

University of Windsor

Scholarship at UWindsor

Research Result Summaries

Spring 3-21-2021

Online Learning and Working Environment During COVID-19

Jake Livingstone

University of Windsor, livings1@uwindsor.ca

Catherine T. Kwantes

University of Windsor

Follow this and additional works at: <https://scholar.uwindsor.ca/research-result-summaries>

Consistent with the TCPS 2 (4.7) this is a research summary provided to participants and should not be considered a formal publication of results.

Recommended Citation

Livingstone, J., & Kwantes, C. (2021). Online Learning and Working Environment During COVID-19.

Retrieved from <https://scholar.uwindsor.ca/research-result-summaries/211>

This Completed Summary is brought to you for free and open access by Scholarship at UWindsor. It has been accepted for inclusion in Research Result Summaries by an authorized administrator of Scholarship at UWindsor. For more information, please contact scholarship@uwindsor.ca.



Student Employee Burnout: Online Learning and Working During COVID-19

Jacob Livingstone, Mary Henderson, & Catherine T. Kwantes
University of Windsor



Introduction

With the advent of COVID-19, schools transferred to learning online environments and many companies moved to online working, changing the employed student experience. According to self-determination theory (SDTDeci & Ryan, 1985) humans have **three core needs: autonomy, competence, and relatedness**. When these needs are not met, stress can result. Given that many aspects of the online school and work environment such as lack of face-to-face interaction (Lin & Huang, 2012) boredom (Sulea et.al., 2015) and frustrations with technology deplete fulfillment of these needs.

Hypothesis

Intrinsic motivation towards school will moderate the relationship between online school stressors and burnout, and that **extrinsic motivation** towards work would moderate the relationship between online work stressors and burnout

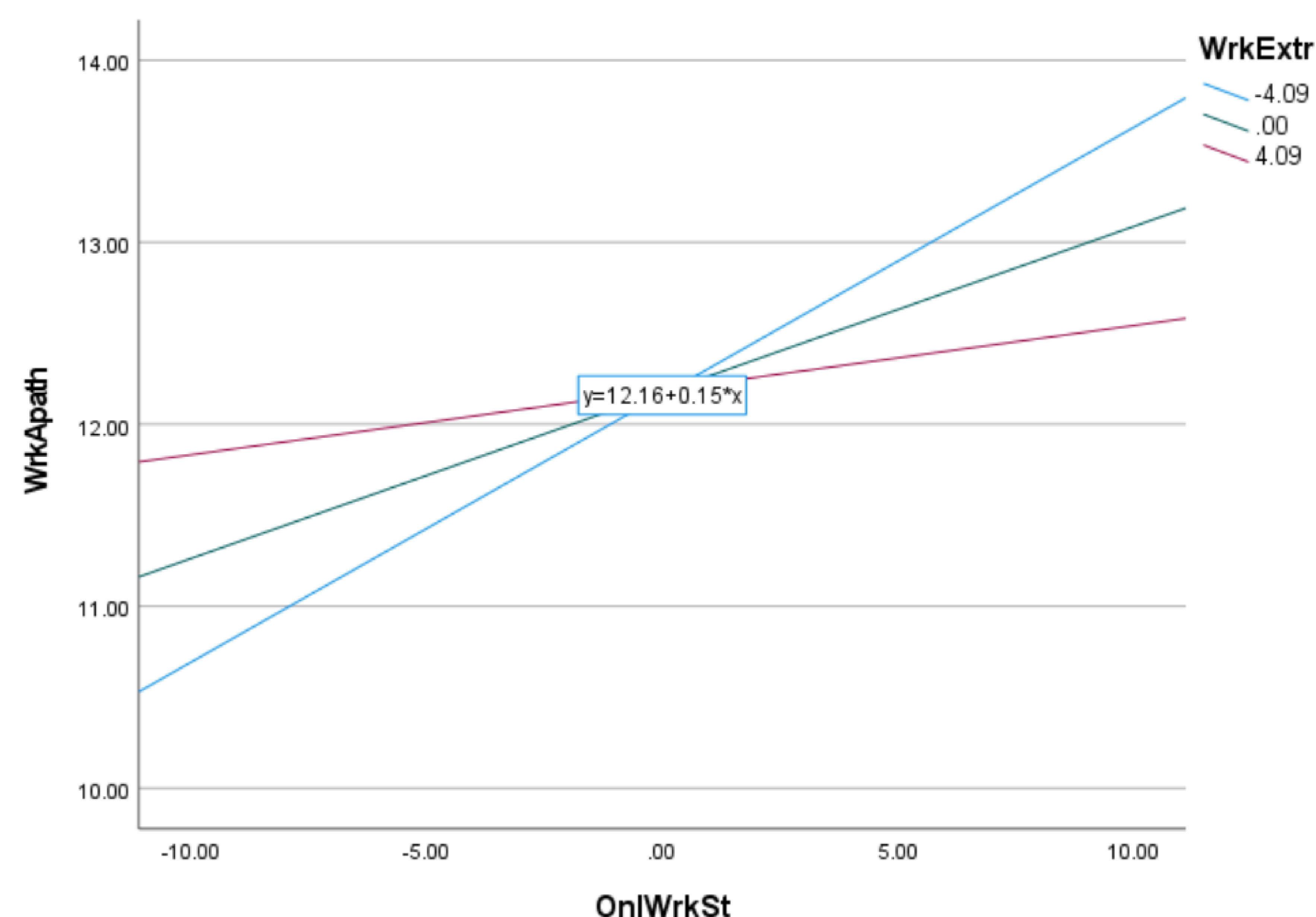


Methodology

- An **online questionnaire** measuring school and work stress, intrinsic and extrinsic motivation, and student employee burnout was administered to **160 undergraduate students**
- **Moderation analyses** were conducted to test the moderating effects of motivation (intrinsic and extrinsic) on the relationship between school stress and work stress during COVID-19 and two forms of student employee burnout: apathy and exhaustion.

Results

Unexpectedly, **intrinsic motivation towards school did not buffer the effects of school stress on student burnout**. However, extrinsic motivation towards work significantly buffered the effects of work stressors on student employee burnout. Specifically, **extrinsic motivation negatively moderated** the relationship between online work stress and work apathy.



Contact

Email: livingsl@uwindsor.ca

Discussion

The results show that **extrinsic motivation** towards work (motivated by the money, security, etc.) **curbs the effect of stress on work apathy**. Therefore, in the face of online work stress, students did not display a lack of emotion in the face of work, if their motivation for working was to pay the bills and have the security of making money during COVID-19. When students were less motivated to work to pay the bills and have job security during COVID-19, they displayed more lack of emotion in the face of online work stress. Surprisingly, **intrinsic motivation did not curb the effects of either academic apathy or academic exhaustion in the face of academic stress**. This could be due to students who are intrinsically motivated seeing their schoolwork as part of who they are. By putting more personal meaning onto their work, in the face of stress they may put too much pressure on themselves, leading to more burnout. While more research is needed, the results of this study **can be used to help students alleviate the effects of burnout that may have been brought on by the transition to online learning and working environments**

References

- Deci, E. & Ryan R. (1985). Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum.
- Shu-Hui Lin, Yun-Chen Huang. (2012). Investigating the relationships between loneliness and learning burnout. Active Learning in Higher Education, Vol. 13(3), p.231-243
- Sulea, C., van Beek, I., Sarbescu, P., Virga, D., & Schaufeli, W.B. (2015). Engagement, boredom, and burnout among students: Basic need satisfaction matters more than personality traits. Learning and Individual Differences, 42, p. 132– 138