

1 STUDENT WELL-BEING

- Up to 14 percent of the students have extreme scores that indicate that they often experience feelings of burnout (exhaustion), depression or amotivation.
- Female students experience more well-being issues than male students do, with substantially higher (more problematic) scores for burnout, depression, and worrying.
- Differences between bachelor and master students, and between Dutch and non-Dutch students are smaller. However, non-Dutch students experience higher burnout, depression, and worrying than Dutch students.
- The perceived loneliness of students has decreased substantially from Q3/Q4 to Q1. The broad context had changed from online education and examination in Q3/Q4 to more hybrid education and on-campus group work opportunities in Q1. The summer period in which the corona measures had been relaxed may have played a role as well.

2 TWO MOST IMPORTANT FACTORS

- Students that experience a higher degree of autonomy in a course report higher well-being for all indicators (higher study engagement, lower burnout, etc.). A likely explanation may be that autonomy can be seen as a resource that allows students to better handle study workload and study pressure.
- Issues in the home situation are related to burnouts, loneliness, depression, worrying, concentration problems and amotivation.

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OTHER WELL-BEING INFLUENCES

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- Students in courses with teachers who offered more instructional communication and support suffered less from concentration problems and showed higher study engagement.
- Learning strategies play a significant role in the well-being of students. Proper time management is associated with fewer burnouts and concentration problems.
- Students who use a suitable study environment suffer less from feelings of burnout.
- Students who proactively sought support from fellow-students and teachers or tutors felt less lonely and showed higher study engagement.

679 PARTICIPANTS:
IE&IS STUDENTS

TEACHER RECOMMENDATIONS:

- Courses with more freedom in choosing what to do when and a lack of immediate pressure appear to be beneficial, likely because they offer students the opportunity to deal with the circumstances. So create a flexible course schedule and let the students decide themselves when to watch a lecture.
- Help students in their time-management by providing structure, a clear schedule and transparency.
- Take into account that many students still have issues in their home environment that impede their learning and increase their study load.
- Try to make it easy for students to get help from fellow students and teachers.
- Give students group work with an open character and room for creativity and personal input. This will result in more social contact and more autonomy.