Self-Care Pratices and Perceptions

Campus Research Day 2024

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Campus Research Day

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Overview

Problem Statement: College students experience significant mental health struggles and burnout.

- 37%-stress and anxiety related to academic pressures (Olson, 2023).
- 39%- financial stress (Olson, 2023).
- 20%-responsibilities within campus organizations (Musabiq , 2020)

Definitions

Self-Care

"A process of purposeful engagement in practices that promote holistic health and well-being of the self" (Greene et., al, 2017).

- Physical/biological
- Emotional/psychological
- Social/leisure
- Spiritual

Burnout

"Physical, emotional, or mental exhaustion accompanied by decreased motivation, lowered performance, and negative attitudes toward oneself and others" (APA Dictionary).

Academic Resilience

The ability to achieve academic success despite challenging circumstances, such as unfavorable environmental situations, adverse living conditions, or a disadvantaged background (Diebold, 2017).

Burnout and Self-Care

Burnout

- Burnout and lack of academic resilience can lead to lower levels of university retention (Sanjari et al., 2023).
- 40% of students experienced “debilitating” burnout (Thuruthel et al., 2021).

Protective Factors Against Burnout

- Self-care may effectively reduce high levels of stress and burnout (Kim et al., 2018; Rico & Bunge, 2020).
- Higher endorsed self-care may lead to lower stress levels and burnout (Estrada 2023).
- Resiliency provides protection against burnout (Reed et al., 2023).

Research Aims

Purpose

1. The purpose of the study was to find how Southern students perceive and practice self-care.
2. The purpose of this study was also find how self-care practice affects their burnout.

Hypothesis

Students who practice self-care will have lower rates of burnout and higher academic resilience.

Research Design:

Quantitative; convenience sampling

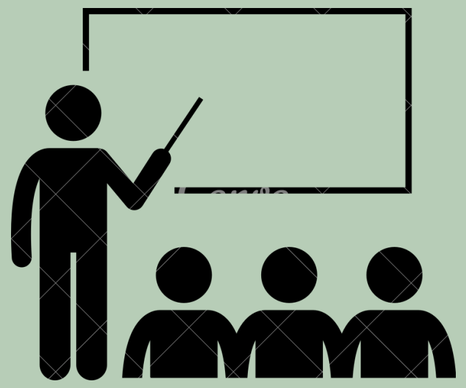
Methods

Recruitment

- Undergraduate Students
- 18 years or older
- Full time student (12+ credits)
- Participants had an online survey through Survey Monkey
- The survey instruments consisted of the consent form, background and demographic questions along with measures of perceptions and practices of self-care, and resilience and burnout

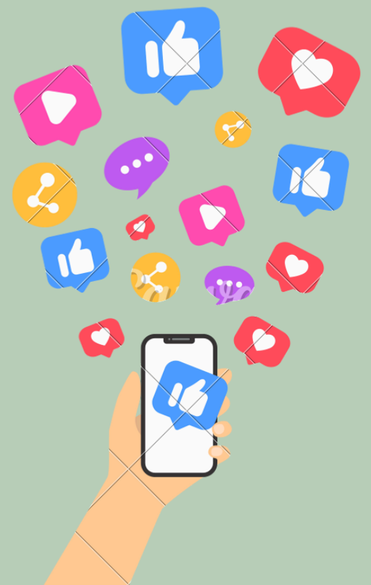
Data Analysis

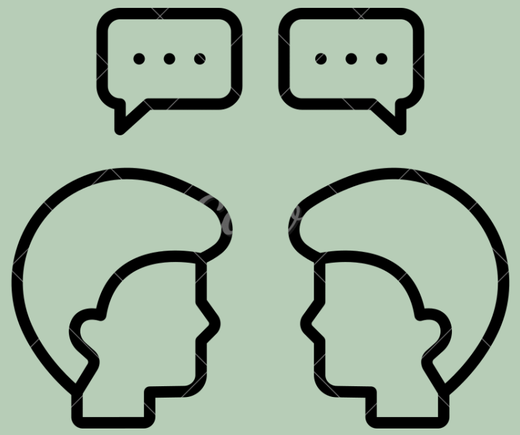
- We conducted descriptive statistics to describe the sample, and then hierarchical logistic regression to find the relationship between the variables of study
- We used SPSS Version 29 to analyze the data.



Methods

The recruitment methods that we used were face to face, social media, and going into class rooms using a flyer with a QR code





Descriptive Statistics

152 participants

SELF-CARE IS CRUCIAL	UNDERSTANDING SELF-CARE	LEARNING ABOUT SELF-CARE	RELATIONSHIP STATUS	GENDER
47.5% said very true *n*=57	45.1% said mostly true *n*=55	59% said very true *n*=71	83.6% are single, never married *n*=101	28.7% male, 71.3% female *n*=86 Female

EMPLOYMENT	VOLUNTEERING	PRACTICE SELF-CARE	AGE
87.7% works part-time *n*=106	91% do not volunteer weekly *n*=111	60.7% do practice self-care *n*=85	Mean= 20.5 Median= 20 Mode+20 Range from 18-41 Standard Deviation= 2.58

Results

Burnout Scale (CBI)

Step 1: Practices and perceptions of self-care score and burnout score

- Model explains 2% of the variance.

Step 2: Added (I am willing to learn what self-care could look like, I understand what self-care is, self-care is crucial to my overall well-being, which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care).

- The model as a whole was 4.4%, F (7, 114) = .742, p > .001.
- The control measures explained an additional 4.1%. R2 change = .04, F change (4, 114) = 1.224, p > .001.
- There was no statistically significant relationship between them.

Results

Resilience Scale

Step 1:

- Model explains 11.1% of the variance.

Step 2: Added (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions, Which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care).

- The total variance explained by the model as a whole was 12.4%, F (10, 111) = 1.567, p > .001.
- The control measures explained an additional 1.2%. R2 change = .01,
  F change (4, 111) = .386. p > .001.
- There was no statistically significant relationship between them.

Results

Academic Resilience: Reflective and Adaptive Help Feeling

Step 1:

- Model explains 6.4% of the variance.

Step 2: Added (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions, Which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care).

- The total variance explained by the model as a whole was 17.6%, F (10, 109) = 2.323, p > .001.
- The control measures explained an additional 1.1%. R2 change = .01, F (4, 109) = .370, p > .001.
- There was no statistically significant relationship between them.

Results

Final Resilience: Adaptation

Step 1:

- Model explains 23.7% variance.

Step 2: Added (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions, Which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care).

- The total variance explained by the model as a whole was 28.2%, F (10, 108) = 4.248, $p < .001$.
- The control measures explained an additional 4.6%. R2 change = .05,
  F change (4, 108) = 1.712, $p > .001$.
- There was no statistically significant relationship between them.

Results

Academic Resilience: Perseverance

Step 1:

- Model explains 16.4% variance.

Step 2: Added (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions, Which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care).

- The total variance explained by the model as a whole was 17.6 %, F (10, 109) = 2.323, p > .001.
- The control measures explained an additional 1.1%. R2 change = .01, F change (4, 109) = .370, p > .001.
- There was no statistically significant relationship between them.

Results

Academic Resilience: Negative Affect and Emotional Purpose

Step 1:

- Model explains 18.9% variance.

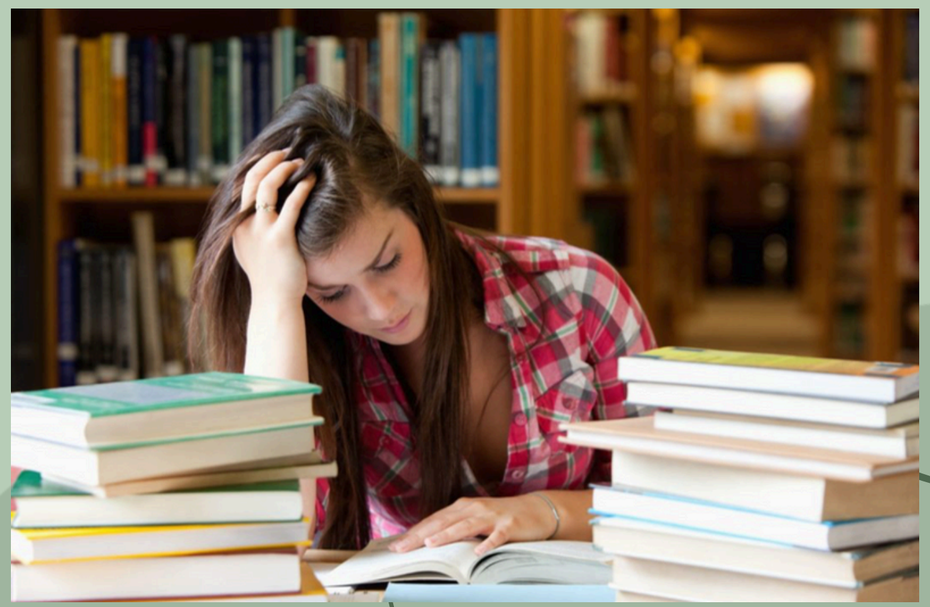
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	473.024	6	78.837	4.421	<.001[b]
	Residual	2032.695	114	17.831		
	Total	2505.719	120			
2	Regression	504.407	10	50.441	2.772	.004[c]
	Residual	2001.312	110	18.194		
	Total	2505.719	120			

Step 2: Added (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions, Which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care).

- The total variance explained by the model as a whole was 20.1%, F (10, 110) = 2.772, p > .001.
- The control measures explained an additional 1.3%. R2 change = .01,
  F change (4, 110) = .431, p > .001.
- There was a statistically significant contribution of pf p = < .001

Results Summary



- Students who have supportive structures (a support system) have less burnout by 3% on the burnout scale.
- None of the relationships between self-care practices sub-scales, burnout scales, or resilience scales were statistically significant.
- None of the relationships between self-care perceptions subscales, burnout scales, or resilience scales were statistically significant.
- *n* = 72 people (59%) were willing to learn more about self-care.
- *n* = 108 people (88.5%) of our population had seldom burnout.
- *n* = 14 people (11.5%) felt burnout sometimes.

Unexpected Results

- Self-care practices and perceptions had only a small effect on burnout and academic resilience.
- What people think about self-care doesn’t affect resilience.
- All of the demographics below explain only 12% of the model, which means there are other variables that have been unexplored.

Demographics

Major, course load, job, minor, if they have multiple majors, academic standing, race, ethnicity, age, and gender.

Comparison of Survey Results to Previous Research

- “Having an outlet to practice self-care can help college students have better academics and resilience.”
(Diebold, 2017)
- “Participants who endorsed higher levels of self-care endorsed statistically significant lower levels of burnout.”
(Estrada, M.R. (n.d., 2023)

- “As a practice, self-care shows promising results in reducing the risk of burnout.”
(Diebold, 2017)
- “A growing body of research has indicated that appropriate self-care effectively reduces high levels of stress and burnout.”
(3.g., Kim et al., 2028; Rico & Bunge, 2020)

Strengths and Limitations of Our Study

Strengths

- Our sample size was 152 participants, which is a representative sample.
- All the study questions and scaling that we have found have a coefficient greater than .7, which makes the scales reliable.

Limitations

- Limit generalizability to adult SAU Undergraduate full time students
- Our sample showed low levels of burnout, therefore they were skewed to end of the spectrum: limited burnout variation
- Snowball sampling and convenient sampling limited generalizability

Applications and Recommendations to Program, Policy, and Future Studies

Program

- We need to continue doing what we are doing as a University because students have reported low burnout rates and actively participate in self-care.

Practice

- Incorporate self-care curriculum into class and class assignments

Policy

- Create a self-care requirement for students to practice self-care within our University

Future Studies

- Find the gap of what is influencing burnout rates among students, if not self-care, then what?
- An integrative study to better understand academic resilience and burnout among undergradute college students

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Thank you!