Exploring the Roles of Resilience and Detachment in Student Well-being in the Face of Academic Stress

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Abstract

Background: While student days are often romanticized, research finds that more than 60% of students appear to suffer from mental health problems. Many studies point to academic stress as the leading cause of the deteriorating psychological well-being of students. **Aim:** This study aims to investigate resilience and detachment independently to find out which of the two is more important in protecting students´ PWB from the negative effects of academic stress. **Method:** This study uses a quantitative cross-sectional research design in combination with convenience sampling by using the university's internal student pool. The sample consisted of 60 undergraduates ($N = 60$) from the University of Twente of which more than three-fourths were female (76%) ($M = 21.5$ years, $SD = 1.69$ years). Model 2 of the SPSS extension PROCESS Macro was used to analyze the data. **Results:** The overall model was statistically significant $F(5, 54) = 14.44$, $p < .001$, $R^2 = .57$. However, the association between academic stress and PWB was non-significant ($b = .58$, $SE = 1.25$, $t = 0.46$, $p = .642$). In addition, neither resilience ($b = -.00$, $SE = .02$, $t = -.02$, $p = .983$) nor detachment ($b = -.02$, $SE = .10$, $t = -.24$, $p = .806$) moderated this association. **Conclusion:** Although the present research did not find significant moderation effects, it does provide a foundation for further investigation into the protective qualities of detachment and resilience and their potential to improve students´ mental well-being.

Keywords: Academic Stress, Resilience, Detachment, Psychological Well-being, PWB

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Exploring the Roles of Resilience and Detachment in Student Wellbeing in the Face of Academic Stress

Student days are often romanticized as the calm before the storm, before entering the stressful and overwhelming work field. Although this often proves reasonable, students face challenges of their own during their time pursuing educational goals. A recent publication by Lipson et al. (2022) indicated that more than 60% of students meet the criteria for at least one mental health problem. This is in line with an American national survey, reporting three-quarters of students claim moderate to severe psychological distress (Abrams, 2022). Research in this field points out academic stress as the leading cause of the decline of mental well-being among students.

Academic stress differs from everyday stress as it pertains to nuisances surrounding their academic endeavors. Wilks (2008) defines academic stress as a stress response that is caused by a combination of academic demands that exceed the adaptive capabilities of an individual. This definition aligns with the transactional model of stress suggested by Lazarus (1966), which assumes stress not to be a linear consequence of a presented stressor but instead the subjective appraisal of such. More recent studies seem to combine both approaches, defining academic stress as the experience of subjective psychological distress arising from multiple aspects of academic learning, rather than a mere sum of stressors (Sun et al., 2013). According to Chua et al. (2018), the level of academic stress is determined by the student's interpretation of respective challenges. The most prominent stressors seem to be fear of failure and work overload, but also separation from home, uncertainty about future life goals, and financial burdens (Bedewy & Gabriel, 2015; Bhujade, 2017; Karaman et al., 2019; Wilks, 2008).

In a study conducted by Dwyer & Cummings (2001), students described stress as the most prominent factor responsible for a decrease in academic performance. Recent research supports these findings, showing academic stress indeed negatively influences students'

academic performance (Karaman et al., 2019; Khan et al., 2013). Psychologically, academic stress is associated with higher levels of depression and anxiety (Akgun & Ciarrochi, 2003; Kumaraswamy, 2013; Khan et al., 2013; Versteeg & Kappe, 2021). On a physical level, academic stress has been associated with decreased health Ruzhenkova et al., 2018). Hereby, fatigue, hypertension, and headaches were the most prominently reported symptoms (Dusselier et al., 2005; Ruzhenkova et al., 2018). Therefore, given the prevailing repercussions associated with academic stress, the question arises of how students can withstand and thrive in the academic milieu.

The focus on thriving and transcending deficiencies in mental health prompted Seligman and Csikszentmihalyi (2000) to introduce positive psychology, an approach that aims to transcend the focus on pathologies and deficiencies and instead emphasizes the active strengthening of mental health. Based on this idea, Westerhof and Keyes (2010) published the two continua model of mental health, which defines mental health and mental illness as two related but distinct concepts, rather than a binary opposition. From this perspective, mental health is defined along two dimensions. Thus, the model introduces a distinct state of mind, by which, for example, a student who does not suffer from mental illness but still experiences poor mental health, is considered to be "languishing." Languishing describes a state that, although free of illness, is still characterized by dissatisfaction based on the subjective judgment of the individual, broadly defined as the level of well-being.

Wellbeing, as defined by the World Health Organisation (2022), transcends the mere absence of mental illness, it encompasses various dimensions relevant to human flourishing. In scientific literature, research has established a distinction between subjective well-being (SWB) and *psychological well-being* (PWB) (Vázquez et al., 2009). Hereby, SWB is associated with hedonic well-being, which contains concepts like life satisfaction, the presence of positive affect, and the absence of negative affect (Joshanloo, 2019; Kahneman et al., 1999). Conversely, PWB is related to eudaimonic well-being and is associated with

dimensions such as personal development, self-fulfillment, and self-actualization (Ryff, 1989).

PWB appears to be the more exhaustive conceptualization compared to measures of SWB. This becomes evident through the publication of Huta and Ryan (2010), indicating that, although hedonic activities produced positive short-term effects of great magnitude, this effect quickly faded. Conversely, eudaemonic activities exhibited enduring positive effects at the three-month follow-up. The authors attribute that effect to the fact that eudaemonic activities gradually build resources that raise the baseline levels of positive affect (Huta & Ryan, 2010). For instance, categories such as personal growth or positive relations require time to develop, resulting in greater stability and less volatility (Joshanloo, 2019). This notion is supported by the longitudinal study of Joshanloo (2019), hereby SWB predicted SWB ten years later, while PWB predicted PWB both ten and twenty years later. Therefore, it seems that building a foundation of well-being components over time seems to be more persistent than pursuing immediate pleasure on demand, making psychological well-being the more sustainable dimension.

Research investigating the effect of academic stress on students' PWB indicates that academic stress is a significant negative predictor of students' PWB (Barbayannis et al., 2022; He et al., 2018; Syed, 2021). While academic stress appears to differ in impact amongst different groups of students, further literature suggests that *detachment* and *resilience* protect students from the negative effects of academic stress (Barbayannis et al., 2022; Isoard-Gautheur et al., 2023; Smith. & Yang, 2017).

Although one agreed-upon definition is lacking, resilience is defined as the ability of individuals to thrive despite adversity (Campbell-Sills & Stein, 2007). People who score high in resilience navigate stressors more effectively, employing proactive and task-focused coping, thus returning quicker to baseline functioning (Campbell et al., 2006; Connor & Davidson, 2003; Klainin-Yobas et al., 2021).

Studies on the effect of resilience on students' well-being consistently prove its protective qualities (De la Fuente et al., 2021; Devi et al., 2021). Students with higher levels of resilience were found to have higher levels of PWB as they are better equipped to deal with stressful situations (Smith & Yang, 2017). This finding is further supported by other studies in this field that find that resilience negatively predicts the experience of academic stress (De la Fuente et al., 2021; Harding et al., 2019). Studies show that resilience buffers against the detrimental effects of academic stress (Kokou-Kpolou et al., 2021). Hereby, Kokou-Kpolou et al. (2021) found that students with higher levels of resilience experienced fewer depressive symptoms in the face of perceived stress. Similarly, García-Izquierdo et al. (2018) found that more resilient students had a more positive perception of their psychological health despite facing emotionally exhausting situations in their academic endeavors. This illustrates that resilience acts as a protective factor in the context of academic stress.

Detachment is another protective factor that positively affects students' well-being (Isoard-Gautheur et al., 2023). Psychological detachment describes a form of coping with work-related stress, characterized by mentally and physically refraining during off-job time. (Sonnentag, 2012; Sonnentag & Fritz, 2007; Sonnentag & Fritz, 2015; Wendsche & Lohmann-Haislah, 2017).

Studies investigating detachment in academic contexts find that it positively affects students' mental health (Isoard-Gautheur et al., 2023; Ragsdale et al., 2011). Moreover, an American study found that students with higher levels of detachment experienced less anxiety in the face of daily stressors (Denckla & Bornstein, 2015). This notion is further supported by studies showing that detachment buffered students against the negative effects of emotional exhaustion as they were better able to emotionally and cognitively regulate (Ying, 2008).

Evidence suggests that resilience, as well as detachment, protect students from the negative effects of academic stress. Students with higher levels of either resilience or detachment are able to maintain better mental health in the face of academic stress compared

to students with lower levels (Denckla & Bornstein, 2015; Kokou-Kpolou et al., 2021). However, it appears that resilience and detachment operate in different ways. Studies suggest that detachment might protect students' well-being from the negative effect of academic stress by helping them disengage from the stressor (Denckla & Bornstein, 2015; Ragsdale et al., 2011). In contrast, resilience helps students cope with academic stressors in more adaptive ways while allowing for more positive emotions amidst stressful circumstances (Pidgeon & Pickett, 2017; Tugade et al., 2004).

The previously mentioned studies have investigated resilience and detachment independently (Isoard-Gautheur et al., 2023; Smith & Yang, 2017). There appears to be little research in which both concepts are investigated simultaneously. However, among the limited research, Sojo and Guarino (2011) have found that resilient people employ detachment coping to protect themselves from stressful situations. This suggests that resilience could be a prerequisite of detachment coping, which might imply that resilience is the more important factor in protecting people´s well-being from stressful circumstances (Sojo & Guarino, 2011).

However, the study of Sojo and Guarino (2011) is among the few studies investigating both resilience and detachment simultaneously. Therefore, further investigating the effects of resilience and detachment on the association between academic stress and PWB would provide more clarity as to which of the two concepts has a stronger effect in protecting students´ well-being. This insight might enable more informed guidance on how to enhance students' mental health. Knowing which concept holds greater significance in protecting students´ PWB in the face of academic stress may facilitate a more informed decision-making process when designing interventions aimed at improving students´ mental well-being.

The present study

The present study aims to investigate resilience and detachment independently to find out which of the two is more important in protecting students´ PWB from the negative effects of academic stress.

Drawing from existing literature, academic stress is consistently identified as a significant negative predictor of students' PWB (He et al., 2018; Harding et al., 2019; Syed, 2021). Therefore, academic stress is expected to be negatively associated with PWB.

Furthermore, studies find that students with higher levels of resilience experienced fewer depressive symptoms in the face of perceived stress, it is expected that the present research will find a moderating effect of resilience on the association between academic stress and PWB (Kokou-Kpolou et al., 2021). In addition, research finds that students with higher levels of detachment experience less anxiety in the face of daily stressors compared with students with lower levels of detachment (Denckla & Bornstein, 2015). Therefore, detachment is expected to moderate the relationship between academic stress and PWB.

Given that there is limited research on whether resilience or detachment is more protective of students´ well-being, this study explores which of the two concepts is the more important factor in protecting students' PWB from academic stress. Considering Sojo and Guarino`s (2011) findings on resilience possibly posing as a prerequisite for detachment coping, it is expected that resilience has a stronger effect in protecting students´ PWB from academic stress compared to detachment.

Based on the presented literature, the following hypotheses have been formulated:

H_1: Academic stress will be negatively associated with PWB.

H_2: Resilience moderates the relationship between academic stress and PWB.

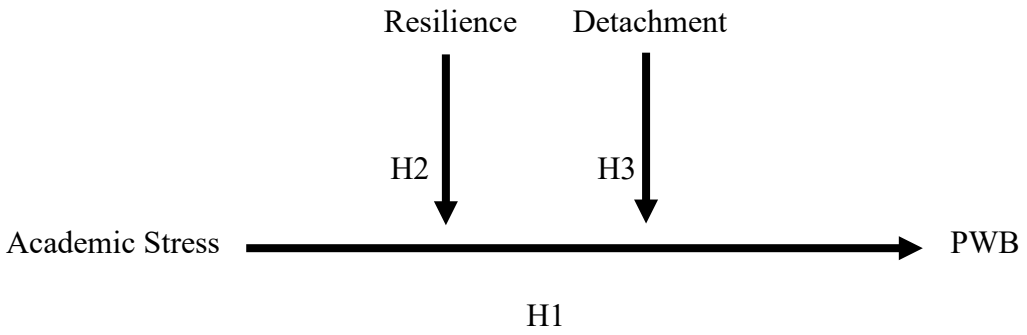
H_3: Detachment moderates the relationship between academic stress and PWB.

H_4: Resilience has a stronger effect in protecting students´ PWB from academic stress compared to detachment.

Figure 1 provides a visualization of the study design depicting the hypothesized independent moderation effects of resilience and detachment on the relationship between academic Stress and PWB.

Figure 1

Visualization of hypotheses



Methods

Participants

Participants were eligible to participate in the study under the condition that they were at least 18 years of age, sufficiently fluid in English, and students at the University of Twente. In total, 77 participants took part in the study. However, 17 participants had to be removed from the data set because they either stopped filling out the questionnaire prematurely (n = 13) or declared that they were not attending college (n = 4). The final data set comprises 60 participants (N = 60), of which more than three-fourths were women (76%) ranging in age from 18 to 25 years (M = 21.5 years, SD = 1.69 years). Regarding the sample´s demographics, the sample was mainly either German (47%) or Dutch (35%). Other nationalities made up 18% of the sample. Almost two-thirds of the sample consisted of undergraduates from the psychology program (65%), while the other third comprised undergraduates from the communication science program (35%).

Design and Procedure

This study was conducted using a quantitative cross-sectional research design. An online study was published using convenience sampling to collect data from as many undergraduates as possible. The sample size aimed to recruit 100 students.

As a first step, ethical approval was requested by the university's ethics committee.

Once approved, students from the Behavioural, Management, and Science faculty were asked to participate in the study. This was done by messaging students on "WhatsApp" whereby a message was sent to each group chat corresponding to academic years 1 through 3. In this message, students were presented with the purpose of the study and asked to participate. After signing up to participate, students then accessed the questionnaire through the software SONA. After accessing the questionnaire, participants were presented with an information letter with a written description of the study. The letter provided the contact details of the researcher and informed participants about the aim and duration of the study as well as the handling and storage of their data. After reading the letter, participants had to give their consent through the consent form (Appendix A). The questionnaire then asked basic demographic questions such as age, gender, and nationality. Afterward, the participants were presented with the scales of the four concepts involved in this study. After the final scale was filled out, the questionnaire ended, participants were thanked for their participation, and the associated 0.25 SONA credits were granted, given that the study was filled out completely.

Materials

Academic Stress

Academic stress was assessed by means of the Perception of Academic Stress Scale (PASS) (Bedewy & Gabriel, 2015). The questionnaire assesses academic stress levels along 18 items while using a five-point Likert scale ranging from one ("*strongly disagree*") to five ("*strongly agree*"). An example of an item is "Am unable to catch up if I get behind my work.". According to the authors, the internal consistency was estimated with a Cronbach´s alpha of 0.70 (Bedewy & Gabriel, 2015). In this sample, the internal consistency was good ($\alpha = .85$).

Psychological Well-being

PWB was assessed in this sample using the Ryff Psychological Wellbeing Scale short version (18-items) (Ryff, 1989). The questionnaire assesses PWB levels using a 7-point Likert scale ranging from one ("*Strongly Agree*") to seven ("*Strongly Disagree*"). Hereby, higher scores indicate higher levels of PWB. An example of an item measuring people's PWB would be: "When I look at the story of my life, I am pleased with how things have turned out so far." According to Li (2014), the scale has an excellent reliability coefficient of 0.92. In this sample, the internal reliability was good (α = .79).

Detachment

The concept of detachment was assessed using the detachment scale as part of the Questionnaire on the Experience and Evaluation of Work (QEEW 2.0) which measures psychosocial workload and job stress across 42 scales consisting of 244 items (van Veldhoven et al., 2015). The questionnaire works with a 4-point Likert scale ranging from zero ("*never*") to three ("*always*"). Hereby, higher scores indicated higher levels of detachment. The questionnaire items have been slightly changed to fit the academic field, an example of an item would be: "I can easily detach myself from my academic work". Hereby, the original item was: "I can easily detach myself from my work". The items did not need to be recoded and the scale proved to have good reliability with a coefficient of 0.86 (Van Elk et al., 2022). In this sample, the overall reliability was low (α = .18) except for when item 2 from the detachment scale ("I can easily detach myself from my academic work ") was taken out. Without item 2 of the detachment scale the, Cronbach's alpha was good (α = .76).

Resilience

Respondents' levels of resilience were assessed using the Connor-Davidson Resilience Scale (CD-RISC-10) (Campbell-Sills & Stein, 2007). Hereby, resilience levels are measured with a 5-point Likert scale ranging from zero ("*Not at all*") to four ("*True nearly all the time*"). An example for an item would be: "I am able to adapt when changes occur." None of

the items have to be reverse coded, and the scale proved to have a good reliability coefficient of 0.85 (Campbell-Sills & Stein, 2007). In this sample, the internal reliability was good (α = 0.79).

Data Analysis

The collected data was analyzed by use of the statistical program SPSS (Statistical Packages for the Social Sciences) version 28.0.1.0. Upon downloading the data set from Qualtrics, it was imported into SPSS. After creating new variables containing the scores of each scale the data was then analyzed using descriptive statistics. Since bootstrapping analysis is used to analyze the data, no assumptions had to be checked. A moderation analysis containing two independent moderators was conducted using model 2 of the PROCESS Macro extension(Hayes, 2012; Hayes, 2022). In the model, academic stress represented the independent variable (IV) and PWB represented the dependent variable (DV) while resilience was treated as one Moderator (W) and detachment was treated as the second Moderator (Z). By utilizing bootstrapping analysis 5000 resamples have been conducted with a confidence interval of 95%.

Results

Descriptive Statistics

Table 1 summarizes the descriptive statistics as well as the Pearson Correlations among each of the variables. Notably, all correlations were significant.

Table 1

Descriptive Statistics and Pearson-Correlations for Study Variables (N = 60)

Variable	*M*	*SD*	1	2	3
1. Academic Stress	3.20	0.54	—		
2. Psychological Well-being	4.69	0.70	.63**	—	
3. Detachment	2.65	0.73	-.69**	−.54**	—
4. Resilience	3.46	0.57	.53**	.68**	-.48**

Note. $^{*}p < .05$. $^{**}p < .01$.

Inferential Statistics

Results indicated that the overall model was statistically significant $F(5, 54) = 14.44$, $p < .001$, $R^2 = .57$, suggesting that the predictors collectively explain 57% of the variance in PWB.

Regarding the association between academic stress and PWB, results indicated a non-significant association ($b = .58$, $SE = 1.25$, $t = 0.46$, $p = .642$), thus rejecting H1.

Concerning H2, results indicated a non-significant main effect ($b = 1.00$, $SE = 1.31$, $t = 0.76$, $p = .449$). Similarly, the interaction effect of resilience on the relationship between academic stress and PWB ($b = -.00$, $SE = .02$, $t = -0.02$, $p = .983$), was also non-significant leading to the rejection of H2.

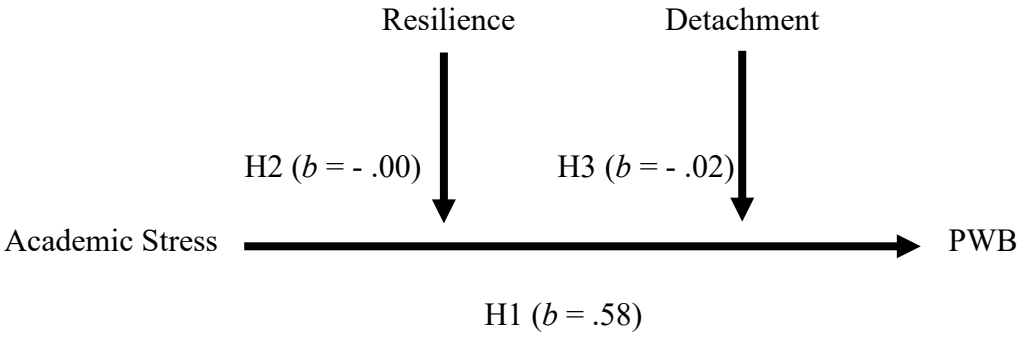
Similarly, testing for a moderation effect of detachment on the association between academic stress and PWB also resulted in a non-significant main effect ($b = .62$, $SE = 5.65$, $t = 0.11$, $p = .912$). Since the interaction effect was also non-significant ($b = -.02$, $SE = .10$, $t =$

- 0.24, p = .806), H3 was rejected. Given that no moderation effect was found either by resilience or by detachment, H4 is also rejected.

In summary, results indicate that academic stress does not significantly predict PWB. Moreover, neither resilience nor detachment moderates this association (see Figure 2).

Figure 2

Visualization of effect sizes



Discussion

The present study investigated the role of resilience and detachment in the association between academic stress and students' psychological well-being by conducting a moderation analysis with two independent moderators. The study aimed to shed light on the question of whether detachment or resilience is the more protective factor for students' PWB in the context of academic stress.

The absence of significant associations between the variables in this study is unexpected, considering previous research in the field. Particularly unexpected is the lack of significance in the relationship between academic Stress and PWB since previous studies have consistently shown a significant negative impact of academic stress on students' well-being (Barbayannis et al., 2022; Laird et al., 2019). A study by He et al. (2018) has found that academic stress is a negative predictor of PWB, which makes the result of this study stand in direct opposition to existing literature.

One reason for the differing findings in the present study might be the different well-being conceptualizations used to measure students' well-being. It becomes apparent that studies in the field of academic stress and related protective factors employ varying measures to conceptualize student well-being. Such studies utilize diverse instruments that encompass dimensions of SWB, such as positive affect and life satisfaction (Barbayannis et al., 2022; Isoard-Gautheur et al., 2023; Joshanloo, 2019). Given that PWB measures pertain to more stable dimensions of well-being, the fluctuations in emotional states may not be as noticeable (Joshanloo, 2019). Therefore, it might be the case that PWB is not as responsive to academic stress when compared with measures of SWB.

Regarding the hypothesized moderation effect of resilience, the results indicated no moderating effect of resilience on the relationship between academic stress and PWB. This finding contrasts with findings of other studies in the field that find that students with higher levels of resilience cope better with academic stress and experience less depression, anxiety, and academic stress (Hernàndez et al., 2019; Pidgeon & Pickett, 2017). One reason for this finding may be that resilience is more relevant in high-stress situations. Exposure to a significant threat or severe adversity is a key component of resilience (Masten, 2001). Resilience describes the process of overcoming that adversity (Herrman et al., 2011). However, adversity describes more severe circumstances, such as the death of a loved one or a traumatic event (Bonanno et al., 2011). Therefore, academic stress might not present an adverse enough circumstance. Thus, resilience might be more relevant in other, more severe contexts than academic stress.

Investigating the role of detachment, this study found no moderation effect on the relationship between academic stress and PWB. This finding stands in contrast to the findings of Denckla and Bornstein (2015), who found that levels of detachment affected students' levels of anxiety, whereby students with higher levels of detachment experienced reduced anxiety despite facing daily stressors. An explanation might offer a distinction in detachment

patterns that shows that detachment is not inherently positive. In their study, Denckla and Bornstein (2015) differentiated between dysfunctional detachment (DD) and adaptive detachment (AD), whereby DD is associated with an inability to rely on others as well as an inability to seek assistance even under duress. AD, on the other hand, is defined as one´s ability to engage in flexible, goal-directed cognitive distancing as well as the capacity to moderate affective arousal (Denckla & Bornstein, 2015). A study found that DD negatively correlates with quality of life (Bornstein et al., 2009). Measuring solely AD might lead to different results given that DD was not accounted for in the current study. Therefore, AD might be more relevant to students´ PWB as it focuses on the more constructive aspects of detachment.

Given that there was no moderation effect found by either resilience or detachment, the hypothesis regarding the expected stronger effect of resilience in protecting students´ PWB from academic stress compared to detachment had to be rejected. The findings of Sojo and Guarino (2011) suggested that resilient people employ detachment coping. The notion that resilience might, therefore, be the more protective factor could not be confirmed due to the non-significance of the hypothesized moderation effects. As a result, no conclusive statement can be made as to whether resilience or detachment has a stronger effect in protecting students´ PWB from academic stress.

Limitations and Suggestions for Future Research

The concurrent examination of detachment and resilience presents a significant strength of this study. Previous research has explored these constructs separately (Denckla & Bornstein, 2015; Kokou-Kpolou et al., 2021). By investigating detachment and resilience independently, this study enables a direct comparison of their protective capacities, revealing their respective contributions to student well-being. Thus, the relevance of resilience and detachment in mitigating the negative impacts of academic stress on students' psychological health can be evaluated.

Moreover, the utilization of the QEEW 2.0 represents another significant strength of this study (van Veldhoven et al., 2015). Using this particular questionnaire not only allows for an exploration of detachment in an academic context but also allows for valuable insights into the role of detachment beyond the academic realm. As the QEEW 2.0 is used to measure psychosocial workload and job stress across a variety of different occupations, the data gathered from students can be compared to other occupations.

Nevertheless, one noteworthy limitation lies in the data collection process. By reformulating the wording of the QEEW 2.0 detachment scale to fit the academic context, the questionnaire was not validated in its used form. It might be the case that this changed the scale's psychometric properties, which might explain the surprising finding in part.

Furthermore, not differentiating between AD and DD levels of students might have negatively affected the results of this study. DD negatively correlates with people's quality of life scores, particularly in social dimensions (Bornstein et al., 2009). Therefore, DD might show adverse effects on the domains of PWB (Denckla & Bornstein, 2015). Integrating a measurement of DD and AD could have offered valuable insight into the interplay between detachment, PWB, and academic stress (Bornstein et al., 2009; Denckla & Bornstein, 2015).

Furthermore, it appears that resilience and detachment operate in different ways. Hereby, detachment helps people to disengage from the stressor while resilience helps students to cope in more adaptive ways, future research might benefit from clarifying the interaction between the two variables. Sojo and Guarino (2011) made the case that resilient people might be better able to detach from stressors, which, therefore, helps them to maintain higher levels of well-being. This insight suggests a potential interaction between resilience and detachment, which might also be relevant for student well-being. Future research might benefit from investigating whether the interaction effect between resilience and detachment, as described by Sojo and Guarino (2011), is relevant in an academic context as it could provide more clarity on how these protective factors operate conjunctively to protect students'

well-being in the face of academic stress.

Finally, considering the findings of Bornstein et al. (2009), future research might be well-advised to include measurements of DD when exploring the role of detachment in students' well-being in the context of academic stress. This might prove helpful to better understand the potential adverse effects of DD on the interaction between students' levels of PWB and academic stress.

Conclusion

This study investigated the role of resilience and detachment in mitigating the negative impact of academic stress on students' PWB. Despite the body of literature pointing out academic stress as a negative predictor of students` well-being this study found no significant association between academic stress and PWB. Additionally, contrary to the hypotheses, neither resilience nor detachment demonstrated a significant moderating effect on the relationship between academic stress and PWB. Hence, no statement could be made on whether resilience or detachment has a stronger protective effect for students PWB. Although the present research did not find significant moderation effects it does provide a foundation for further investigation into the protective qualities of both detachment and resilience and their potential for interventions aimed at improving students´ mental well-being.

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Appendix A

Requirements

	Yes	No
I am at least 18 years old		
I am attending college		

Informed Consent
(Please tick the appropriate boxes below)

	Yes	No
I have read and understood the study information and know that I can contact the researchers for questions at any time.		
I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and I can withdraw from the study at any time, without having to give a reason.		
I understand that taking part in the study involves answering questions in an online survey for about 15 minutes.		
I understand that information I provide will be used for analyses in the context of a master thesis.		
I understand that all personal data will be anonymised or removed.		