

The well-being of STEM students: Perspective from a university in Bucharest

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Abstract

In today's modern society, where technology has advanced significantly and permeates most aspects of daily life, it is essential for the education system to prioritize students' mental health and well-being.

The present study was conducted with the aim of measuring the well-being of students in the field of STEM (science, technology, engineering, mathematics). The methodology of this study is based on a quantitative research conducted on a sample of 548 students enrolled in STEM programs at a university in Bucharest, Romania, through a questionnaire.

The results of the study showed that students' well-being is significantly influenced by the perception of social support, emotional management as well as good planning and organization. Among the primary challenges, students highlighted the lack of support from teachers in understanding and managing emotions, as well as the insufficient availability of resources to address these needs. The findings underscore the importance of developing educational programs and university policies that support student mental health and well-being.

The study contributes to the understanding of the factors that determine the well-being of STEM students, providing a basis for future research and the development of intervention strategies.

Some of the key limitations of the study include the lack of longitudinal data, which restricts the ability to track changes in students' well-being over time, and the reliance solely on the questionnaire as the data collection method, potentially limiting the breadth of insights.

Keywords: students' well-being, STEM education, social support, mental health