INFORMATION AND COMMUNICATIONS TECHNOLOGY AND RESILIENCE OF FIRST-GENERATION STUDENTS COMPARED TO STUDENTS WITH EDUCATED PARENTS

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ABSTRACT

Aim/Purpose	In this study, we examined, from the perspective of the participants, aspects of information and communications technology (ICT) and resilience, comparing first-generation students in higher education with students whose parents had higher education.
Methodology	We examined self-image, motivation, happiness, and the use of ICT. This was a quantitative study. Respondents answered a questionnaire that contained open and closed questions. The sample included 307 students from academic institutions in Israel between the ages of 18 and 64.
Findings	The findings were grouped into four clusters: (a) second-generation students under the age of 25 years, members of Generation Z; (b) second-generation students over the age of 25; (c) first-generation students over the age of 25 years (the largest group in the sample), mostly members of the Generation Y; and (d) first-generation students under the age of 25. We found consistent differences on all scales between the group of first-generation students over the age of 25 years and those in the other groups. The research findings indicate that the

	group with the highest resilience was students who were the first generation acquiring higher education and were over 25, mostly members of the Y generation.
Impact on Society	This research allows an instructive look at Generation Y and Generation Z and the academic abilities of this generation.
Future Research	Future studies should examine the correlation between a sense of resilience (which was examined in this study) and academic achievement (which was not).
Keywords	higher education, social gaps, multiculturalism, first-generation students, generation Z, generation Y

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