Perceived Coronavirus Threat, Some Measures of Well-Being and Academic Adjustment

Gabrijela Vrdoljak, Valerija Križanić, Dora Vuković
Josip Juraj Strossmayer University of Osijek, Croatia
gabrijela.vrdoljak03@gmail.com

P13-7-27

The aim of this study was to examine the relation between the level of perceived threat of coronavirus with measures of well-being, academic adjustment and academic achievement obtained during the coronavirus pandemic. The study involved 302 participants ranging in age from 18 to 28 years (M = 22.16, SD = 1.78), 108 were male, 197 were female, 2 indicated that their gender was not included in the responses and 1 participant refused to comment on gender. The following questionnaires were used: Basic Need Satisfaction in General, Short Version of the Scale of Positive and Negative Affective Experiences, The personal well-being index, College adjustment test, Perceived coronavirus threat questionnaire and the question related to academic success during the coronavirus pandemic. The results indicate the existence of a significant negative correlation between the results on the Perceived Coronavirus Threat Questionnaire and the results on the maladaptation subscale (College adjustment test) and the negative affects in the past month. Regression analyses showed that general life satisfaction, positive and negative affects in the past month were significant predictors of the average grades obtained during the coronavirus pandemic. Positive affects in the past month and general life satisfaction were identified as positive predictors of academic adjustment, while negative affects in the past month was a negative predictor of academic adjustment. When predicting academic maladaptation, significant positive predictors were perceived coronavirus threat and negative affects. Positive affects in the past month and general life satisfaction were negative predictors of academic maladaptation. Satisfaction of basic psychological needs was not identified as significant predictor of any criteria. The results indicate the importance of raising awareness of the perceived coronavirus treat and negative affects among students and providing help and support to minimize the negative effects of the coronavirus pandemic and to enhance academic adaptation.

Latent Profile Analysis of Students' Perception of Classroom Climate

Ji Zhou, Anna Hawrot
Leibniz Institute for Educational Trajectories, Germany
ji.zhou@lifbi.de

P13-7-28

Classroom environment was considered an important factor influencing students' learning motivation, achievement as well as psychological and behavioural health in schools (Martin et al., 2009; Reeve et al., 2009; Way et al., 2007). Recent research has suggested that student perception of environment played a more substantial role explaining outcomes (Tapola & Niemivirta, 2008) and a person-centred approach can better capture the heterogeneity in the population and identify the groups at risk (Rohatgi et al., 2020; Schenke et al., 2017). With the data from German National Educational Panel Study (NEPS) we were able to explore the latent profiles of students based on their ratings on different aspects of their German classroom environment including teaching quality and social environment (N = 4643). Another research question was also to investigate the outcome differences among profiles and covariates influencing the probability of belonging to a specific profile. Besides, since the educational goals of different school track (academic vs. vocational) was distinctive, we would also like to explore the profile differences between the two tracks. We have identified four latent profiles with consideration of clustering data structure: the negative perception profile with only high rating on performance goal focus, the moderately negative profile with relatively lower rating on goal clarity, moderate positive and positive profiles. They differed in reading achievement, self-concept, intrinsic and performance motivation, as well as life satisfaction in schools. Gender and migration background were significant covariates influencing the probability of profile membership. The profiles were quite similar between school tracks. These results supported the individual differences in classroom perception as well as the associations of their perception with different outcomes. Gender and migration background can influence students' perception. It is worthwhile exploring more on the factors influencing their perceptions in the future.

The Relationship Between Sexist Attitudes and Tolerance of Sexual Harassment Among Students in Higher Education

Mantas Patašius[1,2], Kristina Žardeckaitė-Matulaitienė[1]
[1]Vytautas Magnus University, Lithuania
[2]Vilnius University, Lithuania
pmat98@icloud.com

P13-7-29

Sexual harassment is a problem that many people encounter. Some studies suggest that up to 34.3% of female students experience such discrimination. Due to high prevalence of sexual harassment among women, studies usually focus on discrimination of women rather than men. However, sexual harassment of men also exists, and some studies show that up to 20.9% of male students face this kind of behavior. One of the clearest psychological factors associated with sexual harassment is sexism. Sexist attitudes can be related to prevalence and tolerance of such behavior. The aim of this study was to evaluate the relationship between sexist attitudes and tolerance of sexual harassment among students. 191 students (142 women, 48 men, and 1 other; 165 heterosexuals and 26 non-heterosexuals; age range from 18 to 48) from higher education institutions of Lithuania participated in this study. The survey included ASI (Glick & Fiske, 1996) (Cronbach α = .93), AMI (Glick & Fiske, 1999) (Cronbach α = .85), SHAS (Mazer & Percival, 1989) (Cronbach α = .92), TSHM (Russell & Oswald, 2016) (Cronbach α = .89), and BIDR (Paulhus, 1991) (Cronbach α = .71). The results showed that higher hostile and benevolent sexism is related to a higher tolerance of sexual harassment among