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How the Home Environment and Dormitory Help First-year Students in Adapting to University?

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Conference of European Society for Research in Adult Development

25th – 27th May 2018, Greenwich University, United Kingdom

Supported by Russian Science Foundation, Project 14-18-02163

Transition to university

Important **life event** which is accompanied by **stress** and many **changes**:

- change their life style;
- separate from the parents' home;
- move to another city;
- meet new university mates;
- sometimes start their job, etc.

21 % of students do not graduate from our University for various reasons (Gorbunova E.V., 2016)

	%
Disappointed in the specialty	31
It was very hard to learn, failed with the volume and complexity of tasks	27
No problems with the training, but couldn't communicate with one or more teachers	24
Not found balance between their hobby and learning	21
Problems with training due to poor health	19
Problems with academic performance due to the fact that I decided to combine work and study	19
Failed with the rhythm and new responsibilities typical of student life	18
Did not join the student environment, or did not like the team of students	18
I realized that at this stage of life I do not want to study at the University	7
Due to the difficult financial situation or family circumstances had to leave the University	7

What about students' group?

- Urquhart, Pooley (2011): this transition is very painful for young people who need a lot of social support at this time.
- Xu et al. (2014): home attachment contributed to the self-efficacy, positive interpersonal relationships, as well as academic achievements, and prevented psychological disorders in students.

Theoretical background

Theory of coping (Lazarus, Folkman, 1984)

The current study in environmental psychology (Clayton, 2012; Heft, 2012; Korpela, 2002; Kytta, 2004; Nartova-Bochaver et al., 2016)

Home environment is a strong predictor of inhabitants' well-being and positive functioning.



Home as a life environment

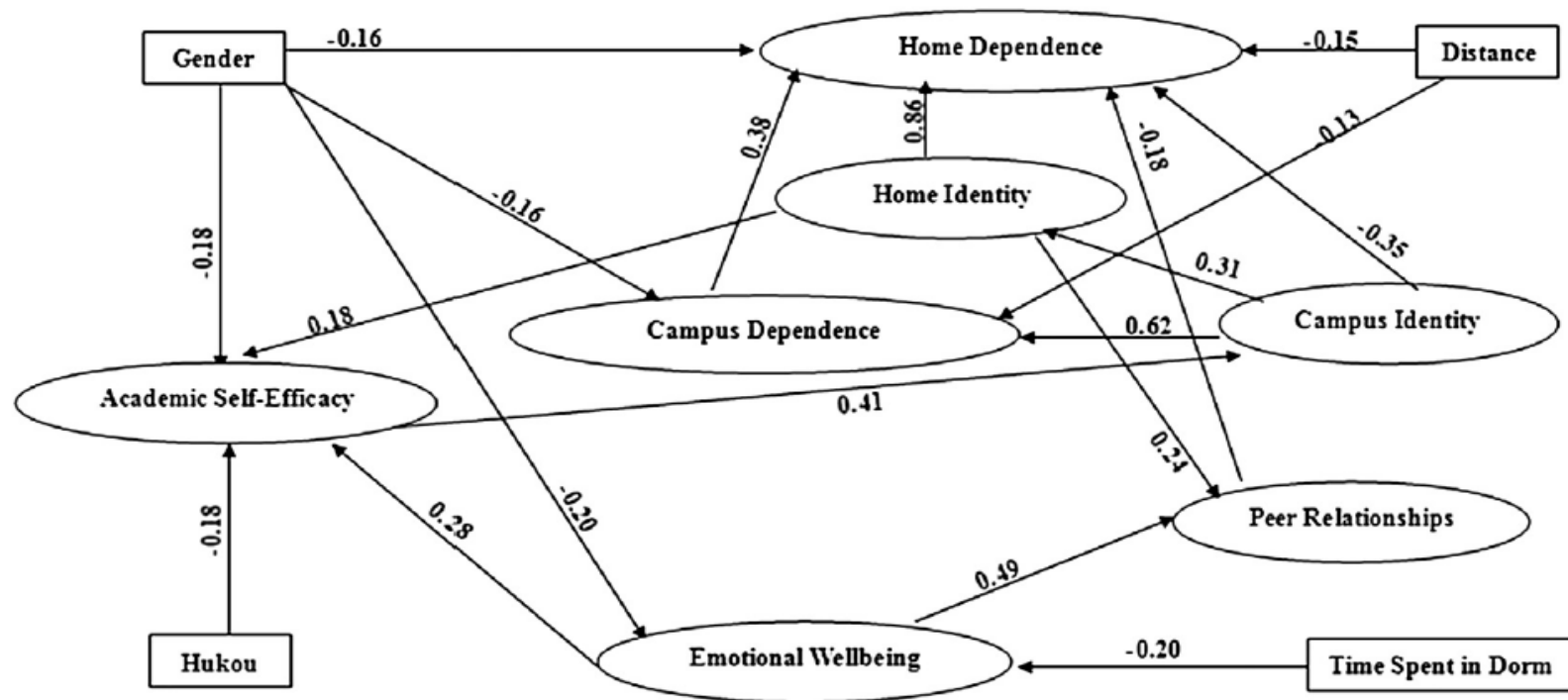


Fig. 1. The structural model result.

Aim
to investigate how
home environment
(HE) impacted the
first-year students'
well-being.



Variables

Psychological (mental) well-being is positive and meaningful experience of one's life and absence of neurotic disorders, such as symptomatic depression.

Home environment (HE, home) is integrity of spatial, social, and existential features which is a basic eco-social resource in inhabitants' lives.

Hypotheses

The background image is a composite of several elements. In the upper right, a small, light-colored kitten is curled up and sleeping on a bed with white linens. To the left, a dark, textured sweater is visible. In the lower left, a white ceramic mug sits on a dark surface. In the lower center, an open book with text on its pages is partially visible. A semi-transparent dark blue horizontal band is overlaid across the middle of the image, containing the text of the hypotheses.

- 1) Home environment is a predictor of students' well-being;
- 2) This connection is moderated by the dwelling type (home or dormitory) and respondents' gender.

Sample

426 students from different Moscow universities
($M_{\text{age}}=19.8$, $SD_{\text{age}}=3.2$)

102 male, 324 female

225 Muscovites living with parents, 201 have come to Moscow from different regions and live in dormitories with corridors or blocks.

All participants were asked to evaluate their real homes, flats or rooms in dormitories.

Methods (the home environment)

1. The Functionality of the Home Environment Questionnaire [FHEQ]

2. The Relevance of the Home Environment Questionnaire [RHEQ]).

55 statements, 4 scales:

1) Pragmatism (those simple everyday functions without which the home becomes inconvenient; 2) Development (properties of the home environment that stimulate personal development - supply sensory, cognitive, social information, etc.); 3) Stability (psychological and physical stability and predictability); 4) Protection (successful social interaction).

108 items, 7 scales:

1) Management of the home environment (the capability to control and predict the home environment context); 2) Potential (constructs associated with home supporting and stability); 3) Self-presentation (inhabitants' possibility to personalize their own space and to signify the individual and social characteristics of the dwellers through the home environment); 4) Ergonomics (home environment convenience and aesthetics); 5) Home detachment (absence of comfort, reasons of home estrangement); 6) Plasticity (the capability of the home environment to be dynamic in accordance with the changing resident's needs); Historicity (the links of the home with personal, family, and general pasts.)

Methods (well-being)

3. Warwick-Edinburgh Mental Well-being scale
(Tennant et al., 2007)

4. The Depression scale (Radloff, 1977).

Statistics

- Multifactorial multifactorial multivariate analysis of variance (ANOVA) (STATISTICA 8)
- Correlational cross-sectional design

Results



Comparison of variables depending dwelling type and gender groups

By performing of multifactorial multivariate analysis of variance (ANOVA), there was shown that **Security, Relevance, Management,** and **Historicity** were lower in dormitory as well as **Functionality, Pragmatism,** and **Resource** were lower as the tendencies.

There weren't any differences in features of dwelling depending on sex. **Depression** level was higher in female respondents.

There were revealed strong correlations: positive between well-being and home features and negative between depression and home features (except Detachment which formed reverted connections).

These outcomes and previous studies caused the use of the cross-sectional design in four groups (gender x dwelling type).

Next aims

To identify,

- 1) which home features contributed to the well-being parameters most,
- 2) which of four groups were most sensitive to the supportive function of their dwelling.

Pair regression analysis (Moscow, females)

21 connections

	Func	Pragm	Devel	Stab	Secur	Relev	Manag	Potent	Self-pres	Ergon	Detachm	Plast	Histor
WEM	.24	.20	.26	.25	.16	.13	.19	.19	.22	.16	-.19	.15	.19
WBS													
Depr	.19	.24	.17	.18	.08	.22	.22	.19	.13	.09	.33	.15	.08

Pair regression analysis (regions, females)

25 connections

	Func	Pragm	Devel	Stab	Secur	Relev	Manag	Potent	Self-pres	Ergon	Detachm	Plast	Histor
WEM	.39	.36	.35	.38	.35	.36	.31	.34	.33	.35	-.31	.16	.18
WBS													
Depr	-.36	-.38	-.28	-.37	-.27	-.39	-.41	-.41	-.32	-.34	.40	-.17	-.10

Pair regression analysis (Moscow, males)

24 connections

	Func	Pragm	Devel	Stab	Secur	Relev	Manag	Potent	Self-pres	Ergon	Detachm	Plast	Histor
WEM	.50	.51	.38	.45	.36	.52	.36	.55	.28	.44	-.35	.43	.25
WBS													
Depr	-.53	-.49	-.41	-.53	-.39	-.56	-.44	-.57	-.30	-.51	.48	-.36	-.26

Pair regression analysis (regions, males)

8 connections

	Func	Pragm	Devel	Stab	Secur	Relev	Manag	Potent	Self-pres	Ergon	Detachm	Plast	Histor
WEM	.39	.30	.33	.32	.44	.24	.08	.22	.21	.32	-.16	.26	-.00
WBS													
Depr	-.19	-.16	-.09	-.22	-.22	-.18	.06	-.14	-.09	-.37	.44	-.09	.13

Discussion. Why is it?

As home environment in Muscovites is friendlier than in non-resident students, they use these environment as eco-social recourses more effectively.

Female students, in agreement with their gender specificity, adapt to the new environment faster in comparison with males, and personalize them better.

And, finally, we could speculate that, possibly, male students in dormitories are stronger lead by territorial instincts in their activities, and, as a result, are more sensitive to functionality than to relevance of home.

Conclusion

- Both functionality and relevance of HE contributed to the students' well-being and absence of depression.
- Well-being and depression level of Muscovites and female students living in dormitories were better predicted by HE as compared with male non-residents.
- Functionality of the home environment, especially in case of dormitory, was stronger predictor than relevance.
- Finally, the supportive function of home appeared to be stronger than preventive function.

Limitations of the study

A person is seen from behind, standing in a field of tall, golden-brown grass. Their arms are raised high in the air, reaching towards the sky. The background features rolling hills and a bright sunset or sunrise, with the sun low on the horizon, creating a warm, golden glow. The overall scene conveys a sense of freedom, achievement, or contemplation.

Lack of parameters of well-being

Only first-year students



Thank you for your attention!

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