

# TOOLS FOR MEASURING OF STUDENTS' WELL-BEING

Well-being is many things, not least among students in higher education, and well-being can be measured and examined in several ways. This tool can be used to measure the students' feelings in relation to the study. These feelings are interesting, as a new report from Denmark's Evaluation Institute, EVA, shows a strong correlation between them and the students' risk of dropping out of their studies.

## What does the tool measure?

The tool measures the students' feelings about studying on two simple scales. One for positive activating emotions and one for negative activating emotions. Activating emotions means that the emotions are supposed to activate the students to study. However, EVA's report, which forms the basis of the measurement tool, shows that negative activating emotions are associated with a higher dropout risk. The questionnaire measures six emotions, three negative and three positive. The length of the scales means that it is relatively simple for institutions, faculties and programs to work with them in practice.

Categorization of questions about study-related feelings		
Statement	Feeling	Category
<i>I like to acquire new knowledge</i>	joy	positive activating feeling
<i>I am proud of my abilities in relation to the study</i>	pride	positive activating feeling
<i>I have an optimistic attitude towards studying</i>	hope	positive activating feeling
<i>Studying often makes me frustrated</i>	anger	negative activating emotion
<i>I often get tense and nervous when I study</i>	anxiety	negative activating emotion
<i>I'm often embarrassed that I can't learn simple material on the course</i>	shame	negative activating emotion

## Who will use the measuring tool?

The tool can be used by anyone who would like to work on a database basis with the students' well-being, e.g. managers and employees at educational institutions who work with quality and development. The questionnaire is simple and the scales are easy to use.

## How can the measuring tool be used?

The measuring tool can be used in many contexts where you are interested in knowing the students' feelings according to the study. The questionnaire can, for example, be used to monitor students' well-being over time. The scales can also be used to advantage before and after the introduction of an effort or measure which is aimed at improving the students' feelings about the study. In this way, it is possible to obtain information about how the students' positive and negative feelings about the study develop in connection with the implementation of the effort.

## 5 proposals for how the measurement tool can be used in work with well-being in higher education

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- 1 To measure the general well-being at an institution or an education
- 2 To compare different tender sites, or compare a selected education with the average outcome
- 3 To pin-point special areas of effort at a tender point or a training course
- 4 To form a starting point for concrete well-being efforts
- 5 To evaluate and assess efforts, if combined with a well-chosen study design

## This is how a questionnaire for students can look like:

Here you will get an example of how to design a questionnaire that can measure the students' feelings about studying.

In this questionnaire you have to relate time to how you feel about studying. More specifically, we would like to hear what feelings you experience before you start studying and when you are studying.

When answering the following questions, think about how you feel before you start studying. To what extent do you agree with the following statements?

	I høj grad	I nogen grad	I mindre grad	Slet ikke
Jeg har en optimistisk indstilling til at skulle studere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When answering the following questions, think about how you feel when you study.

To what extent do you agree with the following statements?

	I høj grad	I nogen grad	I mindre grad	Slet ikke
Jeg kan godt lide at tilegne mig ny viden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg er stolt af mine evner i relation til studiet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det gør mig ofte frustreret at studere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg bliver ofte anspændt og nervøs, når jeg studerer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg er ofte flov over, at jeg ikke kan tilegne mig - selv simpelt stof på uddannelsen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>