



# Does well-being matter?

higher education teachers  
during Covid-19 pandemic

Supporting university teachers during Covid-19 and changes in their work-life balance  
(a case study from Slovakia and Poland)



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**Supporting university teachers during Covid-19 and changes in their work-life balance ( a case study from Slovakia and Poland)**

(selected results of IVF project „Does well-being matter? Higher education teachers during Covid-19 pandemic“)

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In the following text, we present selected results of the questionnaire survey among university teachers. For the comparison, we have chosen selected results from Slovakia and Poland. The questionnaire survey was conducted online in the first half of March 2022 and captures data and attitudes of university teachers for the period September 2020 - February 2021. In Slovakia, university teachers from Matej Bel University in Banská Bystrica (hereafter also MBU) participated in the survey; in Poland, university teachers from Rzeszów University (hereafter also RU) participated in the survey.

In the text below, we provide basic information about the research sample (divided by gender and by age group), as well as selected results (specifically, university teachers' attitudes towards the support they received from the university during the Covid-19 pandemic and online teaching, as well as university teachers' perceptions of the change in their work-life balance during the online teaching period). We present the results separately for Slovakia and for Poland.

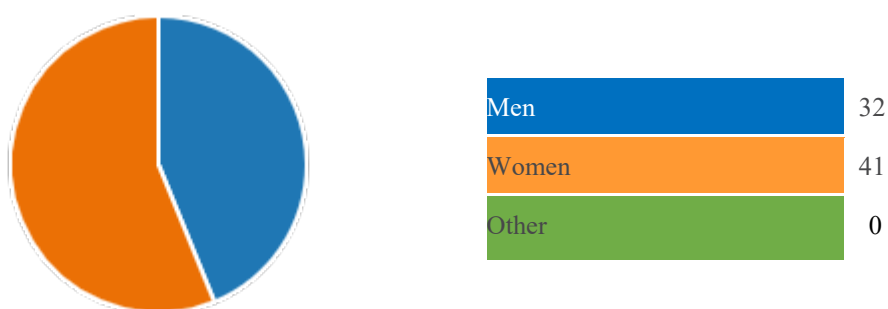
## SLOVAKIA

### 1. Sample structure

#### Gender

More than 70 respondents from Matej Bel University in Banská Bystrica, Slovakia participated at the questionnaire survey. More female university teachers (41) than male university teachers (32) participated in the survey. The structure of respondents by gender is shown in the graph 1.

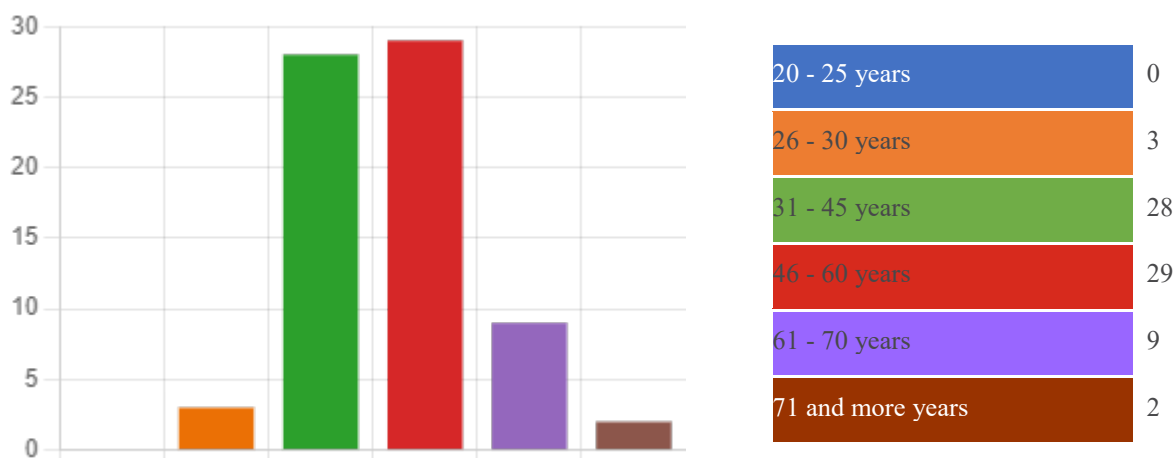
Graph 1 Structure of respondents in Slovakia; division by gender



#### Age groups

In the research sample in terms of age groups, the predominant age groups were university teachers aged 46 to 60 years (29 respondents; 39.73%) and 31 to 45 years (28 respondents; 38.36%). The structure of respondents based on age groups is shown in the graph.

Graph 2 Structure of respondents in Slovakia; division by age groups



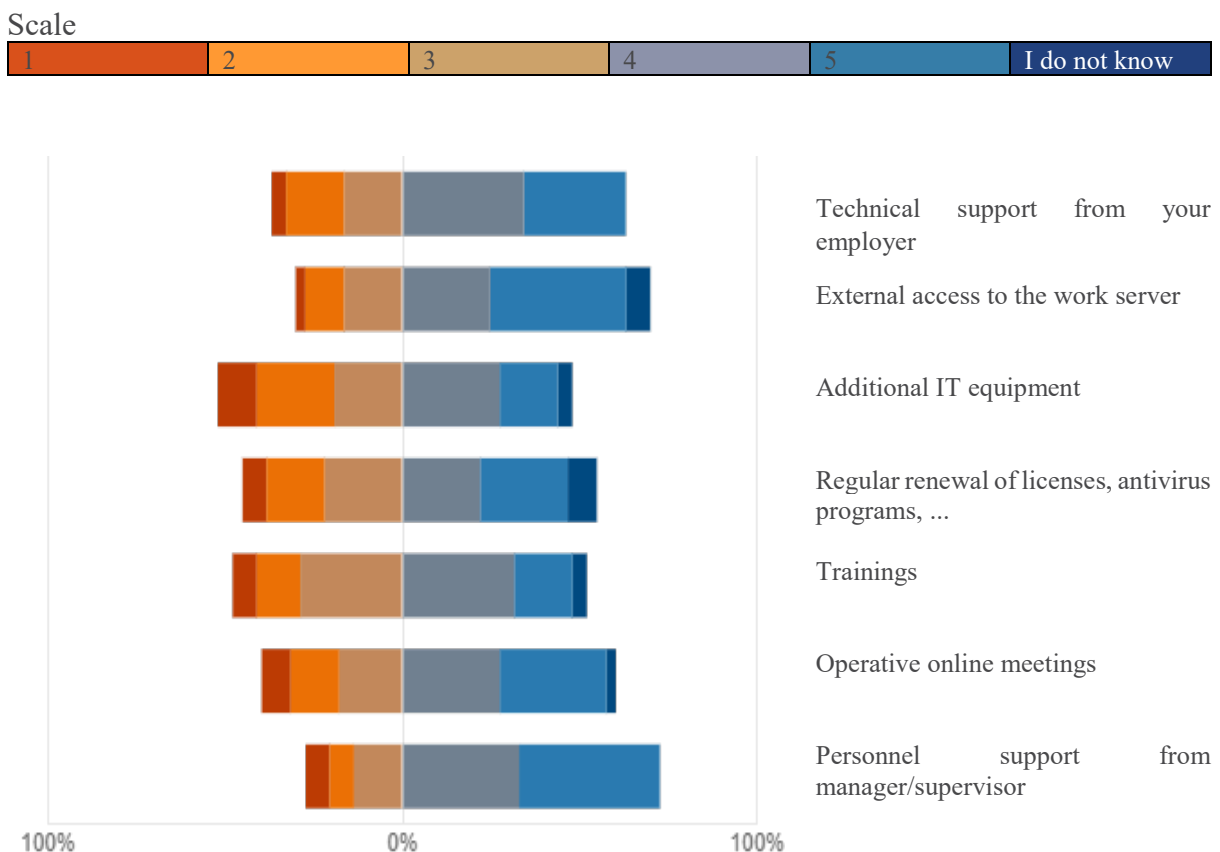
## 2. Results

From the results obtained, we present data on two areas, namely university teachers' satisfaction with the support provided by the university at the time of the Covid-19 pandemic and perceptions of the change in work-life balance that was caused by the Covid-19 pandemic.

### Support from the university

We were interested in teachers' attitudes to support from the university in a variety of areas. Respondents could express their satisfaction on a scale from 1 to 5, where 1 indicates a poor level of support and 5 indicates an excellent level of support. In most areas surveyed, satisfaction with the support provided was prevalent (that is, responses on scales of 4 and 5). Such areas were Technical support from the employer (63% of satisfied respondents), External access to the work server (63.1% of satisfied respondents), Operational online meetings (57.5% of satisfied respondents) and Personnel support from manager/supervisor (72.6% of satisfied respondents). Conversely, the area in which university teachers were more likely to express dissatisfaction with support from the university (i.e. responses on a scale of 1, 2, 3) was Provision of Additional IT equipment (52.1% of dissatisfied respondents). Almost identical levels of satisfaction and dissatisfaction prevailed in the two areas. These were in the areas of Regular renewal of licenses, antivirus programs and other applications (45.1% of dissatisfied respondents and 46.6% of satisfied respondents), and Trainings (47.9% of both dissatisfied and satisfied respondents). More details are displayed on the graph 3.

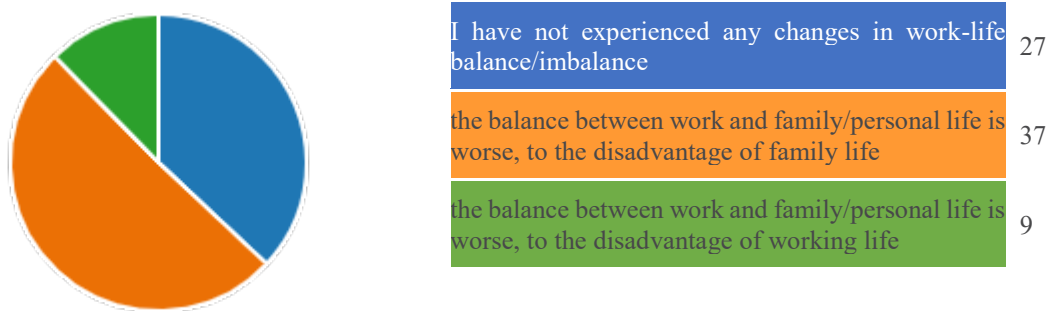
Graph 3 Attitudes of MBU teachers towards university support during Covid-19 pandemic



### Change in Work-life balance

The Covid-19 pandemic has brought significant changes not only in the area of work, but also in the area of personal life (care of household, children and other family members, time and space for personal life and leisure activities). Therefore, we were interested in how university teachers perceive the changes in their work-life balance. Interestingly, up to 37% of respondents reported that their work-life balance had not changed. However, the majority of respondents (over 53%) indicated that their work-life balance had changed to the disadvantage of their personal life. Only 12.33% of respondents reported that the pandemic had changed their work-life balance to the disadvantage of their work life.

Graph 4 Changes in work-life balance of teachers at MBU during Covid-19 period



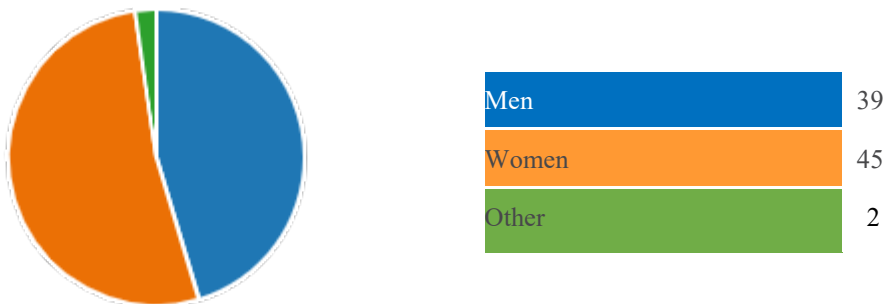
## POLAND

### 1. Sample structure

#### Gender

In Poland, more than 80 university teachers (specifically from the University of Rzeszow) took part in the questionnaire survey. Again, in terms of gender, women predominated (52.33%). Unlike in Slovakia, 2 teachers in Poland indicated "other" as their gender category. The structure of respondents by gender is presented in the graph 5.

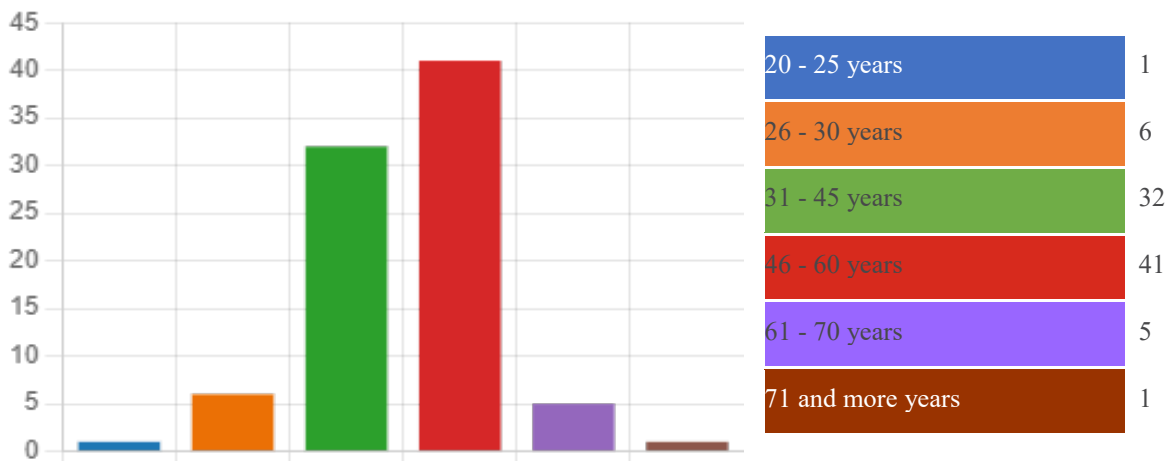
Graph 5 Structure of respondents in Poland; division by gender



#### Age groups

In terms of age groups, the predominant group was that of university teachers aged between 46 and 60 years (47.67%). This was followed by the group of teachers aged 31 to 45 years (37.21%). There was one respondent in each of the youngest age group (20 to 25 years) and the oldest age group (71 years and above). The structure of RU teachers by age group is shown in Graph 6.

Graph 6 Structure of respondents in Poland; division by age groups



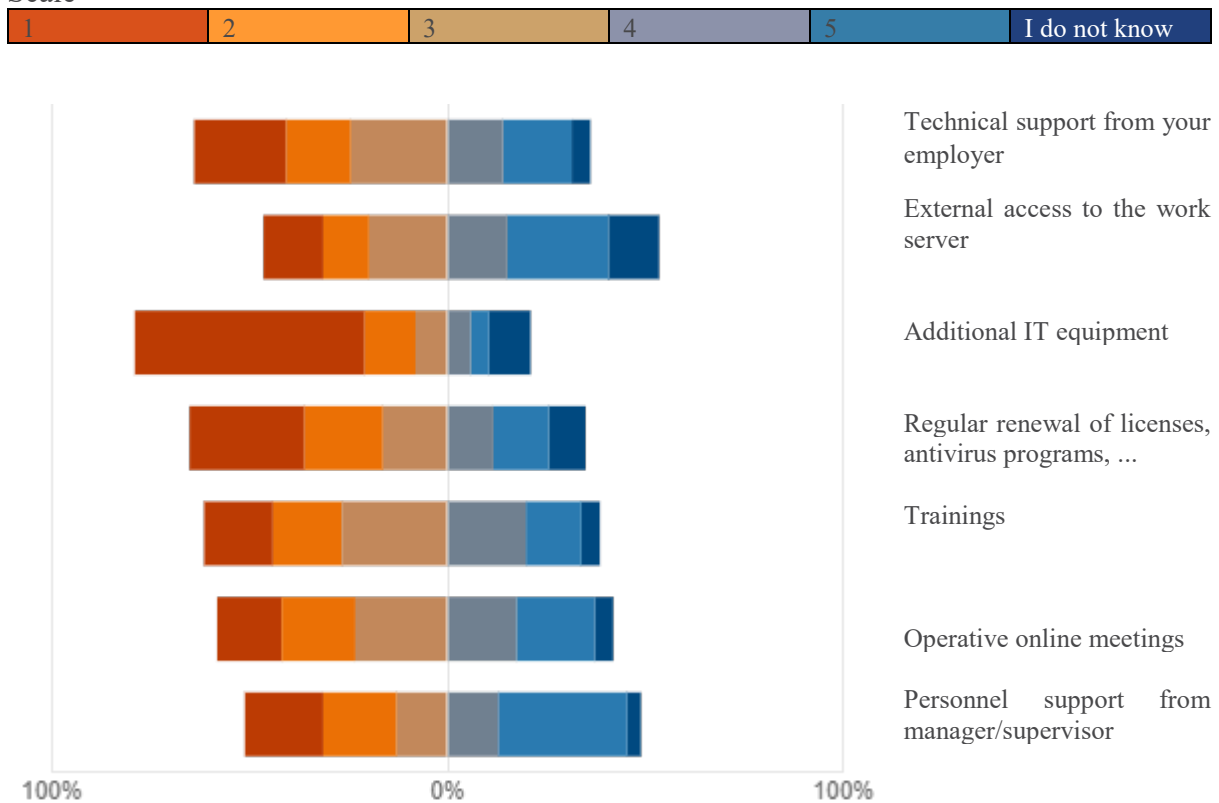
## 2. Results

### Support from the university

Graph 7 shows the attitudes of RU teachers regarding the support they received from their university during online teaching at the time of the Covid-19 pandemic. On a scale of 1 to 5 they could express how satisfied they were with the support provided (where 1 indicates a poor level of support and 5 indicates an excellent level of support). Satisfaction was prevalent in all areas (rating on a scale of 1, 2, 3), with teachers being most satisfied with the provision of additional IT equipment. Paradoxically, this is precisely the area in which Slovak teachers expressed dissatisfaction. The lowest satisfaction was expressed by teachers with External access to the work server (which, on the contrary, was one of the best rated areas in Slovakia).

Graph 7 Attitudes of RU teachers towards university support during Covid-19 pandemic

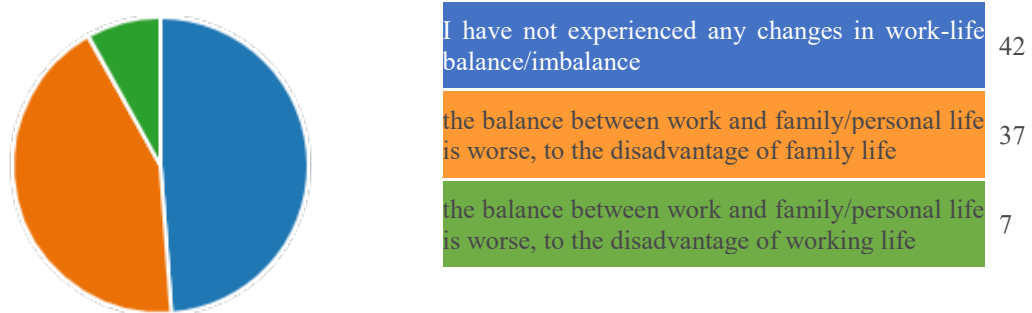
Scale



### Change in Work-life balance

Interestingly, almost half of the university teachers in Poland (48.84%) reported that there was no change in their work-life balance due to the Covid-19 pandemic and online teaching. In Slovakia, the majority of teachers stated that their work-life balance had worsened, to the disadvantage of their private life. In Poland, only 43% of teachers reported this possibility. The attitudes of RU teachers towards the change in work-life balance are shown in Graph 8.

Graph 8 Changes in work-life balance of teachers at RU during Covid-19 period



These results are just a snapshot of what the researchers found in a survey conducted as part of the project "Does well-being matter? Higher education teachers during Covid-19 pandemic", funded by the International Visegrad Fund. More detailed results, including the theoretical background and methodological background, can be found in the collective monograph entitled:

TIME ALLOCATION AND WELL-BEING OF UNIVERSITY TEACHERS IN V4 COUNTRIES DURING THE COVID-19 PANDEMIC

The monograph will soon be published on the project website: <https://teacherswellbeing.umb.sk>



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