

University Teacher and Student Well-being - Interrelations, Impact of COVID-19, and Future Directions

EARLI 2021; Collaborative Workspace

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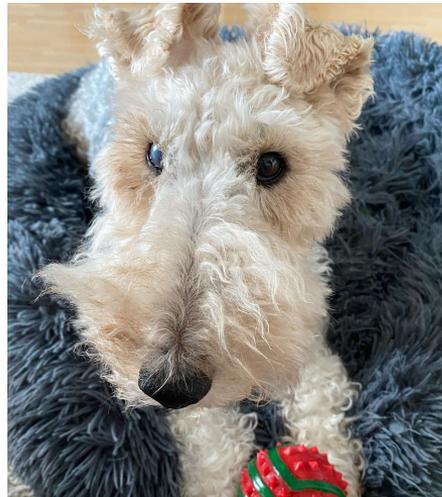
Schedule

1. Overview of research topic
2. Presentation of relevant research
 - Interview study: student well-being throughout Covid-19
 - Quantitative study: teacher motivation and well-being during Covid-19
 - Interview study: interconnecting student/teacher well-being pre-Covid-19
3. Aims of collaborative workspace
4. Group discussion

University Teacher and Student Well-being

Question to you:

What do you do to keep psychologically sane?



University Teacher and Student Well-being

- University students
 - Face elevated levels of distress, mental health problems, and burnout e.g. Benbassat (2014)
 - Yet engagement as well as positive sense of well-being increases academic performance e.g. Panger, Tryon, & Smith (2014); Staton et al. (2016)
- University teachers
 - Experience high stress, burnout, and mental health issues e.g. Kinman & Jones (2008); Watts & Robertson (2011)
 - Individual differences → some feel well, others face compromised well-being
- University teacher and student well-being → important topic in the last decades, also in interrelation, as often investigated in isolation from one another

University Teacher and Student Well-being in COVID-19

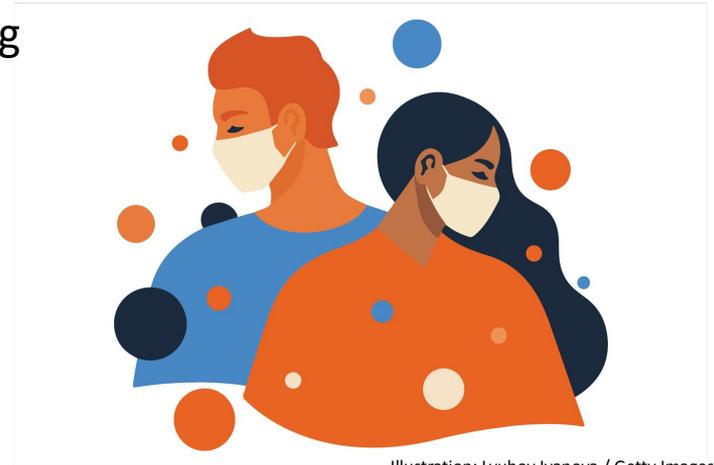
- Covid-19-related restrictions further impacted educational and personal factors Holmes et al., (2020); Taylor (2019)
 - Uncertainty
 - Disruption of routines and social life
 - Emergency remote teaching



University Teacher and Student Well-being in COVID-19

- Teachers and students required to rapidly adjust to such changes
- Research indicates that well-being in academia during Covid-19 is under pressure
 - Student level: decreased mental health, quality of life, and higher stress e.g. Cao et al. (2020); Stevens et al. (2020)
 - Teacher level: increased stress and uncertainty Dabrowski (2020)

→ Essential to comprehensively investigate well-being under these circumstances



Theoretical Background

- **Multi-faceted Approach**

- Well-being depicts a multi-faceted term including aspects such as physical social, psychological, and emotional well-being as well as life satisfaction and engagement at work Centers for Disease Control and prevention, CDC (2018); Seligman, Forgeard, Jayawickreme, & Kern (2011); WHO (2020)

- **Positive Psychology**

- Focus is not restricted to absence of ill-being, but also on presence of well-being Seligman and Csikszentmihalyi (2000, p.5), WHO (2020)

Theoretical Background

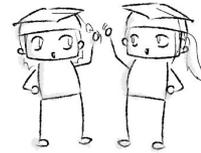
- Resilience
 - An individual's ability to face negative experiences, activate resources, and bounce back to the original psychological state prior to the stressor having emerged > positive adaption, psychological growth
Masten (2001); Tugade & Fredrickson (2004)
- Self-Determination Theory Deci & Ryan (2000); Kasser & Ryan (2001); Reis, Gable, & Ryan (2000); Ryan & Deci (2011)



autonomy



competence



relatedness

Our Collaborative Workspace

Today's aim:

Discuss future research directions for improving student/teacher well-being using a holistic approach

1. Interview Study: Student well-being throughout COVID-19

Question to you:

What percentage of students rate their well-being low one year into the pandemic?

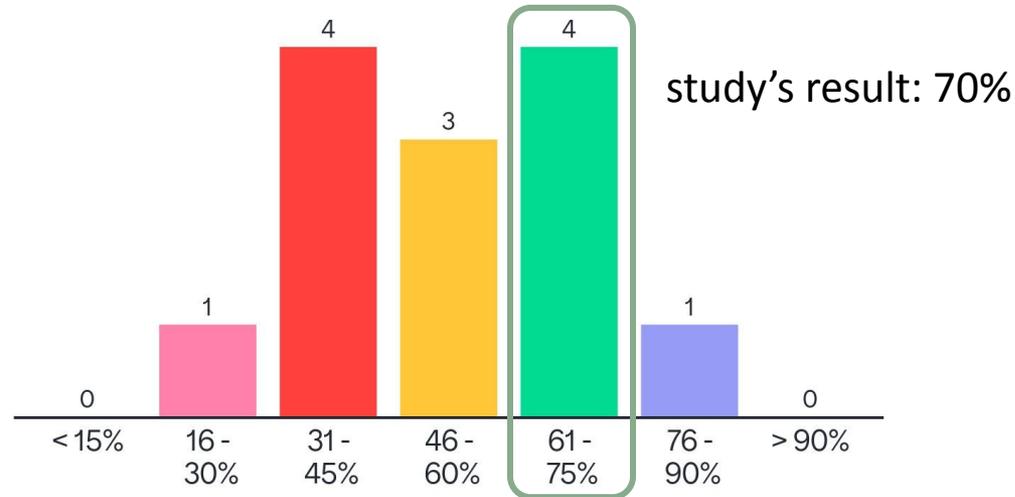
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1. Interview Study: Student well-being throughout COVID-19

What percentage of students rate their well-being low one year into the pandemic? 



1. Interview Study: Student well-being throughout COVID-19

Research Questions

- RQ. 1 How do students and faculty perceive student well-being and pandemic-related stressors?
- RQ. 2 How do participants perceive the changes within and impact of the learning environment on student well-being?
- RQ.3 Which resilience factors support student well-being?

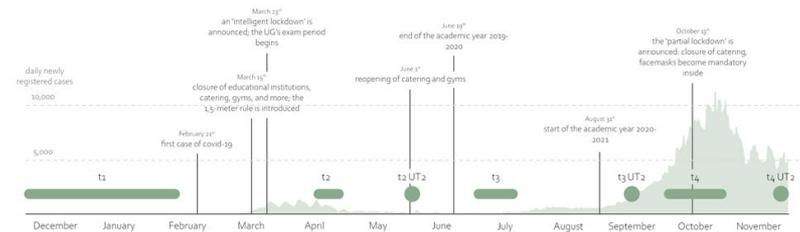
Method

Semi-structured interviews (n = 6)

Longitudinal study with four times of measurement

Top-down as well as bottom-up coding

Figure 1.
The timeline of the study, including the times of measurement and the relevant events surrounding the pandemic



Note: After t₁, one university teacher (UT₂) was interviewed according to another time schedule and displayed as such. All societal events and pandemic developments concern the Netherlands. All university events concern the university in question (UG). Sources: containmenttrou.nl, coronavirus.nl, nos.nl, rijksoverheid.nl, nvvm.nl, rug.nl, ukrant.nl, who.int

1. Interview Study: Student well-being throughout COVID-19

Results

RQ.1 Student well-being & pandemic-related factors

Disruption of social life, uncertainty, daily routines, financial insecurity

Sense of loss of **experience**, development, and control

RQ.2 The learning environments' impact on student well-being

Basic psychological needs, particularly **relatedness**

RQ.3 Resilience factors

Within-academia factors: **academic support system**, educational tools, outcomes, link student-teacher, sense of belonging

2. Quantitative Study: Teachers' Motivations and Well-being

Research Questions

- RQ. 1 How are university teachers' individual motivations (achievement goals) linked to their multifaceted well-being?
- RQ. 2 Temporal characteristics: Are teachers' achievement goals predictors of their well-being, outcomes of well-being, or are the two constructs reciprocally intertwined?

Method

Longitudinal study focusing on two timepoints → beginning and end of winter semester 21/22
($n_{T1} = 805$ | $n_{T2} = 498$)

Measurement invariance analyses: configural, metric, scalar confirmed

Latent change score (LCS) modelling

2. Quantitative Study: Teachers' Motivations and Well-being

Question to you:

Have your individual motivations changed as a result of COVID-19?
Did you find these changes to be interlinked with your well-being?



2. Quantitative Study: Teachers' Motivations and Well-being

Results

RQ.1: Interrelations between teachers' goals and well-being (positive affect, negative affect, job/life satisfaction)

Mastery goals positively linked to well-being

Appearance and work avoidance goals negatively linked to well-being

No effects for relational goals; mixed effects for appearance approach goals

RQ.2 Temporal characteristics of interrelations

Primarily well-being predicts subsequent changes in achievement goals rather than the other way around

3. Interview Study: Interconnecting Student/Teacher Well-being

Research Questions

RQ. 1 How do students and teachers conceptualise well-being?

RQ. 2 What are the direct associations between student and teacher well-being?

Method

Semi-structured interviews (n = 16)

Thematic coding (RQ. 1), finding overarching themes (RQ. 2)

3. Interview Study: Interconnecting Student/Teacher Well-being

Question to you:

What comes to mind when you think about well-being?

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3. Interview Study: Interconnecting Student/Teacher Well-being

What comes to mind when you think about well-being?

Mentimeter



3. Interview Study: Interconnecting Student/Teacher Well-being

Results

RQ.1 Conceptualisation of well-being

Well-being components (physical, mental, and eudaimonic well-being)

Well-being regulation (motivation, emotion, self-care, self-regulation)

Basic psychological needs

RQ.2 Interaction of teacher & student well-being

Overlapping basic psychological needs: competence, autonomy, relatedness

Role-conflicts

Link to published article:

<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.578378/full>

Summary and Take-aways

- Teacher and student well-being are **closely intertwined**
- Teacher and student well-being are particularly **affected by COVID-19**, especially due to the **disruption of their social lives**
- **Relatedness** seems to be a crucial factor when aiming to invest in student well-being; **Motivations** intertwined with teacher well-being
- The **academic support system** could be a promising starting point

Broader Aims of Collaborative Workspace

- Derive insights and directions for future research that can support well-being in academia
- Develop ideas on how to quantitatively investigate the teacher-student interaction
- Discuss evidence-based interventions which incorporate a broader view on systemic instead of individual approaches to well-being

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 groningen

faculty of behavioural
 and social sciences

UNA Universität
 Augsburg
 University

Discussion

Breakout Room Discussion Activity



10-15 minutes

Jamboard Link:

<https://jamboard.google.com/d/1WHyslAgSF250j6HOI3v4I0QqWy1XDcaio68PurWMHLo/edit?usp=sharing>

Breakout Room 1:

How can the student-teacher interaction be used as a tool to support both parties? What kind of practical implications could you imagine based on these research outcomes?

Breakout Room 2:

Which constructs may be related to academic well-being & resilience? How can they be quantified or assessed empirically? Given that there is a wealth of different well-being definitions, how to take steps towards dealing with variance in defining and assessing well-being throughout studies set in academia (and beyond)?

Breakout Room 3:

What is the role of resilience, now that we collectively experienced an adverse event? How to create common humanity?

Breakout Room 4:

We considered teachers and students individually, variables such as their resilience and motivation, as well as how teacher and student well-being may be interlinked... but who or what else is part of the equation?

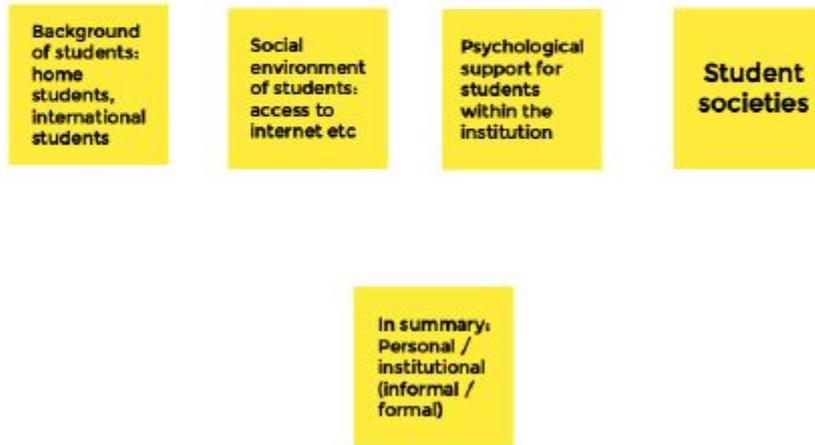
Breakout Room 5:

How to overcome the gap in the teacher-student relationship that has emerged? How can we take steps towards practical initiatives here? What might those steps or ideas look like?

Discussion

Breakoutroom 4:

We considered teachers and students individually, variables such as their resilience and motivation, as well as how teacher and student well-being may be interlinked... but who or what else is part of the equation?



Discussion

Breakoutroom 5:

How to overcome the gap in the teacher-student relationship that has emerged? How can we take steps towards practical initiatives here? What might those steps or ideas look like?

Blended options:
really see if large scale lectures can take place online (where relation maybe is less of a prerequisite), and use the physical contact time as a working space

Maybe focus on peer relations first, teach them how to interact when returning on campus?

Make it a discussable topic in your classes

Academia as a COMMUNITY

Using COVID-19 research to highlight how important the student-teacher relationship is in terms of how both teachers and students are feeling --> this could be used as a catalyst