favourite course (significant in comparison to their control counterparts; Figure 3).
- All thwarting (IBQ)/frustration (BPNSFS) subscales correlated positively with one another, and negatively with satisfaction (IBQ; BPNSFS), and vice versa.

Practical Implications:

- As of present, no intervention has focused on fostering academic resilience in university students with ADHD (Hamilton et al., 2021).
- In terms of self-concept, university students with ADHD do not differ in academic performance compared to those without ADHD (Wilmschurst et al., 2011).
- University students with ADHD may have more difficulty in accessing social support (Wilmschurst et al., 2011).
- Self-acceptance and positive recognition of ADHD may lead to academic achievement and educational equity (Willoughby & Evans, 2019).

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References Available Upon Request

