

**NEW HORIZONTS, NEW
PARADIGMS IN HEALTH
AND HUMAN DEVELOPMENT**

Universidade de Évora | Colégio Luís António Verney
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Stress and well-being in pandemics: A study with students

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Theoretical Framework

Well-being and Optimism

Motivators of human development

- Carol Ryff (1995): Psychological resources
- (1) acceptance of oneself;
 - (2) positive relationships with others;
 - (3) domain of the surroundings
 - (4) personal growth;
 - (5) goals; and
 - (6) autonomy.

Optimism

Stress and Worries

Varies from person to person

- Kim & Diamond (2002):
- High excitability
 - Aversive experience
 - Lack of control

Pandemics

Disasters, catastrophes, accidents or emergencies

Mindset

The belief that an individual has about their personal capacity

- Carol Dweck (2008):
- Fixed mindset
 - Growth mindset

Motivation

Growth mindset Fixed mindset

Facilitator

High School

Teenagers

Aims

To understand the relationship between mindset (fixed versus growth), stress and concerns and the well-being of secondary school students in the context of a pandemic crisis.

Understand the relationship between sociodemographic, school and lifestyle variables and the manifestations of stress, restlessness, well-being and mindset;

Characterize the relationship between stress and concerns, well-being and mindset.

Analyze the existence of significant differences in stress, concerns, well-being and mindset, depending on sex

Participants

364

High School Students

257 (70.6%)

Females

Ages between 15 and 20 years old

- Sample characterization
- Lifestyle checklist

Sociodemographic questionnaire

Stress test

- Reschke, 2011
- Cronbach's alpha of **.743**

- Monteiro et al., 2012
- Global factor of wellbeing
- Cronbach's alpha of **.93**

E.M.M.B.E.P.

Restlessness scale during the pandemic

- Complement the Stress scale, taking into account the pandemic situation

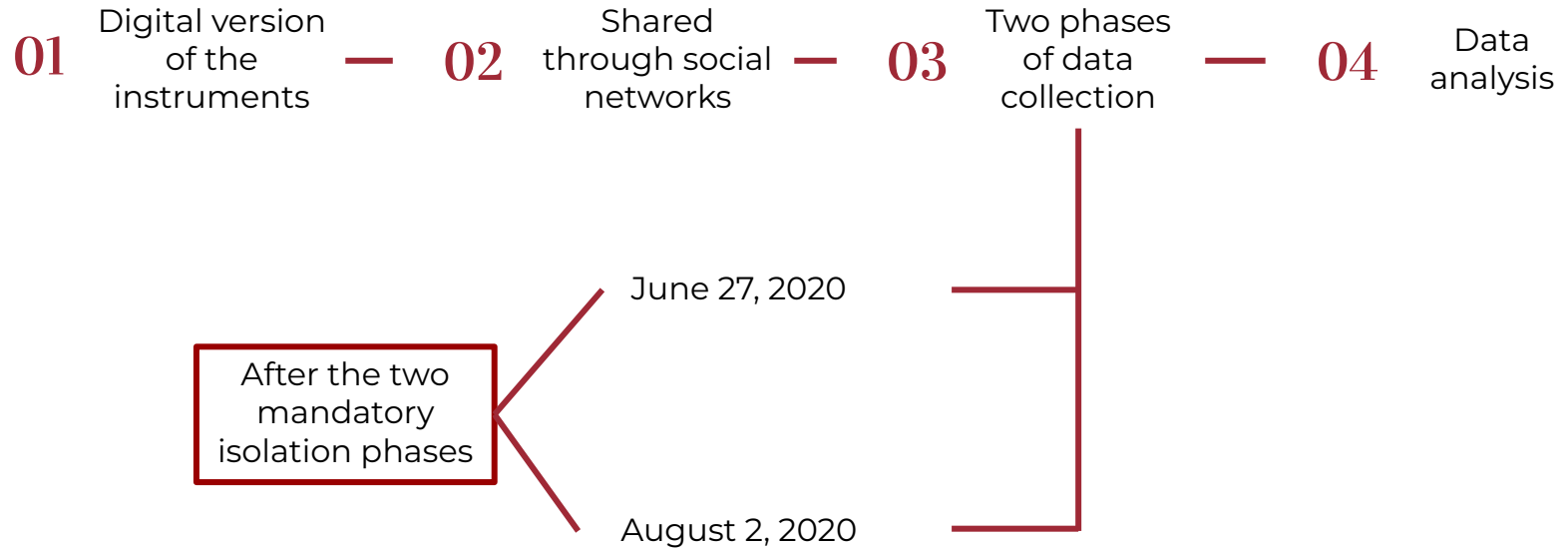
- Barros, 1998
- A unifactorial Likert-type scale with 4 items.

Optimism

Mindset Scale in High School Students

- Adapted from the ECCI of Candeias et al. (2020)

Procedures



	Well being	Optimism	Stress	Worries with studies	Worries with social life	Worries with heath	Growth Mindset	Fixed Mindset
Wellbeing	1							
Optimism	,751**	1						
Stress	-,543**	-,448**	1					
Worries with studies	-,084	-,032	,178**	1				
Worries with social life	-,055	-,058	,127*	-,037	1			
Worries with heath	,054	,045	,075	-,092	,173**	1		
Escala de Growth Mindset	,350**	,267**	-,190**	,054	-,002	,109*	1	
Fixed Mindset	-,255**	-,241**	,141**	-,097	,018	-,038	-,540**	1

Modelo	B	SE	β	t	Sig.
Intercept	35,399	6,053		5,848	<,001
Optimism total	2,772	,169	,594	16,391	<,001
Stress	-,806	,133	-,221	-6,052	<,001
Growth Mindset	,842	,175	,161	4,798	<,001
Gender	3,672	1,369	,090	2,682	,008

a. Dependent variable: Wellbeing

Conclusion

Mindset directed towards openness to experience --> facilitator



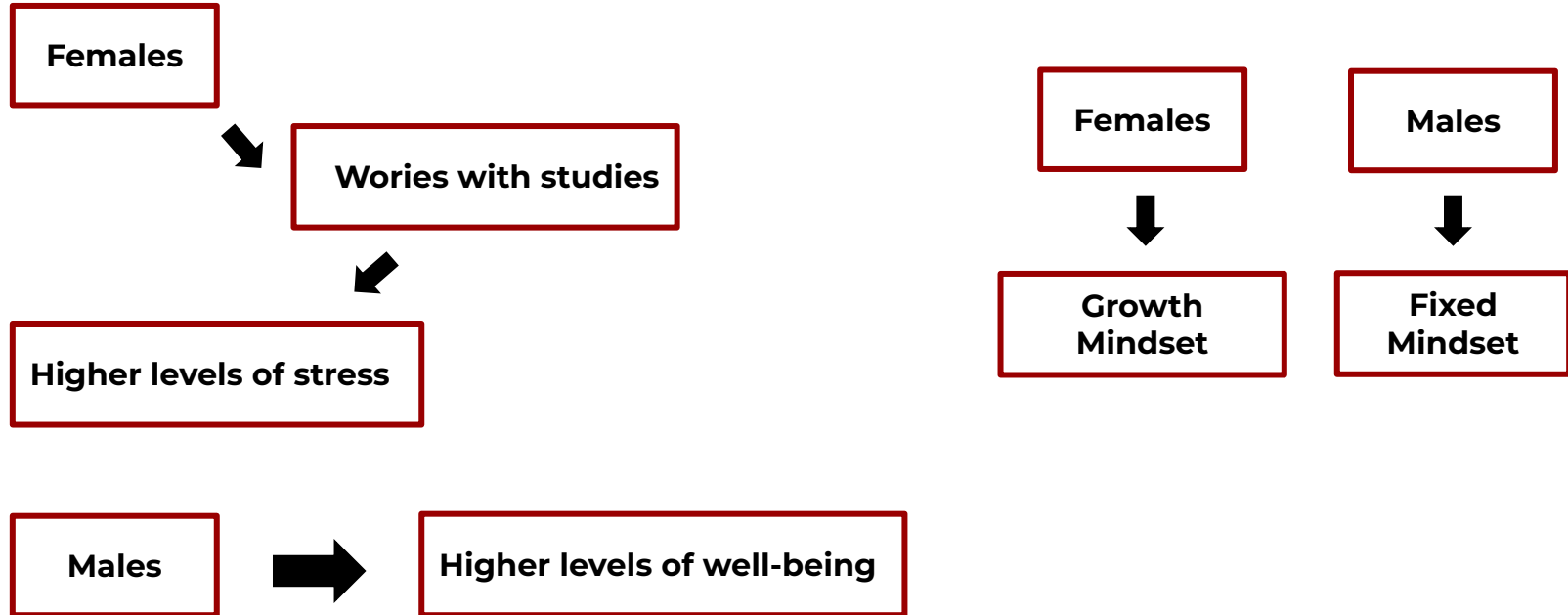
Produces lower levels of stress and higher levels of well-being.

Conformism-oriented mindset



Lower levels of well-being and higher levels of stress

Conclusion



Conclusion

Limitations:

- Selfevaluation measures
- Sample representativeness
- Measurement of instruments for the sample used

Future studies:

- Larger and more representative sample
- Validity of mindset and concerns scales
- Effects of lifestyles and academic expectations on student stress and well-being.

Thank you!