

The conceptualization and interaction of student and teacher well-being

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Abstract

Although well-being has been a widely researched topic, a general concept of well-being is still not agreed on in prior literature. Especially in the university context, the concept of well-being varies, mostly taking only one factor into account. This study focuses on understanding well-being in the university context, giving a general conceptualization of it, and will analyze how students and teachers understand well-being. Based on 12 participants from different universities the qualitative research approach analyzes how well-being is conceptualized in the academic context. The main findings of this study suggest that well-being is a multi-facet construct that is not only influenced by internal factors such as resilience but also is affected by external factors for example workload, work-life balance, and special university offers. The study acts as a basis for further research on well-being in the university setting and gives a deeper understanding of how well-being is understood from the student and from the teacher's side.

Keywords: well-being; student; teacher; health; university

The conceptualization and interaction of student and teacher well-being

It can be fair to assume that the majority of readers most likely work at the University, are students, or used to study some years ago. These readers likely have vivid memories of their time being at university. However, those memories are not only linked to good experiences of learning new professional and social skills but might also come with stressful experiences, for example, coping with study stress, self-doubts, or exam anxiety. Prior research has pointed out that stressful events can cause severe impacts on students' mental health (Romeo, 2017).

Several studies indicate that university students are a high-risk population for mental illnesses, and their well-being can be threatened (e.g. Eisenberg et al., 2013; Larcombe et al., 2012). Unsurprisingly, findings on this topic show that roughly 20% of college students have experienced extreme distress during the duration of their studies (Lacrombe et al., 2015). This buildup of stress within the students can have a negative impact on their well-being, as high-stress levels can lead to a number of various factors that we will discuss which create an environment in which academic performance is decreased. The well-being of students is essential for academic performance and can improve the ability for active learning or critical thinking.

One reason for the impaired well-being could be that university students experience the transition from being one of the best in their high school class to being average or below at university (Stallman et al., 2017). This means they experience a threat to their self-concept because university students are suddenly surrounded by many other intelligent people and feel pressured to perform at a high standard. Those experiences can make students overly self-critical, negatively impacting their well-being (Neely et al., 2009). The most obvious reason for poor mental health is chronic stressors like repeated performance demands and high workload paired with other ordinary life stressors (Stallman & Hurst, 2011). Therefore,

improving students' well-being is a topic of interest for researchers. There are external and internal factors that can impact students' well-being. Internal factors such as resilience and mindfulness improve well-being (Keye & Pidgeon, 2013). The study by Stallman and colleagues (2017) found that self-kindness positively affects the well-being of university students. Self-kindness is an effective way to maintain well-being in times of adversity which can be achieved by behaving benevolently and understanding.

On the other hand, external factors that improve well-being are student support services, course design, or student society activities. In the same study, researchers also found that students value if teachers are approachable, show empathy, and have specific communication skills. Specific communication skills involve clear communication about what is expected from the students (Baik et al., 2019). This finding also points out the importance of interaction between students and teachers.

Looking at the opposite side towards the topic of teachers' well-being it has been found that working in academia is no longer a relatively low-stress environment but rather caused high-stress levels (Winefield et al., 2003). These high-stress levels noted in literature can be linked to multiple academic challenges such as role conflicts, enormous workloads, and student problems that teachers must face. Role conflicts, for instance, were associated with depressive and anxious symptoms (Mérida-López et al., 2017). Burke et al. (2010) confirm this and state that role conflicts but also job burnouts might harm teachers' well-being (Burke et al., 2010). One such reason that could be attributed to increased burnout and stress levels that interfere with well-being are seen in the form of responsibilities such as teaching, conducting research, or correcting exams (Fontinha et al., 2019). Additionally, another aspect can be observed to negatively influence teachers' well-being is that they feel their power has declined because of the pressure they receive from the administration (Cothran & Ennis, 1997). Although this finding is retrieved from the school setting, this may also be true for

university teachers. Factors like meaning in life or psychological capital (hope, resilience, optimism, and efficacy) can counteract previously mentioned obstacles and increase the well-being of teachers (Li, 2018). Meaning in life, for instance, can be realized by religious beliefs and positively influences well-being (Tiliouine & Belgoumidi, 2009). This supports the findings of a study conducted by Platsidou & Daniilidou (2021), which proposes that meaning in life strengthens resilience and is associated with higher well-being. Further, optimism in life promotes a healthy lifestyle and further improves cognitive abilities that help effectively elaborate negative information; all of this enhances the well-being of a person (Conversano et al., 2010).

In many research studies, teachers' and students' well-being are already subjects of interest. However, these studies focus on the teachers' or students' well-being and not the interaction. As the former study of Klitz (2020) pointed out, almost no studies conduct more profound research on the interaction between teachers' and students' well-being. Therefore, she conducted a qualitative study on this topic. This replicates her study, which aims to fill this research gap.

The main interest of this replication study lies in understanding the concept of well-being. Well-being is a commonly used term, but there is much variation in how it is conceptualized (Schränk et al., 2013). There is no universally agreed-on definition of well-being within the literature. For example, one definition conceptualizes well-being as a state of optimal experience (Ryan & Deci, 2001) while another paper defines the topic as the interaction of environmental, social, mental, and physical status that vary in importance for each individual (Kiefer, 2008). These different definitions make it difficult to interpret studies about well-being correctly and are also an obstacle to implementing interventions for well-being. Well-being is used in different contexts, like economics, health, spirituality, or psychology (Schränk et al., 2013). Understanding well-being in different contexts might help

get closer to a more generally accepted definition of well-being. Therefore, it is valuable to examine the perceptions of the well-being of students and teachers in the university context.

Three well-known theoretical perspectives as guidance during conceptualizing are of use to define well-being. The first perspective deals with well-being in the view of positive psychology. This means that instead of focusing on well-being like most of the psychological research done nowadays, we will examine well-being in the sense of improving the strength, mental health, and optimal functioning of students and teachers (Gable & Haidt, 2005). For example, the definition of health stated by the World Health Organization (WHO) can be considered a positive approach. The WHO conceptualized health as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” (World Health Organization [WHO], 2020). Many researchers consider it a valuable contribution to the body of research in psychology to conduct studies with an emphasis on positive psychology (e.g., Aspinwall & Tedeschi, 2010; Gable & Haidt, 2005; Sheldon & King, 2001).

The second theoretical perspective is related to the concept of resilience. Resilience is one of the most important constructs in many fields of research, like psychology, medicine, and physiology (e.g., Bryan et al., 2019; Gijzel et al., 2020). It is often conceptualized as a capacity to recover from a stressful antecedent to an average level of functioning but also as a healthy personal growth mechanism activated after stressful episodes (Reich et al., 2010). This psychological growth mechanism builds valuable personal resources and is one of the central processes of improving well-being (Gable & Haidt, 2005). Students and teachers often face stressful situations in an academic setting, e.g., students studying for exams and teachers having to grade exams on time. Therefore, having a good baseline in resilience may even benefit teachers and students as it can potentially help in their ability to cope better with stress and prevent them from draining their well-being excessively.

It is important to note that this study focuses on investigating well-being as a multifaceted construct. This multifaceted construct contains the basic needs of individuals, and the fulfillment of the needs lays the groundwork for establishing well-being. Self-Determination Theory (STD) considers this multifaceted construct. This theory supposes that three basic psychological needs need to be met to establish well-being, which consists of the need for autonomy, relatedness, and competence (Deci & Ryan, 1985). Autonomy relates to the freedom of individuals to choose and decide according to their values. Stanton et al. (2016) found that being flexible in one's studies and having the option to decide where to participate is related to autonomy. Fulfilling the need for relatedness means having meaningful relationships. In the university context, the interaction of students and teachers is a valuable ingredient for relatedness (Hagenauer & Volet, 2014). Lastly, competence is the need fulfilled when people can achieve their goals and feel skilled at something. Excluding the three basic psychological needs, there are also factors like physical, social, and emotional well-being that are part of the multifaceted construct (Centers for Disease Control and Prevention [CDC], 2018; World Health Organization [WHO], 2020). All these factors are closely related to well-being.

Finally, we use the systemic approach while investigating the interaction between student and teacher well-being. This systemic approach is based on social constructivism (Burr, 2003) and states that individuals' worlds are constructed by interacting with and perceiving their surroundings. A system is, for example, a football team or a school class. If one individual in a system experiences psychological problems and acts accordingly, this can be seen as a symptom carrier of a malfunctioned relationship (Schlippe & Schweitzer, 2016). This event has the potential to also occur within the student-teacher system, where both parties can act as symptom carriers and influence each other.

Students' and teachers' conceptualization of well-being is not often investigated, and it is valuable to replicate one of the first studies that investigated the research gap (Stanton et al., 2016). Understanding how students' and teachers' well-being can be conceptualized will also lead to further insights on how their well-being can be improved and which interventions might increase their well-being. Most related studies are performed in the school context and do not focus on the university context. One school-related study found that teachers' instructions are associated with students' emotional well-being (Frenzel et al., 2009). Frenzel et al. (2009) found that schoolteachers' enjoyment was bi-directionally linked to students' enjoyment.

As previously explained, the conceptualization of well-being in the university setting lacks in a general and precise definition. Other studies did not use well-being as a multidimensional concept and primarily focused on one aspect. In order to perceive an accurate picture of the construct well-being, this study aims to answer the following research questions:

1. How do students and teachers conceptualize well-being at the university?
2. How do students and teachers differ in these conceptualizations?
3. How does student and teacher well-being interact?
4. Which external factors influence students' well-being?

Method

Participants

In order to explore the view and the understanding of teachers' and students' well-being in the academic context, semi-structured interviews were conducted with a convenience sample of 12 participants. The choice of 12 participants is based on Guest et al. (2006) paper. This paper concludes that data saturation in qualitative research is achieved after collecting data from 12 participants. The heterogeneous sample ensured the inclusion of various experiences and views on the concept of well-being. It consisted of equal numbers of students and teachers (6 students and 6 teachers), among which 5 were female and 7 were male. The teacher participants originated from 6 countries (Germany, Netherlands, USA, Italy, Greece, and Spain) and included teachers with 4 to 30 years of experience. The ages of the teachers ranged from 29 to 62 years. Student participants included 3 nationalities (Germany, Spain, and Italy) with ages ranging from 21 to 30 years. Most participants study or teach at the Behavioural and Social Sciences faculty of the University of Groningen. In contrast, one participant studied at the faculty of Economics and Business, and one worked at the faculty of Philosophy (University Bonn).

Table 1

Demographic Characteristics of Participants

Participants	Distribution	
	<i>n</i>	%
Gender		
Female	5	42
Male	7	58
Employment		
Teacher	6	50
Student	6	50
University		
University of Groningen (NL)	11	92

University of Bonn (GER)	1	8
Nationality		
German	6	50
Greece	1	8
Italy	1	8
Spain	1	8
United States of America	1	8
Dutch	2	17

Procedures and materials

Before starting the interviews, a strict ethical protocol was conducted to ensure the anonymity and safe storage of the data. The ethics committee permitted to conduct the study, and all participants were provided with informed consent and an information letter. Furthermore, before the semi-structured interview was administered, the participants filled out a short demographic questionnaire. One interviewer conducted the interviews in a conversational style. Each interviewer used an interview guide that contained questions and optional follow-up questions. The questions were slightly adjusted depending on whether a student or teacher was interviewed. The interview script consisted of two parts. The first addressed the conceptualization of well-being in general. Participants were interviewed about their coping styles during a stressful period and external factors influencing their well-being. Additionally, the first part focused on exploring well-being within the academic context. The second part focused on exploring the interaction between students' and teachers' well-being. The interviews lasted between 30 to 55 minutes. They were first recorded by mobile devices, transcribed, and stored in the y-folder. All personally identifiable information was pseudonymized. The transcript was sent back to the participant to report possible misunderstandings and to decide to withdraw from the study completely.

Data analysis

To analyze the data, an open coding approach was used as described by Corbin and Strauss (2008). Open coding allows an analyst to examine the context of the data carefully

before putting interpretive labels on it. The coding was conducted using the program ATLAS.ti Scientific Software Development GmbH (designed for qualitative research and data analysis). The coding process consisted of three phases: First, each of the four coders independently coded half of an interview to gain insight into the general themes that were talked about during the interviews and to explore possible ways to code the data. Next, all coders collectively coded one interview with a student and one with a teacher, using the line-by-line coding method, so that no important concept is omitted (Corbin and Strauss, 2008). This phase of collectively coding interviews and discussing specific labels of codes resulted in a shared protocol of codes and it functioned as the basis for subsequent coding. During this process, code categories were established by observing differences and commonalities among codes. This was done to further organize and understand the content of the interviews as well as to create broader and more abstract codes, which were able to generalize across multiple interviews. Creating these code categories also served as a first step to divide the data according to the research questions. For instance, one code group called “INTERACTION STUDENT TEACHER” was created, which incorporated all codes regarding research question 2a. “How does student- and teacher well-being interact?”. The established codes within their code groups were used to create a preliminary codebook.

Subsequently, using the preliminary codebook as a basis, the previously coded interviews, as well as the remaining interviews, were coded by the four coders independently. Afterward, newly created codes and unclarity regarding initial codes were discussed between the coders, and the codebook was revised and enlarged until saturation, thus until no new themes were observed in the data (Guest & Johnson, 2006). In the process, clusters and overarching themes were jointly developed and discussed by looking at what codes and code groups most often co-occurred, as multiple codes could apply to one passage. These themes and clusters emerged through inductive (derive label of codes based on the interview sections)

as well as deductive reasoning (using established theories e.g., SDT to code related patterns in the data) and concluded the final codebook.

Lastly, each of the four coders re-coded three interviews using the final codebook to update the link of interview sections with the final codes. During the process, the coders were in constant contact, sharing the meaning of specific codes and further structuring them into code groups. To complete the coding process and to have all quotes attached to the subsequent codes all re-coded interviews were merged into one final project in ATLAS ti.

Results

In the following, the data collected to improve the understanding of the conceptualization of well-being, and the interaction of well-being of students and teachers is presented. First, the focus lies on the conceptualization of general well-being. Conceptualizing general well-being is crucial to building the foundation of the data presented, which is connected to the conceptualization of well-being in the university setting. Furthermore, the differences and the similarities between students' and teachers' conceptualization will be explored. Additionally, the interaction between the well-being of these two parties and external factors influencing students' well-being is investigated.

Conceptualization general well-being

Even though the main interest of this study lies in the conceptualization of well-being in the university setting, it is crucial to take the conceptualization of general well-being into account. Emphasis on the relationship between these two concepts is significant to highlight as they are interconnected and build upon each other. One teacher said, for example:

“My wellbeing as a teacher is just part of my general personal wellbeing, which is affected also by factors outside of my work, my personal life, my you know own personal health...”(teacher)

This quote explains why general well-being should be included in this review and includes one crucial aspect of the conceptualization of well-being, "personal health." The health factor could be found in almost every interview and therefore seems to be one key factor in the conceptualization of well-being. "Personal health" is a theme that included the codes of "physical" and "mental health". "Physical health" refers to the absence of pain or illness, and "mental health" refers to the lack of depression and other psychological obstacles:

"In very basic terms physically being free of pain, being free of illness, being free of physical limitations that prevent you from accessing your education or your, your workplace. Psychological again, not having anxiety, being free mentally, to pursue your interests without any kind of obstruction without any kind of fear without any kind of limitation." (teacher)

Other participants also mentioned "emotional well-being" as part of the conceptualization. This included being in a good mood, feeling satisfied, feeling calm, feeling energetic, or the absence of negative emotions that could be an obstacle to reaching goals:

"But yeah, just mentally speaking, just that feeling of I'm calm, I'm satisfied, I'm excited about the things that I do" (student)

Furthermore, the code "basic needs" was often part of the conceptualization. Significantly, the security part of the basic needs. In their opinion, it is crucial not to worry about financial insecurity and be able to afford food and housing. Without this financial security, it is challenging to reach well-being:

“So when you have like a lot of financial stress, I think that really comes in the way of your wellbeing” (student)

In short, the most recurrent codes shaping well-being are “mental health”, “physical health”, “emotional well-being”, and “basic needs”. Those themes seem to build the foundation of the general conceptualization of well-being.

After presenting the participants' views on the conceptualization of general well-being, the conceptualization in the context of the university is further addressed in more detail.

Table 2

Conceptualization of general well-being

Code	Description	Quote
Physical health	The physical state of the body ((no) pain, (no) suffering, functionality)	“Physically being free of pain, being free of illness, being free of physical limitations that prevent you from accessing your education, your workplace.” (teacher)
Mental health	Absence of mental illnesses that conflict with mental, emotional, psychological, and social functioning	“Not having anxiety, being free mentally to pursue your interests without any kind of obstruction without any kind of fear without any kind of limitation.” (teacher)
Emotional well-being	Ability to produce positive emotions, moods, thoughts, and feelings, such as experiencing negative emotions	“I feel like it is not like I strive to be happy all the time” (teacher)

Code	Description	Quote
Basic needs	Fulfillment of basic needs such as financial security, housing, safety, and sleep	“Having a place that allows to live, where it’s safe.” (teacher)

Conceptualization of well-being in the university context

One of the critical aspects of students’ well-being in the university context is the “social” theme. Many students stated that it is vital to have a good social network which is essential for them to feel well. This social network consists of study peers, friends, and family:

“when it comes to psychological wellbeing, it's probably also about having a good, healthy, social environment” (student).

A healthy social environment even improves the enjoyment of studying itself:

“I think for me, that was very important. Like when I started doing things with other people, more like a group, and that really there's a social component that becomes part of the university life and the university activities, which then makes university related things more appealing to me. Because that's where my friends are, that's where the people that want to spend time with are, that's where, like the interesting things also happen. Okay. I really need that a lot for me.” (student)

Another often mentioned aspect of well-being for students is the “study load”. There should be an optimal balance, but the “study load” is mostly too high, which interferes with well-being. If the “study load” is too high, this can lead to stress and frustration. Furthermore,

it leads to inequity in the “work-life balance”, which seems to be a crucial aspect of student well-being:

“So in the university context, I would say, for me well-being as a student would be having a balance between how much I study and how much of my time and energy is spent on my studies and university related tasks.” (student)

Closely related to the pressure caused by the “study load” is the ability to handle the workload or study content in general. “Competence” in one’s studies is acknowledged by students as a crucial part of their well-being. “Competence” for students means achieving satisfying grades and handling the workload properly:

“Can I handle the workload? Um, and if I can, if I can manage it, I obviously, I feel confident. I feel prepared for my exam. (...) So I get good grades or what I expected from my, from the work I put in, I feel good. Um, I think that's really the single most, uh, factor when it comes to psychological wellbeing” (student)

The code “competence” is not the only important factor when it comes to handling the workload. There is also “resilience that” counteracts the workload. Other than counteracting workload, resilience is also of great use in every stressful situation in the academic setting as, for example, stressful encounters with other students or colleagues:

“Wellbeing is also feeling that you can cope with whatever is thrown at you” (teacher)

Another valuable aspect in the context of student well-being is coded as “engagement” in the study and as “enjoyment” of studying itself. If students engage in their studies, they feel more satisfied, which is vital for their well-being. Further, this engagement also leads to more study enjoyment, which is another part of students' well-being. If there is no engagement and enjoyment in studying, university life itself can be seen as a chore that needs to be done:

“So, I think, um, it's about enjoying what you currently do, like being excited to do it. So, if I have a course that I enjoy doing, and I like the challenge, like putting effort in this is where I feel satisfied, where I get energy from what I'm doing, and if I'm really not excited about what I'm doing it's draining my energy. And I think then the outcome is also not very important. If I really had fun in the process.” (student)

The conceptualization of well-being for teachers in the university context has many similarities to that of students but also differences. Teachers recognize the social environment as one of the most important factors regarding well-being. They stated that it is essential for them to have good relationships, especially with their colleagues and this could be equally found in the conceptualization of students' well-being. The difference between students and teachers relates to the awareness that teachers have on how it is vital to have a good relationship with students. However, students rarely mention their relationship with teachers:

“there's nothing more meaningful and validating than having good interactions with students” (teacher)

“I think relationships are one of the strongest predictors of a sense of meaning in life. And so if you have a relationship in which both are committed to. If you have some

loyalty, care for each other. That's a very good start. If you also have an element of depth in your relationship. When people open up more that leads to a great sense of wellbeing.” (teacher)

Another difference between students' and teachers' conceptualizations is that teachers have a greater emphasis on the “meaning”. This code can be already seen in the previous two quotations. For teachers, it is important if their interactions, their work, and other activities have a sense of meaning or feel meaningful. This is an integral part of teachers' well-being.

“I worked a lot, way more than 80-hour weeks for a few weeks. And that was okay because I really find that engaging and meaningful.” (teacher)

Additionally, like students, teachers often raised their thoughts about the workload. It often is too high and interferes with their well-being. They also mention the “work-life” balance in that context. Which in turn influences the freedom teachers to have in their job. “Autonomy” is one factor that is often stated by teachers instead of students in their sense of well-being. Being able to work when and what plays a vital role for them, as can be seen in the interviews:

“There's a lot of freedom in the job. So, as a teacher, you get a lot of autonomy, maybe to saying, when you work, what courses you'd like to teach. there's some required, but there's some choice also. I think I like that.” (teacher)

Table 3*Conceptualization of well-being in the university context*

Code	Description	Quote
Social network	Belongingness to friends, family, peers, social groups or other individuals you interact with; relation with colleagues and teams, socializing...	“I think relationships are one of the strongest predictors of a sense of meaning in life. And so, if you have a relationship in which both are committed to. If you have some loyalty, care for each other. That's a very good start. If you also have an element of depth in your relationship. When people open up more that leads to a great sense of wellbeing.”
Study peers	Other people one studies with, study associations	“So maybe it's the most important resource for students. I would think to have study mates, even if it's only two, that's already fine, but at least have some people around you that support you and that you can count it on.”
Study load	Demand vs. time, the amount of tasks one has to do	“Study pressure. [...] For me, that's the single most, uh, like variable that, um, about university that has an impact on my wellbeing. Right. Um, can I handle the workload?” (student)
Workload	Time given for tasks at hand	“If your schedule is completely filled up you don't really have lots of time for even contemplating and brainstorming about what you could do better, you know, what you might even need.”

Code	Description	Quote
Work-life	Balance between time invested in work/studying on one side and recreation and family (social life) on the other	“Classic tensions are, if you have really a family, you know, um, many of us are invited to conferences, then you're away from home for instance. [...] My wife would kill me if I say 'Ciao. I will spend now two months in another country, they invited me and it's good for my career.'”
Competence	(Not) feeling able to do the things one would like to do/ currently does	“Then, the first say 'Oh no, that's too hard.' So, in the first year, we lose many students immediately.”
Engagement students	Being committed to the studies and actively taking part in classes and homework	“Disengagement, this is not good for the students.”
Enjoyment studying	Liking one's studies, finding it insightful and pleasurable	“It's about enjoying what you currently do, like being excited to do it. So if I have a course that I enjoy doing, and I like the challenge, like putting effort in is, um, this is where I feel satisfied, where I get energy from what I'm doing.”
Meaning	(Not) having a sense of purpose, personal relevance, and fulfillment; making an	“There's nothing more meaningful and validating than having good interactions with students. Interactions where you get the impression where you make an impact in people's life [...] and

Code	Description	Quote
	impact in a way that is important to oneself	“where you see that there's meaning in the work that you do.”
Autonomy	Negative: too much responsibility, too much freedom and no clear structure or task	“I realize we are given a lot of freedom, which is nice on the one hand, but on the other hand, I think it would be important for management to just check in and say regularly what are you working on? How's it going?”
	Positive: having freedom to create one's own structure and choose the topic/task	

Interaction of student and teacher well-being

To deepen our understanding of students' and teachers' well-being, this study also investigated the direct interactions between the well-being of students and teachers. Therefore, we also asked the participants how they think the well-being of students and teachers interact. The interviews revealed that students and teachers mostly have two different kinds of interactions: positive and negative. Positive interactions mean that the well-being of one party increases the well-being of the other party. This happens, for example, when the students are motivated, engaged, and seem happy in class. Then the teacher's well-being increases because of the student's behaviour and atmosphere. One teacher, for example, said:

“When the group is fun and energetic, they can brighten up your day” (teacher)

This can also go the other way around, as we can see in this response made by a student:

“If you see a really enthusiastic teacher, this also grabs you as a student.” (student)

In general, the responses show that there is also a negative effect. This means that if the teachers or students are in a negative mood, the other party's well-being is negatively affected. Furthermore, the influence can be reciprocal. For example, if engaged and happy students increase teachers' well-being, then the teachers also influence the student's well-being for the better. Here is an example found in the interview of a teacher that shows a negative reciprocal influence:

“When the teacher's well-being is not that good than they do not have the space to give personal attention or make students feel heard. That affects the student's wellbeing and at the same time if the students are not feeling well, it is more draining for the teacher.” (teacher)

External factors influencing students' well-being

Besides the influence of teachers' well-being on students' well-being, there are more external factors that influence students' well-being. Some of these factors are already included in the part about the conceptualization of well-being. The social environment is the greatest influencer on the well-being of students. This is reflected in many parts of the interview as students want to have more space to meet each other for socializing. Some want more outdoor chillout areas at the university and others would like to have social events that are easily

accessible without having to sign up for them. Furthermore, students also see intimate relationships as an external factor that is essential for well-being.

“What is going on with the girls right now, you know, love, live, everything.” (student)

The code intimate relationships did not just cover romantic relationships, it includes all relationships that go in-depth. Having friends that can be trusted and where one can open up seems to have a strong impact on well-being. Additionally, having a stable and close relationship with one's family is of utmost importance.

Another external factor that is brought up connected to the social theme is social support. Social support does not just include the previously mentioned intimate relationships and study peers, it also refers to teachers, coaches, or psychologists. For students, it is important to get help if they need it. Unfortunately, it is often difficult to find a psychologist, so there must be at least enough coaches and study advisors. Coaches can help in many ways and are great for personal development and increasing well-being.

Personal development refers to the theme of competence. An increase in competence is crucial for many students and their well-being. External factors that increase competence mentioned by students are, for instance, extra courses or learning groups. Additional courses should be free, not mandatory, and cover difficult topics students struggle with.

Two other important topics for students are the financial and housing situation which connects to the theme of basic needs. It is important that they can concentrate on their studies without having to worry about their financial situation as this added factor would increase stress levels of the student, therefore, taking their concentration away from their workload. They further value affordable and available housing options. Many students have trouble finding affordable accommodations or even rooms themselves.

Discussion

The study aimed to collect data in order to conceptualize well-being in an academic setting and to find out further how external factors influence students' well-being. Therefore, it was questioned how students and teachers conceptualize well-being in the university setting, how they differ from another, and how they interact. This is relevant because of the heightened ill-being of university students and teachers. A reliable and generally acknowledged definition of well-being in academia is essential to counteract this issue.

Before going into the conceptualization of well-being in an academic setting, well-being will generally be conceptualized outside the university context to lay the foundation of the conceptualization of well-being, leading up to the definition of well-being in the academic setting. Participants' response was primarily based on describing well-being grounded on specific vital factors such as physical and mental health, emotional well-being, and financial security. In comparison with the conceptualization of health from the WHO, the named factors are found to be partially in line. Financial security is one of the most basic needs because, without that, physical-, mental- and emotional health often is difficult to fulfill or contain. This agrees with a study by Green & Leeves (2013), which found that financial security positively affects well-being. Financial insecurity might negatively impact well-being because lacking money might lead to insatiable life situations and negatively impact further aspects of life. This might result in a general instability of life, affecting well-being.

The study's focus mainly lies in conceptualizing well-being in the university setting. In the academic environment, the participants named multiple crucial factors such as social environment, workload, work-life balance, and the meaning of being a student or a teacher. Both teachers and students emphasized the social aspect of well-being, pointing out that their social environment influences their well-being the most. The importance of the social

environment can be connected to the Self-Determination Theory (SDT). In the SDT, the social environment is reflected by relatedness. Students and teachers also mentioned autonomy and competence as part of the conceptualization of well-being. Compared with the study of Kiltz (2020), the findings of our research align with the importance of the Self-Determination theory and the concept of well-being.

Besides autonomy, relatedness, and competence, students and teachers also mentioned resilience as essential to well-being in the university setting. Klitz's (2020) study showed that strength could be improved by coping with stress, overstepping boundaries, and dealing with difficult situations, resulting in resilience growth. Compared to this study's findings, dealing with stress is defined not only as having a negative impact on students and teachers but also gives both the chance to grow and develop themselves personally and professionally. The findings showed that workload is also an integral theme connected to the conceptualization of well-being in academia. Workload seems to impact students' and teachers' work-life balance and plays an important role in well-being. Contributing to internal factors such as resilience, other core elements are the enjoyment of studying, teaching, engagement, and meaning. Participants described that their well-being got enhanced by fulfilling those internal factors. For example, if students are engaged in the class and interested in the content, it leads to more joy in studying and causes less stress or negative feelings. This also functions the other way around because students who enjoy their studies are more inclined to engage during class.

The second research question aimed at identifying differences in the conceptualization of well-being made by students and teachers. One of the unexpected findings was that teachers emphasize more value on a good relationship with their students than the other way around. This could be explained by the number of differences between students and teachers. If there is a class, there is mostly just one teacher but many students. This imbalance could lead to a necessity for good relationships with students, reflected by the need for relatedness

in the SDT. Still, students do not necessarily need a proper relationship with the teacher because there are already enough other students to socialize with. Furthermore, teachers may validate their performance in teaching through the good relationships they have with students.

Further, teachers stress the importance of meaning in their conceptualization of well-being while students on the other hand have been found to rarely emphasized meaning. This could be due to the age difference and the resulting amount of life experience. By having more life experience, people may know what they want in life and what is meaningful to them which alters their individual perception of its importance. Age differences are crucial when it comes to identity development. Erikson (1980) suggests that a well-developed identity consists of goals, beliefs, and meaning in life. One could argue that students have not entirely developed their identity and therefore do not know what they value and what exactly brings them meaning. Further, students may have the status of identity moratorium or identity diffusion. Marcia (1980) explains that moratorium is when someone is searching for an identity but did not commit yet, and diffusion is when someone is not searching for and committing to an identity. Teachers may already have the identity achievement status, which is the commitment to identity after exploration.

Another difference in students' and teachers' conceptualization of well-being is teachers' more significant emphasis on autonomy. One reason for that could be the age of students and their development in terms of independence. Many students start university directly after high school, which means they are still used to a firmly structured educational system. Teachers are mostly older and experience more “freedom” in their life and therefore value autonomy.

The collected data implies that students and teachers generally have a similar perspective of conceptualizing well-being. However, it is crucial to note that well-being

cannot be seen in isolation for one student or teacher; instead, it should be seen from a systemic network perspective.

The systemic network perspective comes especially overt in the third research question, which discusses the direct associations between students' and teachers' well-being. From a systemic point of view, every person and environment influence each other, indicating a reciprocal relationship between students' and teachers' well-being. Specifically, in the university context, teachers and students can impact each other well-being negatively or positively. However, not every student or teacher's well-being is equally impacted due to external factors outside the university context. Further, well-being outside of the university is influenced by the well-being inside of the university. Family problems might make it hard for students to fully commit to studying causing more stress and leading to a more negative impact on their well-being in the university context. Simultaneously, this increased stress in the university setting also influences the well-being outside of the university which may lead to a negative spiral. All this leads to an interplay between individuals and different environments.

Finally, the last research question concerns the external factors influencing students' well-being. External factors such as social aspects like intimate relationships or social support are of utmost importance. Furthermore, students' well-being is also influenced by their basic needs, such as housing and financial security. Self-Determination theory connects well to all these mentioned factors and includes all three components. Intimate relationships, social support, and the whole social environment are essential to fulfil the need for relatedness. Further, the need for competence is reflected by students who mentioned that they would value free extra courses to improve their understanding of complex subjects. Many students studying psychology, for instance, struggle with statistics. The course statistics is a significant

stressor for many students because many fail it continuously. Students start to spend money on expensive extra courses to improve their competence.

Additionally, this connects to the financial security students need for their well-being.

Financial security and affordable and available housing relate to the last need of the SDT.

Students having financial trouble and difficulty finding a home have an impacted autonomy.

Most of these factors are already mentioned in the first research question. Still, this question helps to develop specific interventions for students from an external perspective. If someone has a decreased well-being, often people will assume it is their fault and that they must change something internally. To some part, this is true, but students may forget that it is not always their fault when they develop ill-being. Therefore, this research question is crucial for improving students' well-being.

Limitations

This replication study contributes essential information to a field of research that is, until now, not much investigated. Still, some limitations affect the reliability of the study. The sample is a convenience sample that includes university students and teachers. Therefore, biases are probably involved, mainly since most participants originated from the behavioral and social sciences faculty. This implies a predisposed understanding of well-being, and the conceptualization of well-being may not represent the conceptualization of students and teachers from other faculties. Moreover, as participation was voluntary, our participants probably are motivated students and teachers who may be more advanced in coping with stress and enjoy university more than other participants who do not have to motivation to participate in this study. This means that the conceptualization of well-being is missing the view of students and teachers that experience ill-being, but this is acceptable because our study implements the perspective of positive psychology.

Additionally, the number of participants may be too low for our second research question. The second research question investigates the difference in the conceptualization between students and teachers. According to Guest et al. (2006), 12 participants are enough for saturation of the data, but in this research question, the study compares six students and six teachers. There is a need for 12 participants in each group to make a meaningful comparison within our sample. To fulfill this suggestion, at least 12 students and 12 teachers must be interviewed.

Acknowledging these limitations can help to improve future research on this topic. This study aimed to guide research toward a generally accepted conceptualization of well-being in the university. Especially, high rates of burnout and other mental constraints that are overt in an academic environment are reasons for future research on this subject. Future research could use more participants to prove their study's claim Guest et al. (2006). This would improve the understanding of the conceptualization even further but also shows if the 12 participants' "rule" for qualitative research is sufficient. Researchers could also execute a mixed-method study on this topic.

Further, future research could investigate how the COVID-19 pandemic influenced students' and teachers' well-being. As the work-life balance appears to be a crucial factor for well-being, it would be interesting to investigate if more online studying (online lectures) improves the work-life balance? It may give teachers more time for grading and lower the workload or give them more time to spend with their families.

Conclusion

The objective of this study was targeted at improving the general understanding of well-being in the university setting and analyzing the interaction of well-being between students and teachers. The main findings suggest that well-being consists of physical, mental,

and emotional well-being and financial security. Additionally, the Self-Determination Theory, with its three fundamental needs, autonomy, relatedness, and competence, contributes to this conceptualization of well-being in the university setting. The findings suggest that well-being is a highly interrelated concept that cannot be isolated to one individual and environment. Future research on this topic is needed and should be extended by quantitative or mixed-method designs.

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Appendix A

Codebook

Code Group	Code	Subcode	Definition	Quotes/Examples
Autonomy	Autonomy		Negative: too much responsibility, too much freedom and no clear structure or task Positive: having freedom to create one's own structure and choose the topic/task	"I realize we are given a lot of freedom, which is nice on the one hand, but on the other hand, I think it would be important for management to just check in and say regularly what are you working on? How's it going?"
		Time management	Having the possibility to manage the time individually and self-determined in accordance with your desired schedule	"I start in the morning and I use my autonomy that I have and think "Okay, what do I start with?". And then I can flexibly go along."
Balance	Balance	Optimal challenge	Getting the right amount of stimulation out of an activity, a challenge cannot be too hard nor too easy	"Not being too overloaded. You know you should be challenged, there should be plenty of work, but not so much, because it also needs to be some balance."
		Work-life	Balance between time invested in work/studying on one side and recreation and family (social life) on the other	"Classic tensions are, if you have really a family, you know, um, many of us are invited to conferences, then you're away from home for instance. [...] My wife would kill me if I say 'Ciao. I will spend now two months in another country, they invited me and it's good for my career.'"

Code Group	Code	Subcode	Definition	Quotes/Examples
Basic needs	Basic needs	Financial security	(Not) having a stable amount of money available to cover one's basics (food, shelter...)	"Financial security. How do we make a social backup or having food, a shelter and some sort of back up like that the basic needs are covered?"
		Housing	Housing situation and conditions	"Not having a place or like a house or accommodation. I think that also really comes in the way of their wellbeing"
		Safety	(Not) feeling safe and protected	"I'm kind of thinking about also, especially because of this moment of wars really [...] Maybe it sets the basis of that all to be in a place where you can be safe - Safety, I guess you call it."
		Sleep	(Not) being able to get enough sleep	"If I'm stressed in those aspects of my life and if I'm not sleeping well or whatever else there might be it impacts my work, certainly impacts my wellbeing at work."
Competence	Competence		(Not) feeling able to do the things one would like to do/ currently does	"Then, the first say "Oh no, that's too hard." So, in the first year, we lose many students immediately."
		Flexibility	Ability to adjust to uncertain events	"And because of this suddenly my job; I had to adjust to these new circumstances."
		Personal development	Ongoing development and growth of the self in professional and personal aspects, identity crises, gaining knowledge ...	"I think I really grew up, grew up and matured from the first year"

Code Group	Code	Subcode	Definition	Quotes/Examples
Engagement	Engagem ent	Recognition	Feeling recognized and valued for one's work and achievements; the appreciation of the effort put into one's work	"Wellbeing depends on students who want to be really good students. Then you feel comfortable, you know, feel accepted, recognized, acknowledged"
		Students	Being committed to the studies and actively taking part in classes and homework	"Disengagement, this is not good for the students."
		Teachers	Being committed to the job and putting effort into classes and their preparation	"Having professors who are engaged with the material would be useful and give worth challenging or challenging in the way they teach."
Government	Governm ent		Labor laws and general university system controlled by the government	"I know that the labor laws and the labor structure here mean that if for some reason I'm out, I can feel secure that this will be cared for. In other places that I've been, this was not the case"
		Funding	Money the government provides to universities	"The government does not give enough money to universities that they can arrange work well for employees."
		Number of students	Government decides how many students are taken in by the university	"The government says that universities have to take every student. There is no limit in that sense. So, there are lots of students. That's not good for students."
Interaction	Interactio n		Student and teacher interactions	"I think students are not aware of how much they can influence a teacher."

Code Group	Code	Subcode	Definition	Quotes/Examples
				The teachers are also not aware of how much they can influence a student.”
	Care		Mutual understanding (of each other’s’ feelings and goals), showing interest and empathy for the other party	“I care about that they do well.”
	Communication		Feedback, structure, clarity and amount of information given out	“With students, I feel that it's much more directly rewarding when you noticed that they listen and they feel inspired by what you tell them. Yeah. And even, you get the more short-term positive feedback, but also longer-term positive feedback.”
	Conflict		Conflicts between students and teachers, mostly conflicts of interest	“I had a colleague who had a group that was very negative. They were very rebellious, taking advantage of her. I think she was a kind spirit and she came to me and said “I need another group because I [am] crying every session when it's done. I walk out sometimes or do a break because I really can't deal with their negativity””
	Engagement		Interplay of engagement of students and teachers	“And then when there is interactions and interest by the students. I find that deeply rewarding.”
	Power disbalance		Role conflicts, not working as a team but against each other, seeing the	“The thing is that a teacher is kind of responsible in a way for 20 students and the students are not really

Code Group	Code	Subcode	Definition	Quotes/Examples
			other as inferior or superior	responsible for the teacher.”
		Respect	Showing general respect and respecting personal boundaries	“Well, it depends if they're friendly. There has to be certain respect.”
		Teaching content	Content of teaching and clarity and relevance thereof	“[...] can be clear with their subject. They can be clear with their teaching, um, or just not really care about how they give out information. [...] Then they can be available for like explanations or not, or clarifications or provide extra exercises depending on the subject.”
Meaning	Meaning		(Not) having a sense of purpose, personal relevance, and fulfillment; making an impact in a way that is important to oneself	“There's nothing more meaningful and validating than having good interactions with students. Interactions where you get the impression where you make an impact in people's life [...] and where you see that there's meaning in the work that you do.”
	Balance	Sacrifice for meaning	Choosing something that gives you meaning over other (pleasurable) things	“I could have done the course in a much, much simpler way that requires much less work on my part, much less challenge, much less complication. And that would, in some ways, increase my wellbeing. I would have more time for myself, more time for my family, more time for other work. But I consider the value of that work to be sufficiently high that it overcomes whatever challenges that I

Code Group	Code	Subcode	Definition	Quotes/Examples
Resilience	Coping strategies			put on my plate because of this extra work.”
		Avoidance	Ignoring problems and/or engaging in emotional/physical avoidance by e.g. using drugs	“I also noticed after a while, the alcohol consumption was a bit higher normally I think, because you just feel stressed and then inhibitions are sometimes hard to control when you're with friends and then you finally feel good.”
		Problem-focused	Cognitive restructuring (changing one's perspective on an issue at hand), acceptance, addressing the issue...	“Normally, [I am] trying to resolve anything that causes the stress.”
		Pushing through	Ignoring inner signals of distress and exhaustion and simply working through the workload (as long as possible)	“ I have the tendency to when I'm in a very stressful situation [...] I tend to focus on whatever it is, however long it's going to be, however difficult it's going to be. Going through it. And only then afterward sort of reflecting on it and seeing, noticing the difficulties, noticing the, the outcome of this or noticing the effect that it had on me, but when I'm in a highly stressful period, I just tend to work.”
		Recreation	Engaging in recreative activities and activities unrelated to the main task (studying e.g.) to alleviate stress	“I learned that it's during the busiest times that you need recovery most. At the time where it is hardest to find time for recovery, I think it's most important to do it, to take the time. [...] So I try to, for example, I

Code Group	Code	Subcode	Definition	Quotes/Examples
Self	Resilienc e			almost never skip the lunch break. I think having a proper break, so sit down, eat calmly, talk with colleagues, or go outside and have a little walk or something like that.”
			The ability to bounce back after adversity	“Wellbeing is also feeling that you can cope with whatever is thrown at you as such to say.”
			Support from social surrounding when one is feeling down	“Well, I think just like having people around you that can help you. Or even if they don't help you directly with the task at hand, for example, that they are just there for you.”
	Stress preventio n		Preventing stress to come up through e.g. time management strategies, preventive interventions...	“I'm very much like a person that tries to do everything well in advance, everything that you can do well in advance of the plan I try to.”
	Enjoyment	studying	Liking one's studies, finding it insightful and pleasurable	“It's about enjoying what you currently do, like being excited to do it. So if I have a course that I enjoy doing, and I like the challenge, like putting effort in is, um, this is where I feel satisfied, where I get energy from what I'm doing.”
		teaching	Linking one's teaching, finding it insightful and pleasurable	“Just enjoying the interaction with the students. That's something where I get a lot of energy from. In most of the cases it is contact with students that affects me positively.”

Code Group	Code	Subcode	Definition	Quotes/Examples
	Recreation		Leisure time, sports, reading, meditation; doing recreative activities for enjoyment or balance	“To be able to do, my exercise that's important to do. So having time for that, so that's it not too crunched. Having time with my family, having some time to relax with a book or a movie, or to go see friends.”
	Self	Awareness	Ability to self-reflect, notice feelings and have a sense of own needs and capacities	“I generally have a sense of what is needed and my capacities for doing what's needed.”
		Expectations	Expectations of the self, perceived responsibility, taking charge	“It's just these self-expectations that you have because if you study and for me, at least, if I decided to do a master and I could have worked before after my bachelor's, but I wanted to do a masters. So, my self-expectation was “Okay, if -I am going to do a master, I will do it good.”
		Identity	Identifying with what one is doing (through social roles)	“I love my job as a teacher. I, identify as a teacher at the university.”
		Regulation	Ability to manage time efficiently, focus, setting priorities	“There are many tasks like teaching, for example. I mean, you can prepare a lecture and you can take two days to prepare the perfect lecture and you find the nicest pictures ever, and you have the best slides and you record maybe a lecture five times before you put it on the internet. But you can also just force yourself to do it in two hours.”

Code Group	Code	Subcode	Definition	Quotes/Examples
Social	City atmosphere	Responsibility	Awareness of being responsible for one's state of well-being	"In my case. I would say, if I'm not doing well, if I don't feel well, then I think in the first place it's my responsibility to react."
			The environment you live in, including bars, sport facilities, events etc.	"I guess that would also help. I guess living in a cool city. Because being a student is about social life as well. And if you live in a city where not a lot of students live"
	Cultural differences		Language barriers, different values, different educational background etc.	"Thinking about like an international environment context, also the degree to which you feel at home and integrated in a place where you live. I think, I see quite some students that are just really waiting to go home and that makes their whole university experience very difficult or just like a burden."
	Social	Acceptance	Perception of (not) being accepted as one is by society (in the university context: in the role of a student/teacher)	"I feel like I'm so accepted by the society because I am doing something and I am moving forward."
		Intimate relationships	deep, trustful connections and romantic relationships	"I think a real good friend cares about you. And then I think there can be energy going both ways."
		Network	Belongingness to friends, family, peers, social groups or other individuals you interact with; relation with colleagues and	"I think relationships are one of the strongest predictors of a sense of meaning in life. And so, if you have a relationship in which both are committed to. If you have some loyalty, care for each other.

Code Group	Code	Subcode	Definition	Quotes/Examples
Stress	Systemic network		teams, socializing...	That's a very good start. If you also have an element of depth in your relationship. When people open up more that leads to a great sense of wellbeing."
			Mutual influences, various factors and people influencing one another	"My personal wellbeing is just a bigger in the Venn diagram. My wellbeing as a teacher is just part of my general personal wellbeing, which is affected also by factors outside of my work, my personal life, my you know own personal health for which my employer isn't responsible necessarily, but should take into account."
	Covid		Any factors related to the pandemic	"Now in the last two years was a horror I'm absolutely sure. Now with zoom, there was no university life, really."
	Social	Stress	Interpersonal conflict, ill-being of a loved one, peer pressure etc.	"If I have an exam and there's another thing that I have to deal with my family, it's additional stressors"
	Stress	Uncertainty	Not knowing how events and circumstances will turn out	"And then you're just left there waiting, and you don't know what's going to happen like down with this selection tests that they made. I hear it so much from people around me that they feel that they were future so unclear."
Study conditions	Study conditions	Assessment	Exams, competition between fellow students, fairness	"I think here for me. It's more having more time between finishing group assignments and exam period. Because in some

Code Group	Code	Subcode	Definition	Quotes/Examples
			of assessment etc.	courses, we had the deadline of our group assignments or individual assignments in this exact same week when we had our exams and that was annoying”
		Block system	Block system structure	“I think in terms of, for students and also for teaching, I would like when we would have semesters instead of blocks. Courses would also be a bit more stretched out that you have a little bit more time to ponder, to reflect, to make mistake, to correct these, to also learn, to get to know your teammates better when you do a course.”
		Class size	Class size	“Maybe we should engage in smaller classes, I feel like they would encourage it so much more.”
		Study Environment	At home: loud roommates, desk and quiet place at home, opportunities to study	“Whether you live alone, whether there are others, whether you have your private space too. And I know some people prefer studying alone or with others and that can be a big influential point. Especially if you have very loud house or uncomfortable roommates.”
		Study peers	Other people one studies with, study associations	“So maybe it's the most important resource for students. I would think to have study mates, even if it's only two, that's already fine, but at least have some people around you that

Code Group	Code	Subcode	Definition	Quotes/Examples
				support you and that you can count it on.”
		Study load	Demand vs. time, the amount of tasks one has to do	“Study pressure. [...] For me, that's the single most, uh, like variable that, um, about university that has an impact on my wellbeing. Right. Um, can I handle the workload?”
University	University		The university as an institution, equal chances for everyone, decision-making process, university structure	“I would first like to point out that the university is I think trying to set up structures to ensure with teacher wellbeing.”
		Communication	How the university communicates tasks, demands, plans, goals	“If the university gives them clear directions or like how to act or what to do or what's required from them, what their university asks from the lecturers definitely helps. It helps them do their job. So, the clear communication really helps them as well as the student.”
		Offers	Coaches, study advisors, mental health workshops, non-binding social activities etc.	“With the student service center, they have courses you can follow to like how to study better, how to not procrastinate, how to have less stress or like everything like that. I almost did all of them.”
Well-being conceptualization	Emotional well-being		ability to produce positive emotions, moods, thoughts, and feelings, such as experiencing negative emotions	“I feel like it is not like I strive to be happy all the time”

Code Group	Code	Subcode	Definition	Quotes/Examples
	Mental health		absence of mental illnesses that conflict with mental, emotional, psychological, and social functioning	“Not having anxiety, being free mentally to pursue your interests without any kind of obstruction without any kind of fear without any kind of limitation.”
	Hedonic well-being		Focus on enjoyment, fun, and pleasure	“I think well-being is, um, having a sense of life satisfaction [...] and feeling free to do what you want to do or what you'd like to do, within certain structures, of course you'd come through anything you'd like, and enjoying what you are doing, uh, or what you can do.”
	Physical health		The physical state of the body ((no) pain, (no) suffering, functionality)	“It relates to physical health, like um, being healthy, being mobile, being able to do the things you want to do, to functional ability.”
	Well-Being	Awareness	(No) awareness of the concept itself	“Speaking of generational and stuff, I don't, I find it difficult to relate to the concept of wellbeing and even less so with the other word, wellness.”
		Conceptualization	Abstract thoughts referring to the construct of well-being	“I think I perceive wellbeing in general as just being an absence of like major problems or major complications, major stressors, which is then accompanied also by feeling good about it. So it's not only there's nothing wrong, but it was so I feel good about this.”

Code Group	Code	Subcode	Definition	Quotes/Examples
Working Conditions	Working Conditions		General working conditions	“My employer should be the primary body that is responsible for my professional wellbeing, because they create the circumstances for my work to take place. If my work impacts my wellbeing, it's because of the conditions of it and my interactions with it. My employers should create infrastructures or create structures through which my personal wellbeing, as it interacts with my job are in good balance.”
		Staff	Assistants, colleagues, sharing tasks, professional connections	“Colleagues are a bit big support mechanism, I guess, for, for most part, but sometimes there's also conflict and then it's a big stressor and there's not a good well-being thing.”
		Workload	Time given for tasks at hand	“If your schedule is completely filled up you don't really have lots of time for even contemplating and brainstorming about what you could do better, you know, what you might even need.”

Appendix B

Questionnaire

Questions for University Students	Questions for University Teachers
Conceptualization of Well-Being	

<i>I am really interested in how you experience your life at university, could you please tell me how you have experienced your studies so far?</i>	<i>I am really interested in how you experience your life at university, could you please tell me how you have experienced your time as a teacher so far?</i>
<i>In general what does well-being mean to you?</i>	<i>In general what does well-being mean to you?</i>
<i>(Considering your role as a university student) Can you tell me what well-being in the university context means to you?</i>	<i>(Considering your role as a university teacher) Can you tell me what well-being in the university context means to you?</i>
Think of a moment in the past where you experienced stress or pressure, how did you cope with it?	Think of a moment in the past where you experienced stress or pressure, how did you cope with it?
What can the university do to enhance student well-being? → What is the university doing already?	What can the university do to enhance teacher well-being? → What is the university doing already?
Interaction Between Students and Teachers	
Who is in your opinion responsible for student well-being?	Who is in your opinion responsible for teacher well-being?
How do you think external factors* influence student well-being? *(other sources of influence, e.g. other people, the environment) parents, roommates, teachers, partners, housing, finances, chronic conditions	How do you think external factors* influence teacher well-being? *(other sources of influence, e.g. other people, the environment) colleagues, partners, salary, office environment, chronic conditions
How do teachers influence student well-being? <i>(make sure they talk about positive and negative aspects)</i> → What can teachers do to prevent student distress?	How do students influence teacher well-being? <i>(make sure they talk about positive and negative aspects)</i> → What can students do to prevent teacher distress?
Please put yourself in the shoes of a teacher, what do you think would contribute to their well-being? → What can the university do to enhance teacher well-being?	Please put yourself in the shoes of a student, what do you think would contribute to their well-being? → What can the university do to enhance student well-being?
How do you think student and teacher well-being are connected?	How do you think student and teacher well-being are connected?
Do you think there is a question of interest that I did not ask?	Do you think there is a question of interest that I did not ask?

Is there anything you like to add?	Is there anything you like to add?
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