



university of
 groningen

faculty of behavioural
 and social sciences

higher education

Caught Between Relief and Unease – University Students' Well-being and Resilience During the COVID-19 Pandemic in The Netherlands

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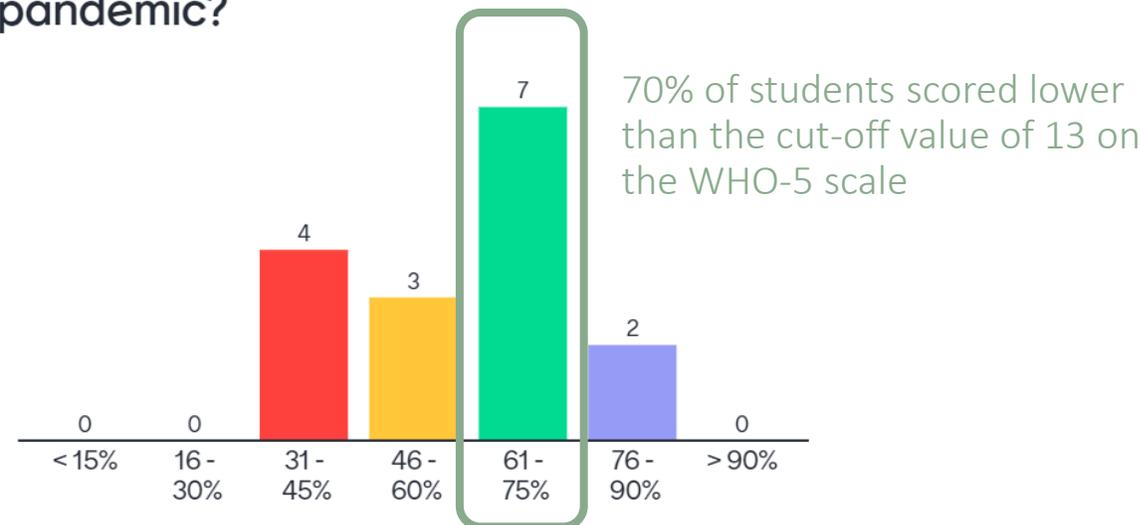


Research Problem

How many students would rate their well-being as low one year into the pandemic?

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Mentimeter





Research Problem

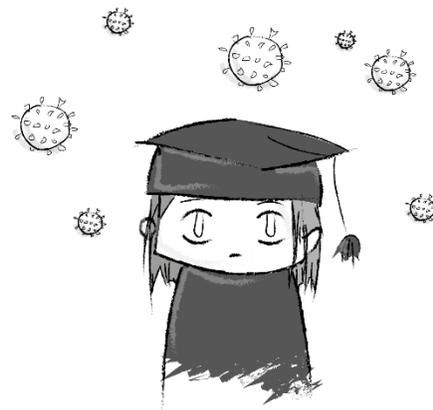
- University students' well-being
 - face elevated levels of distress, mental health problems, and burnout Benbassat (2014); Bewick et al. (2010); Cooke et al. (2006); Dyrbye & Shanafelt (2016), Larcombe et al. (2016); Stallman (2010); Wierenga, Landstedt, & Wyn (2013)
 - engagement as well as positive sense of well-being increases academic performance Panger, Tryon, & Smith (2014); Schaufeli et al. (2002); Stanton et al. (2016)





Research Problem

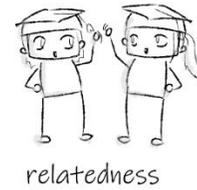
- Pandemic-related stressors Holmes et al. (2020), Taylor (2019)
 - Uncertainty
 - Disruption of routines
 - Separation from family
 - Social isolation
 - Financial insecurities
 - School closure
 - Sense of loss





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 Masten (2001); Tugade & Fredrickson (2004)
- Self-Determination Theory Deci & Ryan (2000); Kasser & Ryan (2001); Reis, Gable, & Ryan (2000); Ryan & Deci (2011)





Research Questions

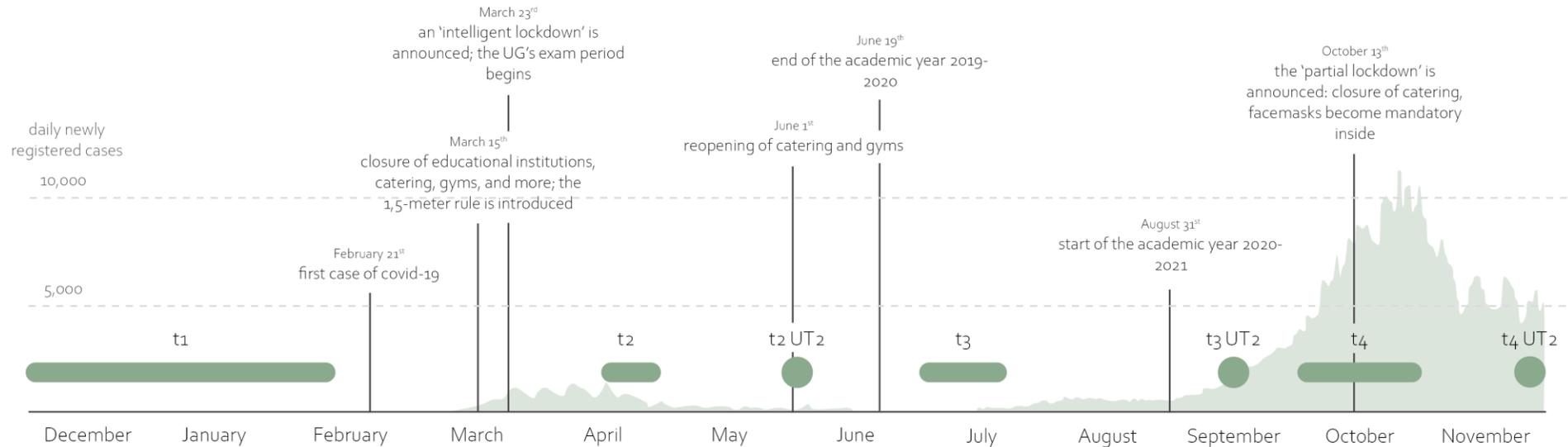
- **RQ.1** How do university students, teachers, and support staff perceive **student well-being and pandemic-related stressors** before and during the COVID-19 crisis?
- **RQ.2** How do university students, teachers, and support staff perceive **the changes within the learning environment** concerning its impact on student well-being and their need satisfaction before and during the COVID-19 crisis?
- **RQ.3** According to university students, teachers, and support staff, **which resilience factors support students' well-being**, how do these change meanwhile? Which of these factors entail the potential to result in resilience growth due to the COVID-19 crisis?



Method

Figure 1.

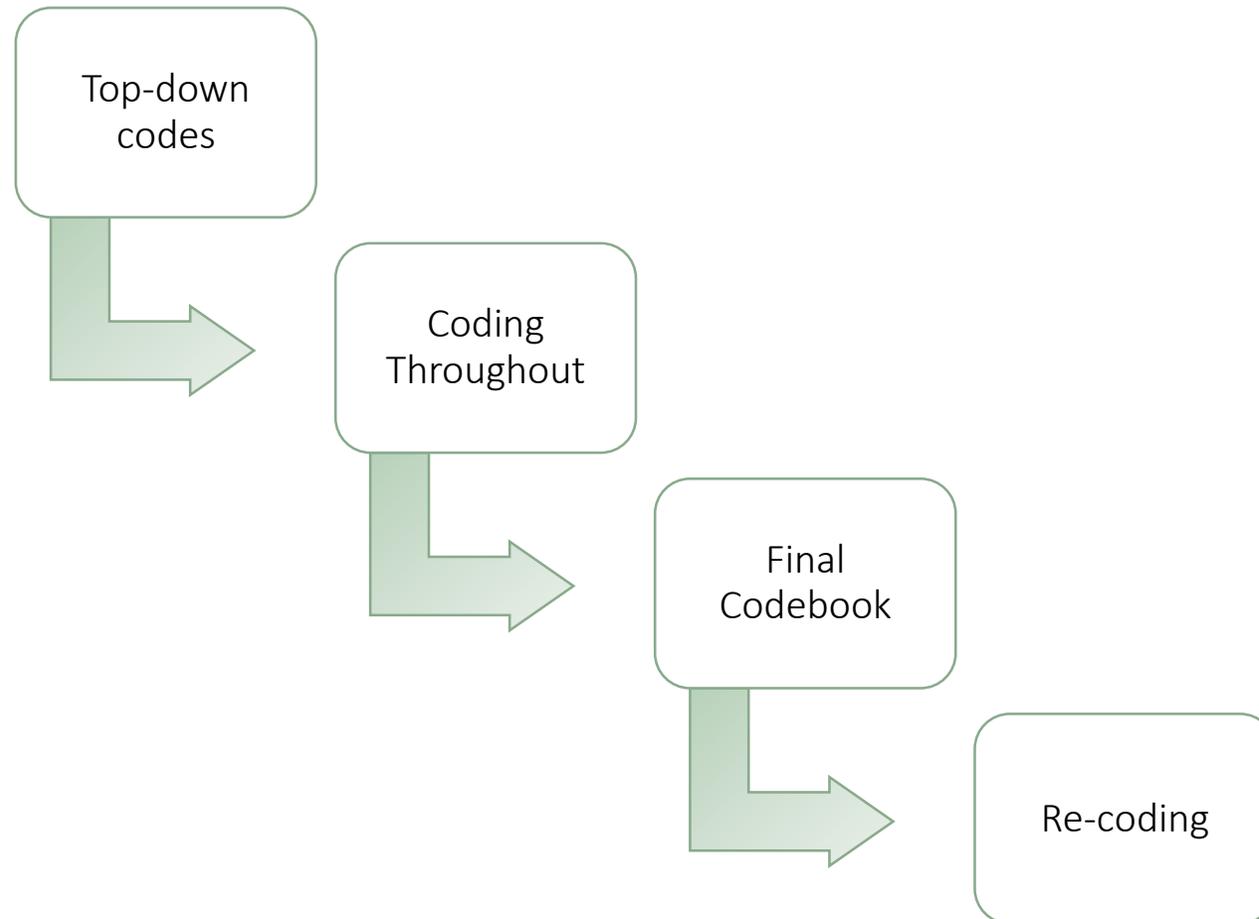
The timeline of the study, including the times of measurement and the relevant events surrounding the pandemic



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: [containmentnu.nl](https://www.containmentnu.nl), [coronavirus.nl](https://www.coronavirus.nl), [nos.nl](https://www.nos.nl), [rijksoverheid.nl](https://www.rijksoverheid.nl), [rivm.nl](https://www.rivm.nl), [rug.nl](https://www.rug.nl), [ukrant.nl](https://www.ukrant.nl), [who.int](https://www.who.int)



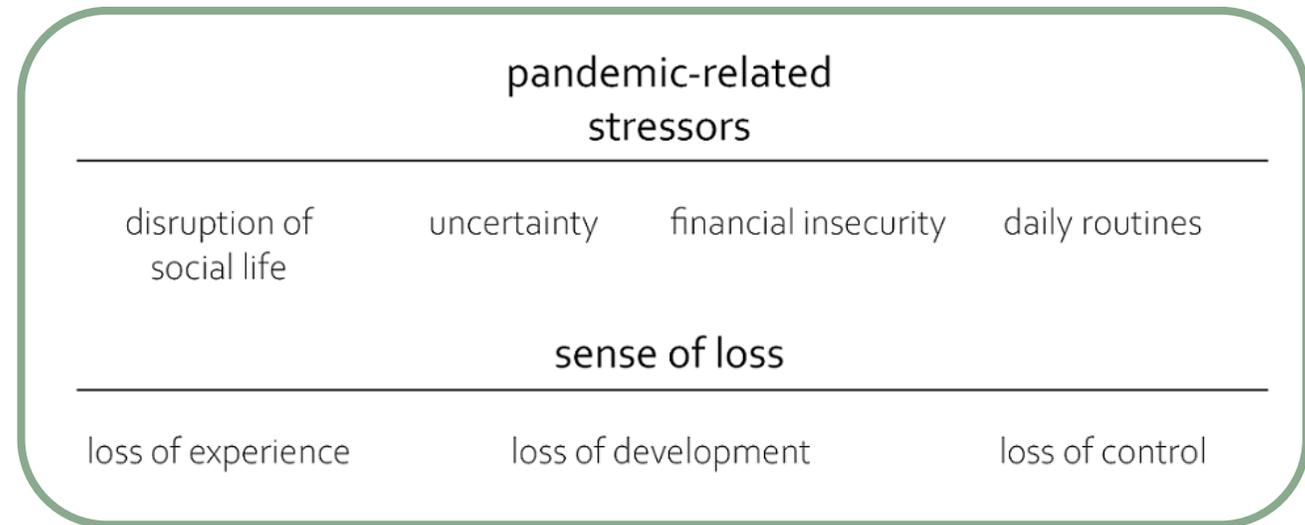
Method





Results – students' well-being

RQ.1



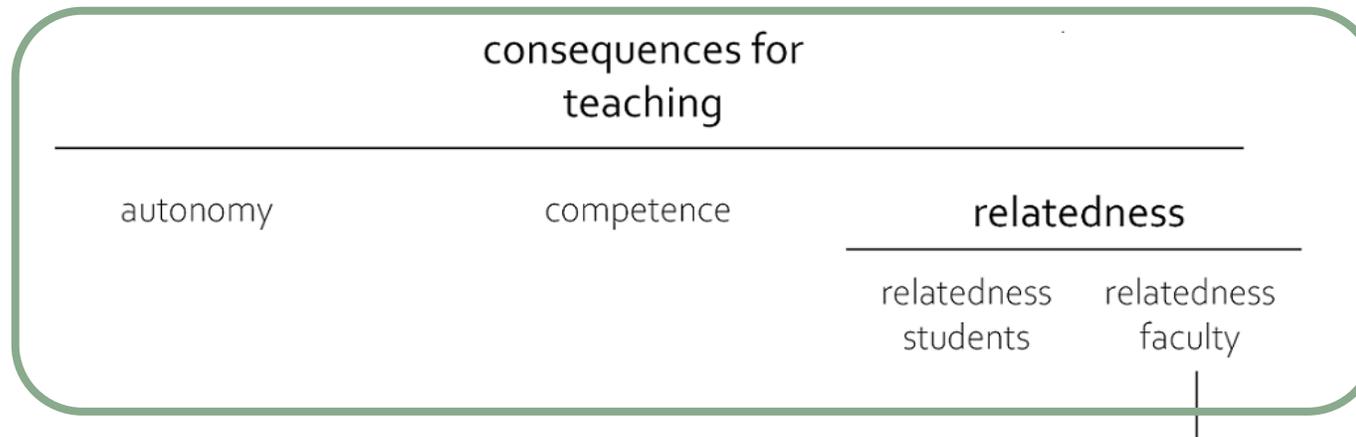
students' well-being

Main finding: The participants mentioned all four proposed pandemic-related stressors, especially **disruptions of social life**. Regarding the sense of loss, **loss of experience** was the most prevalent.



Results – learning environment

RQ.2



Main finding: All three basic psychological needs play a crucial role regarding well-being in the teacher-student interaction, particularly **relatedness**.

learning environment



Results – resilience factors

Main finding: A broad range of resilience factors within academia mainly included the **academic support system**

RQ.3



resilience factors



Conclusion

Take-home message: Students' psychological well-being suffered during COVID-19, particularly in terms of **disruption of social life** and **loss of experience**. A focus on fulfilling students' basic psychological needs, especially **relatedness**, by means of the learning environment and **academic support system** could be a promising avenue for promoting student well-being, during COVID-19 but also in the future.

Acknowledgements

- University of Groningen, Department Teacher Education, Division Higher Education
 - Friederike Axmann
 - Marjon Fokkens-Bruinsma
 - Ellen P. W. A. Jansen



- More information on
 - Twitter @KiltzLisa or @floreraar
 - <https://thrive.gmw.rug.nl/>