# Educator Role in Student Wellbeing

04.12.2023 – 27.12.2023

Topic of research

Educators play a crucial and somewhat challenging role in students' well-being at university. How far can they go to support or guide students in their personal journey and welfare, which may already or possibly have a significant impact on their studies! With this survey we explored how students navigate their personal welfare in the academic setting, especially with educators.

Survey Respondents | 86 *Respondents*
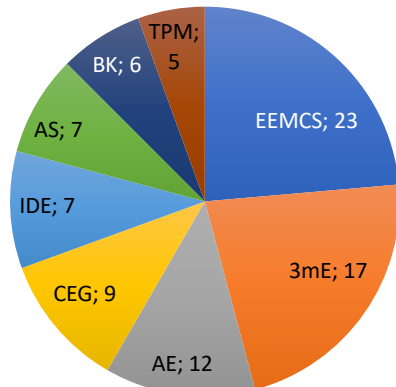
Distribution per faculty
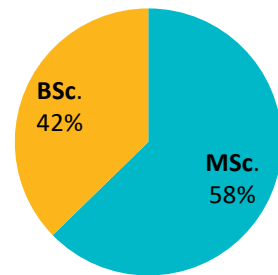
Distribution per program

Survey Insights

- While most students don't expect their educators to allocate time to discuss their mental health and welfare, students do expect their educators to have the adequate communication skills to talk about their well-being if the need may arise.

- Majority students have not approached their educators when their wellbeing affected academic progress. Many students also don't feel comfortable being open about their mental health with educators.

- Students are first and foremost likely to approach family and friends when their personal welfare affects their academic progress. Subsequently and in alignment with the Student Guidance chain, students indicated they would next approach academic counsellors, followed by student psychologists and teachers.

- Amongst course aspects that most affect students' mental wellbeing, deadlines, schedules and group work were pointed out as recurring stressors.

Survey Results •

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1. When my personal welfare negatively affects my academic progress, I would approach the following from first to last:

(86 responses)

Survey Results 1/4•
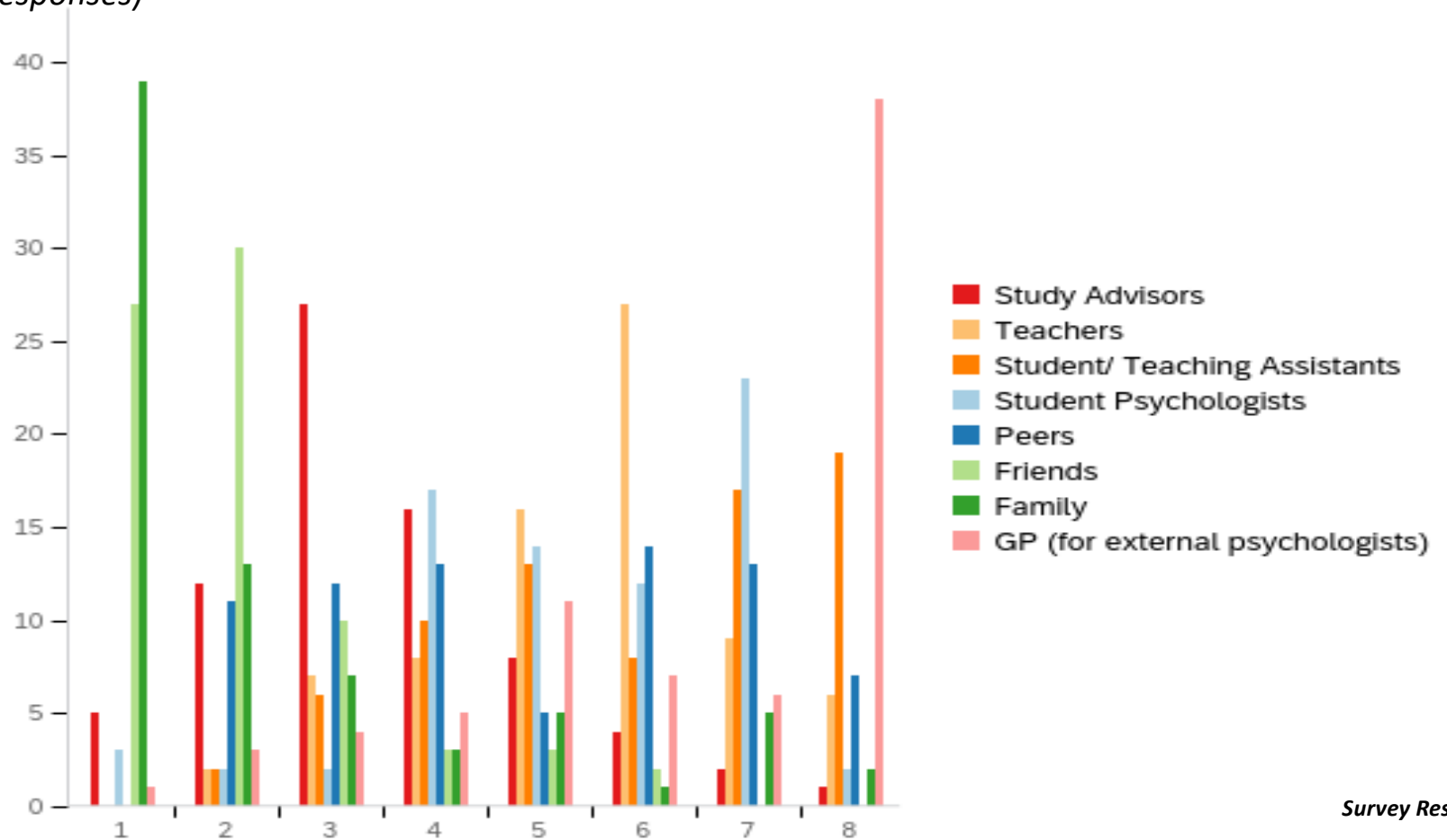
2. Aspects of the course/ program that affects students' mental well-being:

(74 responses)

- Deadlines/schedules (n=33)
- Group work (n=22)
- Others:
  - Feedback
  - Organisation
  - Communication
  - Formative assessment

"Group formation, if you have a group that does not comply with your own way of working it can cause a lot of stress."
- Aerospace Engineering, MSc. Student

I feel that a group task where the group is assigned by the instructor is better compared to choosing a group on my own because if often leads to groups with friends with whom, airing grievances is difficult. Also, assignments with similar deadlines lead to a lot of stress.
*- Mechanical Engineering, MSc. Student*

" quite often not individual aspects or courses but the combination of several deadlines from different courses close to each other or multiple exams on one day and than having a free week opposed to having them more spaced out."
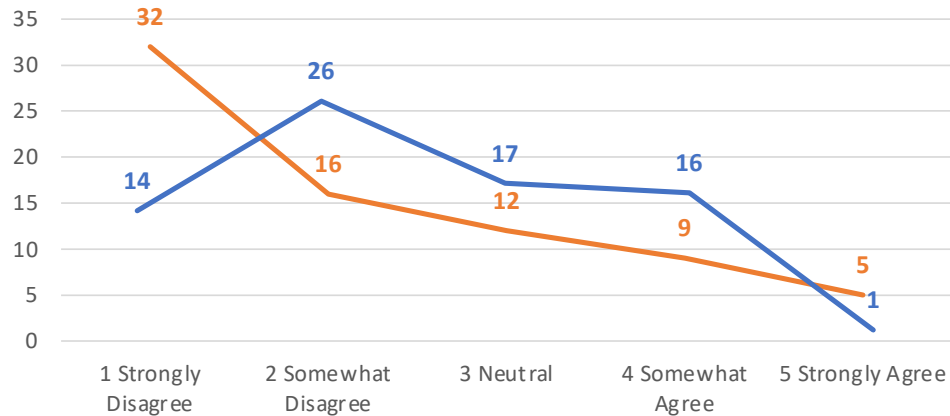*- Aerospace Engineering, MSc. student*

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3. Indication whether or not students agree with the following:
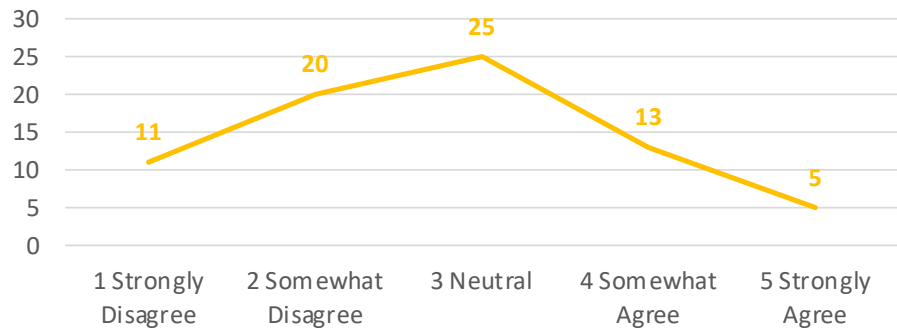
My own well-being has an influence on the well-being of my educators

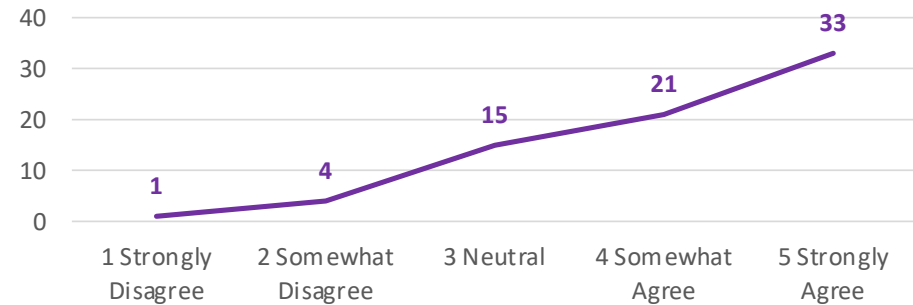Educators should allocate time to discuss my welfare and mental health

I have approached my educators when my wellbeing affected my academic progress

I'm comfortable being open about my mental health with my educators

Educators must have adequate communication skills to talk about my well-being

Survey Results 3/4•

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4. Student advice to educators in terms of student wellbeing:

"It is not really your business."
TPM, BSc. student

"Talk more about it"
ME, BSc. student

Generally it's really difficult to talk with them about mental wellbeing. Most of them we only see on lectures, giving us the material, then leaving. They generally paint the impression of being too busy with their own work to care about student's mental health or even just opinions in general. With very few treasured exceptions. **It would help if they just asked how we feel about their course, our current workload with this course when considered alongside all other courses, and similar questions.** *Most educators seem to think that their course is the most important thing to us students in the world, and it's not like we have 4-5 other courses to take care of at the same time.*

- AE, BSc. student