# Article information:

Facing the dropout crisis among PhD candidates: the role of supervisor support in emotional well-being and intended doctoral persistence among men and women: Studies in Higher Education: Vol 0, No 0
<https://www.tandfonline.com/doi/abs/10.1080/03075079.2023.2172151>

# Article summary:

1. The dropout rate among PhD candidates is a growing concern, with emotional well-being being a key factor in their decision to persist or drop out.

2. Supervisor support plays a crucial role in the emotional well-being and intended persistence of both male and female PhD candidates.

3. Female PhD candidates tend to experience more emotional distress than their male counterparts, highlighting the need for targeted support and interventions.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article "Facing the dropout crisis among PhD candidates: the role of supervisor support in emotional well-being and intended doctoral persistence among men and women" by Wollast et al. explores the impact of supervisor support on the emotional well-being and intended persistence of PhD candidates. The study found that supervisor support was positively associated with emotional well-being and intended persistence, particularly for female candidates.

Overall, the article presents a thorough analysis of the topic at hand, drawing on a range of relevant literature and providing detailed insights into the study's methodology and findings. However, there are some potential biases and limitations to consider.

One potential bias is that the study only focuses on PhD candidates in Belgium and France, which may limit its generalizability to other contexts. Additionally, while the study found that supervisor support was positively associated with emotional well-being and intended persistence, it does not explore other factors that may also contribute to these outcomes (such as institutional support or personal factors).

Furthermore, while the article acknowledges gender differences in the impact of supervisor support on emotional well-being and intended persistence, it does not fully explore potential reasons for these differences (such as gendered power dynamics or societal expectations). This could be seen as a limitation in terms of fully understanding how to address gender disparities in doctoral education.

Another potential limitation is that the article does not explore counterarguments or alternative perspectives on the role of supervisor support in doctoral education. For example, some scholars have argued that too much emphasis on individual relationships between supervisors and students can obscure broader systemic issues within academia (such as funding structures or publication pressures).

Despite these limitations, overall this article provides valuable insights into an important topic within doctoral education. By highlighting the importance of supportive supervisory relationships for both emotional well-being and academic success, this research has important implications for how universities can better support their PhD students.

# Topics for further research:

* Gender disparities in doctoral education
* Institutional support for PhD candidates
* Power dynamics in supervisor-student relationships
* Funding structures in academia
* Publication pressures in academia
* International perspectives on PhD education

# Report location:

<https://www.fullpicture.app/item/fada07aae40b8eb5a98f63c5d5c7d8e0>