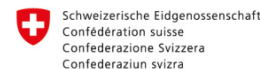


Well-being and mental health among students: Eurostudent findings



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Ardita Muja
September 2024

Consortium members



Funded with the support of all participating countries. Co-funded by the Erasmus+ programme of the European Union and the following bodies.



Federal Ministry
of Education
and Research



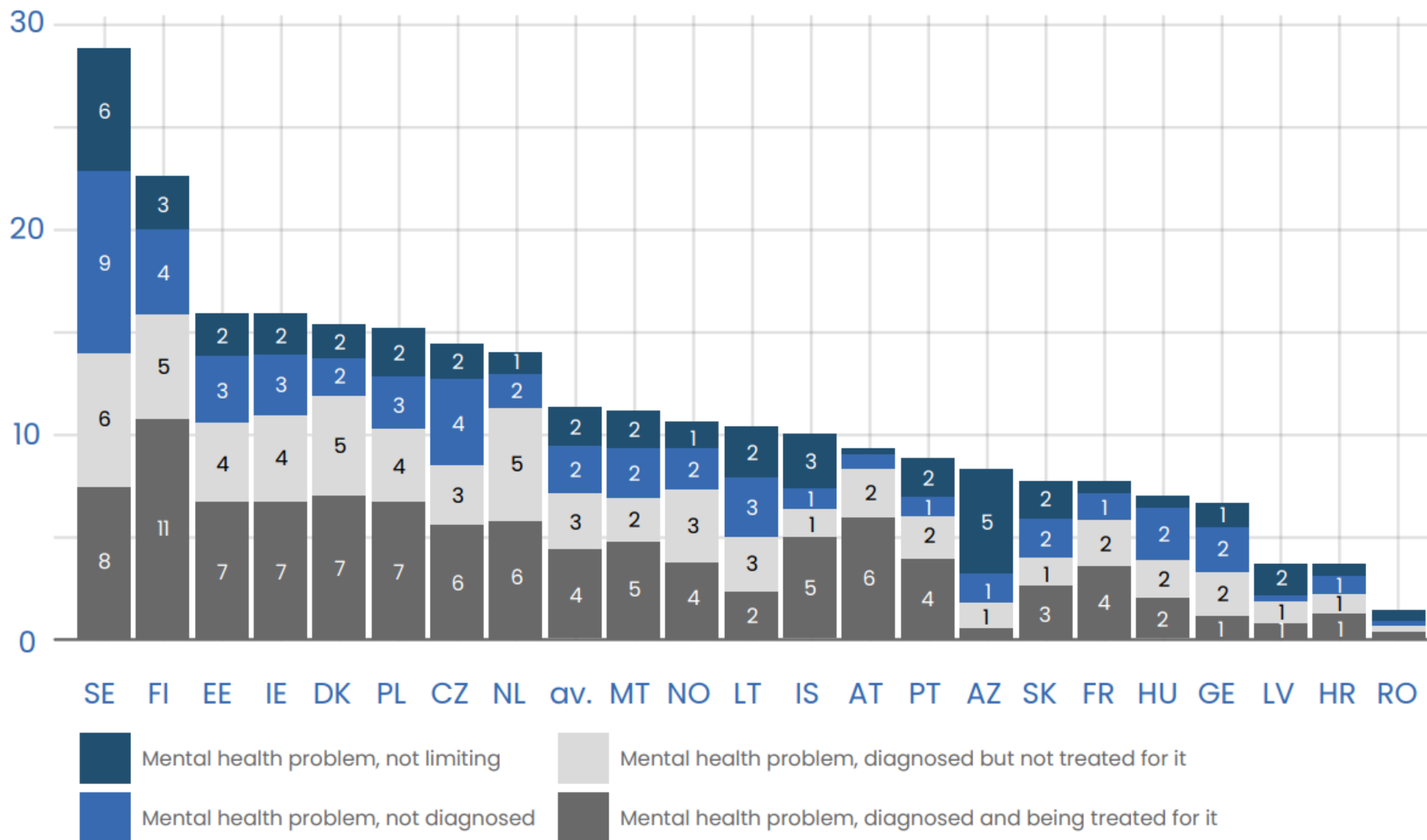
Ministry of Education, Culture and
Science

The funders are not responsible for the content.

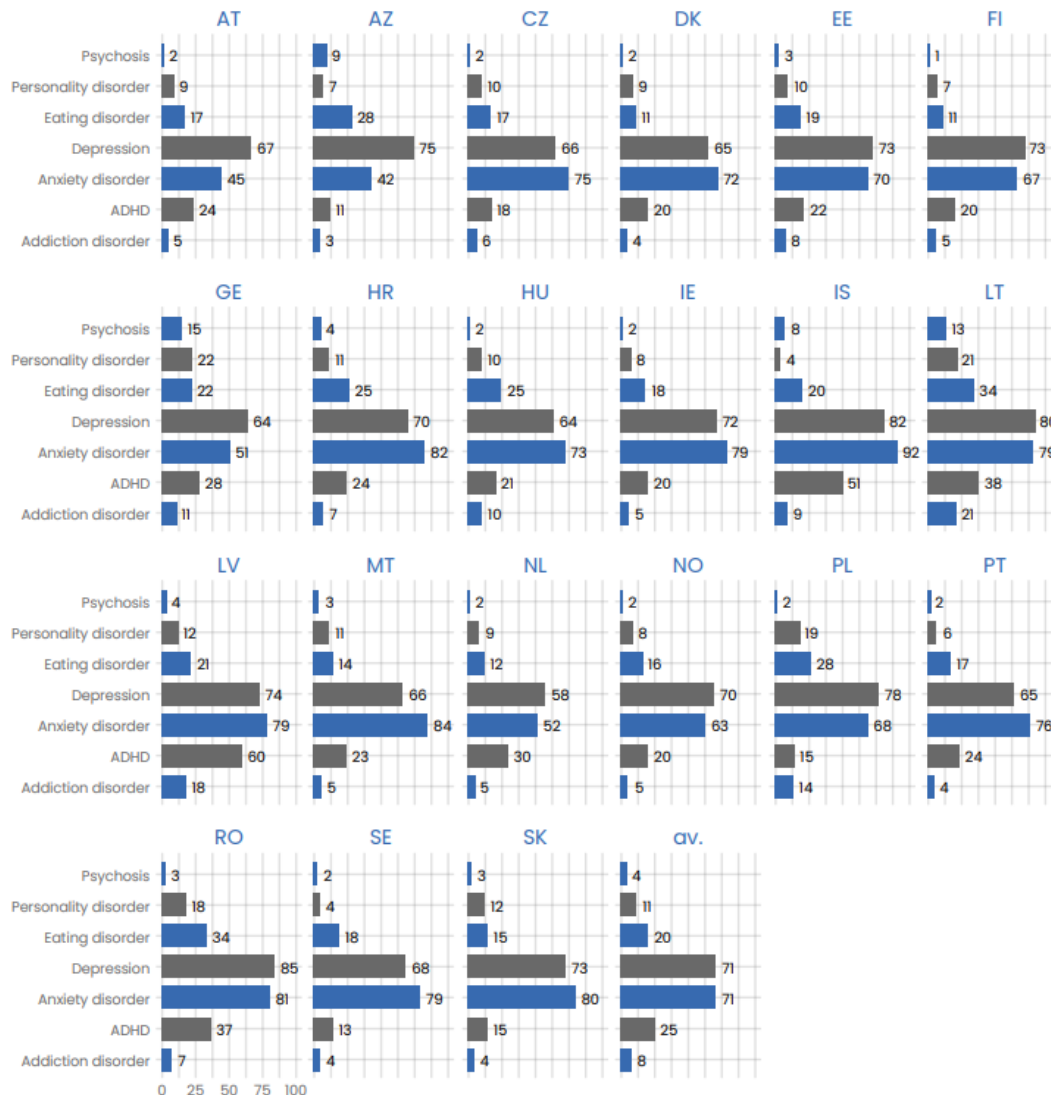
Well-being and mental health

- In wake of COVID-19 increased concerns and attention on students' mental health and well-being
- In response, EUROSTUDENT 8 included a topical module (i.e. questions) on mental health and well-being
- Two reports on well-being:
 - Topical module report (published April)
 - In-depth report (to be published)

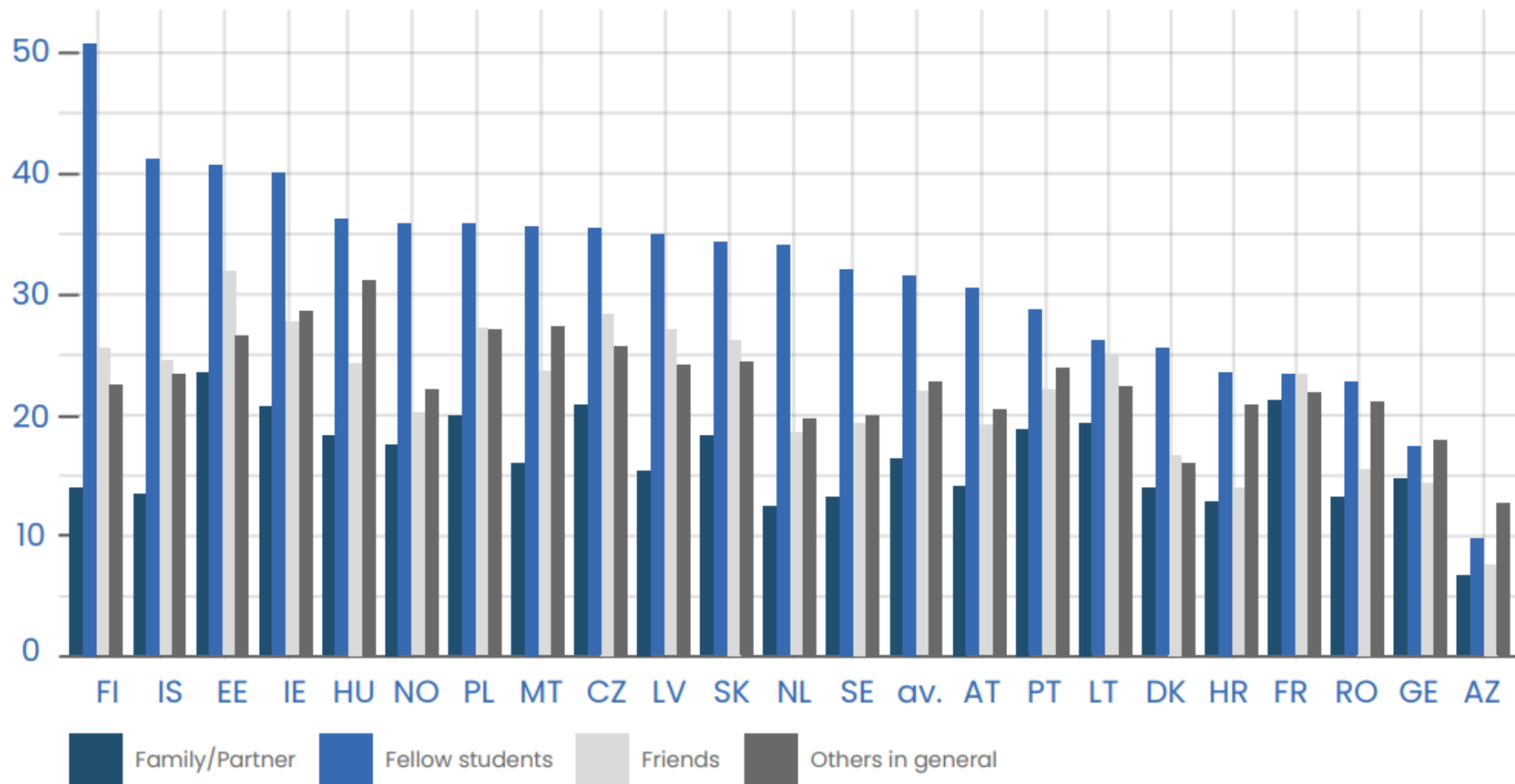
Mental health per country



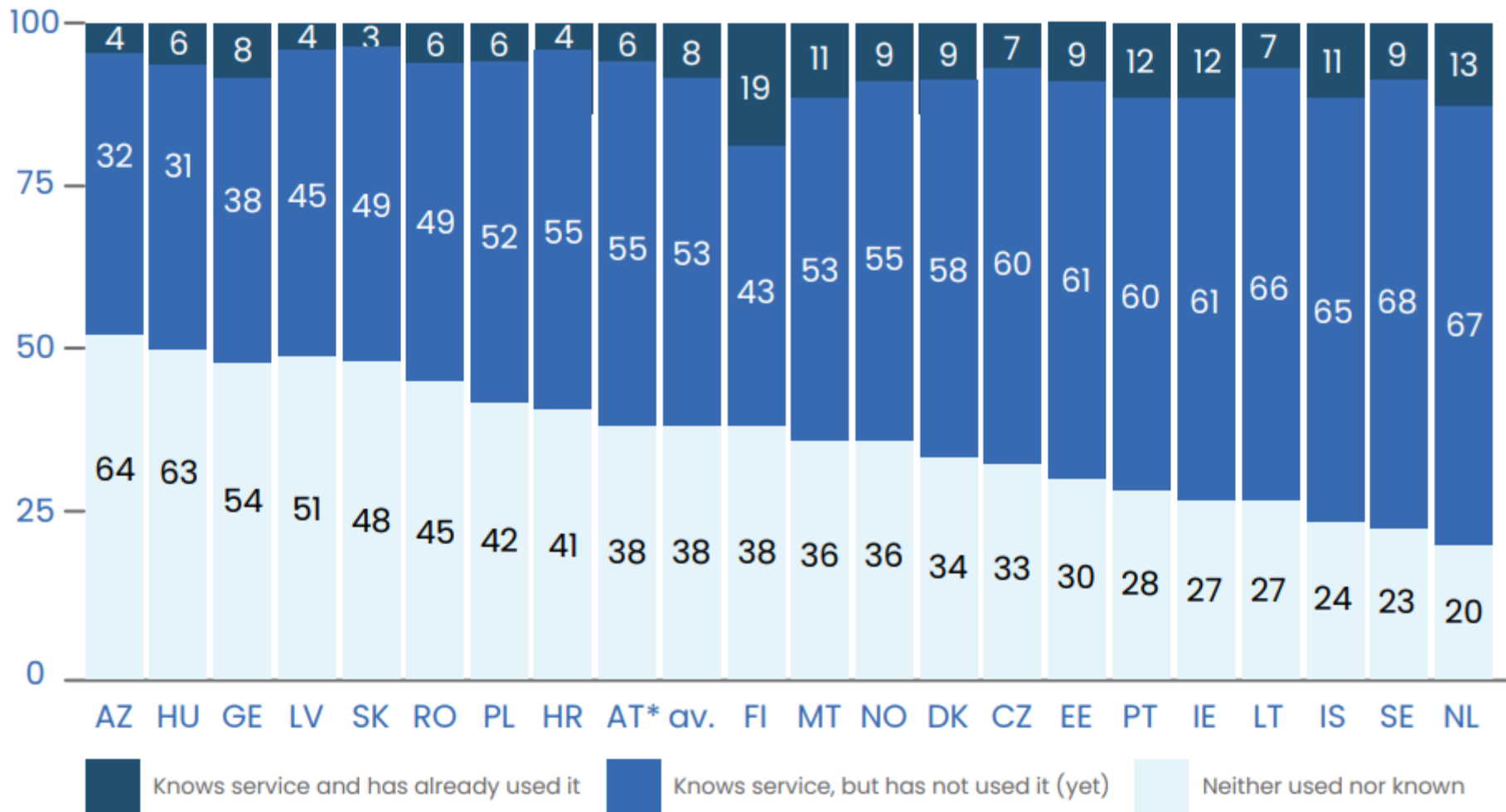
What type of mental health problems do students have?



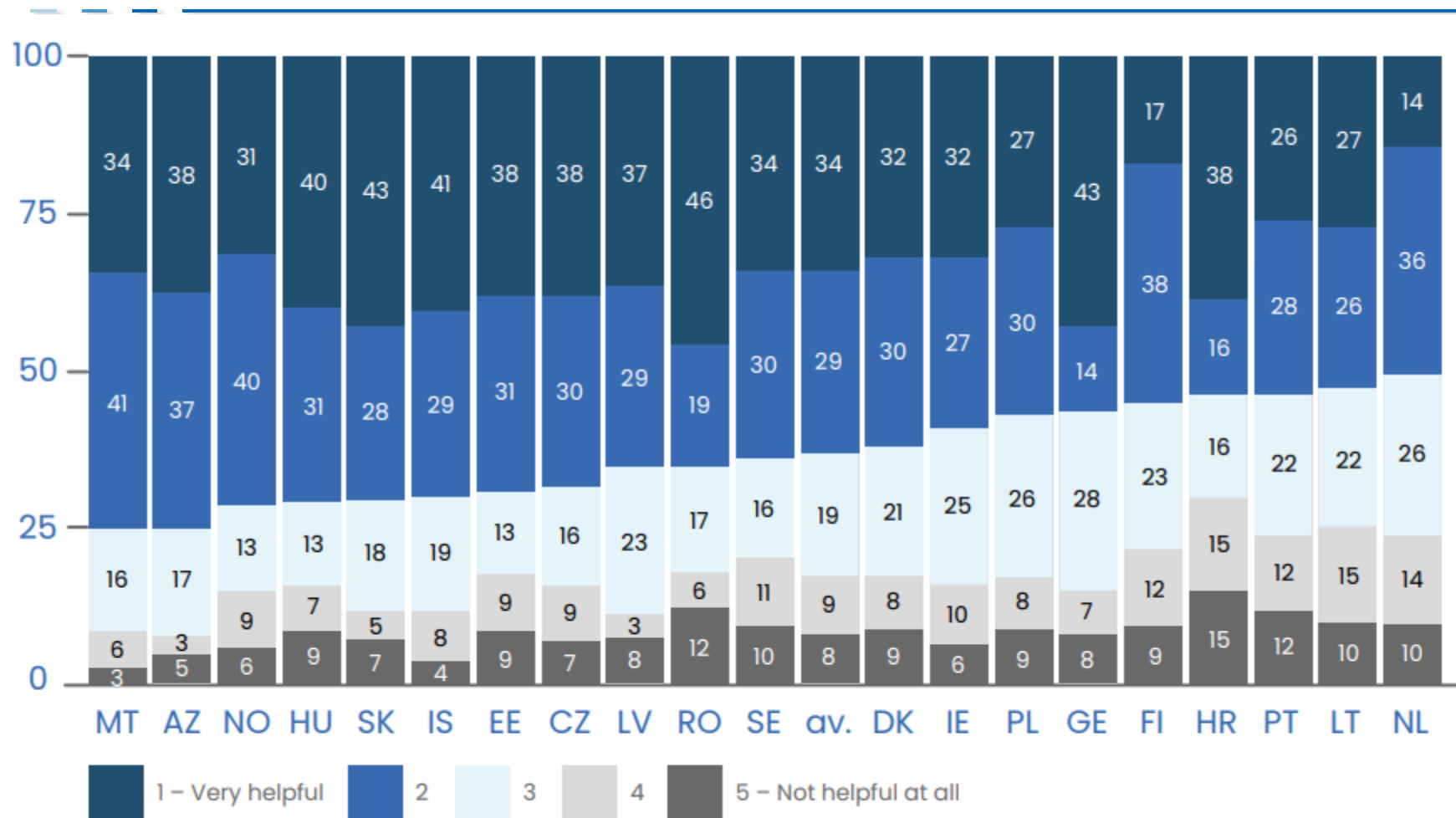
Isolation



Counselling: Use of psychological counselling services



Counselling: Satisfaction



Well-being

- Measured with 5 items, which is combined in one score, ranging from 0-100.
- With this range, thresholds of 50 and 28 are used in the literature to indicate:
 - Low well-being: ≤ 50
 - Very low-wellbeing: ≤ 28

Example of well-being scores:

M1.6. Please indicate for each of the 5 statements which is closest to how you have been feeling over the past 2 weeks.

Over the past 2 weeks...	All of the time	Most of the time	More than half the time	Less than half the time	Some of the time	At no time
... I have felt cheerful and in good spirits	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I have felt calm and relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I have felt active and vigorous	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I woke up feeling fresh and rested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
... my daily life has been filled with things that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

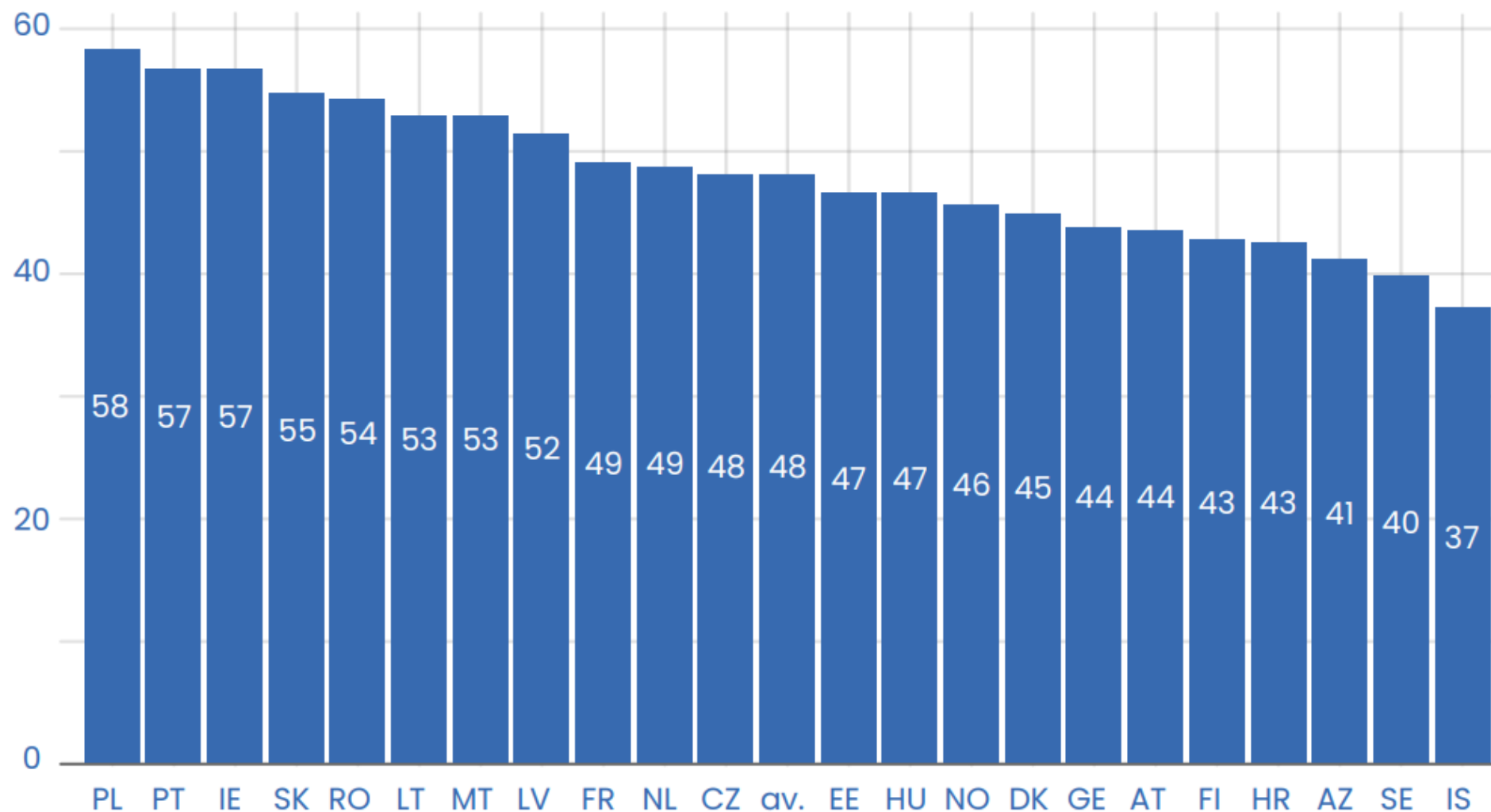
- Student 1: 48

M1.6. Please indicate for each of the 5 statements which is closest to how you have been feeling over the past 2 weeks.

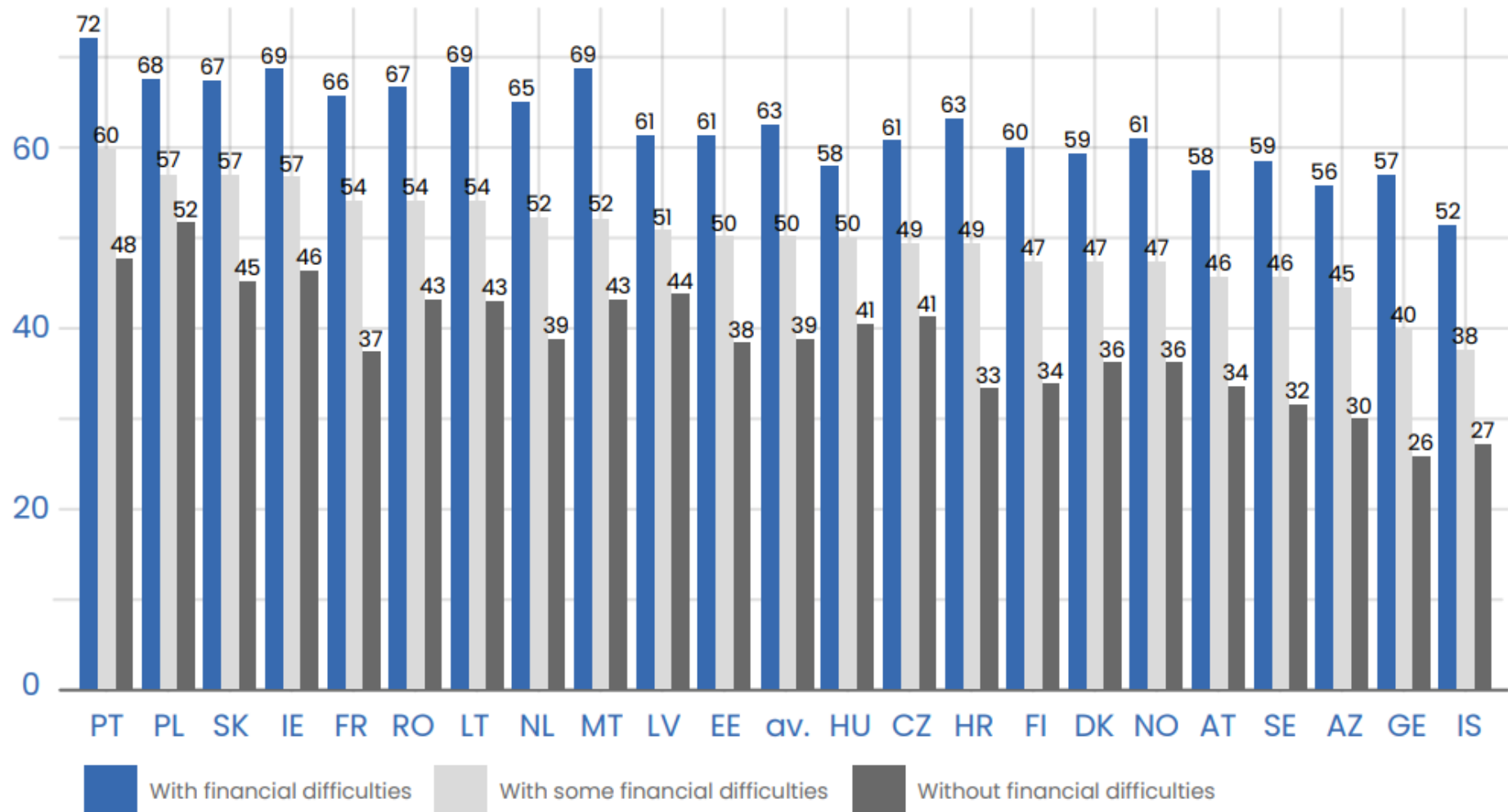
Over the past 2 weeks...	All of the time	Most of the time	More than half the time	Less than half the time	Some of the time	At no time
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... my daily life has been filled with things that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

- Student 2: 28

Well-being: share of students \leq score of 50



Well-being, by financial difficulties



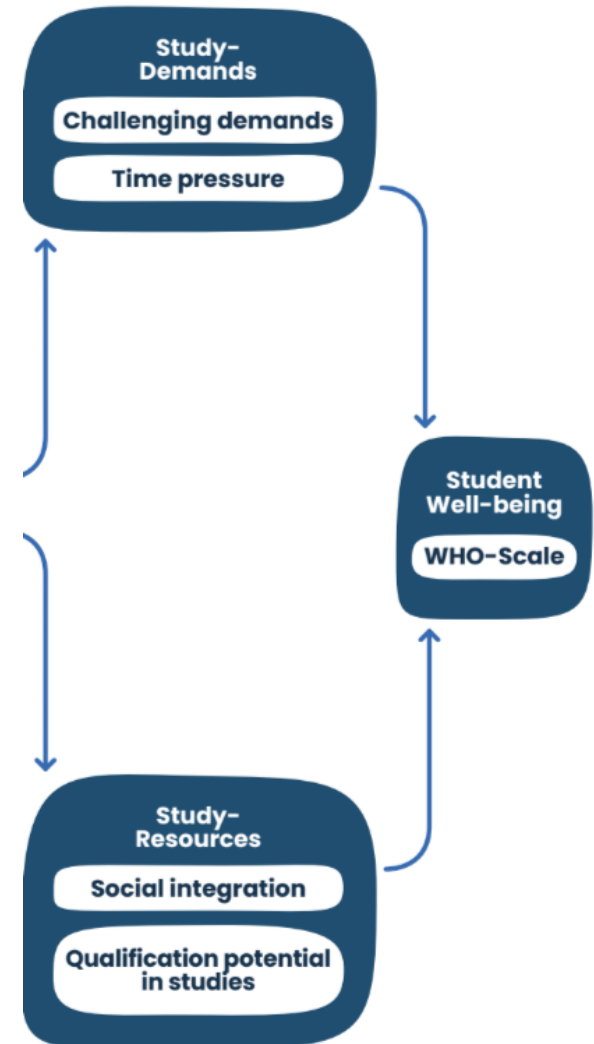
Part two; a more in-depth look into students' well-being

Main research question:

1. To what extent do students report poor well-being? And how does this vary across countries?
2. Which students are more at risk of a poor well-being? And why?

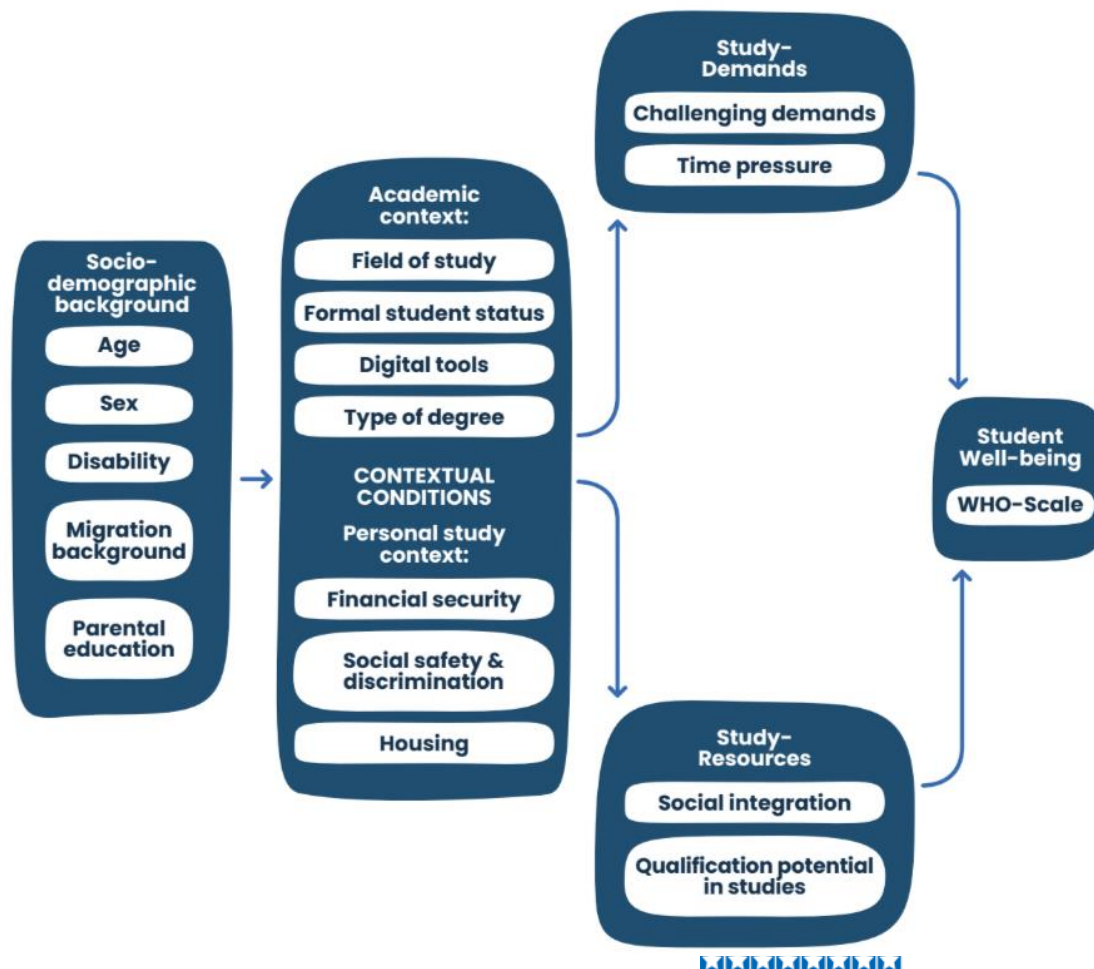
Theoretical background (1)

- Study demands-resources (SD-R) framework (Gusy et al., 2016)
- Study demands: e.g. heavy workload
- Study resources: e.g. social support from fellow students



Theoretical background (2)

Which students are more at risk of poor well-being and why?



Theoretical background (3)

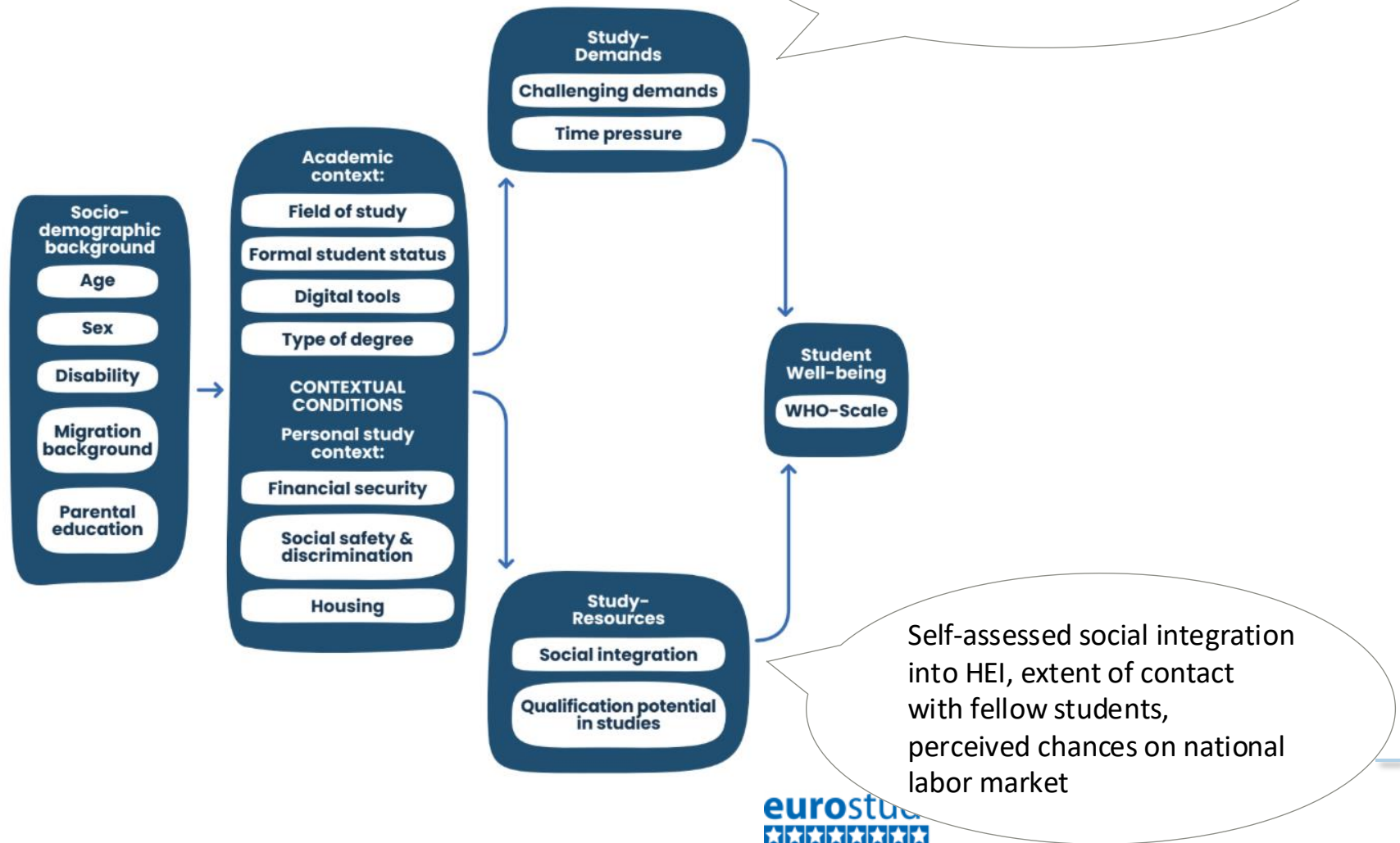
Hypotheses

We expect a relatively lower well-being among:

- Students with vulnerable backgrounds (e.g. low SES, migration background, with disability)
- Students with less resources
- Students with more demands

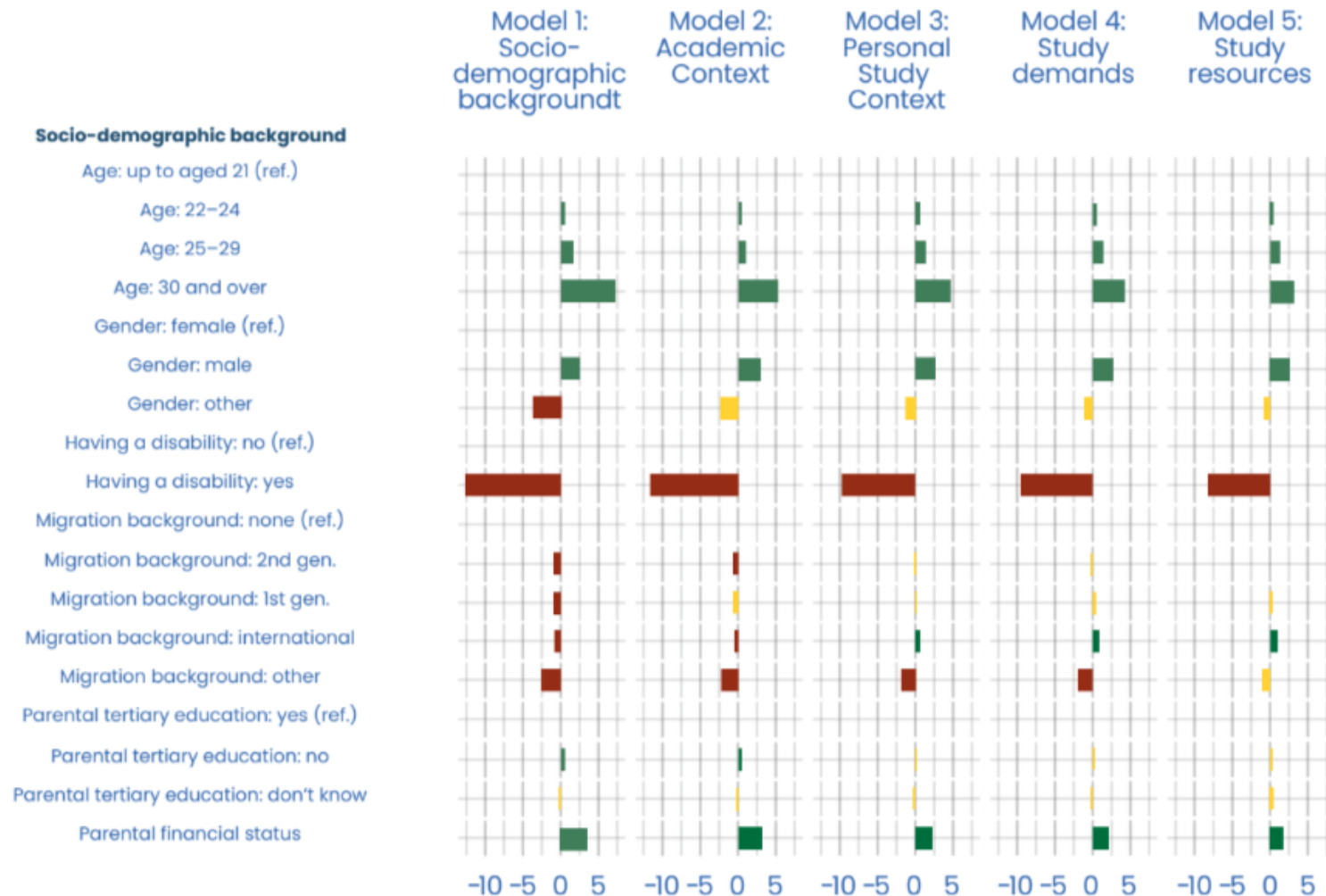
Data

Independent variables

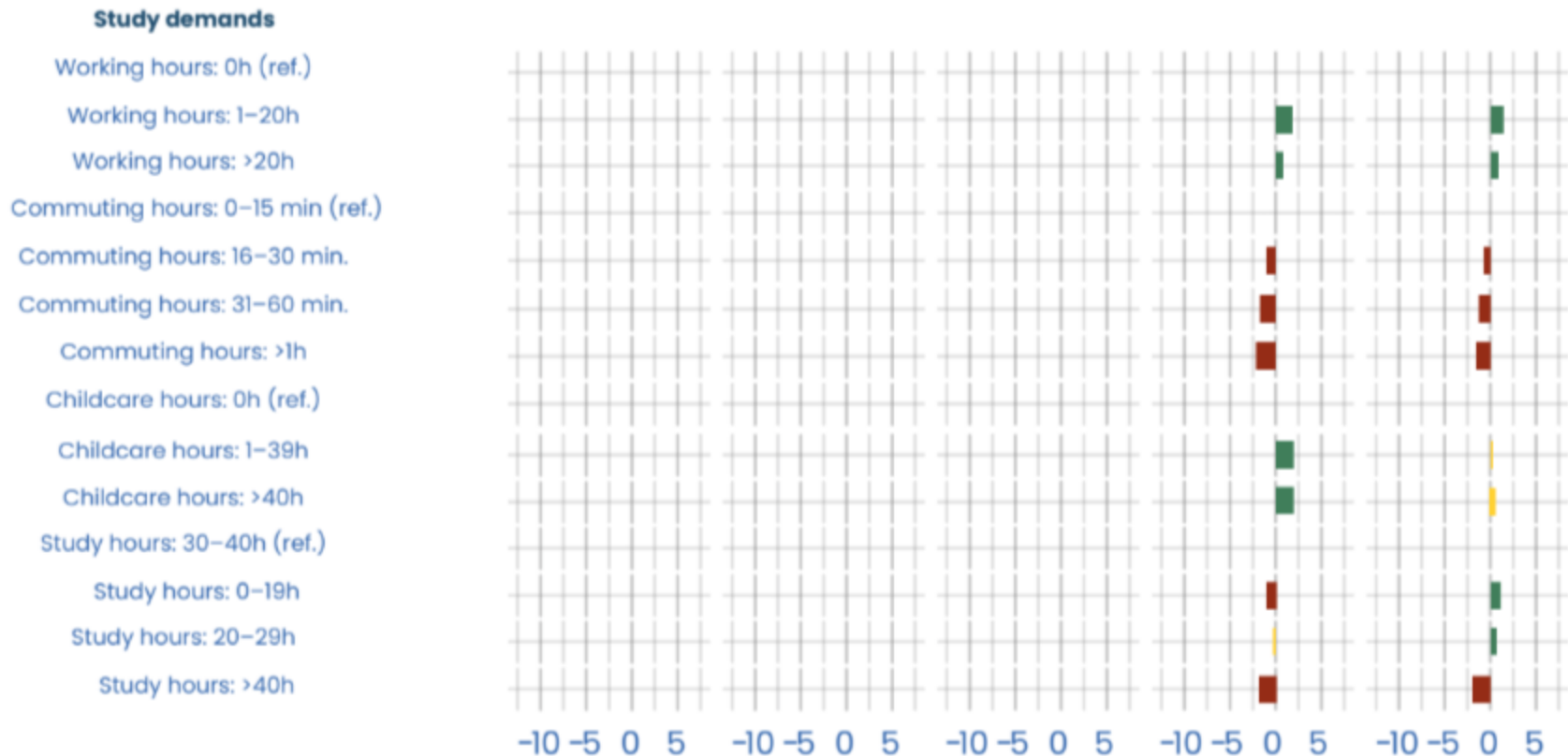


Results multivariate analysis

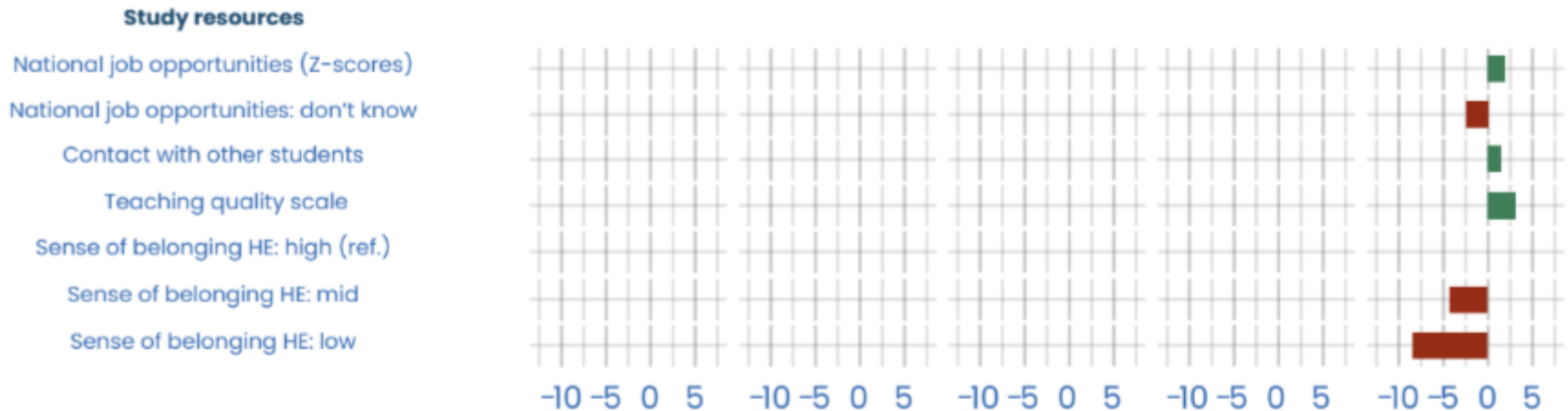
- Multi-level linear regression model on well-being
- 5 models; each adding one element from our theoretical model



Well-being and (study) demands



Well-being and (study) resources



Conclusion

- Substantial part of the European student population indicate that they have a poor well-being (average all countries: 48%)
- There is a clear inequality in having a poor well-being:
 - Student backgrounds matters
 - More privileged students are more likely to have better well-being
 - Study demands and resources matter
 - Students with the highest time spent on studies have lower well-being
 - Stimulate academic integration with fellow students and teachers to improve well-being

Questions?

Thank you for your attention



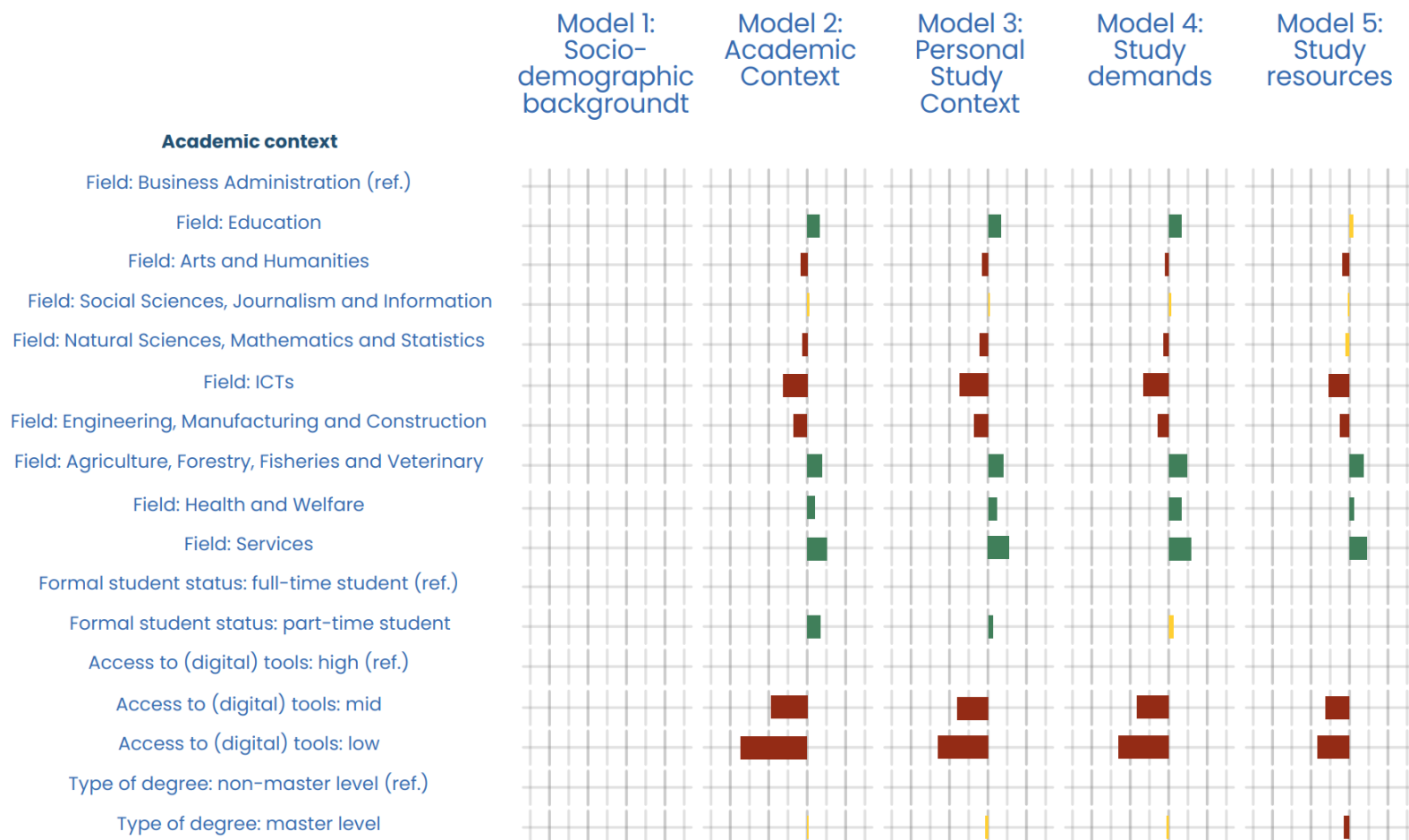
Reports are (to be) published on:

Eurostudent.eu

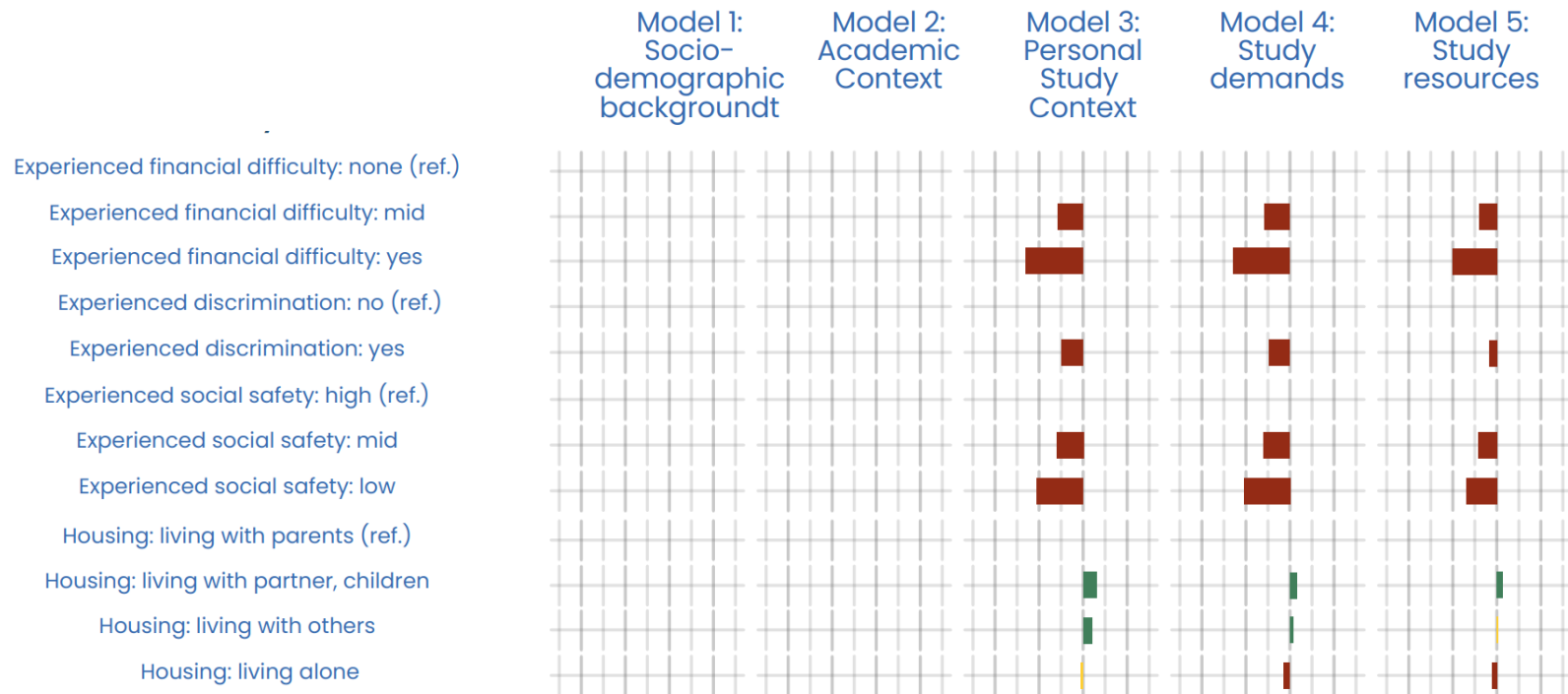
Joris Cuppen: j.cuppen@researchned.nl

Ardita Muja: a.muja@researchned.nl

Academic context



Personal study context



The role of financial stress in student well-being

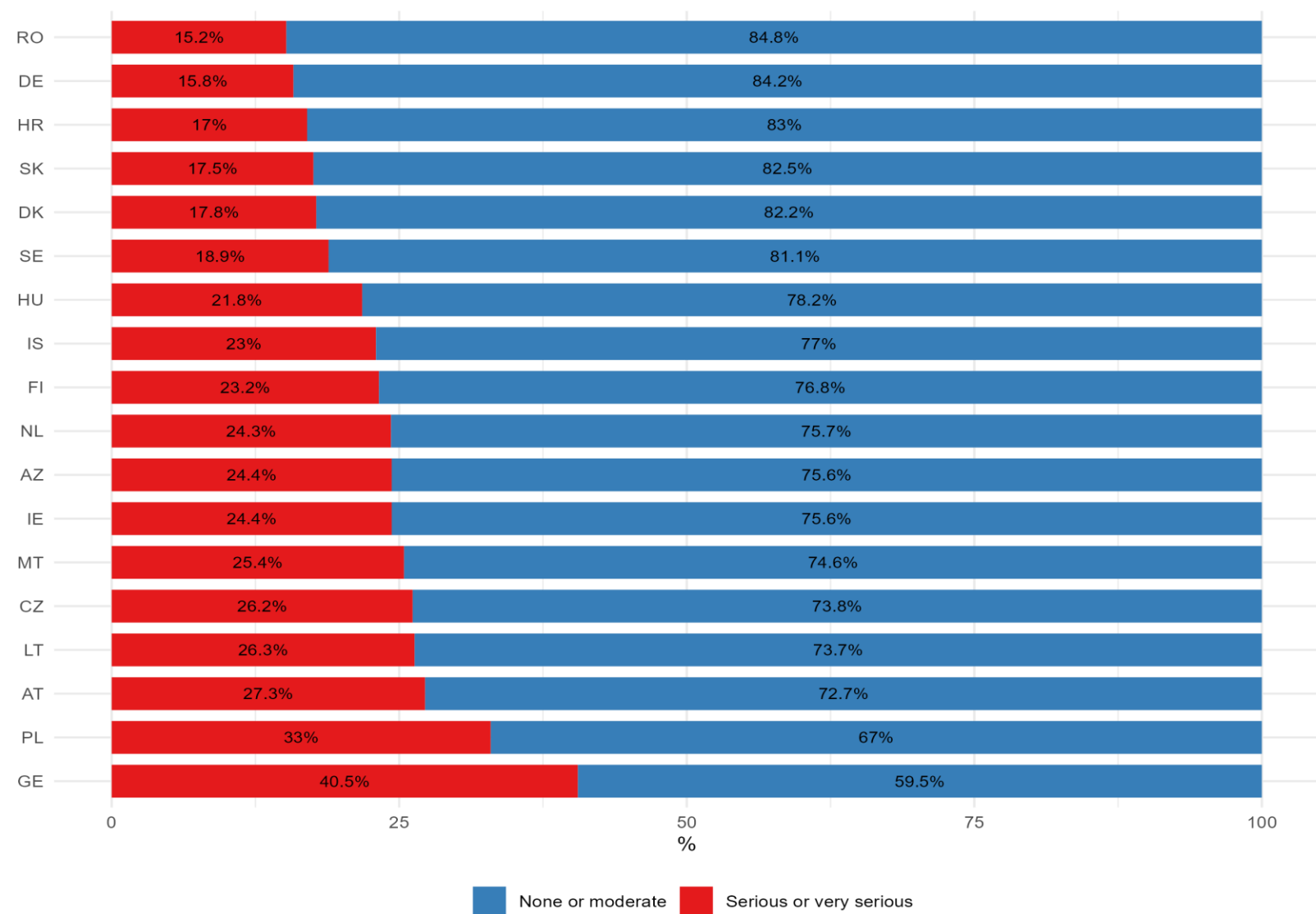
Authors: Elisabeth Kendrali, Mikael Raihhelgauz

Financial stress

Financial stress is a subjective measure of one's inability to meet their financial obligations.

1 in 4 report serious or very serious financial stress.

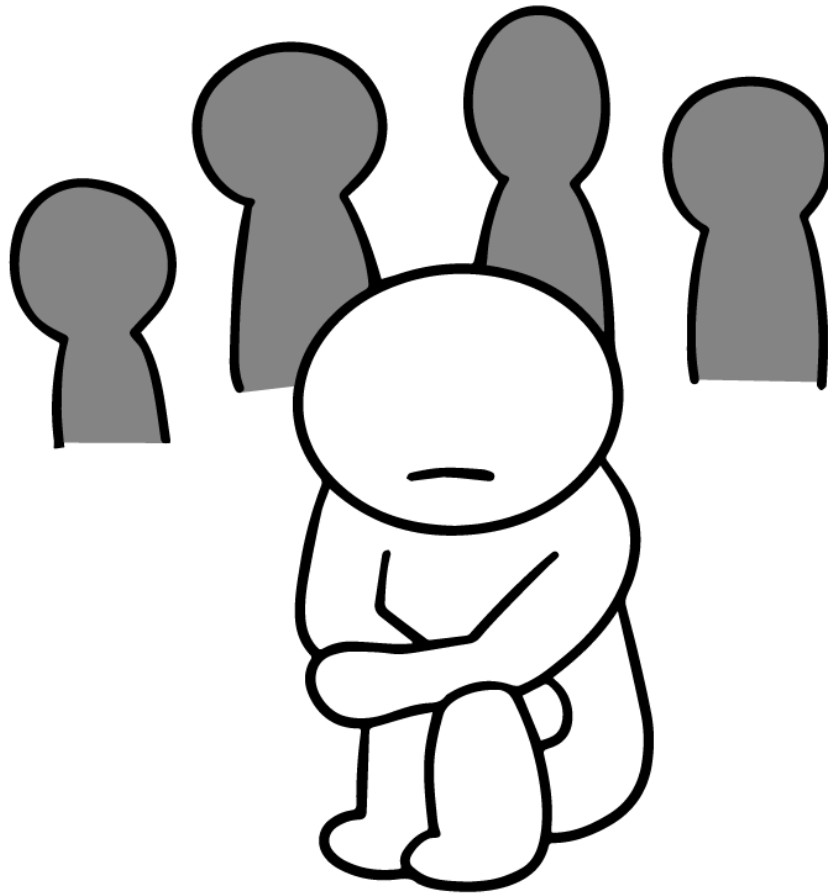
Prevalence of financial stress by country



Factors linked to mental well-being

- **Demographic** – age, gender
- **Academic** – *e.g.* study intensity
- **Social and relational** – *e.g.* social isolation
- **Family background** – *e.g.* parental education level

Prevalence of financial stress



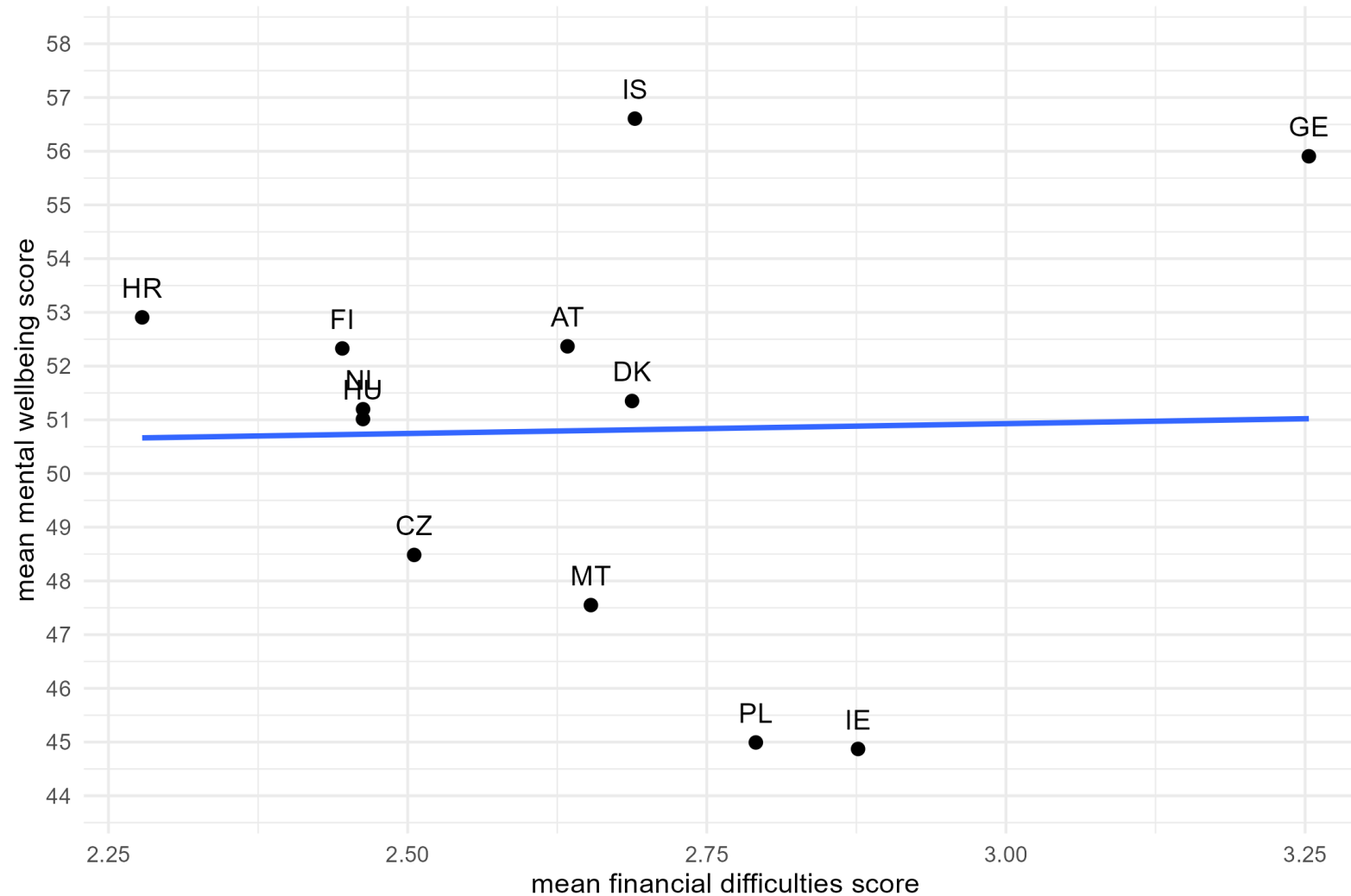
Hypothesis 1: Financial stress is linked to mental well-being, even after accounting for all the other factors.

Hypothesis 2: In countries where financial stress is more widespread among students, it has a lesser impact on their mental wellbeing.

Analysis

- WHO-5 Mental Wellbeing Index
(0 – 100 scale)
- Experience of financial difficulties
(1 – 5 scale)

Country-level data



Variables employed in the study

Category	Variable
Mental well-being	WHO-5 index
Financial stress	Financial difficulties
Control variables	
Demographic variables	Age (years)
	Gender
Academic characteristics	Study intensity Total weekly hours spent on various forms of study
Social and relational characteristics	Social isolation Frequency of feeling isolated from friends (1-5 scale)
Family background characteristics	Father's education
Country level variables	
	Country
	Prevalence of financial difficulties

Results

+1

financial
difficulties



-3.2

WHO-5
index

Results #2



Policy recommendations

1. More funding for student financial support
2. Increase the availability of mental health support + financial counselling
3. Include financial health screening in mental health assessments

