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Well-being and Academic Efficacy Challenges for Studying Away from Home Students: prioritizing inclusivity

Dhurata Ivziku, Adjunct Professor, Phd,RN
Noemi Giannetta, Associate Professor, RN
Fabio D'Agostino, Associate Professor, RN

Marzia Lommi, Adjunct Professor Phd,RN
Lucia Filomeno, Phd Student, RN
Daniela Forte, Phd Student, RN

Miriam Cultrera, Corse Director, MSN, RN



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International Medical University in Rome



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Students in Italy



2022-2023

- 1.909.360 students enrolled at university
- 90,000 international students (3%)
- 50% of students study away from home



2022-2023

- 328,000 students enrolled at university
- 6,000 international students (5,5%)
- 35,6% (public) and 51,7% (private) of students study away from home

Studying away from home students



Cultural
adjustments



Financial
Pressures



Social
Integration



Academic
Challenges



Health and
Well-being



Universities have the potential to offer those students a positive experience and success in academic performance.

Methods

Aim

To investigate the well-being and efficacy of academic work of studying away from home nursing students.

Framework

Sodexo's Quality of Life framework designed to enhance the overall quality of life for individuals, communities, and organizations.

Instruments

Student's Wellbeing Process Questionnaire (Student WPQ): well-being, personality, social support, stressors, academic workload, quality of university life, engagement and efficiency in education (Smith et al., 2020).

Survey

Anonymous online survey among 2 universities in Rome, Italy.
Descriptive and linear regression analysis.

Sample description

	N(%) / mean (SD)
Students	253
Italian	135 (53.4)
International	118 (46.6)
Academic year	
1 year	82 (32.4)
2 year	90 (35.6)
3 year	81 (32.0)
Age	23 (4.8)
Gender (female)	197 (77.9)
Ethnicity	
White	137 (54.2)
Asian	73 (28.9)
Black	35 (13.8)
Other	8 (3.1)
Studied away (yes)	66 (26.1)
Marks	
<23	83 (32.8)
23-26	126 (49.8)
>26	40 (15.8)

Variable [overall mean(SD)]	Italian	International
Well-being [6.6 (1.7)]	6.5 (1.7)	6.4 (1.6)
Quality University Life [5.9 (1.5)]	5.9 (1.7)	5.8 (1.3)
University strengthen bonds	6.3(2.3)	5.2(2.1)***
Feel valued at University	6.0 (2.0)	6.0 (2.0)
Engaged in academic work [7.1 (1.8)]	7.4 (1.8)	6.7 (1.7)***
Efficiency in academic work [7.3 (1.7)]	7.6 (1.7)	6.9 (1.7)***
Academic workload and stress		
Academic workload	7.8 (1.4)	7.1 (2.0)**
Academic work stressful	7.4 (1.8)	7.1 (2.0)
Positive personality [6.8 (1.9)]	6.5 (1.9)*	7.1 (1.9)
Social support [7.1 (2.1)]	7.6 (1.9)	6.6 (2.1)***
Have social support I need [7.1 (2.4)]	7.3 (2.3)	6.9 (2.5)
Stressors		
Friendship problem [3.7 (2.7)]	3.6 (2.9)	3.8 (2.6)
Social mistreatment [3.5 (2.8)]	2.4	4.9 (2.9)
	(2.3)***	
challenges to development [6.2 (2.3)]	6.5 (2.3)	5.8 (2.2)*

***p<0.001 * p<0.05

Variables scored 1-10 either as disagree/agree or not at all/very much so

Positive well-being	Italian β	Adj R²	International β	Adj R²
Quality University Life	0.573***	0.323	0.548***	0.295
University strengthen bonds	0.532***	0.277	-	-
Feel valued at University	0.580***	0.331	0.503***	0.246
Engaged in academic work	0.238**	0.050	0.390***	0.145
Efficiency in academic work	0.452***	0.198	0.384***	0.140
Academic workload and stress				
Academic workload	-	-	-	-
Academic work is stressful	-0.309***	0.088	-	-
Positive personality	0.645***	0.412	0.561***	0.309
Social support	0.424***	0.174	0.370***	0.129
Have social support I need	0.418***	0.168	0.358***	0.121
Stressors				
Friendship problem	-0.279***	0.071	-0.433***	0.181
Social mistreatment	-0.272***	0.067	-0.414***	0.164
Challenges to development	-	-	-0.219*	0.040

***p<0.001 **p<0.01 * p<0.05

Efficiency in academic work	Italian β	Adj R²	International β	Adj R²
Quality University Life	0.356***	0.120	0.225*	0.042
University strengthen bonds	0.275***	0.069	-	-
Feel valued at University	0.357***	0.121	0.370***	0.129
Engaged in academic work	0.446***	0.193	0.578***	0.328
Academic workload and stress				
Academic workload	-	-	0.368***	0.128
Academic work stressful	-	-	0.256**	0.058
Positive personality	0.316***	0.093	0.507***	0.250
Social support	0.229**	0.045	0.315***	0.092
Have social support I need	0.182*	0.026	0.373***	0.132
Stressors				
Friendship problem	-	-	-0.455***	0.201
Social mistreatment	-	-	-0.185*	0.026
Challenges to development	-	-	-	-

***p<0.001 **p<0.01 * p<0.05

Conclusions



Studying away from home student's well-being was associated with quality of university life, engagement in academic work, social support, feeling valued at university, and negatively influenced by stressors like friendship problems or social mistreatment.



Academic efficacy was similarly associated with quality of university life, feeling valued at university, and social support.



International students were less engaged and less efficient in academic work, perceived less social support, higher social mistreatment, and less challenges to development.



The quality of University environment and social support are important for studying away from home students.

Implications for future work



Universities should enhance education models and services for studying away from home students.



Implement effective teaching methodologies to cultivate a collaborative and supportive learning environment.



Focus on creating an atmosphere of positive relationships and a sense of belonging within the university community.

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dhurata.ivziku@unicamillus.org

Gracias
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Thank you
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