



Funded by  
the European Union

# RESEARCH ON THE ATTITUDES OF STUDENTS AND TEACHERS ON WELL-BEING AND MENTAL HEALTH

HEALTHY AT SCHOOL

Supporting the well-being and mental health of students and teachers

Project 2022-1-BG01-KA220-SCH-000085347

Erasmus+



Healthy at  
school

# THE NEED

The need for the development of the WP2A1 Research is determined because such detailed study was missing in the partner countries – Bulgaria, Poland and Cyprus, which served as a motivator for us to develop this product within the framework of the project. Due to the COVID-19 pandemic and distance / online learning period being relatively recent, existing research which focuses on the attitudes of teachers, students and training organizations on well-being and mental health and the consequences of distance teaching were limited and insufficient.

There was a substantial need for conducting such research because the **lack of adequate studies on these topics in the partner countries can contribute to the under preparation of both students and teachers as regards distance learning and teaching if it happens again in the future.**

# HEALTHY AT SCHOOL

The WP<sub>2</sub>A<sub>1</sub> Research will served as a basis for the development of the other project product:

- WP<sub>2</sub>A<sub>3</sub> “Methodology for supporting the well-being and mental health of students and teachers” which will include important tools, modules and programs on the topic.
- WP<sub>3</sub>A<sub>1</sub> Needs research and assessment of the strengths of HR in educational organizations,
- WP<sub>3</sub>A<sub>2</sub> Strategy for planning the professional development of employees in accordance with individual needs and
- WP<sub>3</sub>A<sub>3</sub> Training program for staff in educational organizations. How to increase the capacity of staff.

# MAIN GOALS

- To study the attitude of students, teachers and training organizations towards well-being and mental health (through a survey including questionnaires developed specifically for the three target groups);
- To assess the negative consequences of distance learning / teaching in an electronic environment for students, teachers and training organizations;
- To provide an analysis of the consequences as well as important information for their overcoming and prevention.
- To provide a complex up-to-date report focused on social, economic, political, technological, regulatory/legal, and environmental factors.

# RESEARCH PROCESS AND STAGES

## DESK RESEARCH PHASE



Partners explored data from already existing documents/materials and past research (secondary data) to gather information on a specific topic. In this case, the focus of the desk research carried by all partner organizations from Bulgaria, Cyprus and Poland was aimed at:

- 1) The negative impact of distance learning on the mental health and well-being of students , including social factors, physical health factors, mental health factors; reduced concentration, motivation and achievements in school, and
- 2) The negative impact of distance learning on the mental health and well-being of teachers , including burnout and stress; social isolation; ineffective communication; time management problems; impact on self-esteem, motivation and work ability.

# RESEARCH PROCESS AND STAGES



## SURVEY RESEARCH PHASE

This stage included the development and distribution of the following three questionnaires:

- Questionnaire to assess **students' attitudes** towards well-being and mental health and the consequences of distance learning in an electronic environment;
- Questionnaire to assess **teachers' attitudes** towards well-being and mental health and the consequences of distance learning in an electronic environment;;
- Questionnaire for **non-partnership organizations** (such as training organisations, youth organisations, educational organisations, etc.)

This phase included the development and application of three separate questionnaires with the aim to assess the attitudes of the target groups toward well-being and mental health and the consequences of distance learning in an electronic / online environment .

The questionnaires had both a paper version in English, Greek, Bulgarian, and Polish (the languages of the partnership) and an online form (Google Forms) in English.

# STRUCTURE OF THE SURVEY AND METHODOLOGY

## 1. Research planning:

- Defining the objectives: We have defined what we want to learn from the study and what data we need to achieve the objectives.
- Identifying the target audience: We have chosen the target groups and the most appropriate ways to reach them.
- Choice of methodology: We determined the structure and content of each of the three questionnaires and the format of distribution (online and paper).
- Questionnaire design: We designed the textual and semantic layout of the questionnaires so that they are clear and relevant to the target groups and correspond to the research objectives.

## 2. Preparation and testing of the questionnaires:

- Question Verification: We have made sure that the questions are clear and understandable to our target audience.
- Testing the questionnaires: We conducted a pilot study with a small group to assess the comprehensibility and effectiveness of the questionnaires.

## 3. Conducting the survey:

- Distribution of Questionnaires: We sent the questionnaires to the target groups using the appropriate communication channels (email, social media, website, etc.).
- Data Collection: We tracked and collected participant responses to our questionnaires.

## 4. Data Analysis:

- Data processing: We converted the collected information into structured data for easy comparison and analysis.
- Statistical analysis: We used appropriate methods for processing and visualizing the statistical data to draw more detailed and meaningful conclusions.

## 5. Interpretation of results:

- Analyzing the findings: We evaluated the results of the study and interpreted their significance for the study objectives and research hypotheses.
- Report preparation: We prepared a report that summarizes the findings and makes recommendations or conclusions based on the results.

## 6. Presentation and communication of results:

- Communicating the findings: We presented the results to stakeholders in an appropriate and understandable way – presentations, reports, graphs, etc.

# RESEARCH HYPOTHESES

- Hypothesis 1: During the period of online/distance learning, students and teachers experienced a deterioration in their mental and physical health and overall well-being.
- Hypothesis 2: During the period of online/distance learning, students and teachers experienced decreased levels of scholastic/professional performance.

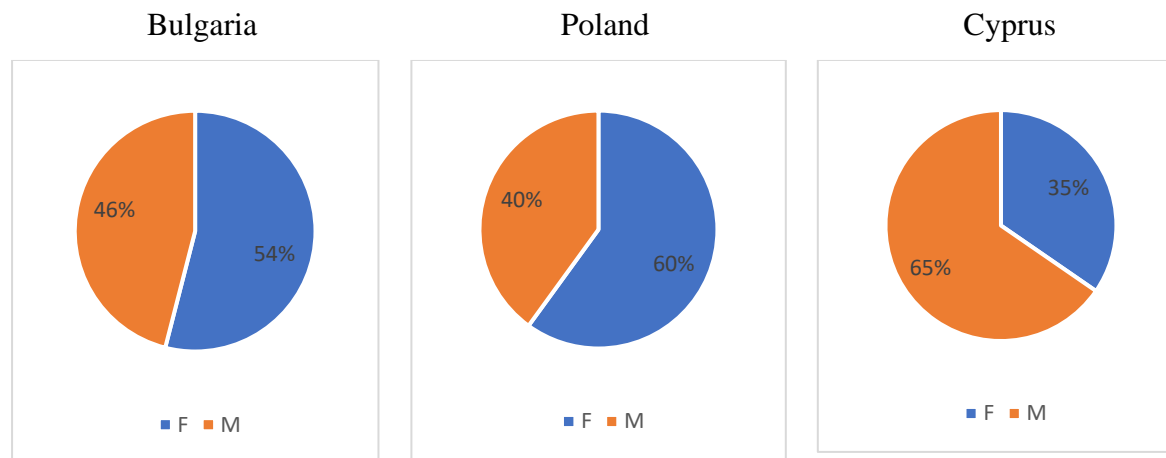


# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

As part of our study, the Questionnaire for the Assessment of Students' Attitudes to Well-being and Mental Health and the Consequences of Distance Learning was completed by a total of **152 students**, respectively 50 from Bulgaria, 50 from Poland and 52 from Cyprus.

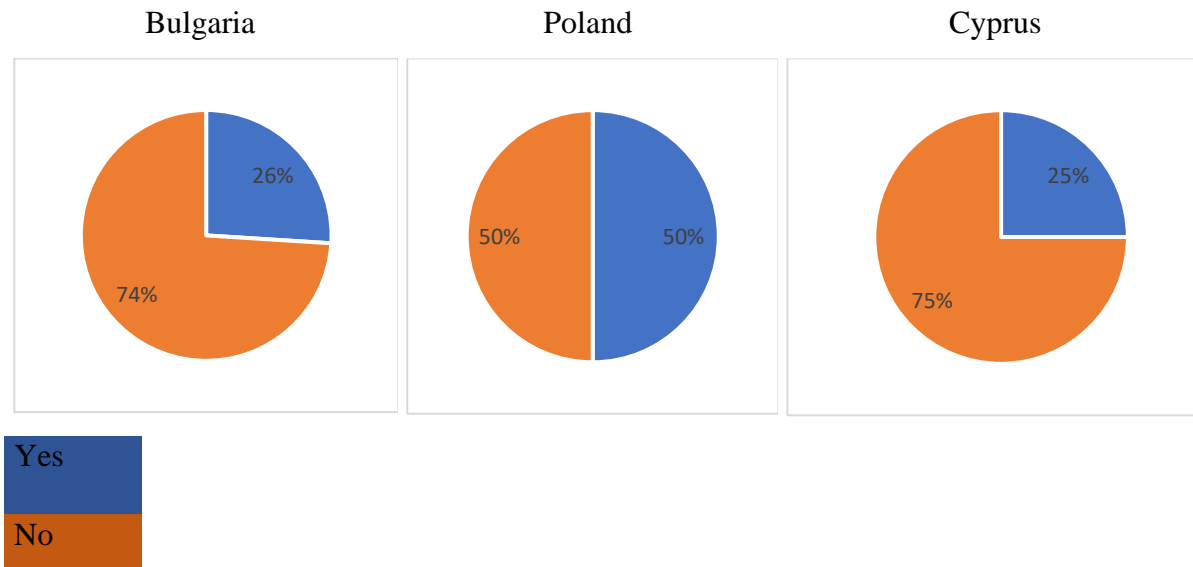
The majority of all participants were aged 15-20 (65%), with the remaining 35% aged 7-14. From Bulgaria, all participants are representatives of the lower age group, while from Poland and Cyprus they are mostly students aged 15-20.

Gender distribution of study participants



# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

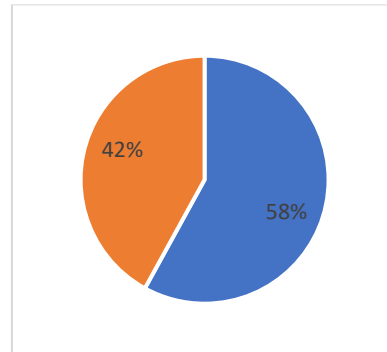
1. Did you feel more stressed during the pandemic?



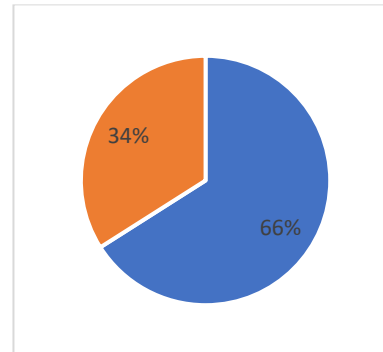
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

2. Do you find it hard to pay attention in class if it's online?

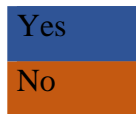
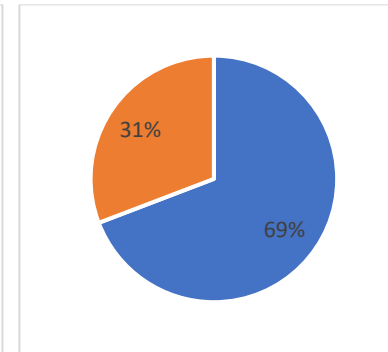
Bulgaria



Poland



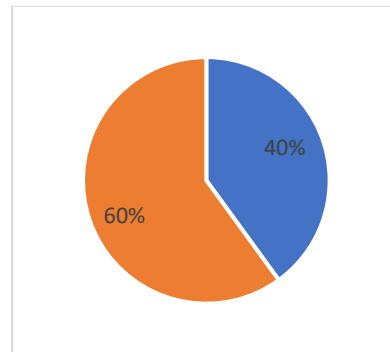
Cyprus



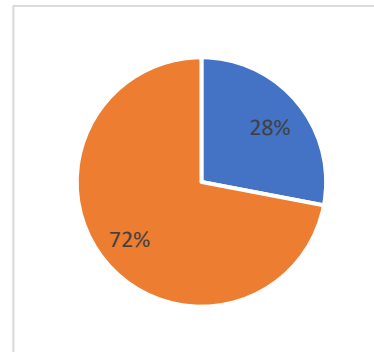
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

3. Do you feel more nervous now compared to before the pandemic?

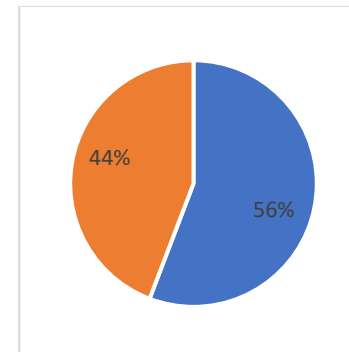
Bulgaria



Poland



Cyprus



Yes  
No

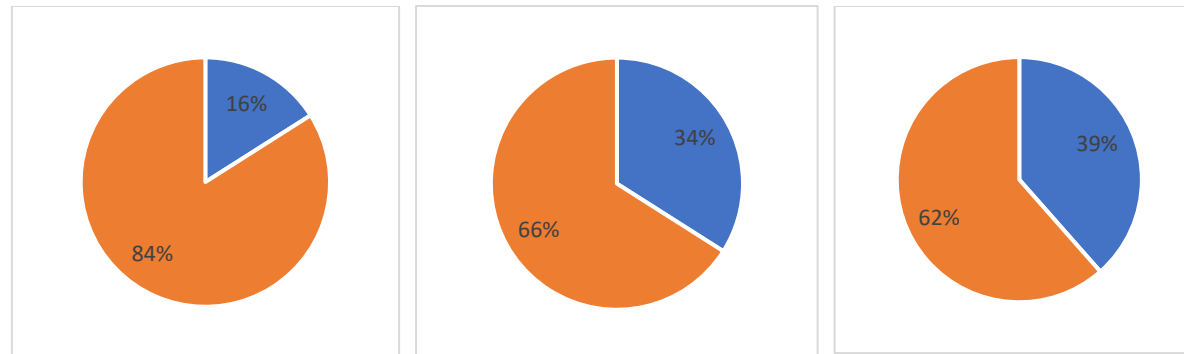
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

4. Are your grades lower than they were before the online learning?

Bulgaria

Poland

Cyprus

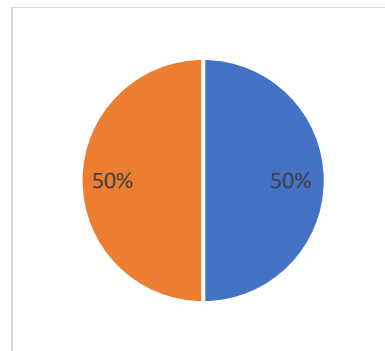


Yes  
No

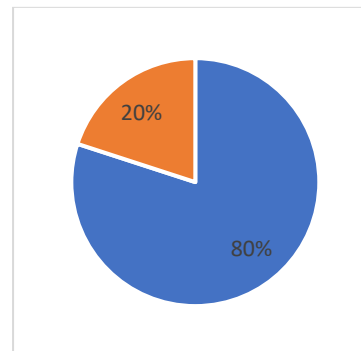
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

5. Did you feel more isolated from your friends at school during distance learning?

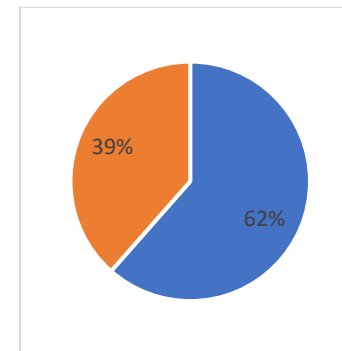
Bulgaria



Poland



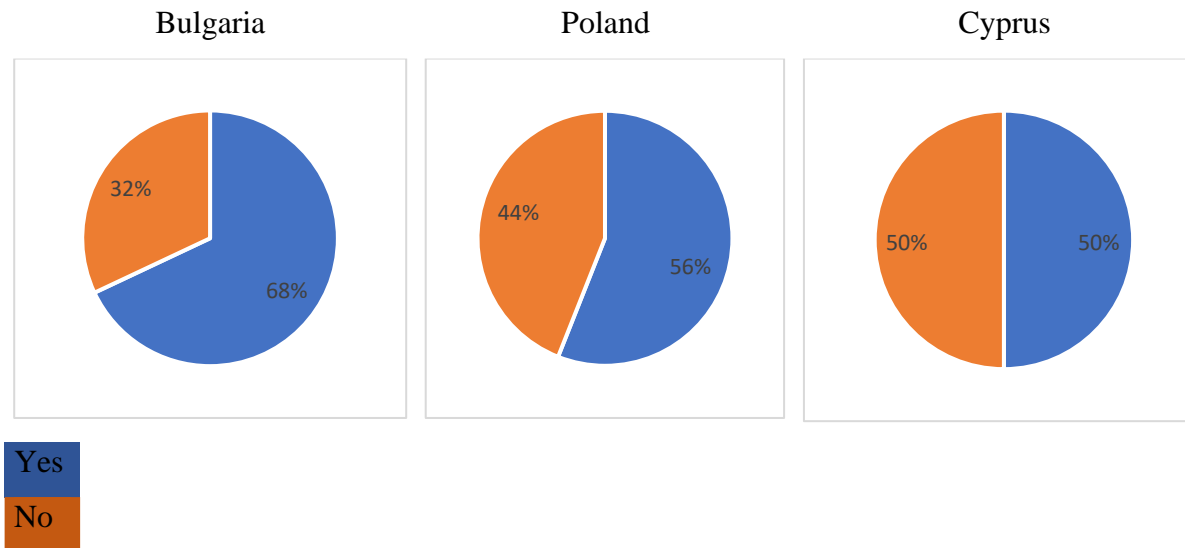
Cyprus



Yes  
No

# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

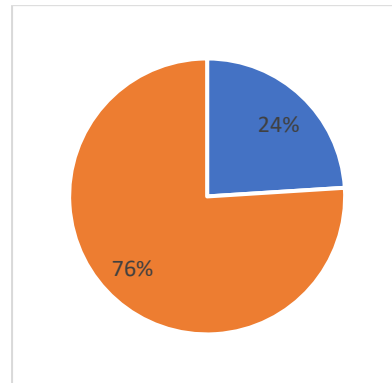
6. Did you exercise less during the pandemic?



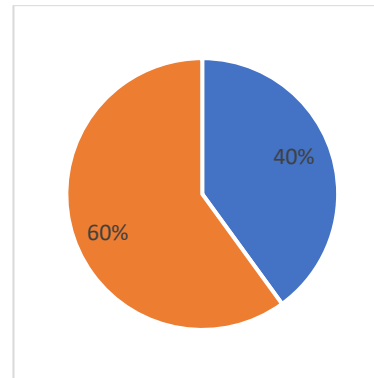
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

7. Are you eating more unhealthy food then before the pandemic?

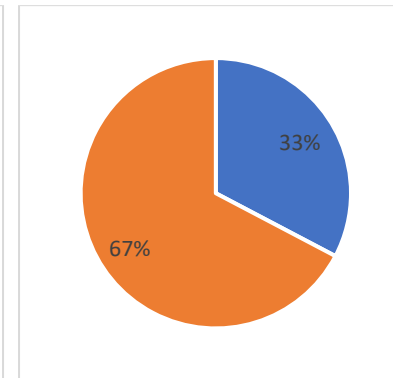
Bulgaria



Poland



Cyprus



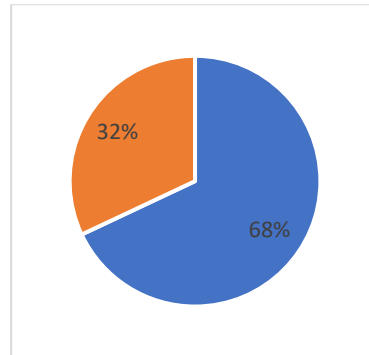
Yes  
No



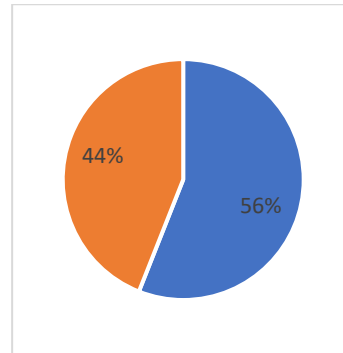
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

8. Did you have less desire to learn during online learning?

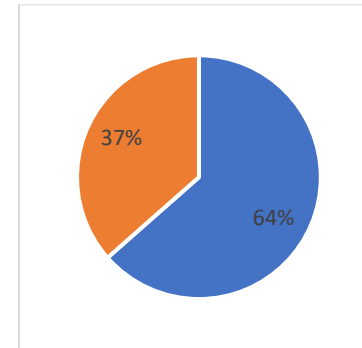
Bulgaria



Poland



Cyprus



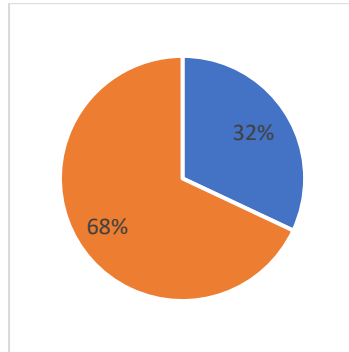
Yes

No

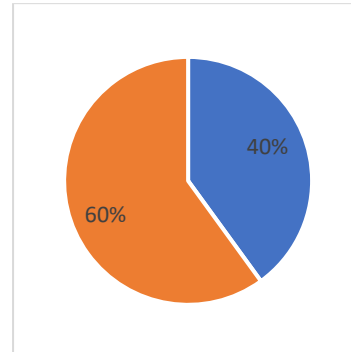
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

9. Did you experience more negative emotions during the pandemic?

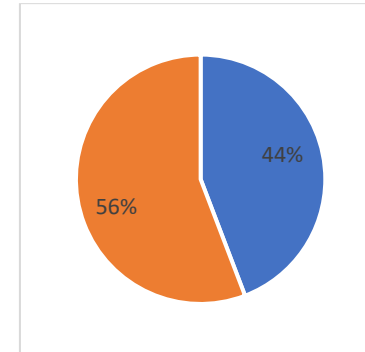
Bulgaria



Poland



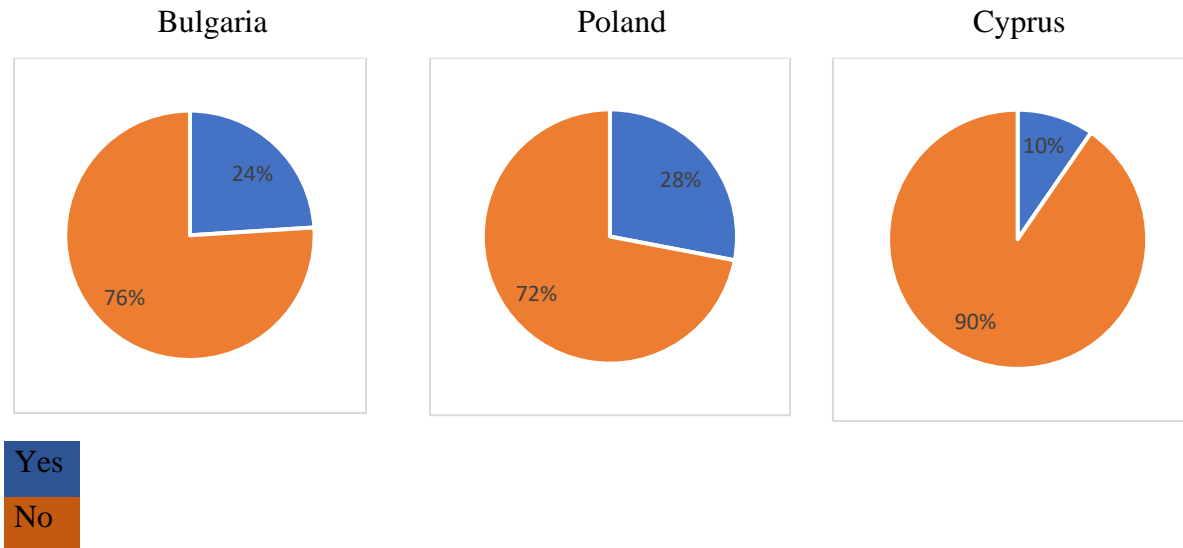
Cyprus



Yes  
No

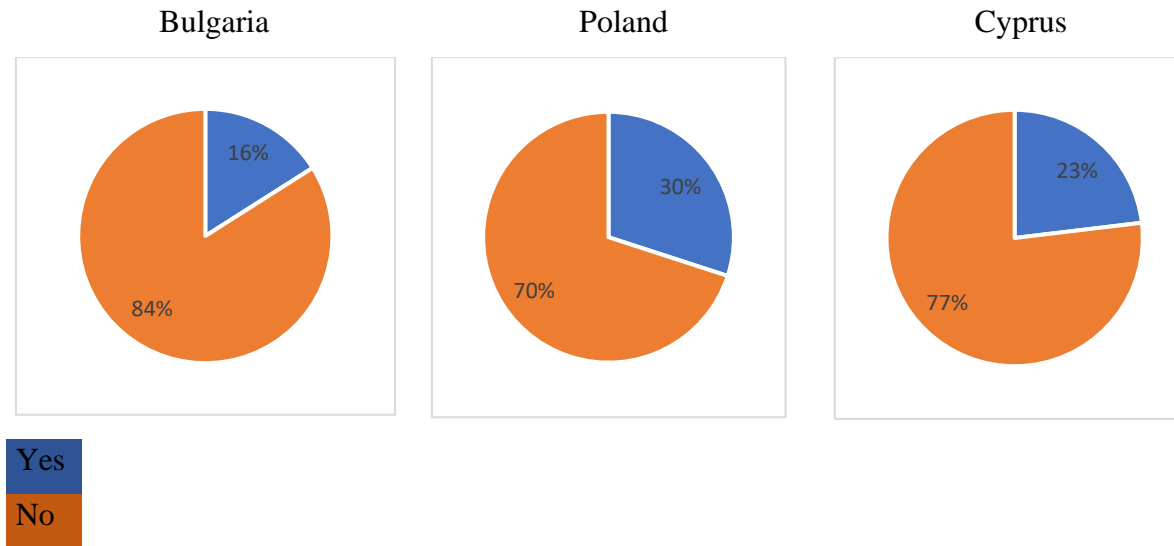
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

10. Do you feel that now you have a worse relationship and communication with your teachers compared to 2 years ago?



# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

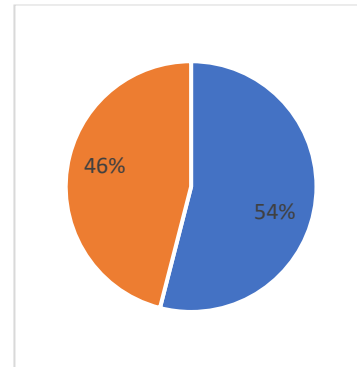
11. Do you feel that you now have a worse relationship and communication with your classmates compared to 2 years ago?



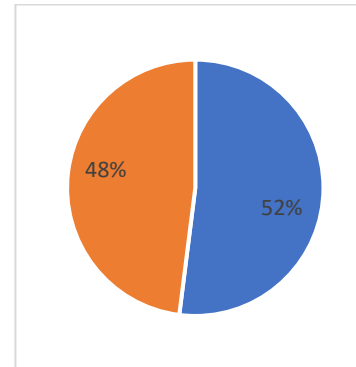
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

12. Did you worry more about your health during the pandemic?

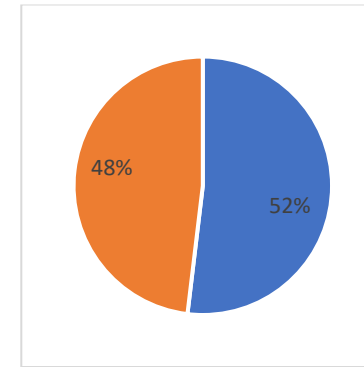
Bulgaria



Poland



Cyprus

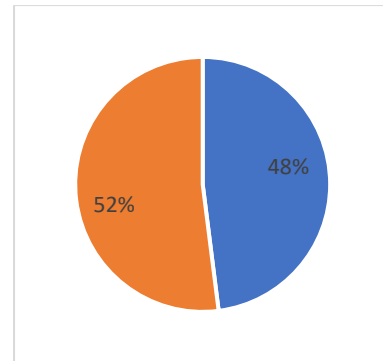


Yes  
No

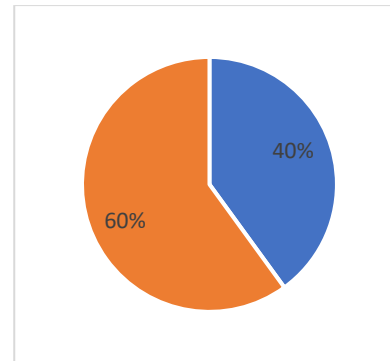
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

13. Did you worry about your grades during online learning?

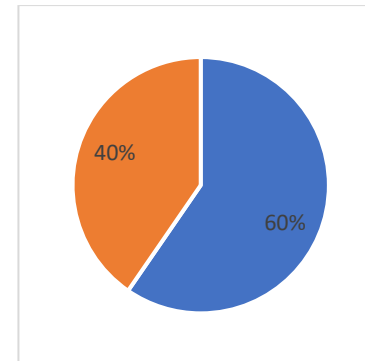
Bulgaria



Poland



Cyprus

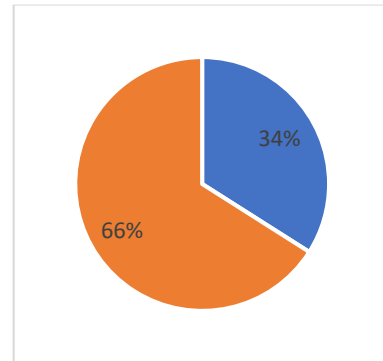


Yes  
No

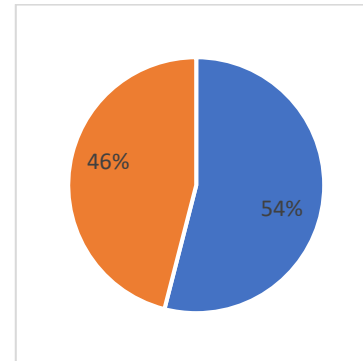
# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

14. Did you lose contact with some of your friends during the pandemic?

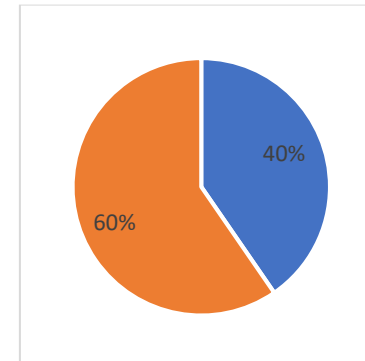
Bulgaria



Poland



Cyprus



Yes  
No

# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

**HYPOTHESES 1:** During the period of online/distance learning, students have experienced deterioration in their mental and physical health and overall well-being

**Bulgaria:** The hypothesis was confirmed. The results show that students in Bulgaria experienced increased levels of social isolation and anxiety during the period of online/distance learning, as 50% reported feeling more isolated during distance learning, and 54% were more worried about their health. Although not a majority, a significant share of respondents said they felt more nervous (40%), more stressed (26%), and experienced more negative emotions during the pandemic (32%). In addition, an impressive 68% of students admitted that they exercised less often, and 24% that they consumed more unhealthy foods during the period under review.

According to the results of the survey of teachers in Bulgaria, nearly half (48%) were of the opinion that students were more stressed during online learning. In the case of representatives of training organizations who completed the survey, this share is 60%.

Given the direct impact of these factors, we can confirm the hypothesis that the online learning period was a serious challenge for students in Bulgaria, as they experienced a deterioration in their mental and physical health and overall well-being.



# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

**HYPOTHESES 1:** During the period of online/distance learning, students have experienced deterioration in their mental and physical health and overall well-being

**Poland: The hypothesis was confirmed.** The results of the research show that the social factor among students in Poland is most seriously affected during the period of the COVID-19 pandemic and distance learning. 80% of this group of students said they felt more isolated and 54% lost contact with their friends during the pandemic. In addition, 50% felt more stressed, 40% experienced more negative emotions, and 28% were more nervous during the period in question. 52% experienced anxiety about their health. The effects on physical health are also visible - 56% of students say that they did sports less often, and 40% that they ate more harmful foods compared to the period before the pandemic.

40% of teachers and 64% of representatives of training organizations who completed the surveys for the respective groups in Poland believe that their students were more stressed during the distance learning period.

Given the data presented, we can summarize that for Poland the first hypothesis is confirmed for the group of students. We must pay attention to the fact that this is the country where the group of students reported the most serious deterioration of their mental and physical health and overall well-being during the pandemic, among the three countries considered.

# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

**HYPOTHESES 1:** During the period of online/distance learning, students have experienced deterioration in their mental and physical health and overall well-being

**Cyprus:** For the students, the hypothesis was also confirmed. The results among this group showed that 61,5% felt more isolated during distance learning and 40% lost contact with some of their friends. Almost half of the Cypriot students surveyed (48,1%) experienced health anxiety, 56% were more nervous, 44% experienced more negative emotions and 25% were more stressed during the period of the pandemic. The physical well-being of Cypriot students was also negatively affected, with 50% of respondents saying they exercised less and 33% said they ate more unhealthy food.

It is noteworthy that teachers and representatives of educational organizations reported higher levels of stress among students, compared to what was shared by the students themselves. 60% of teachers and 100% of representatives of training organizations in Cyprus shared that students were more stressed during online learning.

Through the results and the analysis made, we can confirm the hypothesis that the period of online learning was a serious challenge for students in Cyprus, as they experienced a deterioration in their mental and physical health and overall well-being.

# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

HYPOTHESES 2: During the period of online/distance learning, students experienced decreased levels of school performance

**Bulgaria: the hypothesis was confirmed.** The most serious challenges when learning in an online environment, students in Bulgaria encounter in terms of motivation to learn. 68% of students from Bulgaria who completed the survey report that they had less desire to study during the pandemic period. In addition, 58% of the students who completed the questionnaire shared that it was difficult for them to pay attention in class when it was online. The same conclusions are confirmed by the results of the questionnaire for training organizations in Bulgaria, where 90% were of the opinion that it was more difficult for their students to pay attention in class if it was online, and 70% noted that their students/trainees were had less desire to learn during the distance learning period.

Despite these reported issues related to attention and motivation, the majority of students do not see a deterioration in their communication and relationships, both with their classmates (84%) and their teachers (76%). On the other hand, 64% of the teachers who completed the survey for the respective target group shared that they did not feel heard and understood by their students during online learning, and 50% of those who completed the questionnaire for training organizations see a problem with "student-teacher" communication. Based on the discrepancies in the evaluations and perspectives on the communication of the various stakeholders in school, we come to the conclusion that the communication in the educational process is another challenge for the students in Bulgaria during the period of online learning.

We also see that academic performance was a cause of anxiety among students, with almost half of respondents (48%) reporting that they were worried about their grades. Despite these concerns, only 16% reported that their grades were lower during online learning. This observation is also confirmed by the survey for training organizations - only 10% considered that the grades of their students/trainees were lower than before distance learning.

# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

**HYPOTHESES 2:** During the period of online/distance learning, students experienced decreased levels of school performance

**Poland: the hypothesis was confirmed.** Difficulty paying attention in class when conducting an online lesson is a challenge that 66% of the students who filled out the survey from Poland had to deal with. In addition, the desire to learn was lower in 56% of them, which indicates serious difficulties in meeting the responsibilities and obligations in the educational process. According to the observations of the representatives of educational organizations, these results are even more definitive - all (100%) of those who completed the survey in Poland believe that their students paid less attention in class and 82% that the students had a reduced desire to learn in online learning.

About a third of the participants in the survey report a worsening of communication with classmates and teachers - 28% believe that at the time of the pandemic they have worse relations with their teachers, and 30% with their classmates. 42% of teachers say that they did not feel heard and understood, which largely confirms the point of view of their students. On the other hand, however, 82% of representatives of training organizations from Poland are of the opinion that the communication and relationship between teachers/trainers and students/learners has deteriorated during distance learning. From the above, we can judge that communication during learning in an online environment was a challenge for the students.

40% of respondents were worried about their grades, with 34% saying they were lower during the pandemic. A similar proportion (27%) of training organizations have seen a decline in achievement among their students/learners.

# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

HYPOTHESES 2: During the period of online/distance learning, students experienced decreased levels of school performance

**Cyprus: the hypothesis was confirmed.** The results of the analysis point to problems with learning motivation and attention in online classes as the most serious challenges for the students in Cyprus. 69% of respondents reported that it was difficult for them to pay attention in online classes, and 64% that they had a lower desire to learn during the distance learning period. All (100%) representatives of training organizations who filled out the relevant questionnaire also reported a deterioration of these two indicators among their trainees.

60% of respondents were worried about their grades, and 39% had lower academic performance during the COVID-19 pandemic.

When it comes to communication, only 10% of Cypriot students who completed the survey noticed a deterioration in their relationship with teachers, and 23% with their classmates. On the other hand, however, we see that 71% of teachers did not feel heard and understood by their students during the period under review (according to the results of the teacher survey), and 60% of representatives of educational organizations are of the opinion that communication and the relationship between teachers/trainers and students/learners have worsened during distance learning.

# ANALYSIS OF THE SURVEY RESULTS/STUDENTS

## RECOMMENDATIONS/STUDENTS

Given the students' need for **effective psychological support**, it is necessary to introduce programs to help them deal with their negative emotions during distance learning and after it ends - such as nervousness, anxiety, stress, health anxiety, other mental challenges, as well as decreased motivation. It is necessary to develop and implement such programs in regular school life, which are applicable in an electronic environment with the same effectiveness;

Adapted and more effective strategies and ways of engaging students with online learning content are needed to be implemented by educational organizations in the learning process to help them maintain attention during online classes. This requires the renewal of already existing programs, the development of **attractive online lessons and additional training for educators**;

More effective interventions, programs, and tools need to be developed and implemented to **promote communication and relationship building among classmates and between students and teachers**, and to address social isolation in online learning contexts and beyond. Such measures can be the introduction of regular group assignments on subjects, setting special time for communication, promoting communication in the learning process and after it, introducing psychological methods and tools to support communication, etc.;

It is necessary to develop more effective strategies, programs and tools to promote the maintenance and **improvement of students' healthy habits during distance learning** (healthy nutrition, regular exercise, proper positioning, etc.). Such appropriate tools that would positively affect the physical health of students in periods of isolation and inability to maintain their regular motor habits could be the development of online lessons for physical exercise and sports, for students of different age groups and gender, age-adapted online recipes and cooking lessons, etc.;

It is necessary to create more motivational methods and programs to be applied to students to **stimulate their desire to learn** even in distance learning conditions, in which educators, school psychologists and even parents are involved. The development and application of such methods should be encouraged by educational institutions in the form of training for the pedagogical team, introduction of incentive systems, exchange of good practices, etc.;

Finally, students need additional **support from their teachers** (in the form of practical exercises) to adapt more easily to the new demands of online learning, mainly to alleviate their fears about their academic performance.

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

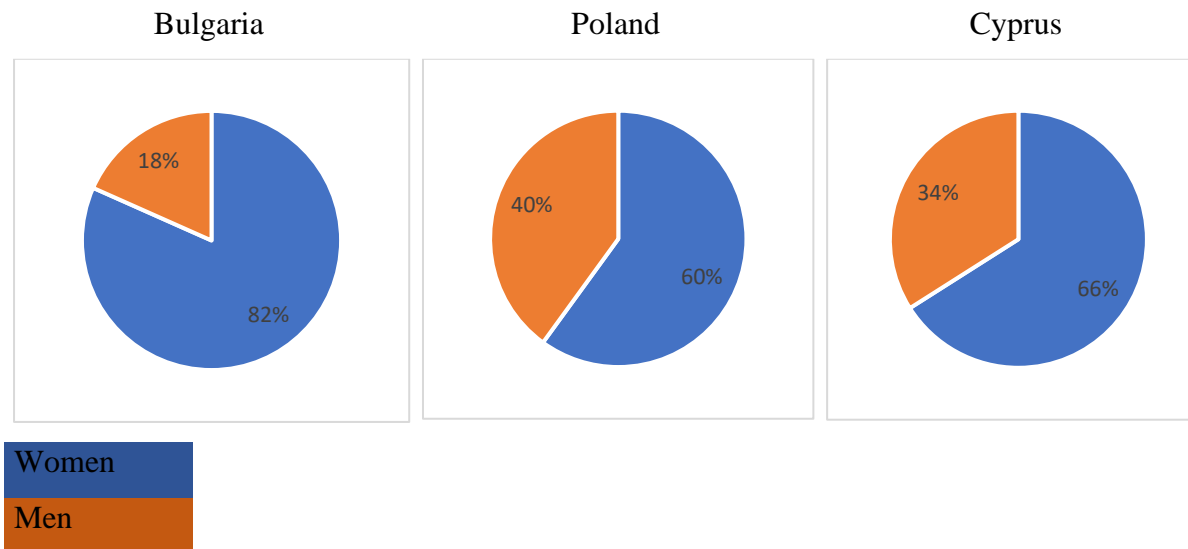
As part of our study, a total of **150 teachers** completed Questionnaire for assessing the attitudes of Teachers on well-being and mental health and the consequences of distance learning.

50 of all respondents were from Bulgaria, 50 from Poland and 50 from Cyprus. They were aged between 23 and 66 years, with the upper age in Bulgaria being 66 years, in Poland 60 years, and in Cyprus 54 year. The lower age for Bulgaria was 28, and for Poland and Cyprus 23.

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

Regarding the gender of the respondents, women are 69% and men 31% of the total sample. Demographic features such as gender were not taken into account in the selection of participants, but the final result corresponds to the typical distribution of genders in the teaching profession, where women dominate.

Gender distribution of study participants

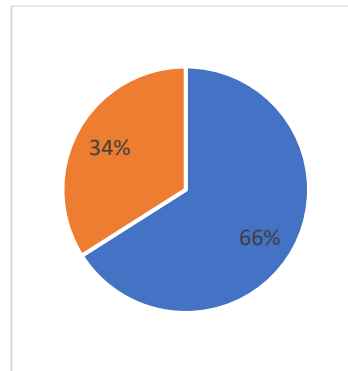




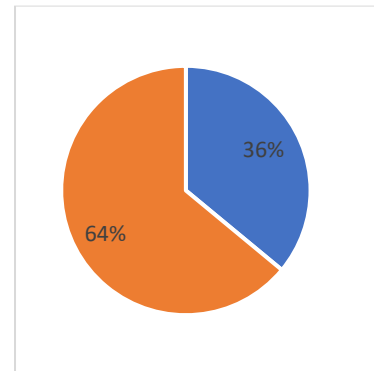
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

1. During the pandemic, did you feel that your job was less fulfilling?

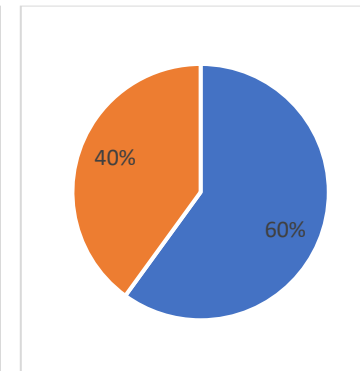
Bulgaria



Poland



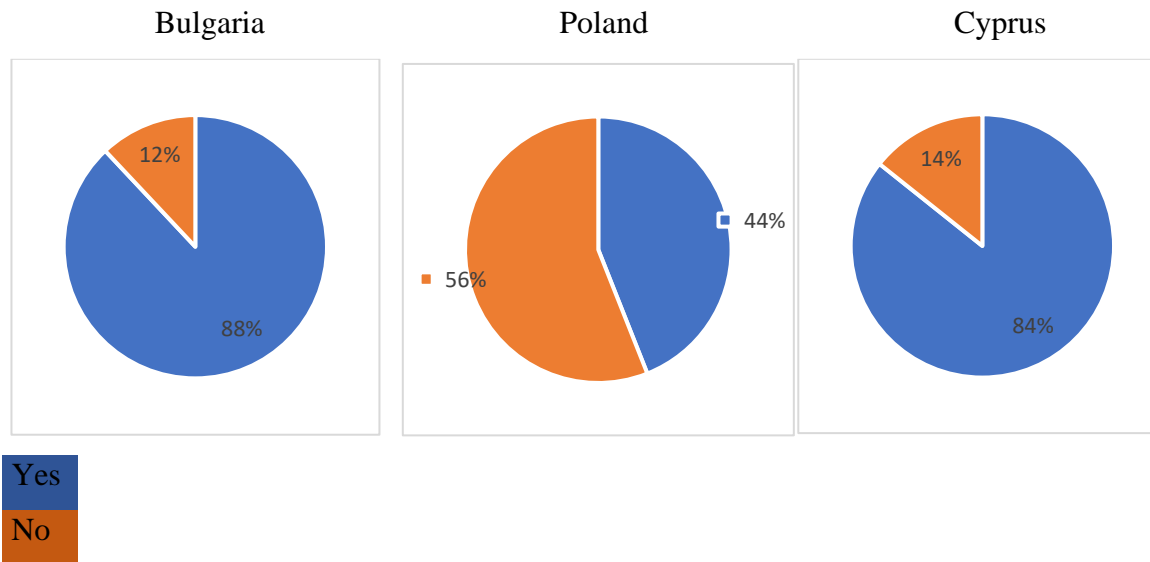
Cyprus



Yes  
No

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

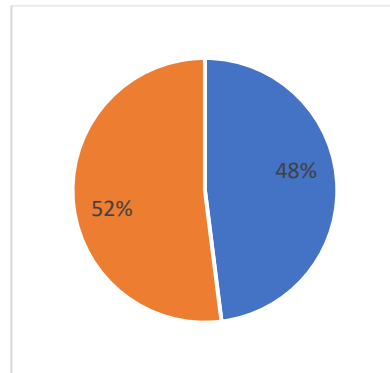
2. Do you think teachers experienced increased stress and burnout when online teaching started?



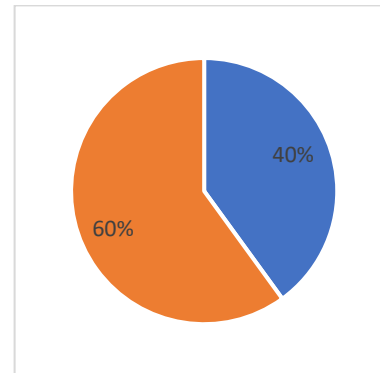
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

3. Do you think students were more stressed during online learning?

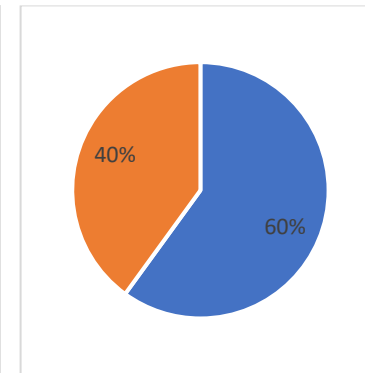
Bulgaria



Poland



Cyprus



Yes  
No

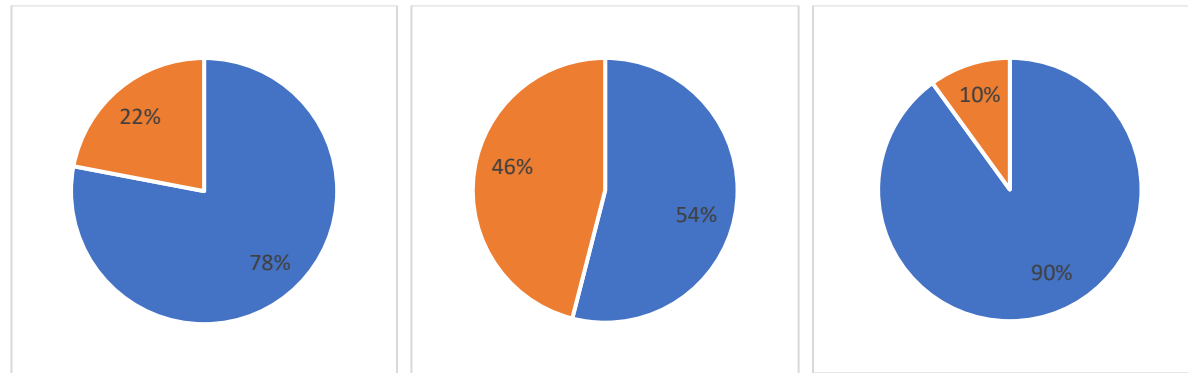
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

4. Did you feel more socially isolated during the pandemic?

Bulgaria

Poland

Cyprus

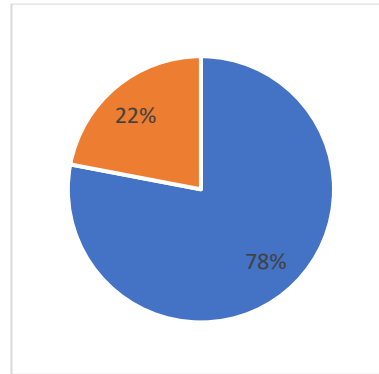


Yes  
No

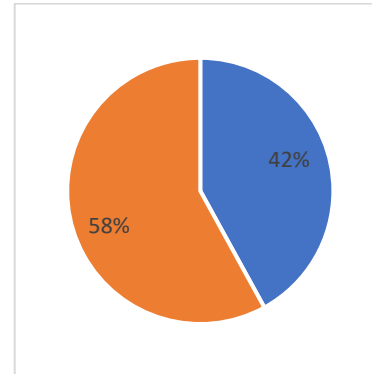
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

5. Were you less physically active during the pandemic?

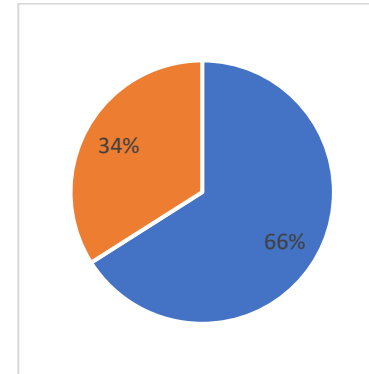
Bulgaria



Poland



Cyprus

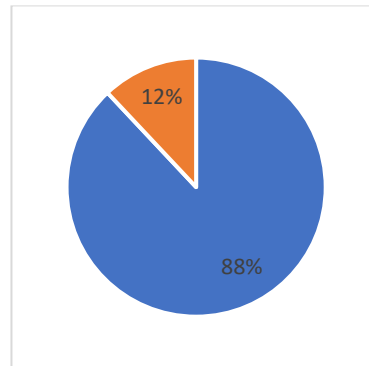


Yes  
No

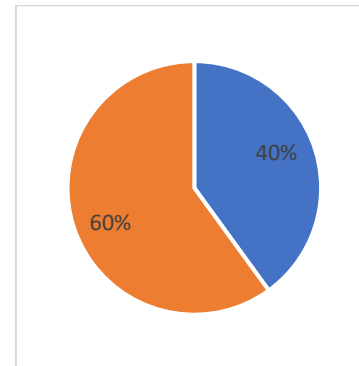
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

6. Do you think many colleagues experienced anxiety related to distance learning?

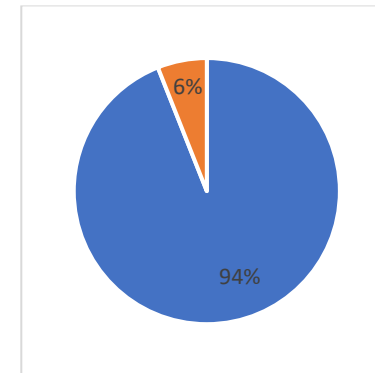
Bulgaria



Poland



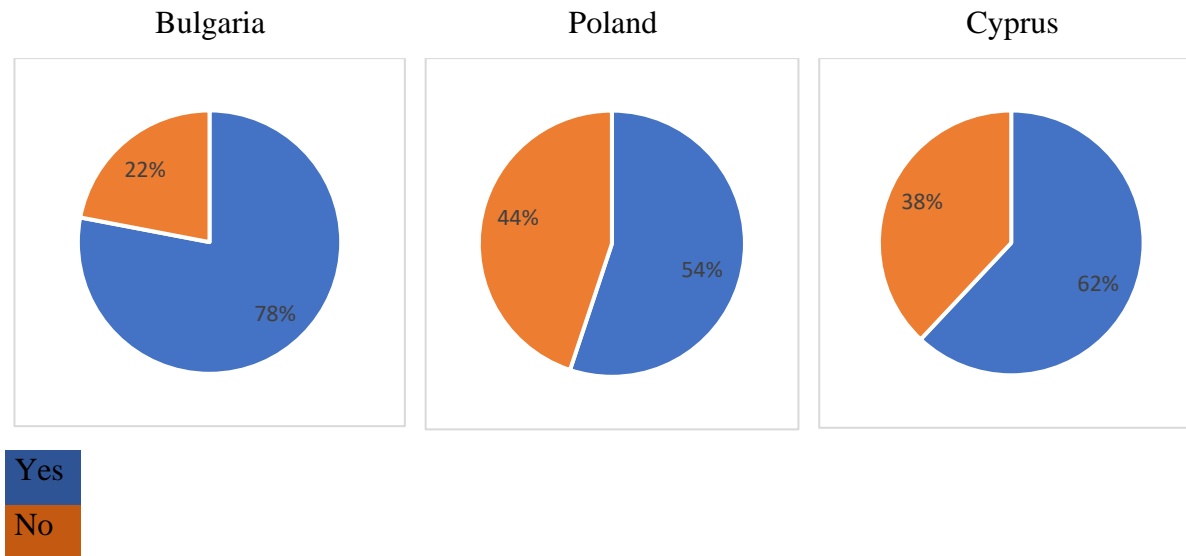
Cyprus



Yes  
No

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

7. Do you think the communication and relationship with students has deteriorated during online learning?



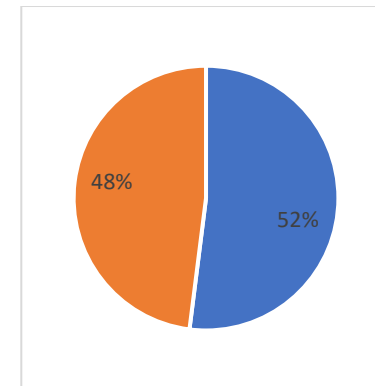
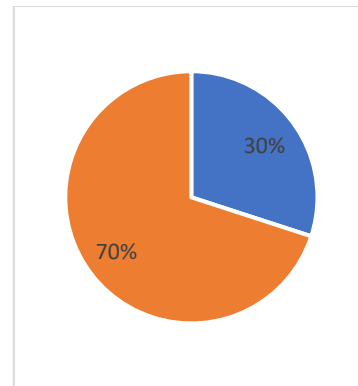
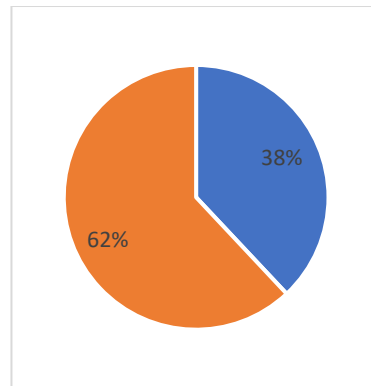
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

8. Did you find it difficult to manage your time while studying online?

Bulgaria

Poland

Cyprus

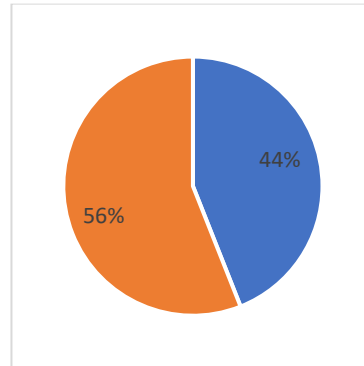




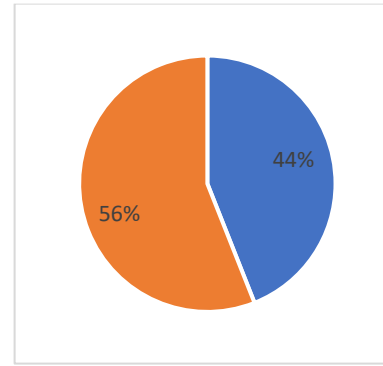
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

9. Do you think you were given enough training when you had to start teaching online?

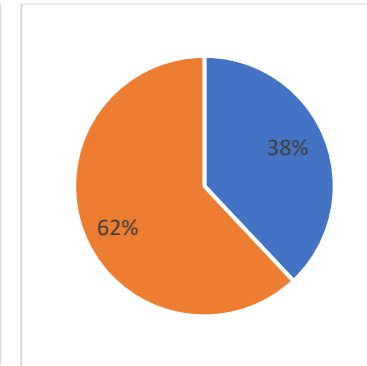
Bulgaria



Poland



Cyprus

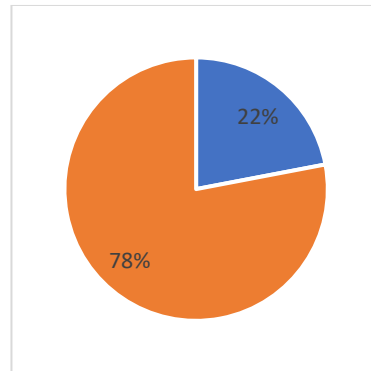


Yes  
No

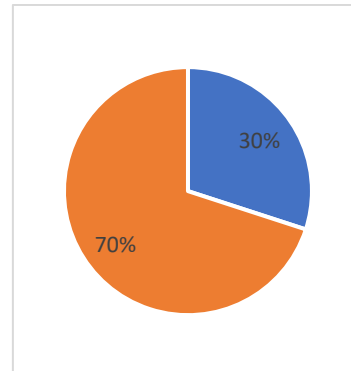
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

10. Have the consequences of the pandemic affected your self-esteem?

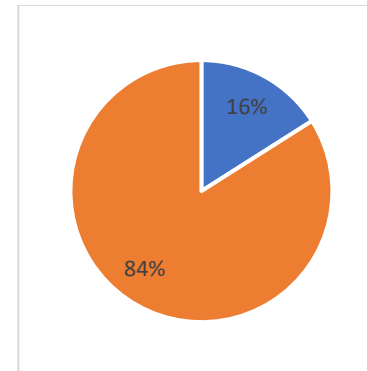
Bulgaria



Poland



Cyprus

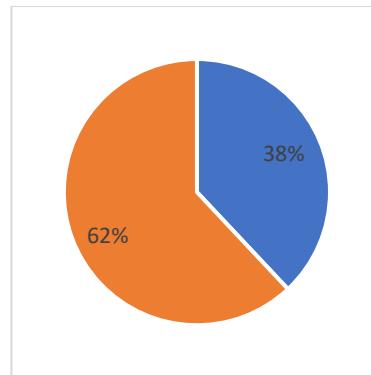


Yes  
No

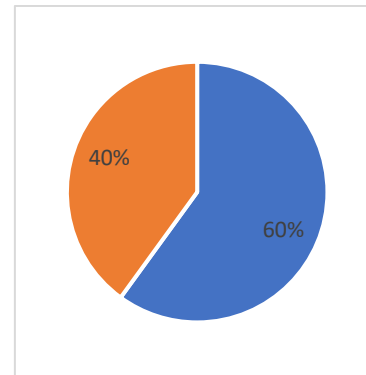
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

11. Was your motivation for professional development higher before the pandemic?

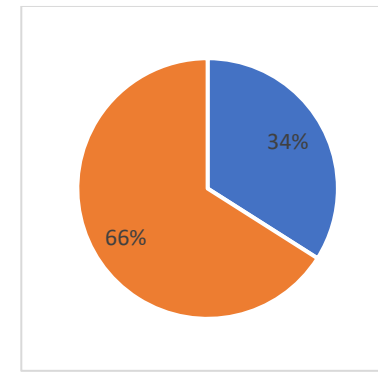
Bulgaria



Poland



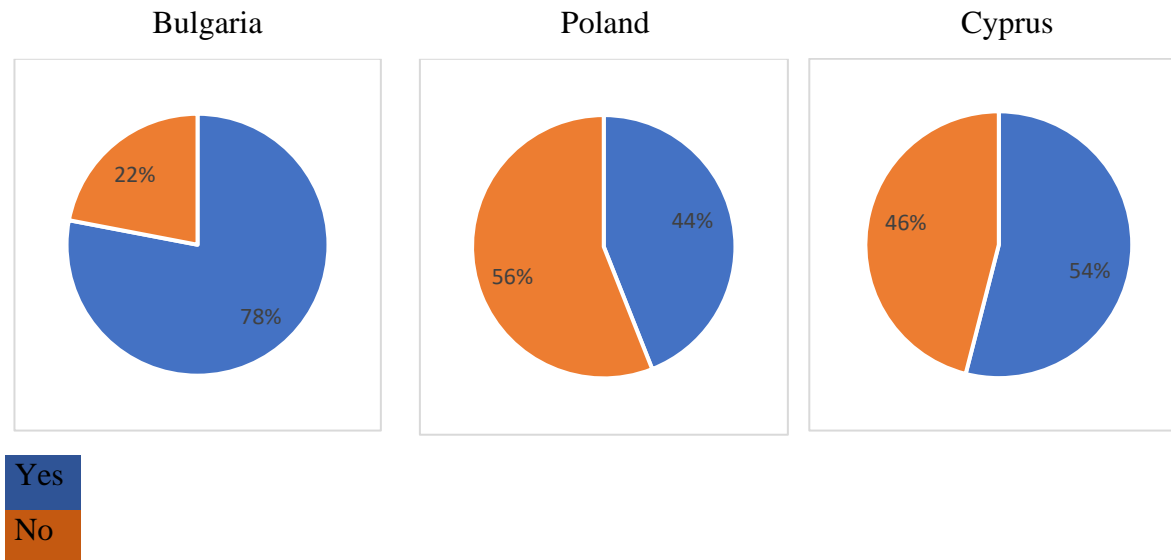
Cyprus



Yes  
No

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

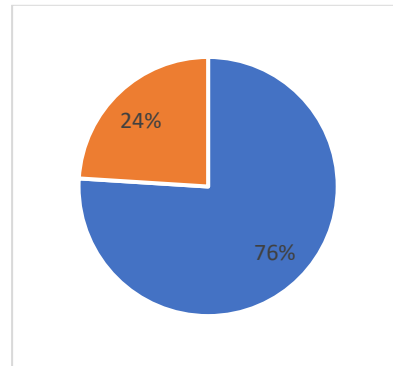
12. Do you think the quality of life has deteriorated as a result of the isolation caused by the pandemic?



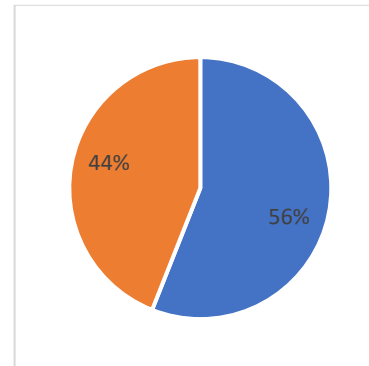
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

13. Have you experienced health anxiety during the pandemic?

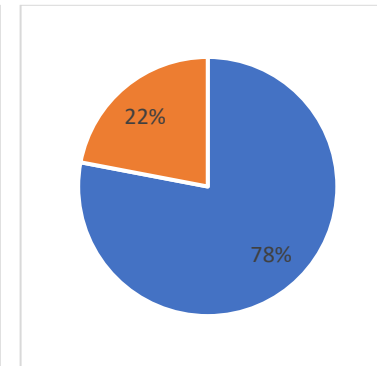
Bulgaria



Poland



Cyprus

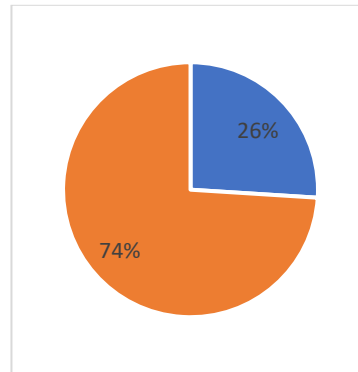


Yes  
No

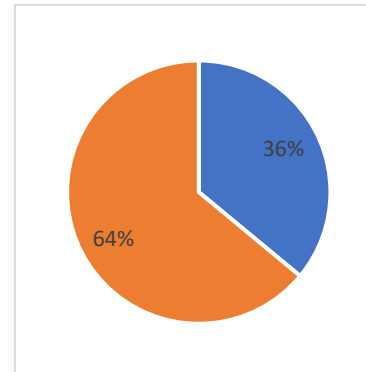
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

14. Do you feel that distance learning has contributed to an imbalance in your life now?

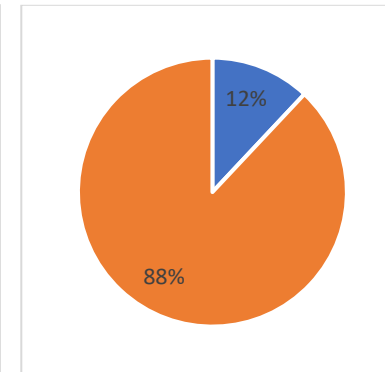
Bulgaria



Poland



Cyprus

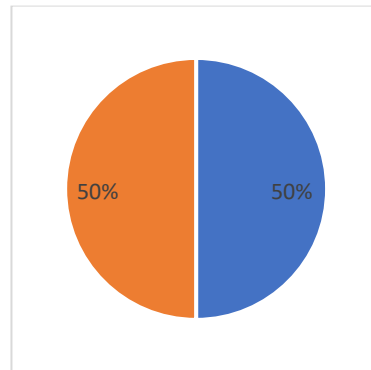


Yes  
No

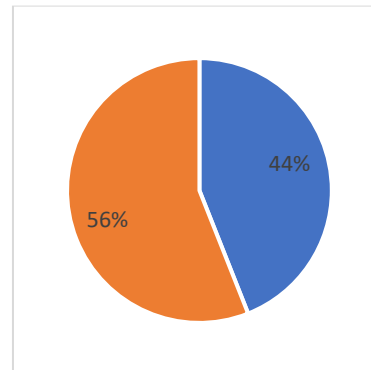
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

15. Did your colleagues feel more nervous and irritable when teaching online?

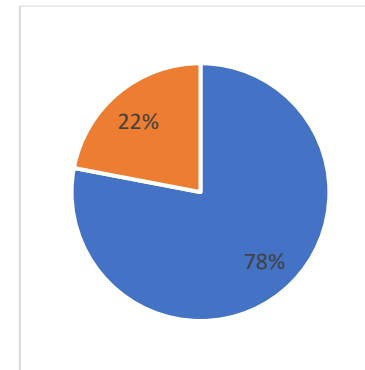
Bulgaria



Poland



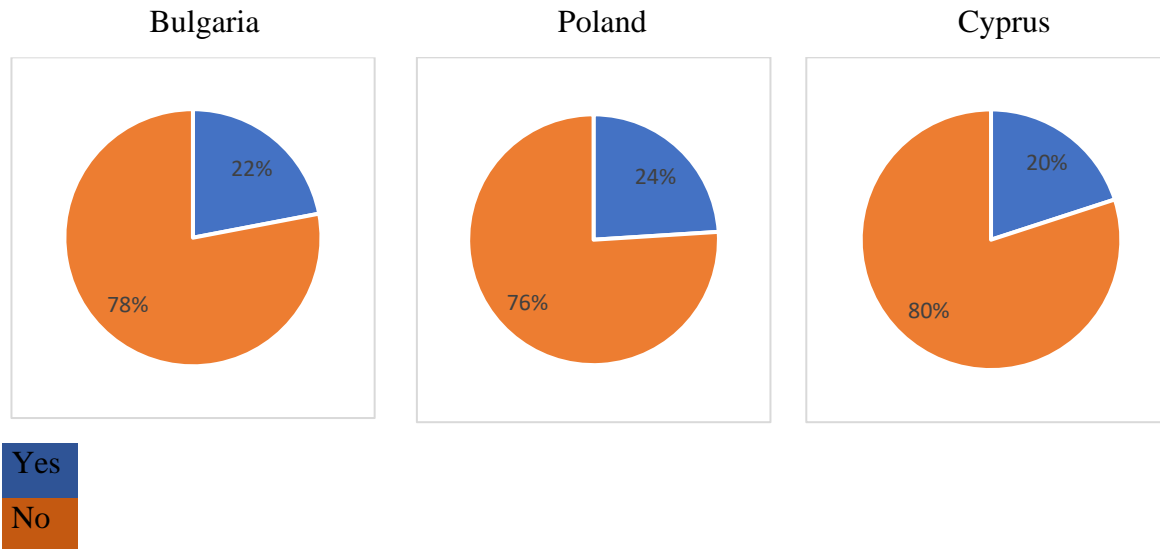
Cyprus



Yes  
No

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

16. Do you think you experience more negative emotions now compared to before the pandemic?

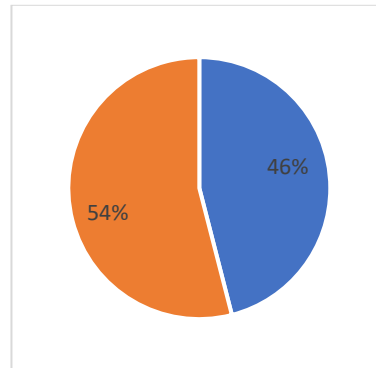




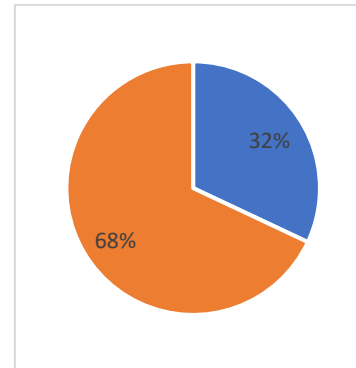
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

17. Do you think that your work is sufficiently appreciated by parents and students?

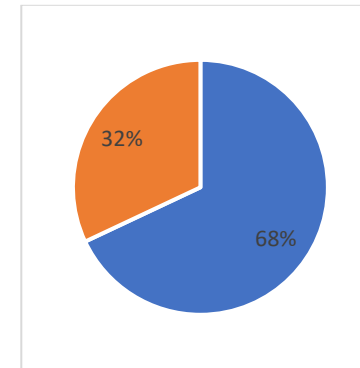
Bulgaria



Poland



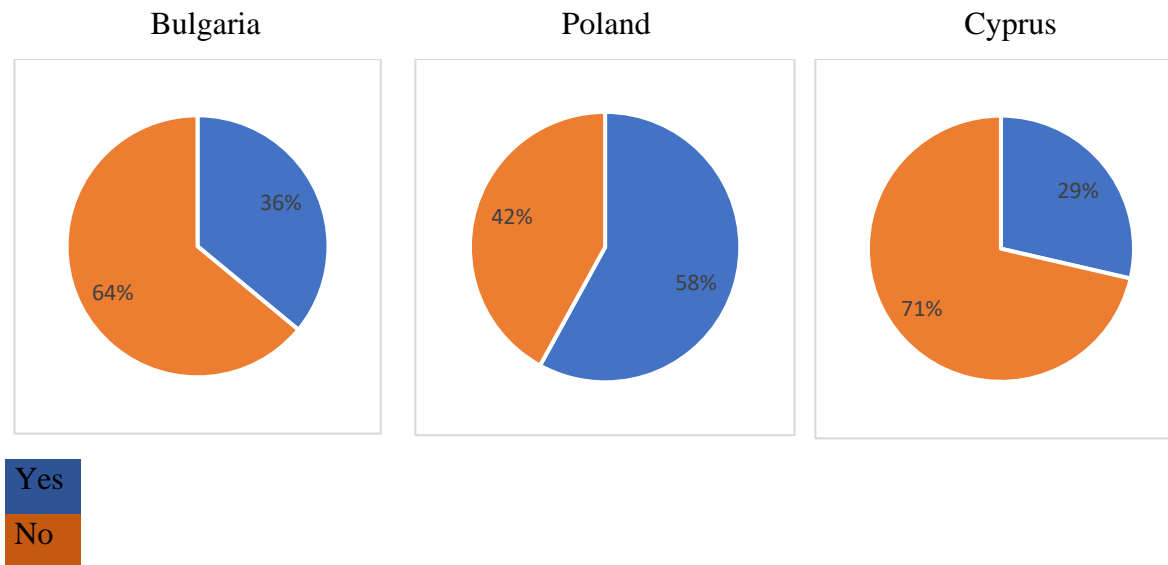
Cyprus



Yes  
No

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

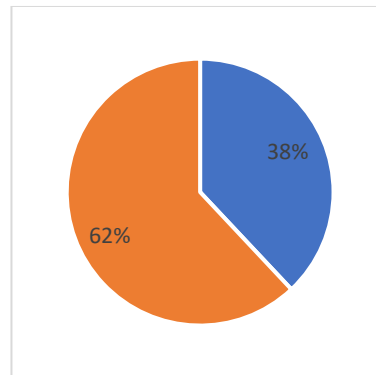
18. Did you feel sufficiently heard and understood by the students during the online learning?



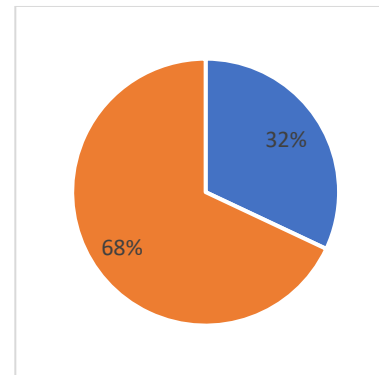
# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

19. Do you think communication with colleagues has deteriorated during online learning?

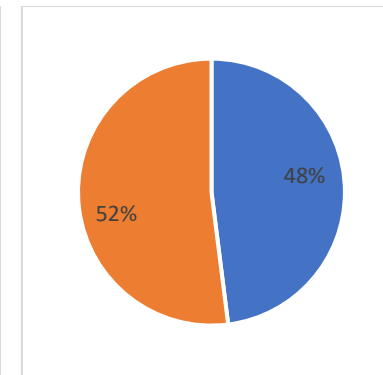
Bulgaria



Poland



Cyprus



Yes  
No

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

**HYPOTHESES 1:** During the period of online/distance learning, teachers have experienced deterioration in their mental and physical health and overall well-being

**Bulgaria: the hypothesis was confirmed.** An impressive 88% of teachers surveyed in Bulgaria have observed increased levels of stress and anxiety among their colleagues during the online learning period. 78% share that they felt the negative impact of social isolation during the period, with the same share (78%) reporting a deterioration in their quality of life as a result of the isolation in question. 76% were worried about their health and 78% were less physically active.

Although the answers to two other questions related to the impact of the pandemic on the personal life of teachers sound more positive (only 22% say that they experienced more negative emotions, and 78% that the pandemic did not affect their self-esteem), the above results confirm the hypothesis that during the period of distance learning in an electronic environment, teachers in Bulgaria have experienced a deterioration in their mental and physical health and overall well-being.

In addition, we report that according to 100% of those who completed the survey for educational organizations, their teaching staff members faced increased levels of stress during the pandemic period.

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

**HYPOTHESES 1:** During the period of online/distance learning, teachers have experienced deterioration in their mental and physical health and overall well-being

**Poland:** Although the results of the questionnaire to teachers in Poland are more moderate compared to the results of Bulgaria and Cyprus, we can confirm the research hypothesis. The majority of respondents do not believe that during the pandemic they experienced more negative emotions (76%), or that distance learning contributed to a disturbed balance in personal life (64%), or that the consequences of the pandemic affected their self-esteem (70%).

On the other hand, however, the results show that 44% of the teachers experienced increased stress. 54% of respondents said they were more socially isolated, with 44% saying their quality of life suffered as a result. 56% felt anxiety about their health during distance learning, and 42% that they had lower physical activity during the period under consideration.

According to the opinion of 82% of representatives of training organizations who filled out the relevant questionnaire, their employees/teachers/trainers experienced increased stress and burnout when distance learning started.

As a result of the presented data, we can confirm that teachers in Poland experienced a deterioration in their mental and physical health and overall well-being during the period of online learning.

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

**HYPOTHESES 1:** During the period of online/distance learning, teachers have experienced deterioration in their mental and physical health and overall well-being

**Cyprus: the hypothesis was confirmed.** 90% of teachers in Cyprus reported feeling more socially isolated, although only 54% felt that this isolation had negatively affected their quality of life. 84% observed increased levels of stress and anxiety among their colleagues during the online learning period. 78% were worried about their health and 66% were less physically active.

The answers to other questions related to the impact of the pandemic on the personal life of teachers and for Cyprus sound more positive (20% say that they experienced more negative emotions, and 84% that the pandemic did not affect self-esteem). However, the other results presented above unequivocally support the hypothesis that during the period of e-distance learning, teachers in Cyprus experienced a deterioration in their mental and physical health and overall well-being.

In addition, we note that in Cyprus, 100% of those who completed the survey for educational organizations believe that their educators have faced increased levels of stress during the pandemic period.

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

**HYPOTHESES 2:** During the period of online/distance learning, teachers experienced decreased levels of professional performance

**Bulgaria: the hypothesis was confirmed.** Teachers in Bulgaria were subjected to increased stress and burnout when online distance learning started, they struggled with anxiety related to the new way of teaching (according to 88% of the teachers surveyed and 100% of the representatives of training organizations surveyed) and were more nervous and irritable at work (according to 50% of respondents). To a large extent, this is due to insufficient preparation, as evidenced by 44% of respondents, as well as the unprecedented conditions in which teachers and our entire society had to function for months. The results strongly indicate that teachers in Bulgaria have been subjected to excessive work load, in addition to deteriorating mental and physical health and overall well-being during the period of the COVID-19 pandemic. Therefore, it is not surprising that the large proportion of educators (66%) found work to be less satisfying during distance learning. More than a third (38%) also share a reduced motivation for professional development.

In addition to the described characteristics that negatively affect the professional life of teachers, there is also the deterioration of communication and relationship with students, which 78% of teachers share. The quality of teaching, which is directly related to communication and the transmission of information, is also affected, as 64% of teachers share that they do not feel sufficiently heard and understood by their students. Communication with colleagues is also negatively affected, according to 38% of teacher survey respondents and 90% of training organization survey respondents.

The feeling of lack of recognition by students and parents, shared by 54% of teachers, is also indicative of reduced levels of professional work ability (80% of representatives of educational organizations share these observations).

Time management during the pandemic period was a challenge for more than a third of teachers in Bulgaria (38%). However, these difficulties remained hidden for the representatives of the training organizations, since according to all respondents from this group (100%), their teaching staff managed to manage their time effectively during distance learning.

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

HYPOTHESES 2: During the period of online/distance learning, teachers experienced decreased levels of professional performance

Poland: As with the first research hypothesis, in this case, we can confirm the hypothesis, although the results of the questionnaires in Poland are more moderate compared to the results of Bulgaria and Cyprus. It can be seen that, although in a more limited scope compared to the other two countries, the period of the COVID-19 pandemic and online teaching have negatively affected the professional performance of teachers in Poland.

A considerable share (44%) of teachers in Poland testify to increased stress and burnout among their colleagues. The same number (44%) share increased levels of nervousness and irritability among teachers, as well as increased anxiety related to the new way of teaching (40%). More than half (55%) of the representatives of training organizations from Poland expressed the opinion that many of the teachers felt anxiety about the performance of their work during distance learning.

During the pandemic period, 44% of teachers in Poland conducted training online, while struggling with the feeling of not being sufficiently prepared to work in these unprecedented conditions.

There is also a deterioration in the communication in the work process with the main stakeholders - 54% of the surveyed teachers share about a deteriorated relationship with students, and a third about a deteriorated communication with colleagues during the pandemic. In addition, a large share of teachers (68%) does not feel that their work is appreciated by students and parents, which can be explained mainly by communication problems. On the other hand, recognition itself is an important factor related to workplace motivation. It is therefore no surprise that a large proportion of teachers in Poland (60%) have lost motivation for professional development during the pandemic period. 73% of the representatives of training organizations from Poland share the same observations about the motivation among the teachers in their teams.

Other researched factors that may characterize the reduced work capacity among teachers were reported by a smaller proportion of the surveyed teachers in Poland. Approximately 30% shared that they had difficulty managing their time, for 36% their work had become less satisfying, and the same number (36%) felt that distance learning had contributed to a disturbed balance in their lives. Although the share of these groups is not a majority, it is quite impressive.

From the above, we can summarize that in Poland we observe the manifestations of individual characteristics of reduced professional work ability among teachers. They are not to the full extent, as in Bulgaria and Cyprus, and do not always affect the majority of respondents. However, the presented data unequivocally speak of serious professional challenges for teachers, deterioration of the quality of work, motivation and overall professional performance in the period of the pandemic. Therefore, we can confirm the hypothesis that during the period of distance learning in an electronic environment, teachers in Poland experienced reduced levels of professional work ability



# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

**HYPOTHESES 2:** During the period of online/distance learning, teachers experienced decreased levels of professional performance

**Cyprus: the hypothesis was confirmed.** Teachers in Cyprus experienced increased stress and burnout when online distance learning began, as indicated by 84% of respondents there. Along with this, teachers have also struggled with anxiety related to the new way of teaching, which is confirmed in a categorical way by 94% of the surveyed teachers and 100% of the surveyed representatives of training organizations. Invariably, internal stress and emotional burden also reflected in workplace behavior, as according to 78% of the responses received, teachers were more nervous and irritable when teaching online. Additional uncertainty comes from the feeling of insufficient preparation, reported by 38% of respondents. As a result, work has become less satisfying for the majority of teachers in Cyprus (60%), and some of them have even lost motivation for professional development (according to 34% of all teachers surveyed and 90% of representatives of educational organizations surveyed).

Online learning also negatively affects communication with students, which, due to the nature of the work, is a key factor in the quality of teaching. A deterioration in communication with students is noted (62%), with even more teachers (71%) reporting that they did not feel sufficiently heard and understood by students during online learning. Communication with colleagues is also negatively affected, according to nearly half (48%) of those who completed the survey for teachers and 40% of those who completed the survey for training organizations. On the other hand, despite the difficulties in communication, the majority of teachers (68%) feel recognition for their work by students and parents (the opinion is confirmed by 70% of representatives of educational organizations sharing these observations). In addition, students apparently do not register problems in their communication with teachers, as 90% consider that it has not worsened during the pandemic.

Time allocation during the online learning period was also a challenge that half of the teachers in Cyprus (52%) struggled with.

# ANALYSIS OF THE SURVEY RESULTS/TEACHERS

## RECOMMENDATIONS/TEACHERS

There is a need to create and implement more effective programs and tools to support teachers' mental health and well-being to deal with negative emotions such as stress, nervousness, irritability, anxiety (including health anxiety) and burnout during online teaching. It is of particular importance that these forms of support are easily accessible, including in an online environment.

Practical application of new methods for maintaining good communication and relationships in the teaching staff (including psychological methods and support tools) is necessary. Such appropriate forms are the creation of peer support network for teachers, both within the school and between different training and educational organizations. Providing access to psychological and group therapy, coaching and mentoring programs would also support professional work ability and have a positive effect on teachers' mental health;

The introduction of regular education and training to maintain the level of digital competences among teachers will support confidence and reduce the stress of a new transition to an online form of education. This applies even more strongly to older teachers. More effective methods, programs and tools should be developed and implemented to help teachers/trainers deal with their workplace anxiety in a distance learning context (in addition to supporting tools to improve their digital competencies);

It is equally important for teachers to engage in additional training, with a focus on expanding and digitizing pedagogical competences - online teaching, maintaining motivation and attention of students in an online environment, discipline and testing, etc., to improve efficiency and quality of teaching in online classes;

More effective strategies, programs and tools need to be developed and implemented to support the communication process between teachers and students (as well as their parents) in the context of online learning and beyond. Such measures can be the introduction of regular assignments in smaller groups, setting special time for communication, promoting communication in the learning process and after it, regular parent meetings, introducing psychological methods and tools to support communication, etc. It is imperative that all tools can also be applied in an online format;

It is necessary to develop effective tools and programs that promote social inclusion, physical activity and a healthy lifestyle among teachers;

# ANALYSIS OF THE SURVEY RESULTS/TRAINING ORGANISATIONS

The sample size is only 31 respondents from Bulgaria, Poland and Cyprus, which makes it significantly smaller than the samples of the student and teacher questionnaires (each of which is 150 people), so the purpose of the analysis is rather to verify the results obtained from the teacher and student questionnaires.

# CONTENTS OF RESEARCH REPORT



Project 2022-1-BG01-KA220-SCH-000085347  
 Healthy at school. Supporting the well-being and mental health  
 of students and teachers / HAS, Erasmus+



## Content

<b>Content</b> .....	<b>1</b>
<b>I. Project information</b> .....	<b>4</b>
<b>II. Introduction</b> .....	<b>5</b>
<b>III. Methodology, structure and stages of the research</b> .....	<b>7</b>
1. Research process and stages.....	7
2. Description of target groups.....	9
3. Structure of the survey and methodology.....	13
4. Stages and components in creation of questionnaires.....	14
5. Structure of the questionnaires.....	17
<b>IV. Well-being and mental health in school – nature and importance</b> .....	<b>19</b>
<b>V. Negative impact of distance learning on the mental health and well-being of students</b> .....	<b>22</b>
1. Social factors.....	22
2. Physical health factors.....	27
3. Mental health factors.....	32
4. Reduced concentration, motivation and school performance.....	37
<b>VI. Negative impact of distance learning on the mental health and well-being of teachers</b> .....	<b>42</b>
1. Burnout and stress.....	42
2. Social isolation.....	47
3. Ineffective communication.....	50
4. Time management issues.....	54
5. Impact on self-esteem, motivation and working capacity.....	58
<b>VII. Analysis of the survey results of the attitudes of students and teachers on well-being and mental health and the consequences of distance learning</b> .....	<b>65</b>
1. Analysis of the results of the survey among students.....	65
1.1. Analysis of the results from Bulgaria.....	65
1.2. Analysis of results from Poland.....	76
1.3. Analysis of results from Cyprus.....	86



Project 2022-1-BG01-KA220-SCH-000085347  
 Healthy at school. Supporting the well-being and mental health  
 of students and teachers / HAS, Erasmus+



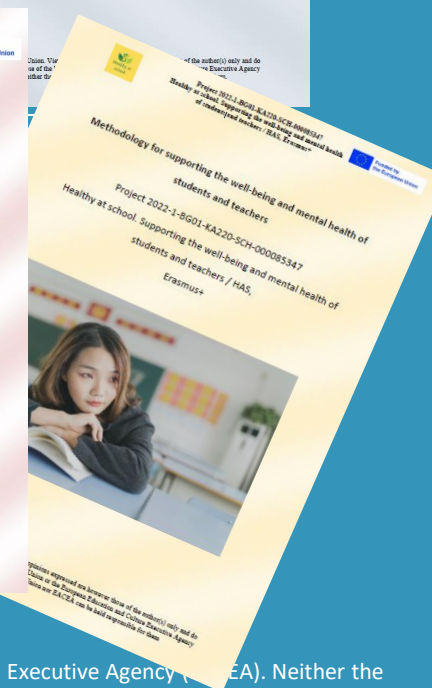
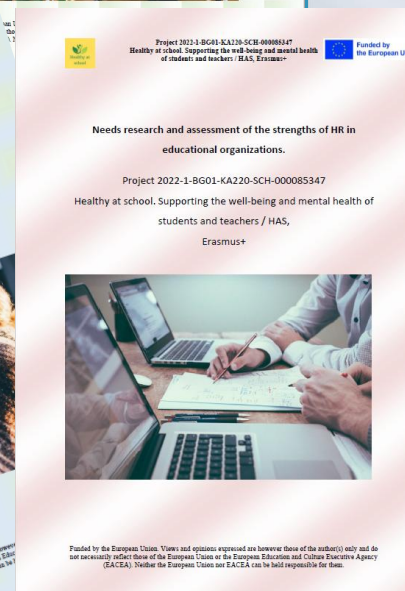
1.4. Comparative analysis and summary of the results from Bulgaria, Poland and Cyprus.....	95
<b>2. Analysis of the results of the survey among teachers</b> .....	<b>112</b>
2.1. Analysis of the results from Bulgaria.....	112
2.2. Analysis of results from Poland.....	127
2.3. Analysis of results Cyprus.....	140
2.4. Comparative analysis and summary of the results from Bulgaria, Poland and Cyprus.....	152
<b>3. Analysis of the results of the survey among training/educational organizations outside the partnership</b> .....	<b>172</b>
3.1. Analysis of the results from Bulgaria.....	172
3.2. Analysis of results Poland.....	178
3.3. Analysis of results from Cyprus.....	185
3.4. Comparative analysis and summary of the results from Bulgaria, Poland and Cyprus.....	191
<b>VIII. Conclusions and recommendations</b> .....	<b>200</b>
1. Confirmation of research hypothesis 1.....	200
2. Confirmation of research hypothesis 2.....	204
3. Conclusions and recommendations for Bulgaria.....	210
4. Conclusions and recommendations for Poland.....	215
5. Conclusions and recommendations for Cyprus.....	221
<b>IX. Recourses</b> .....	<b>225</b>
<b>X. Appendices</b> .....	<b>235</b>
Appendix 1: Questionnaire for assessing the attitudes of Students on wellbeing and mental health and the consequences of distance learning in an electronic environment.....	235
Appendix 2: Questionnaire for assessing the attitudes of Teachers on wellbeing and mental health and the consequences of distance teaching in an electronic environment.....	237
Appendix 3: Questionnaire for Training organizations outside the partnership assessing the consequences for students and teachers from distance education in an electronic environment.....	239

# WHERE TO FIND AND DOWNLOAD

all HEALTHY AT SCHOOL outputs

## VISIT OUR WEBSITE

<https://behealthybg.com/>





Funded by  
the European Union

# QUESTIONS AND ANSWERS



**HEALTHY AT SCHOOL**

**Supporting the well-being and mental health of students and teachers**

**Project 2022-1-BG01-KA220-SCH-000085347**

**Erasmus+**



Funded by  
the European Union

Stay



Healthy at  
school

# THANK YOU FOR YOUR ATTENTION

---

**HEALTHY AT SCHOOL**

**Supporting the well-being and mental health of students and teachers**

**Project 2022-1-BG01-KA220-SCH-000085347**

**Erasmus+**