Home environment impacts on the students’ well-being during their transition to university

Nartova-Bochaver Sofya

Bochaver Alexandra

Dmitrieva Natalya

Reznichenko Sofya

Khachaturova Milana

Transition to university is an important development age accompanied by changes in the youth’ life style: they often separate from families and move to another city. Our survey was aimed at investigation on how students’ home environment (HE) impacts on the first-year students’ well-being. Based on previous studies (Clayton, 2012; Heft, 2012; Korpela, 2002; Kytta, 2004; Nartova-Bochaver et al., 2016; Xu et al., 2015;) we assumed that: the HE was a predictor of the students’ well-being; this connection was moderated by the dwelling type (home or dormitory) and gender. To collect data on the HE, we used the Home Environment Functionality and the Home Environment Relevance Questionnaires (Nartova-Bochaver et al., 2016). To get information on the mental well-being, we used the Warwick-Edinburgh Mental Well-being scale (Tennant et al., 2007) and the Depression scale (Radloff, 1977). The sample comprised of 571 students from different Moscow universities (Mage=19.8, SDage=3.2, 121 male, 450 female, 272 Muscovites living with parents families, 299 have come to Moscow from different regions and live in dormitories). We found that well-being and depression scores didn’t differ in students from flats and dormitories but functionality and relevance of HE were higher in Muscovites. Both functionality and relevance of HE contributed to the students’ well-being and absence of depression. Well-being of Muscovites was predicted by HE stronger as compared with nonresidents. Contrary to expectations, well-being in men was connected with HE parameters stronger than in women. As the cross-sectional survey show, Muscovites males are most sensitive to the HE, whereas nonresidents female are less sensitive. Moreover, nonresidents’ male and female well-being isn’t connected with positive features of HE positively but is connected with absence of comfort negatively. Results pronounce the prospects of designing friendly HE as a real eco-social resource to students. Supported by Russian Science Foundation, Project 14-18-02163.

Home and dormitory maintain the students’ well-being and prevent depression; these connections are moderated by gender and dwelling type. are more pronounced in men. a predictor of students’ well-being and anti-predictor of their depression: this connection is stronger in male and in