

README METADATA FILE FACILITATING COMPREHENSIVE REUSE OF THE POSTER TITLED:
"Do study-related and personal resources buffer the impact of study demands on academic burnout among university students?"

1. METADATA DESCRIBING AUTHORS & ACTORS #
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2. METADATA DESCRIBING THE POSTER #
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■ Study PID : <https://doi.org/10.25397/eur.24639552>

- Data Type : Dataset
- Identifier : 10.25397/eur.24639552

- Title

Do study-related and personal resources buffer the impact of study demands on academic burnout among university students?

- Date Created : 21-08-2023
- Temporal Coverage : 2020/2022
- Spatial Coverage : The Netherlands
- Subject : Burnout among university students
- Kind Of Data : Poster
- Universe : Students from a Dutch university
- Analysis Unit : A student from a Dutch university

- Citation

Vollmann, M., Scheepers, R. A., & Hilverda, F. (2023). Do study-related and personal resources buffer the impact of study demands on academic burnout among university students? Poster presented at the 37th Conference of the European Health Psychology Society (EHPS), Bremen, Germany. doi: <https://doi.org/10.25397/eur.24639552>

- Data Description : No primary data provided

- Method

Three cross-sectional online survey studies were conducted among university students in the Netherlands (Ns>232). The relevant concepts were measured by validated questionnaires. Data were analysed by moderation analyses containing hierarchical regression and simple slope analyses.

- Paper Abstract

This poster has been presented in 2023 at the 37th Conference of the European Health Psychology Society (EHPS) in Bremen, Germany.

Background: Academic burnout is an increasing problem in higher education as it is associated with low well-being and poor performance. According to the Study Demands-Resources model, academic burnout is the result of high study demands and low resources. Additionally, the model purports that resources mitigate the impact of study demands on academic burnout. This proposed buffering effect was investigated for study-related (perceived peer and teacher support) and personal (time management, reading comprehension, mindfulness) resources.

Findings: Multiple regression analyses showed that demands were positively (β s .16 to .65) and resources were negatively associated with burnout (β s .17 to .43). None of the added demands*resource interactions reached significance ($ps > .103$), indicating that resources did not function as buffers. Analyses focussing on emotional exhaustion the main dimension of burnout as outcome also showed no buffering effects of the personal resources ($ps > .178$), but weak buffering effects of the study-related resources ($ps < .08$). Simple slope analyses indicated that the effect of demands on exhaustion was diminished but not eliminated with increasing peer and teacher support.

Discussion: Only weak support was found for the buffering hypothesis. Assisting students to develop personal resources and creating a supportive learning environment might reduce academic burnout but is not sufficient to prevent academic burnout, as the impact of study demands persists. Universities are advised to also consider diminishing study demands.

• Paper : <https://doi.org/10.25397/eur.24639552>

• References

- <https://doi.org/10.25397/eur.23276627.v1>
- https://2023.ehps.net/wp-content/uploads/2023/09/EHPS_2023_Abstracts_UPLOAD.pdf

• Included Files

The download of the digital file includes:

3 Files

- Vollmann et al 2023 Poster EHPS.pdf
- README.txt
- README.pdf

3. METADATA DESCRIBING THE INCLUDED DIGITAL OBJECTS #
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■ Primary Digital Object : Vollmann et al 2023 Poster EHPS.pdf

- Data Type : Presentation
- Encoding Format : PDF
- File Size : 1.7 MB
- Condition Of Access : Open Access
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- Folder : Burnout-among-university-students

• Comment

Poster presented at the 37th Conference of the European Health Psychology Society (EHPS) in Bremen, Germany

■ Digital Object : README.txt

- Data Type : Metadata
- Encoding Format : TXT
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• Comment

Text document containing metadata pertaining to the study, the data and participants' data privacy.

■ Digital Object : README.pdf

- Data Type : Metadata
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