

**HUMAK UNIVERSITY OF APPLIED SCIENCES**

**THESIS**

**Student's variegated well being**

A survey of students' well being in HUMAK University of Applied Sciences

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## Name of the Degree Programme

### ABSTRACT

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<b>Abstract</b> <p>The main idea of this research is to study the well being of the students in HUMAK University of Applied Sciences. The starting point of this research is to compare how students see their well being and living conditions in the different campuses in HUMAK University of Applied Sciences.</p> <p>Aim is to find out and evaluate the students well being through their living conditions, such as income, housing, working alongside with studies and students' health care services. This research points out the level and availability of the students' services together with the study satisfaction and atmosphere on campuses. Moreover the aim is also evaluate the sports services, sport possibilities and facilities of HUMAK's students.</p> <p>This research was commissioned by the Student Union HUMAKO of HUMAK University of Applied Sciences. This research gives very important information about students well being and about their experiences about the provided student services to Student Union HUMAKO, but also to the educational institution, HUMAK University of Applied Sciences. This research serves required information about the problems and challenges students have and gives points of views how to improve and develop provided student services.</p> <p>This research is quantitative and research approach is cross-sectional and a survey. The sample ended up to be non-probability sample, because the challenging amount the students who had given they permission to give their names to researches. The data was collected with a Webpoll questionnaire from the students in different campuses. Data was analyzed with the Wepoll's analysis software and gathered into tables where the student's different opinions of different campuses could be analyzed.</p> <p>The results show that students are mainly quite satisfied with the student services they are provided. Seems like provided student services are in good level in HUMAK. Students are provided guidance, support and services to improve well being. According to the results, clear weakness was found in the student health care services and the mental health care services. In some campuses, some harassment notifications and a bit poor atmosphere were challenges.</p> <p>According to the results, living conditions seems also be in quite good level. Student's seem to have quite sufficient incomes, they manage well with their incomes, are quite satisfied with their housing situations and have satisfied experiences with living in student dorms at campus sites.</p> <p>The results show also that there are some sport services and sport facilities in each campus, although same time there clearly is deficient as well. Sport possibilities are not particularly comprehensive, because the campus buildings and facilities do limit the availability. Students would require more sport related student discounts in their campus municipalities and cooperation in regional to improve sport services.</p>	
<b>Keywords</b> Students' well being, student services, students' living conditions, health care services, study satisfaction, sport services, HUMAK University of Applied Sciences	

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## 1 THE BACKGROUND OF THE RESEARCH AND THE CENTRAL FACTORS

The main idea of this research is to study the well being of the students in HUMAK University of Applied Sciences. The main aim it's to find out and evaluate the students well being by studying their living condition level such as income, housing and student health care services. Moreover this research points out the level and availability of the students' services together with the atmosphere and sport possibilities of campuses.

This research was commissioned by the Student Union HUMAKO of HUMAK University of Applied Sciences. The research highlights the students' point of view in the results. The research will give important information for HUMAKO of concerning the well being of its members and students of HUMAK. This research is my thesis work in studies in Master Degree in youth work and Social Equality in HUMAK University of Applied Sciences.

The research is made from the HUMAKO's point of view – how student union could provide better services in the future for its members and have intention to increase the number of the members. Research does not exactly measure only the student unions services, but through the results HUMAKO can bring up the problems that may be shown from the results to the school board, workshops or teams, and also develop its own services to respond better to the students needs.

Topic of this research is quite common. The study areas are student well being, studying conditions, housing, subsistence, and health care. They have been researched before widely by Opiskelijajärjestöjen tutkimussäätiö Otus, which is a Finnish private foundation that practices, promotes and supports researches and publications concerning higher education and the students' economical, cultural and social status and their way of life. (Otus, 2008). Also the Finnish Ministry of Education and the Culture and Ministry of Social Affairs and Health fund and produce researches of young people, including students. The Research Department of Kela and the Social Insurance Institution undertakes research and development projects focusing on the social security and health provision, concerning young people and stu-

dents as well. Then again Finnish Student Sports Federation (OLL) has produced few studies concerning students' sports by advocating, supporting and promoting the interests of students' sports and physical well being and activities. (Opiskelijoiden liikuntaliitto 2012).

This kind of research has not been directed before just to students in HUMAK and from this point of view it represents a new aspect of student well being and for estimating student services in this particular institute. One challenge in producing a good quality student services is its network based structure, which will be opened in next chapter.

First in this research it is explained the central factors and the implementation of the research. The second chapter explains the research methods and the collected sample; the amount of answerers, representation and the basics. The third chapter introduces the central concept of this research and the diversity of the well being. The next chapters present the results of the research in the lights that compares given results from different campuses, and some analyse of the contrast with the dimensions of well being. In the end is a discussion about well being of the students in HUMAK in general that can be shown through the results.

## 1.1 HUMAK University of Applied Sciences

HUMAK University of Applied Sciences (HUMAK) is a national, network-base institution which provides education in the fields of humanities and education and culture. HUMAK comprises nine teaching campus areas in nine different municipalities in Finland. Study fields are divided in three units. Civic activities and youth work units are located in Tornio, Äänekoski, Nurmijärvi and Joensuu. Cultural management units are located in Kauniainen, Turku and Jyväskylä. Sign language interpretation units are in Helsinki and Kuopio. Then, also separated, there is the Rectors office in Helsinki, where are the administration, the finance services and the search- and study office services. (Humanistinen ammattikorkeakoulu 2012).

### 1.1.1 Structural development work in HUMAK University of Applied Sciences

In the spring 2012 began structural development work in HUMAK. Purpose was to decrease the study starting places in the autumn 2013 and condense the campus network from nine campuses to four bigger campus units. Pressure for these cuts and condense came from the Ministry of Education and Culture which is the upholder of the state towards educational institutes in Finland. So those cuts had to be done even though they were not hoped.

When the final results of these student starting place cuts and condensing the campus network came out, it raised students emotions; confusion, anger and disappointment. Yet, those reactions don't show in the results of this research even the results were collected after the structural development decisions. The future of HU-MAK's changing network and decreasing amount of campuses doesn't change the need for quality student services.

### 1.2 Student Union HUMAKO

Student Union HUMAKO plays a role in HUMAK University of Applied Sciences by taking a stance on matters affecting students' life and its status is prescribed in Finnish Polytechnic Act. The main task of HUMAKO is to be non-political service- and support organization for all students in HUMAK. HUMAKO's advocacy work concerns social and educational policy, proactively for the benefit of students' wellbeing and livelihood in HUMAK University of Applied Sciences. HUMAKO offers help and advice on any questions or troubles students might have concerning their studies or student life. HUMAKO arranges tutoring activities in HUMAK University of Applied Sciences, organizes student events and co-operates with other Student Unions, supporting together students' benefits and well being. HUMAKO also is a connection between the students and the staff between different campuses in HUMAK. HUMAKO names the student members to the board of HUMAK University of Applied Sciences to overlook students' rights in HUMAK. Anyone who is a student of the HUMAK University of Applied Sciences can become a member of HUMAKO. Member of HUMAKO gets a stu-

dent card, which includes benefits and discounts in Finland. (HUMAKO 2012; Humanistinen ammattikorkeakoulu 2012).

### 1.3 Research questions

The starting point of this research is to find out how students see their well being and living conditions in the different campuses in HUMAK University of Applied Sciences. These issues have been summarized into two research questions.

The first question includes those student supporting services that students have or should be provided with in the campuses of HUMAK University of Applied Sciences; student office services, housing, study guidance, international services, library and information services, communication technology services and student union services.

Research questions:

1. How are the student well being and living conditions on the different campuses of HUMAK University of Applied Sciences? Which student services and supporting services there are and how they are available?
2. What kind of sport facilities students are provided with in each campuses units?

It is noticed that the first question actually includes the second question, but in this research the issue of sport facilities and activities wanted to be addressed more closely. A separate question on sport facilities in the campuses was drafted, because it is considered an interesting question and it has not been studied before among the students of HUMAK. Sport services are assumed to be quite challenging to provide to the students in different campuses, and idea is to survey those present possibilities for sport facilities and activities in the campuses.

## 2 IMPLEMENTING THE RESEARCH AND THE RESPONDENTS

In this research it was taken into account the actual need of knowledge about the student well being for the Student Union HUMAKO. At first it was important to think of the best and most of all equal way to gain this knowledge from all the students in different campuses. The challenge was to specify the way how the data should be collected.

The research was supposed to be carried out at the end of the year 2011, but it was delayed and took place in spring 2012. The board of the Student Union HUMAKO 2012 acted as questionnaire test group of the questionnaire and gave very good points and suggestions to it.

## 2.1 Research approach and methods

Research approach is mostly quantitative and the aim is to measure students' well being. Quantitative research can also be called as statistic research where the aim is to explore numbers and measure correlations between different issues. Aim in quantitative research is to gain knowledge to be generalized to a bigger target group. (Heikkilä 2008, 16).

As the quantitative research answers to questions like what, where, how much or how often, the qualitative research answers the question why, how and what kind. As difference from quantitative research, in the qualitative research tries more to understand the target and explain its behaviour and decisions. (idib. 16–17).

As collecting the data and using statistics to show amounts of students answers, this research is quantitative. But in the part when comparing the results, conclusion and discussion, I also enter to think some parts of results in qualitative perspective. Since this is also a social research that explores knowledge about student well being in HUMAK through students' opinions and experiences, the idea is not to find exact explanations for the results, but yet analyse the students opinions to develop some issues or services that are under observation. This kind of development approach is common for qualitative research. (idib. 16).



Quantitative and qualitative researches are not that far apart from each other. They are just different approaches that are actually hard to separate accurately. They can be seen to supplement each other. (idib. 131–133.)

Research is also a cross-sectional and a case-study of the students' well being among the students in HUMAK University. In a case-study the idea is to find out elaborate knowledge from a target related to each other (Hirsjärvi, Remes & Salovaara 2007, 130). This research is also seen as a survey. A survey research can be seen as a free-form research, where the aim is to find new perspectives for certain issues. In a survey research amount of information is collected in a standard form from a certain target group, usually from a sample of that target group. Usually the aim with that information is to compare, explain or describe. (idib. 130–131; 134).

## 2.2 Target group, sample and respondents

The target group of the research are the students in HUMAK. Target group includes those studied people to whom the results should be valid. The sample defines the target group, which is under observation. So the sample is taken from this group. A good sample is seen to be miniature of the whole target group. In a quantitative research the sample must be large enough to be a representative sample of the whole target group. (Heikkilä 2008, 33–34).

Aim was to gain representative samples from every campus area commensurate with the number of the students in every campus. All selected students were Bachelor level students, because they are those who would have the best knowledge and opinions about the asked issues that this research is focused in. In the beginning of collecting the sample of the target group, I realised that I was not able to get a good representative sample of the whole student group. I had to condense the target group by those students who had given permission to hand over their contact information for research purposes. When the student had accepted his/hers studying place in institution and started their studies, they have given the permission to the institution, or

denied it, to hand over their contact information for research purposes. In HUMAK University of Applied Sciences, the amount of the given permissions varied a lot between different campuses and the year the student group had started.

When I got the student list, I figured that it was quite impossible for some campuses to have representative sample of respondents. The sample build up to be non-probability sample, where some students were more likely to be selected than others.

**Table 1.** Exact numbers of the students in every campus who had given permission for research and the whole amount of attendance students (permissions/hole amount).

	2009	2010	2011	Together
<b>Tornio</b>	2/27	3/32	20/38	25/97
<b>Äänekoski</b>	15/29	14/35	14/35	43/99
<b>Helsinki</b>	3/23	1/17	3/28	7/68
<b>Kauniainen</b>	17/25	5/23	13/28	35/76
<b>Jyväskylä</b>	13/24	8/20	11/23	32/67
<b>Kuopio</b>	2/15	17/25	14/19	33/59
<b>Turku</b>	11/20	10/22	16/28	37/70
<b>Nurmijärvi</b>	2/36	2/38	28/48	32/122
<b>Joensuu</b>	7/24	2/30	13/34	22/88
<b>Together</b>	72/223	62/242	132/281	266/746

Table 1 (p.11) shows the numbers of the students in every campus who had given permission for research and the whole amount of attendance students. The table can be seen that especially in starting years 2009 and 2010 in Helsinki, Nurmijärvi, Joensuu and Tornio campuses, there is only few students who have given the permission to give their information to researches. I believe that this had a huge impact on getting reliable results from the answers given to the research questions. The results from given responds, like from Helsinki campus, cannot be drawn to make opinion of the Helsinki campus students, because only seven students who had given their permission cannot give an inclusive opinion or information how is the well being of students in Helsinki campus. When counted together, all the permission given students compared all the attendance students in HUMAK, the rate is 35,65%, which I think is quite low.

There can be many reasons for this. One reason, I believe, is the given guidance to the students by their classes so called "own guidance teachers". The guidelines giv-

en can have been very different from different teachers. There could have been those who had given instructions and recommended not to give permission to give contact information for researches, whereas some teachers may have encouraged students to take part in developing their current studies by taking part into different researches, or some teachers may not have mentioned this 'opportunity' at all. Also the teachers own attitude towards different research requisitions may have influenced. Some may think there will be a lot of those requests or that they are not profit and they say that to the students. Another reason could be that students haven't thought why to give contact information or could have understood it wrong, such as the contact information are given for public use. Yet I believe that there is also those students who don't want their contact information to be given anywhere and that is respectable.

In spring 2012 there were 746 attendance students in HUMAK University of Applied Sciences according to the student lists that I was given from the Rectors Offices Student Office. Permission for the student lists I had from executive group of HUMAK University of Applied Sciences. Questionnaire was sent all in all to 264 students; in other words, for everyone who had given the permission to use their contact information for research purposes. I ended up using the convenience sample. I just left out one student who were in test group and one student who most likely had quitted studying, because even when this student's name was in the student list I had got, the students name was not found from the intra web HumakPro, which I used to sent the questionnaire to respondents.

The selected respondents were in the first, second and third class students, starting years of the studying 2011, 2010 and 2009. The original idea was to send the questionnaire only to second and third year students, who are already well-experienced in those issues and services that are to be evaluated. But when sending of the questionnaire got delayed and problems appeared to gain a good and sufficient sample of the students, I decided to send the questionnaire to all those students who had given their permission for research purposes. Because of this, even the first year students were able to give their opinion of the student services in the campuses.

## 2.3 Data

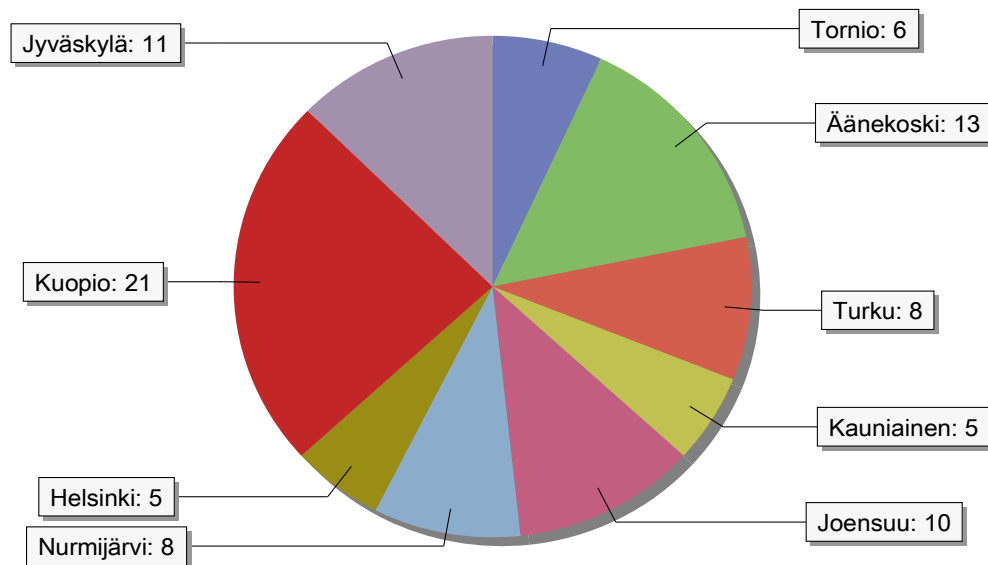
The data was collected with a questionnaire from the students of HUMAK University of Applied Sciences. The questionnaire was created by Webpoll and was held in Finnish language. Webpoll is a program, a tool to create questionnaires, to collect information and to analyse collected data.

The questionnaire was sent to the students by HumakPro -intra web private message. When sending the questionnaire as a private message to each respondents, it had the biggest chance to be noticed and had the best chance to get high answering percent. Answering the questionnaire was anonymous. All respondents were able to leave their contact information in the end of the questionnaire in order to take part into a lottery of three movie tickets provided by Student Union HUMAKO.

Questionnaire held multiple choice questions and likert-scale questions and some open questions. Questionnaire was divided into seven parts; background information, common student services (library services, study guidance), housing, student income and subsistence (standards of living), health care services, psychosocial care services (or have there been need for that: psychology, student counselling, social services school priest services), study satisfaction and sport services.

I got 87 responds for this research, which makes 32,95 percent of all sent questionnaires. Gladly I had responses from every campuses and study fields, even though responses weren't evenly distributed. Questionnaire was open for answering between 26.4.-18.5.2012. Questionnaire was sent only once to the answerers because when the questionnaire was anonymous, I could not know who had already answered and who not. Also as sent the questionnaire as a private message, I figured that those who had spotted the questionnaire, had already opportunity to answer to it.

**Pie Graph 1.** Distribution of gotten responses. Total amount of responses was 87 (N=87), total response rate 32,95%.



In pie graph (p. 14) it can be seen that clearly most responses came from Kuopio campus students. Least responses came from Helsinki and Kauniainen, only 5 respondents from each, and Tornio, only six responses. Then again in table 2 (p. 14) it can be seen the exact numbers and percentages of the responses from different campuses. In this light, the response rate from Helsinki was actually very good considering the amount of questionnaires that was sent, even if the rate compared to all the students is very low. I think that only good answer rate, compared to all students in campus, was received from Kuopio campus and Jyväskylä campus. From those campuses may be drawn some realistic generalised opinions, yet the other results are not so good as comparing. Kauniainen, Turku and Tornio campuses had the lowest answer rate compared to the number of questionnaires sent.

**Table 2. How many numbers and percentages responses were got from every campus?**

Campus (N=got responses)	Sent questionnaires in campus, response rate	Amount of the students in campus, response rate
Tornio (N=6)	25, 24%	97, 6,18%
Äänekoski (N=13)	43, 30,32%	99, 13,13%
Helsinki (N=5)	7, 71,42%	68, 7,35%

<b>Kauniainen (N=5)</b>	35, 14,28%	76, 6,57%
<b>Jyväskylä (N=11)</b>	32, 34,37%	67, 16,41%
<b>Kuopio (N=21)</b>	33, 63,63%	59, 35,59%
<b>Turku (N=8)</b>	37, 21,62%	70, 11,42%
<b>Nurmijärvi (N=8)</b>	30, 26,66%	122, 6,55%
<b>Joensuu (N=10)</b>	22, 45,45%	88, 11,63%
<b>Together (N=87)</b>	264, 32,95%	746, %

The most important variable in the data are different campuses where the respondents were from. This information gives the best possibility to compare and analyse the experienced differences in different campus municipalities. The results are presented here in actual numbers, because the low amount of responses altogether. Yet the data concerning the issues in this research is very wide and large, I have limited presenting the results in simple tables, where the interesting differing between campuses can be seen. The most important aim is to understand and evaluate the well being of students in different campuses so that the possible problematic issues in certain campus can be found and analysed.

**Table 3. Starting year of studies of respondents comparing different campuses**

Starting year of the studies	Which campus student you are? N=87								
	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
2006 or earlier	0	0	0	0	0	0	0	0	0
2007	0	0	0	0	0	0	0	0	0
2008	0	0	0	0	0	0	1	0	0
2009	0	2	4	4	5	0	3	1	3
2010	2	5	1	0	1	0	0	12	2
2011	4	6	3	1	4	8	1	8	6

**Table 4. Ages of the respondents comparing different campuses**

Which campus student you are? N=87									
Age of respondents	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
18-20	0	4	1	0	1	1	0	7	3
21-25	4	5	6	2	7	5	5	12	7
26-30	2	4	1	2	1	1	0	2	1
over 31	0	0	0	1	1	1	0	0	0

**Table 5. Gender of the respondents comparing different campuses**

Which campus student you are? N=87									
Gender of respondents	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Male, total 12	3	0	1	0	1	2	0	4	1
Female, total 74	3	12	7	5	9	6	5	17	10
Don't want to answer, 1	0	1	0	0	0	0	0	0	0

In table 3 (p. 15) can be seen that most of the respondents, 41 of them, had started studying in year 2011. 23 had started studying in 2010, 22 in 2009 and only one respondent had started studying in 2008. It can be seen that from Nurmijärvi, all the respondents had started their studies in 2011. In that year, 28 students had given their permission to give information for researches and from the years 2009 and 2010, only two students per year had given the permission.

Age rate of the respondents did distribute more evenly comparing different campuses, as shows the table 4 (p. 16). Most of the respondents were in the age group 21-25, which can be thought to be on the average age of the students in HUMAK in the Bachelor level. Three of the respondent were over 31 years old. Even though the respondents were selected from the Bachelor level students, it is possible that there are a bit older students in group or they have had years off between studying years.

In table 5 (p. 16) shows that most of the responses are female, as it could have been expected. There were only 12 male respondent and 74 female respondents. One respondent did not want to answer. All respondents from Äänekoski, Kauniainen and Helsinki were females, which gives one-sided opinion from those campuses, yet I don't think that it decreases the general view of the opinion of those campuses.

### 3 STUDENTS' WELL BEING

The concept of well being is very multifarious and can be defined in many different ways. Key point is to confine and define well being as a concept in that fits to this research best, yet also gives the meaning for those issues that define the well being of the student.

As said, the focus of this research is students well being. In other words, a student own computation of well being as a student's and computation about those student services which are or should be available for a student to help improve and maintain students well being during their studies. The basis is then own experiences, own feelings and thoughts about well being. Comparing to this, I will first explain and clarify what the concept of well being entails in this research.

#### 3.1 The concept of welfare

Niemelä (2010, 16) comprises the concept of welfare universal and considering many levels. He thinks that essential thing in concept of welfare is its connection, in other hand it is in the structural of society, and in other hand in action of people. It specifies the concept of welfare, is it taken under observation in society level, like welfare state and welfare society or people well being level and well doing in life, like in work succeeding level. In the end, the well being of the state requires well being of its citizens and, for example, social works universal aim has been as defined increasing the well being of people.

United Nations has discussed about welfare as the 'level of living' meaning the actual living conditions of people, and through those aims it measures the levels of living with ten components: health, food consumption and nutrition, education, employment, conditions of work, housing, social security, clothing, recreation and human



freedoms. UN delimited aspects of the total life situation that can be qualified and can be reflected generally to social and economical policy at the international level. (International Definition and Measurement of Levels of Living 1961, 1; 3–4).

Allardt (1972, 2–3) opens a discussion of two definitions of welfare; the narrow definition defines the level of living in terms of how the resources are controlled and commanded by an individual, can a person manage one's own living conditions. The other, wider definition defines level of living very generally by the extent to which all needs of people are satisfied. The first definition is concrete and practical. It gives clear guidelines to practical policy, but it's narrow. What a person needs or wants cannot always be obtained through the resources. And what is meant by resources, is it material or personal goods? Then again, the second definition, the satisfaction of some needs cannot be defined by what a person obsesses, but how one behaves or what one's relationship is towards other people. These satisfactionally needs are hard to measure, like need to love. These individual needs varies from individual to individual, so the universal needs cannot be defined.

Allardt (1976, 9; 13–28) states that welfare is hard to define and study. He thinks that the difficulty is not only different starting points and their connection but the end of the analyse as well. Welfare can usually be based on the material resources, yet it needs to be taken under observation more multifarious level. He specifies in his book "Dimensions of welfare" that when studying the concept of welfare, it is first important to decide what are the characteristic features of welfare and what are those needs that are required to find that level of welfare, where people get their essential needs fulfilled. This requires also announcing the different values that are the base of the welfare which is not always easy to do.

He also talks about operationalizing welfare, where the thought is to measure the level of living. There he finds a difficulty in defining what are the needs of people; what is meant by people's level of living as living conditions in relation to what they need. (Allardt 1972, 2).

Allardt (1976, 32; 38–50) has divided different kind of needs, based on the need gratification, in three categories; Having, loving and being. Having includes those needs that are based on resources and physiological needs that people need to survive and standards of living, like income, education, housing and a change to work. Loving includes the needs of friendships, family relations, love and care. This need covers giving and receiving love, and care impressions, and can be addressed as community. Being inholds needs of self-implementation, esteem, irreplaceability, political resources and meaningful free-time activities.

When evaluating the level or standard of welfare, it is important to measure same issue in different places or the same issue in different times (Allardt 1976, 13). In this research aim is to measure the same student services in different campuses which I hope that can reveal some aspects about the level of welfare as well.

Sen (1993, 30–31) has highlighted involvement-based concept of welfare with the approach that covers `functionings` and `capability`. Functionings represents those various things that a person manages to do, or be in life. The capability of a person reflects optional combinations of those functionings that person can achieve. These approaches consist a view that quality of life (well being) is estimated in the terms of the capability to achieve valuable functionings. Human has a need to take part and participate in actions of society and communities, for example studying and free-time or civic activities (Niemelä 2010, 19).

The concept of welfare politics is quite new. Earlier the areas of welfare have been included in the term `social politics`. Social politics has included conditions of working conditions, social security such as income, housing, education and culture. By the social political point of view welfare is determined as a collection of different measurable resources - housing, education, money, health and employment. Afterwards the concept of welfare has expanded to experienced welfare, connected to citizens and state but also to the social relations, consumers and marketing. Welfare has also become political. Being happy or being well is not anymore an individual issue, yet societal question where politics can influence. (Niemelä 2010, 17; Saari 2012, 7).

Plant, Lesser and Taylor-Goody (1980, 1–2) calls attention to issues of need in social service offering and society's responsibility for the welfare of the community. Yet one big feature of today is political and economical weight of the society, and it's growth. The most important and expressive aspect of continuing growth area is social welfare actions.

Niemelä (2010, 25–27) demonstrates welfare in categories through humane action levels as 'being', 'having' and 'doing'. Being human is comprise three basic need dimensions; physical-material, social and physical-mental. The well being theory of need starts from a point where there is a deficit that brings out tension, which causes action to satisfied that need and that brings well being. In the end the motive is livelihood and satisfying every day needs.

Then again Niemelä (2010, 31) emphasizes involvement-based theory that supports action or work through collected 'well doing' and when the emphasis moves to material, social or mental equity, it is resource-based 'welfare and well having'.

Maslow's (1943) hierarchy of needs presents a theory where human has certain needs that have to be fulfilled so that a person can find satisfaction from higher levels. This is called "The theory of Human Motivation" The first, basic level is 'physiological' needs which are seen as physiological drives, like food, sleep or water. These are the basic needs, where motivation starts and without satisfying these, a person cannot desire the next levels. The second level is 'safety' needs, like family and health. These needs can be material or mental. Next level is 'love' needs, which are love, affection and belongingness needs. Next level is 'esteem' needs aiming that people have need and desire for self-respect and for the esteem for others. Maslow sees this as a sign of high evaluation and leads to feelings of self-confidence, worth and capability. The last level is the need for 'self-actualization' where even if all previous needs are satisfied, a person may look for own personal special expertise which expresses self-actualization to gain ultimate happiness.

### 3.2 Welfare or well being

Veenhoven (2007, 3) references the concept of 'well being' to something that is in a good state, commonly for all specific varieties of goodness. The concept does not specify what that something is or what is considered 'good'. So, it is a typical all-inclusive concept without accurate meaning, also like 'welfare'. The term well being is commonly used both for social systems, societies or states, and for individuals, human beings. Difference is often left figured from its context and used for suggesting that what is good for society is also good for citizens. The concept 'well being' can also be thought as synonym for 'quality-of-life'.

The terms welfare and well being are hard to separate from each other. The term 'welfare' can mean how well people live or what is done by others to help the needy. This points out more considering society and welfare state. In the former usage, 'welfare' is typically treated the same as 'well-being' aiming at happiness, health and successes. Nowadays, as the concept has been studied and argued, the concept of well being seems to be used to refer to whatever is assessed in an evaluation of a person's situation or in anything focused on the person's 'being'. (Gasper 2004, 3).

Stutzer and Frey (2010, 680) considers the term "subjective well-being" as a scientific term used for individual's evaluation of the extent to which a person experiences affecting or satisfaction with life. This subjective well-being can be measured as a relationship between individual well-being and economic conditions like income, unemployment, equality or other determinants of individual well-being in general. It is noticed that economic situation is not essential condition yet it has a value when it contributes to human happiness and so well-being.

The focus in this research is on 'student well being' so in other word, well being of individuals. This research contains issues that can be measured, like housing, income and health, but more importantly the idea is to measure those issues meaning for students as experienced well being. This research also contains issues that rely on the social relation and well being gain from those relations, like satisfactory in campuses, live situation and feeling-based needs concerning the status of a student. This

can be referred to subjective well being. As it has pointed out before, welfare can be connected in societies and well being more in person level.

### 3.3 Right to well being

Aaltola (2010, 39) defines rights that are related to well being. In common well being is seen as a human right which are seen equal and universal. Human rights can be divided into two categories. First includes the citizen rights and the political rights which refer to the right to act or right to be as freely as wanted. Second category consists of different aspects; economical, social and cultural rights, which are considered as welfare rights.

These are seen as aspects that should protect people's welfare, to support and cover their basic needs to have a good life. These can also be seen as positive rights when they are applied as duty to do something, to give needed support and service. These rights include the right for make living and the right to work, or if a person is not capable to gain subsistence by own, they have a right to social services and necessary income. Also right for adequate and equal social- and health care services. Regional differences and equal treat for all age groups are challenges that exist in this field. Right for education is a part of cultural rights and also right for own language and own culture. (Aaltola 2010, 39; 45–46; Suomen perustuslaki, 17§).

### 3.4 Dimensions of the student well being

Saari (2012, 51–52) brings out very interesting point about the relativity concerning the well being. People usually base their action on social comparative where the target is the expectations and belongings of a certain group, like same age people in same country or as in student's case, a status of a student. Also the way that people see themselves in societies varieties well being. The more equal the society is and more positive the expectations of the future they have, the happier the people feel themselves.

Lavikainen (2012, 9; 43; 68) has researched the student's formation of income also as one challenge connected to the status of a student. According to this just published research, students see themselves in a stage of life where decidual low income level is a part of being a student. It's included and accepted. Students form a group that has a certain characteristics. To this 'student' status is usually connected to a new life situation; moving away from parents home, starting an independency and entering working life.

Status of a student is seen temporary and going to school can be compared to going to work. The life state of a student is distinctive and students are provided some benefits, rights and discounts because of this status that they have. Student health care guide produced by the Ministry of Social Affairs and Health (2006, 20) accents that those actors who are involved in work to promote student well being should be aware of the life situation and its characteristics of a student.

Student organisations, in which student unions are included, make important advocacy work securing student well being. Student organisations have many social tasks as advocacy and service, and they produce researches and reports, gather seminars and education where issues concerning students well being, are discussed. Also local student unions organize their own well being events, like well being days. It can be reasonably to said that almost everything that student unions and student organisations do and activities they have, aims to develop and enhance student well being. (Opiskelijaterveydenhuollon opas 2006, 36).

Aim of this research is to focus on those well being aspects that affect the life of the student the most. As well the Student Union HUMAKO is concerned about the well being of students in HUMAK. Student services in HUMAK can be seen a bit especial, because the campus sites are small, network based, some in smaller municipalities and some services are produced in cooperation or from a long distance. Well being -thinking concerning all students requires a survey to find out what the students really think and what is their opinion. Students' well being consists of sufficient income, housing, body and mental health, social and study related support networks and equal treatment (Opiskelijaterveydenhuollon opas 2006, 36).

### 3.5 Studying capability

This research doesn't exactly study the studying capability, but it is brought up here as it includes many aspects of student well being. Studying capability is students' work capability and school environment is students' work place, so to speak. Many aspects control learning. One is how student approaches tasks in school, what student thinks learning is. For many students in higher education it can be a surprise how much work studying really requires. Another big aspect is what a student thinks of him/herself and thinks are his/hers own capability to study. Environment, others and own demands and study structures have a big impact. In higher education a student is supposed to be an active, self-demanding actor. Guidance in higher education is available more limited than in lower education levels. Another big demand in higher education is huge amount of self-oriented studies which requires time management skills and ability to separate school working time from free-time. (Heikkilä, Keski-Koukari & Eerola 2011, 31–32).

In studying capability model, the student capability is seen as entirety where the influencing factors are own resources, studying abilities, study environment and educational acts. A lot has to do with the balance of these aspects, compatibility of studying and students own resources to manage. Own resources means students personality, identity, life management and life control skills, social relations, physical and mental health and behaviours. Experience about student's own life management and support of social relations are important factors according to well being. (Kunttu 2011, 34–35; Kurri 2006, 49). The capability of a person depends on a variety of factors, including personal characteristics and social arrangements (Sen 1993, 33).

The study abilities are student's professional skills, like learning technic, learning style, problem solving abilities, critical thinking, social skills, time management and arranging study plan. (Kunttu 2011, 34). In study abilities can be added study straight which means physical and mental coping (Kujala 2009, 22).

Teaching and guiding as a part of educational acts are very important. Proficient education and guidance, tutoring and sufficient interaction between student and teacher are in the middle of studying capability. (Kunttu 2011, 35.) Lack of some of these where brought up in Kurri's (2006, 67–68) research about reasons of study non-fluidity in Universities.

Study environment consists of physical, mental and social environments. Physical environment consists of different studying environments, physical study conditions, study arrangements, learning equipments and rest rooms. A mental and social environment includes students and staffs interaction, study atmosphere and functionality of student community. (Kunttu 2011, 35.)

By trying to impact these dimensions of studying capability and recognise the motives behind them, the student studying capability can be improved and again well being grows. This mission belongs to every actor in school environment, different service providers and student organisations. (Kunttu 2011, 35).

#### 4 STUDENT SERVICES

HUMAK provides different kinds of student services for its students, as it is obligated as an institution. Student offices support students by providing different services and consultation such as registration procedure, student social benefits and student financial aid issues.

As a network based institution, HUMAK has a challenge in providing comprehensive student services. Many of the campuses are situated in places where some of the services can be hard to produce. Also when the student amount on campuses is small, the services can be quite expensive to produce alone by HUMAK. However when the number of students is small on one campus, teachers and other staff members have more time to concentrate on an individual student, to have more personal connection with students. Some of the required services are provided in cooperation



with the municipality where the campus is situated, like health services and sport possibilities. Still every student has a right by their status to qualified services that a student needs also for well being.

In the section about student services it was asked that do student feel that they have had enough guidance, support and information in following study related issues; entrance examination situation, starting the studies, choosing courses, applying student financing aid, study arrangement, study guidance, finding living place, dorm services at campus area, nurse service at campus site, student health services, mental health services, sport possibilities, library services, information technology services and international services. The answer options were 'not at all', 'too little', 'not quite enough', 'enough', 'too much' and 'I can't say'.

Students were also asked to evaluate how satisfied they are in current provided services or other issues concerning study conditions, such as study guidance, student health services, dorm services at campus, campus library services as the adequate and extension of material, information technology services, study city, atmosphere at campus, campus community, independent study facilities at campus, student restaurant, student union HUMAKO, tutor activities, travelling to campus site (public transport), student discounts in campus municipality, sport possibilities in campus municipality and international services. The answer options in these questions were 'very unsatisfied', 'unsatisfied', 'satisfied', 'very satisfied' and 'I can't say'.

Some of the results for these issues above are reported in next pages and some, like health care, housing, working alongside studies and sports possibilities, are reported in later chapters, where those issues are handled through other more specified questions as well.

#### 4.1 Study counselling and guidance

Student counselling or guidance in HUMAK is called "hopsaus" in HUMAK which means that every student in HUMAK in the beginning of their studies has an as-

signed teacher who has the responsibility to give guidance to that student. Students are offered personal and group guidance during their studies. Guidance aims to support students learning abilities, study approving and supporting the students' well being. Guidance is divided to learning and study counselling, carrier planning, professional growth and personal development. (Humanistinen ammattikorkeakoulu, 2012).

Guidance and possibility to student counselling is a big part of student well being. With sufficient and qualified guidance student has a better change to accomplish ones studies, have information about the courses and tasks, and also they can prepare to the coming studies. Guidance and counselling helps teachers and other staff members to notice some inconveniences in students' lives and to guide them into further care if needed. Given guidance and counselling supports students' well being, the interaction between staff and students improves the studying atmosphere and study environment. These all increases also studying capability.

When asked if students have had enough guidance and support in guidance services, "hopsaus", the most common answer was "enough", 60 responses of all 87, here shown in table 6 (p. 28). Altogether 18 thought they had 'not quite enough', 'too little' and two thought that there was 'too much' guidance. Only one respondent, from Nurmijärvi, had had 'not at all' guidance. When comparing the answers from different campuses, Nurmijärvi, Kauniainen and Jyväskylä had the most negative answers, yet the answers did divine differently. In Nurmijärvi one response was 'not at all' and two 'too little' guidance, when all other four thought they had 'enough' study guidance. In Kauniainen, three responses were 'not quite enough' guidance and two other 'enough' guidance. In Jyväskylä campus four felt they had have 'not quite enough' guidance and one 'too little' guidance, yet the other responses from Jyväskylä, the other five felt they have had 'enough' guidance. In Kuopio campus, the clear majority of students, 19 of 21 and in Äänekoski, 11 of 13, felt they have had "enough" guidance.

<b>Table 6</b>	<b>Which campus student you are? N=87</b>								
Study guidance, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 1	0	0	0	0	0	1	0	0	0
Too little, 5	1	0	0	0	1	2	0	0	1
Not quite enough, 18	1	2	3	3	2	1	1	1	4
Enough, 60	3	11	5	2	7	4	4	19	5
Too much, 2	1	0	0	0	0	0	0	1	0
I can't say, 1	0	0	0	0	0	0	0	0	1

‘Satisfied’ or ‘very satisfied’ to given student guidance were 72 students from all 87 respondents, which makes a clear majority, as shows in table 7 (p. 29). In Äänekoski and Helsinki all received responses were in these answer options. Only ten respondents announced to be ‘unsatisfied’ to given guidance and two were ‘very unsatisfied’, three ‘could not say’. When comparing different campuses, at least half of all answers from each campus were ‘satisfied’ or ‘very satisfied’ to given student counselling. Marked difference was in Tornio campus, where half of the six respondents were ‘unsatisfied’ and half were ‘satisfied’ or ‘very satisfied’. Also in Jyväskylä one respondent was ‘very unsatisfied’ and two ‘unsatisfied’, when other eight were ‘satisfied’. In Joensuu from ten respondents two were ‘unsatisfied’ when other four were ‘satisfied’ and four ‘very satisfied’. Also in Nurmijärvi were one ‘unsatisfied’ and one ‘very unsatisfied’, in Kauniainen and Kuopio both had one ‘unsatisfied’ respond.

<b>Table 7</b>	<b>Which campus student you are? N=87</b>								
Study guidance, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 2	0	0	0	0	0	1	0	0	1
Unsatisfied, 10	3	0	0	1	2	1	0	1	2
Satisfied, 48	1	10	5	4	4	4	2	10	8
Very satisfied, 24	2	3	1	0	4	1	3	10	0
I can't say, 3	0	0	2	0	0	1	0	0	0

Separate questions concerning study guidance, were about entrance examination situation, starting the studies, choosing courses and arranging studies. These areas were thought to bring out some specific information about the counselling and guid-

ance in HUMAK. As said before, there are no especial student counsellors in HU-MAK. The guidance work is made by teachers who also do the actual teaching work. Every student has an assigned teacher who has the responsibility to give guidance and here is evaluated that guidance.

In table 8 (p. 29) can be seen the results how students feel about the guidance, support and knowledge in entrance examination. The clear majority of the respondents, 72 of 87, think that they had 'enough' guidance and support. 12 responded feel that they received 'not quite enough' guidance. The entrance examination situation in every campus or year of entrance can have been different, yet still the majority of every campus respondents thought that there was enough guidance.

Table 8 Entrance examination situation, answers	Which campus student you are? N=87								
	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 0	0	0	0	0	0	0	0	0	0
Too little, 0	0	0	0	0	0	0	0	0	0
Not quite enough, 12	0	3	1	0	1	1	1	3	2
Enough, 72	6	9	7	5	9	7	4	17	8
Too much, 0	0	0	0	0	0	0	0	0	0
I can't say 3	0	1	0	0	0	0	0	1	1

Table 9 (p. 30) shows how students had guidance, support and information in the beginning of their studies. Comparing campuses, Nurmijärvi is the only campus where there is more 'not quite enough' and 'too little' answers than 'enough' guidance answers. Also from Äänekoski campus were five respondents who think they had 'not quite enough' guidance, but seven respondents think there has been 'enough'. Yet again, clear majority thinks that they had 'enough' guidance, 56 respondents from 87. Even altogether seven; two in Tornio, one in Äänekoski, two in Turku and two in Kuopio thinks there has been 'too much' guidance in the beginning of the studies.

<b>Table 9</b>	<b>Which campus student you are? N=87</b>								
In the beginning of the studies, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 1	0	0	1	0	0	0	0	0	0
Too little, 3	1	0	0	0	0	2	0	0	0
Not quite enough, 20	1	5	2	0	2	5	2	2	1
Enough, 56	2	7	3	5	8	1	3	17	10
Too much, 7	2	1	2	0	0	0	0	2	0
I can't say, 0	0	0	0	0	0	0	0	0	0

Then was also a question about if respondents have had guidance, support and information when choosing courses in their studies. These results are in table 10 (p. 31). The majority, 46, answered 'enough', the answers 'not quite enough' or 'too little' had in all 38 responses as well, which is quite high. Amount in these options is highest in Kuopio, eight, and Äänekoski, five, but in every campus there is a response in these options. In Turku was one a response to option 'not at all'.

<b>Table 10</b>	<b>Which campus student you are? N=87</b>								
Choosing courses, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 1	0	0	1	0	0	0	0	0	0
Too little, 7	1	1	0	0	2	1	0	1	1
Not quite enough, 31	3	5	4	1	0	4	2	8	4
Enough, 46	2	7	3	4	8	3	3	10	6
Too much, 0	0	0	0	0	0	0	0	0	0
I can't say, 2	0	0	0	0	0	0	0	2	0

Students were asked how they feel they had support and guidance arranging their studies. It was not specified in which part of studies the arrangement may have been needed, it was just commonly evaluated. In table 11 (p. 31) the results were divided evenly between campuses, the majority responded that they had 'enough' guidance in arranging their studies. Although in total 22 responded that they had 'not quite enough' or 'too little' guidance in arranging studies, yet these answers were divided between every campus.

<b>Table 11</b>	<b>Which campus student you are? N=87</b>								
Arranging studies, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 1	0	0	1	0	0	0	0	0	0
Too little, 5	0	0	1	0	1	1	1	0	1
Not quite enough, 17	2	4	1	1	2	0	0	3	4
Enough, 62	4	9	5	4	7	6	4	17	6
Too much, 0	0	0	0	0	0	0	0	0	0
I can't say, 2	0	0	0	0	0	1	0	1	0

#### 4.2 International services

HUMAK provides also international services and options for students to choose studies, trainings or projects abroad. International activities are included in cooperation, studies and research expertise in every study units. (Humanistinen ammattikorkeakoulu, 2012).

In table 12 (p. 32) are the results how students in different campuses feel they had guidance, support and information about international services. The most respondents do think that they got enough guidance concerning international services. Still altogether four in Turku, three in Helsinki, nine in Kuopio and six Jyväskylä campuses have responses 'not quite enough' and 'too little' which are the same amount or more than majority in these campuses.

<b>Table 12</b>	<b>Which campus student you are? N=87</b>								
International services, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 0	0	0	0	0	0	0	0	0	0
Too little, 7	0	0	0	0	0	1	0	2	4
Not quite enough, 23	1	2	4	0	4	0	3	7	2
Enough, 48	5	8	3	5	5	5	2	10	5
Too much, 8	0	2	1	0	1	2	0	2	0
I can't say, 1	0	1	0	0	0	0	0	0	0

Then again in table 13 (p. 32) shows how satisfied the students are in international services in HUMAK. Majority of responses, 48 of 87, are satisfied in international services, yet the amount of 'I can't say', responses was 14. There were also 16 'unsatisfied' responses, the highest 'unsatisfied' numbers are in Äänekoski, four of all 13 and Kuopio, five of all 21.

<b>Table 13</b>	<b>Which campus student you are? N=87</b>								
International services	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 0	0	0	0	0	0	0	0	0	0
Unsatisfied, 16	0	4	2	0	2	1	0	5	2
Satisfied, 48	5	5	3	3	4	6	3	12	7
Very satisfied, 9	1	1	1	0	3	1	0	1	1
I can't say, 14	0	3	2	2	1	0	2	3	1

According to these answers, it seems like on some campuses the guidance and information concerning international services has deferred. There is a named teacher in ever campus, whose responsibility is to give information about international services and then there is one international coordinator in HUMAK. It also can be that students are not interested in international services as much it could be recommended or that students don't know who to ask. This also can be seen that students are 'unsatisfied' because they don't know.

### 4.3 Library and information services

Library and information services are a part of teaching and information seeking methods are taught to every student. The HUMAK library services are produced in connection with each campus. Library service providers are mainly those colleges who are in contact with HUMAK's campuses, except in Tornio, where library services are in connect to with the learning centre of Kemi-Tornio University of Applied Sciences, and Helsinki campus where library is connected to with the Finnish Association of the Deaf. (Humanistinen ammattikorkeakoulu, 2012).

Table 14 (p.43) shows how students felt they had guidance, support and information about the library services in their campus. Clearly the most common response has been 'enough', 75 of all 87. Only Joensuu rises when comparing the differences between the campuses; there two respondent say they had 'too little' and three 'not quite enough' guidance about library services.

<b>Table 14</b>	<b>Which campus student you are? N=87</b>								
Library services in campus, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 0	0	0	0	0	0	0	0	0	0
Too little, 2	0	0	0	0	2	0	0	0	0
Not quite enough, 5	0	0	0	1	3	0	0	1	0
Enough, 75	6	12	7	4	5	8	5	19	9
Too much, 5	0	1	1	0	0	0	0	1	2
I can't say, 0	0	0	0	0	0	0	0	0	0

Table 15 (p. 34) shows how satisfied students are in the adequate of material in their campus library. Here the answers in 'very unsatisfied' and 'unsatisfied' are quite high, together 35. Comparing different campuses, clearly the worst responses were given in Kauniainen, Joensuu, Helsinki and Kuopio campuses. Yet the majority of the respondents are satisfied with the adequate of materials, it seems that there is a need to development as well. Especially Joensuu rises here again, where seven re-



spondents are 'unsatisfied' and also Helsinki, where three are 'unsatisfied' and one 'very unsatisfied'.

<b>Table 15</b>	<b>Which campus student you are? N=87</b>								
Campus library - the adequate of material, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 7	2	0	2	1	0	0	1	1	0
Unsatisfied, 28	1	2	1	3	7	3	2	9	0
Satisfied, 39	3	6	4	0	2	4	1	10	9
Very satisfied, 12	0	4	1	1	1	1	1	1	2
I can't say, 1	0	1	0	0	0	0	0	0	0

Then table 16 (p. 35) shows how satisfied students are in the extension of material in their campus library. Here the results are clearly better as when evaluating the adequate of material in library. When comparing campuses, most 'unsatisfied' is the Kauniainen campus, where four of five respondents are 'unsatisfied'. In this table, it shows that respondents in Joensuu are more satisfied than in the other two library related questions, but it seems like that in total students in Joensuu feel that the library services could need improving.

<b>Table 16</b>	<b>Which campus student you are? N=87</b>								
Campus library - the extension of material, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 1	0	0	1	0	0	0	0	0	0
Unsatisfied, 10	0	2	0	4	3	0	1	0	0
Satisfied, 50	4	5	6	1	6	5	1	15	7
Very satisfied, 24	2	5	1	0	1	3	2	6	4
I can't say, 2	0	1	0	0	0	0	1	0	0

It seems like in general, that there are differences in the library services in the campuses. It can be because of the location of the campus, its opening hours, limited spaces or book availability that makes it a challenge to provide all needed material. As said before, library services are mainly provided connected with the campus, yet much information can also be found in internet or web-libraries. In Jyväskylä re-

spondents seem to be very happy with their library in every asked level. The most unsatisfied they are when it comes to the adequate of materials, which may be because of the smallness of libraries. It also seems that students in Joensuu are most unsatisfied.

#### 4.4 Communication technology services

Communication technology services produce needed information technology and communication environment for education and studying. All the network services can be reached from every study unit and outside of the educational institute. All students are provided with the same information technology services, irrespective the studying field, like email, user account in HumakPro -intra web and computer class rooms with basic software services. (Humanistinen ammattikorkeakoulu, 2012).

In table 17 (p.36) shows if students in different campuses feel if they had enough support and guidance in communication services. In table 18 (p. 37) shows the results how satisfied students in different campuses are in those services. Many of the respondents think they had enough guidance, support and information communication technology services, yet also nine responded 'too little' support and 22 responded 'not quite enough'. Notable is that in Kuopio campus, four responded 'too little' and other four responded 'not quite enough' guidance. Yet in Kuopio the majority of responses are 'enough'. Other campuses, Joensuu and Jyväskylä also had some 'too little' and 'not quite enough' responses. Another notable thing is that altogether 11 responded 'I can't say'. There Äänekoski and Kuopio had the biggest numbers. In the table 18 it can be seen that even if all in all the majority of respondents are 'satisfied' with the communication technology services, also there are many of those who are 'unsatisfied' or 'can't say'. Many of these opinions are from Kuopio campus, yet the majority is 'satisfied'.

<b>Table 17</b>	<b>Which campus student you are? N=87</b>								
Communication technology services, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 0	0	0	0	0	0	0	0	0	0
Too little, 9	0	0	0	0	1	1	0	4	3
Not quite enough, 22	1	2	2	3	4	2	2	4	2
Enough, 43	5	6	5	2	4	3	3	10	5
Too much, 2	0	2	0	0	0	0	0	0	0
I can't say, 11	0	3	1	0	1	2	0	3	1

<b>Table 18</b>	<b>Which campus student you are? N=87</b>								
Communication technology services, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 1	0	0	0	0	0	0	0	0	1
Unsatisfied, 15	0	1	1	1	1	2	2	5	2
Satisfied, 49	5	7	7	4	6	5	2	9	4
Very satisfied, 6	1	1	0	0	1	0	1	1	1
I can't say, 16	0	4	0	0	2	1	0	6	3

These big numbers in 'not enough' guidance or 'unsatisfied' in total may refer to that some students don't use these technology services they are provided to them, like HumakPro -intra web, email-accounts or campuses classrooms. There has been lots of complaining that these provided services, like email account is not very useful, and students prefer to use some other email accounts. Some students also may think that intra web HumakPro is too difficult or confusing to use so they don't want to learn it, or some teachers may not use is either. Some teachers may also be unqualified in teaching these systems forward. There can be many reasons and those reasons for this behaviour does't come up in this research, but I think it would be interesting thing to find out.

#### 4.5 Independent study facilities in the campus

It was also asked what the students think about the independent study facilities in campus site and the results can be seen in table 19 (p. 38). Majority of the responses are 'very unsatisfied' or 'unsatisfied' with the independent study facilities in campuses, altogether 52 of all 87 responses. Comparing campuses, the numbers were highest in Turku, Kauniainen, Joensuu, Helsinki, Kuopio and Jyväskylä. Then again in Joensuu there were two responses for 'satisfied' and two for 'very satisfied'. Again in Nurmijärvi and Äänekoski have five respondents and Kuopio even eight who were 'satisfied' with the independent study facilities.

It can be understood that all campuses don't have that kind of facilities at all or the facilities can be very poor. It could be possible that some kind of facilities is in connection with the libraries where the spaces may be quite small or the open hours can be poor. These kinds of independent study facilities may also be located in the dorms, and if a student doesn't live in a dorm, he/she may have no use for them. So student may be in different position for using these facilities. It can also be that without any supervision for behaviour in those facilities, students may not have the needed quiet time to study in peace.

	<b>Which campus student you are? N=87</b>								
Independent study facilities in campus, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 13	1	0	3	0	2	0	3	2	2
Unsatisfied, 38	2	5	3	4	4	3	1	9	7
Satisfied, 26	2	5	2	0	2	5	0	8	2
Very satisfied, 4	0	0	0	1	2	0	1	0	0
I can't say, 6	1	3	0	0	0	0	0	2	0

In this research it was also evaluated how the students feel about the student restaurant services they have in campuses. These results can be seen in table 20 (p. 39). Results show that the other campuses are satisfied and very satisfied with the student restaurant services they are having, but the clear difference is in Nurmijärvi campus. All eight respondents think that their restaurant services are 'unsatisfied'. Of course, only eight responses for whole Nurmijärvi campus can't give reliable result,

but it can tell something about the student well being also. Yet the student restaurant services are a very important part of study environment on a campus site. Also in Helsinki there is little majority that thinks the restaurant services are not satisfied and in Äänekoski campus the results are almost even between satisfied and not satisfied. Reasons for these unsatisfied answers were not clarified, but in those campuses, like Nurmijärvi were the result is very unhappy, it would be interesting to know why.

<b>Table 20</b>	<b>Which campus student you are? N=87</b>								
Student restaurant, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 2	0	1	0	0	1	0	0	0	0
Unsatisfied, 20	0	5	1	0	1	8	3	0	2
Satisfied, 30	4	6	3	1	5	0	0	6	5
Very satisfied, 34	1	1	4	4	3	0	2	15	4
I can't say, 1	1	0	0	0	0	0	0	0	0

#### 4.6 Student Union HUMAKO's services

In this research was also asked opinion about Student Union HUMAKO's services. Students were asked to evaluate how they see Student Union HUMAKO and the opinions can be seen in table 21 (p. 40). Surprisingly many have responded 'I can't say', 24 of 87, yet the majority has responded 'satisfied', 49 of 87. In Tornio, Joensuu, Jyväskylä and Kuopio campus was also couple of 'very unsatisfied' and 'unsatisfied' responses, but yet I think that, concerning these results, HUMAKO is seen in good light.

Explanations for this big amount of 'I can't say' responses can be many and was not separated in this research. It can be that some students just don't know what kind of services HUMAKO provides, they haven't got the information anywhere or don't know who to ask. Also this can tell that HUMAKO's advertisement has not succeeded in the past in a hoped way or that advertisement ways may need to be changed. Anyhow this may have been a known challenge already.

		<b>Which campus student you are? N=87</b>							
Student Union HUMAKO	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 2	2	0	0	0	0	0	0	0	0
Unsatisfied, 6	1	0	0	0	1	0	0	3	1
Satisfied, 49	3	8	4	2	7	5	1	12	7
Very satisfied, 6	0	2	0	1	1	0	0	0	2
I can't say, 24	0	3	4	2	1	3	4	6	1

One of the important services Student Union provides is tutoring activities in cooperation with HUMAK's staff. Purpose of the tutoring activities is to help new students mostly in the beginning of their studies to get to know one another and get to know the study city, to work as peer students for other students, to organise activities and events for students and to help staff marketing the school.

In this research it was asked how would students evaluate tutoring activities and the results can be seen in table 22 (p. 40). Most of the respondents are satisfied with the tutoring activities. Only couple respondents were 'very unsatisfied' and 13 were 'unsatisfied'. In Turku campus the opinion did divide mainly in two but in the rest of the campuses the opinion is quite clear. Sure is that some students don't have so good or strong opinion or knowledge about tutoring because not everyone become a tutor. Only some students in every year are selected to tutor training. This may explain a bit why there are six 'I can't say' answers as well, if they don't have so much experience.

		<b>Which campus student you are? N=87</b>							
Tutoring activities	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 2	0	0	0	0	0	1	0	1	0
Unsatisfied, 13	1	2	3	0	2	1	0	3	1
Satisfied, 53	5	8	3	2	5	4	3	15	8
Very satisfied, 13	0	2	0	2	3	1	1	2	2
I can't say, 6	0	1	2	1	0	1	1	0	0

Student Union can also negotiate student discounts for students to have, as well as many other student unions and national student unions. Students are usually able to get discounts with a student card which they can get from the student union. In this research it was not asked if a respondent had a student card, but to get discounts, they need a student card. Discounts are usually provided by bars, restaurants, shops or transport services. Challenge of student discounts is how to negotiate a new discount to huge number of students, yet with the small amount of students in small municipality, it is even more difficult.

In this research students were asked to evaluate the existing discounts in campus municipality and results are shown in table 23 (p. 41). It can be drawn from here that students in HUMAK are not the most satisfied with the discounts they can have. There are certain campuses, like Äänekoski, Joensuu and Kuopio where students are more unsatisfied than in other campuses. In capital area Helsinki, Kauniainen and Nurmijärvi where there are more of students, there are more discount available, yet still responses in these campuses are not much better. Otherwise, the results divided a lot. There are also quite many answers in 'I can't say' option, 14 of 87. One reason for this can be that some students just don't know what kind of discounts there might be in their study municipality, they haven't got the information and the advertisement has not succeeded. This partly can be an explanation for so many unsatisfied responses also. Then there can be those who don't own student cards and for that don't know about the discounts either.

Table 23	Which campus student you are? N=87								
	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Student discounts in study municipality									
Very unsatisfied, 9	2	3	0	1	0	0	1	0	2
Unsatisfied, 29	0	5	3	1	6	4	0	8	2
Satisfied, 31	1	2	4	1	4	1	2	10	6
Very satisfied, 4	1	0	1	1	0	0	1	0	0
I can't say, 14	2	3	0	1	0	3	1	3	1

Travelling to the campus sites, especially by public transporting has been a challenge for students. Many of the campuses are located quite far from big cities or city

centres and that's why students who want to live in bigger cities or in city centre must sometimes travel far to get to the campus, except in Helsinki and Kauniainen, where campuses are located in places where public transport is better because the Helsinki Region Transport. Of course this is also a students own will to live a bit further, but usually nearer work practice places.

This research wanted to point out this challenge by asking the students to evaluate how satisfied they are in traveling to the campuses. Results are here in table 24 (p. 42). It can be seen that students in every campus except Helsinki and Kauniainen are mostly 'very unsatisfied' or 'unsatisfied'. Only one in Tornio and one in Joensuu were 'very satisfied' and three in Äänekoski, two in Turku, two in Joensuu and two in Kuopio were 'satisfied' with the public transporting, yet it was not asked here how far the students will have to travel to campus site. Lack of happiness in this questions results was actually not a surprise, yet understandable.

Table 24	Which campus student you are? N=87								
	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Traveling to campus (public transport)									
Very unsatisfied, 27	1	2	4	1	2	1	0	12	4
Unsatisfied, 34	1	6	2	1	5	5	1	6	7
Satisfied 13	0	3	2	3	2	0	1	2	0
Very satisfied, 5	1	0	0	0	1	0	3	0	0
I can't say, 8	3	2	0	0	0	2	0	1	0

#### 4.7 From whom students got the guidance and support

It was also asked from the students to whom they think they have got the needed guidance, support and information concerning study conditions. These results are seen in table 25 (p. 43). One respondent could select 1-3 options from the list. It's not been specified here how many answers did each respondent give, but the whole amount of given answers can be seen after each campus. The opinions divided quite a lot, but still there are sings to whom students turn to when they need information and support in their studies.



Clearly the most guidance was received from the own guiding teacher, except in Tornio, where the most responses was other students, yet the teachers and own guiding teachers had responses as well. "Power-guide teacher", "tehoopsari" is a named teacher in every campus who does closer counselling with students who have problems with their studies and to whom students can turn to. This convention is quite new and can be that all the students don't know about it. Only two respondents in Nurmijärvi and two in Helsinki have got guidance from this kind power-guide teacher. Clearly most of the students announced to have guidance from own guiding teacher, other teachers, other students or tutor students. In Turku and Jyväskylä respondents also to got guidance from the student office in campus. Moreover the results did divine much, except that option 'other staff members' had only three selections and only three has responded to received guidance from Student Union HUMAKO. Notable is also that in Helsinki no one announced to had guidance from tutor-students.

<b>Table 25</b>	<b>Which campus student you are? N=87</b>								
From whom got guidance the best, answers	<b>Tornio (N=16)</b>	<b>Äänekoski (N=35)</b>	<b>Turku (N=20)</b>	<b>Kauniainen (N=14)</b>	<b>Joensuu (N=28)</b>	<b>Nurmijärvi (N=21)</b>	<b>Helsinki (N=10)</b>	<b>Kuopio (N=59)</b>	<b>Jyväskylä (N=32)</b>
Teachers, 50	4	7	7	1	7	6	2	11	5
Own guiding teacher, "hopsari", 62	3	10	5	5	7	5	2	19	6
Power-guide teacher, "tehoopsari" 4	0	0	0	0	0	2	2	0	0
From student office in campus, 28	2	3	5	4	3	1	1	2	7
Other staff members, 3	0	1	0	0	0	0	0	1	1
Tutor-students, 32	2	3	2	1	3	2	0	12	7
Other students, 53	5	10	1	3	7	5	3	13	6
Student Union HUMAKO, 3	0	1	0	0	1	0	0	1	0

## 5 STUDENTS' LIVING CONDITIONS

In this research, students' living conditions have been divided into three main categories - housing, incomes and working alongside with the studies. These all give important information considering students' well being comparing their housing situation, the adequacy of their money and reasons why they need to study alongside with the studies.

## 5.1 Housing

Housing has a big impact on students living conditions and in well being. Decent living conditions and housing in Finland can be counted in Maslow's basic level needs (introduction in p. 20) where the housing is satisfying the need of safety and warmth as the second level.

In Finland housing can also be seen as a housing politics and societies care to provide it to everyone as their basic right, fitting their needs and desire without compromising the sustainable development. In Finland the challenges concerning housing today are moving into growth centres, especially metropolitan area, where basically the supply is smaller than the demand. Different age groups like old people who live in own homes longer, or in different live situations, like students, increases the demand for different kinds of housing and new housing services. There can be big regional differences yet also quality differences. For example in metropolitan area the housing costs can be double as much as in inner Finland. (Korhonen 2010, 155–156).

Some campuses provide the student a possibility to live in their studying time during a student dorm near the campus area. These kinds of student dorms are provided at seven campuses in HUMAK, excluding Helsinki campus area. Usually these student dorms are under the administration of the owners of HUMAK, the colleges where the campuses are located, and they provide different kinds of accommodation facilities around the campuses.

Housing related question in this researches were about if students think that they had enough guidance, support or information finding a place to stay, where they live, how they live, with who they live and what they think about their living condition. Also from those who had an experiences about student dorms what they consider the conditions and living in student dorm was and what they think about the location of the dorm. It was also inquired how students feel about their study city.

Students were asked if they think that they had enough guidance, support or information in finding a place to stay. In table 26 (p.45) can be seen that 27 of 87 responded that they 'didn't have any' support, 26 of 87 responded that they had 'enough' support and 20 responded that 'they can't say'. Especially in Kuopio students seem to have the most information how to find a place to live, but there are also those who did not. Nevertheless the responses do distribute evenly between campuses, still in Helsinki and Kauniainen campuses, any of the respondents didn't seem to get enough or almost any information.

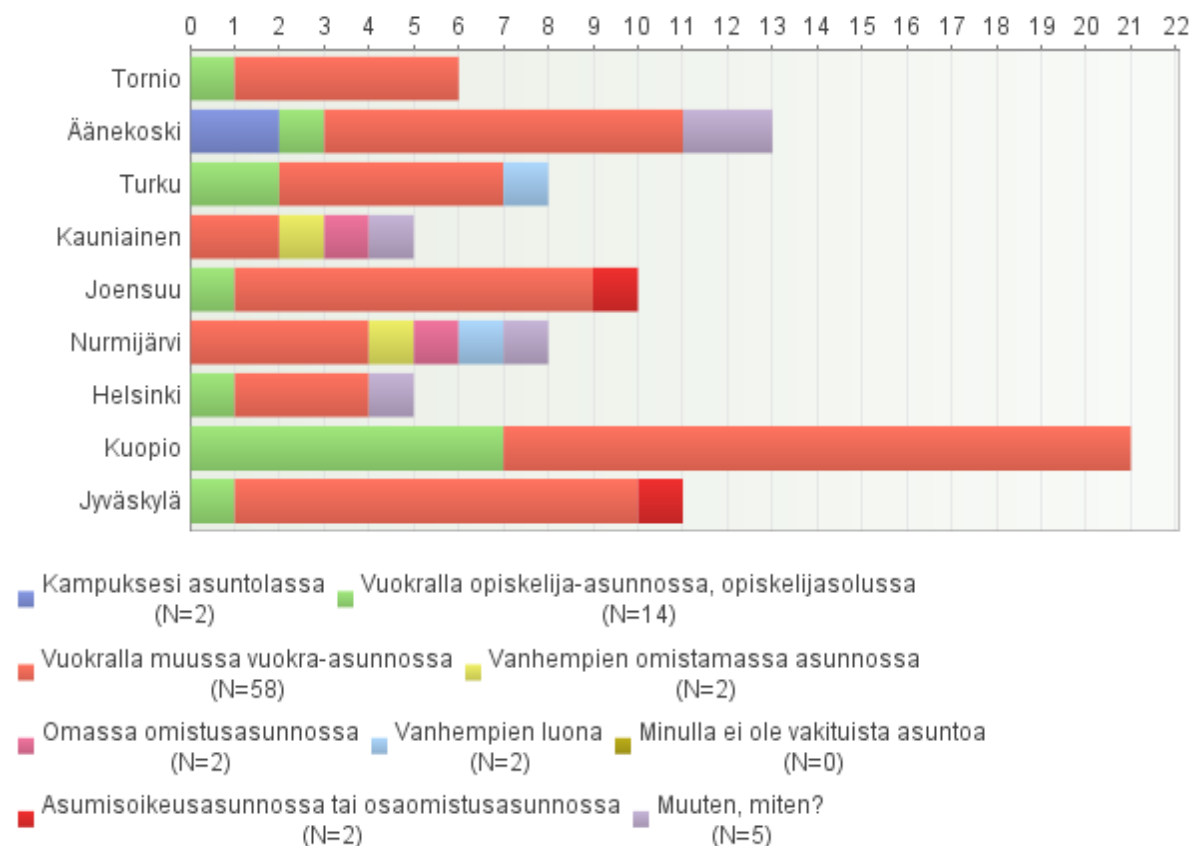
Even though a proper place to live is a big part of student's well being, it's actually mainly student's own responsibility to look for a place to live. Schools may, and usually do, provide information about where to apply for a place to live, but don't maintain big student dorms or residentials.

<b>Table 26</b>	<b>Which campus student you are? N=87</b>								
Finding a place to live	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 27	3	4	3	2	3	1	2	7	2
Too little, 8	0	2	0	0	3	1	0	2	0
Not quite enough, 6	1	0	1	1	0	0	0	2	1
Enough, 26	2	5	2	0	4	1	0	8	4
Too much, 0	0	0	0	0	0	0	0	0	0
I can't say, 20	0	2	2	2	0	5	3	2	4

Concerning housing in this research it was asked how students live and these results can be seen in table 27 (p.46). It seems like the most common place for students to live in every campus is a rental place other than a student housing. Assuming these

can mean rental places from private markets. 14 announced to live rental in student housing. This was also found in student research 2010 made by Opiskelijajärjestöjen tutkimussäätiö Otus where they studied the subsistence of student in higher education (Saarenmaa, Saari & Virtanen 2010, 30). Only two student, both in Äänekoski campus, announced to live in student dorm at the moment. Two respondents announced to live at their parents, two in apartment what their parents own, two at their own house and two at right-of-occupancy home or part-ownership house. Five announced to live somewhere else, which were in rental in student housing with a partner, when necessary at dorm but otherwise at boyfriends, with boyfriend at his own house, with a partner at partner's own house, both in rental place and in campus dorm.

**Table 27. How students live?**



Students were also asked if they live in the same municipality where their campus was located and they were also asked why if not. This was particularly interesting question, especially to find out those reasons why they live in other city if so, be-

cause there has been complaint that when the campuses are in small cities or far away from the city centre. It also is quite expensive for the students to travel to campuses, if they live far. Yet there is no exact numbers to say, do majority of the students live in other cities than their campus is located.

Results are shown here in table 28 (p. 47). It shows clearly that students from Nurmijärvi and Kauniainen all accept one live in the other city than where the campus is. Also in Äänekoski, just majority of 13 responses announced to live in other city than where the campus is. In Helsinki two of five, in Jyväskylä four of seven and in Turku two of six announced to live in other city than where the campus is. In Kuopio and Joensuu only one of each announced to live in some other city and in Tornio all responders announced to live in the campus municipality.

	<b>Which campus student you are? N=87</b>								
Do you live in the campus municipality?	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Yes, 48	6	6	6	0	9	1	3	20	7
No, why not?, 29	0	7	2	5	1	7	2	1	4

Reasons why to live elsewhere varied. Seven respondents announced that they had better services, hobbies or "other life" in other city and that why they wanted to live other place than campus municipality. Five announced that they simply didn't want to move to campus municipality. Three respondents announced to that the campus municipality was too small place. Three wanted to live elsewhere because they wanted to get employed to another city or they had a workplace there already. Two announced that housing was cheaper in city nearby and two announced that they lived close enough already. One announced that wasn't able to get an apartment from campus municipality and one was currently abroad as exchange student. One respondent just simply announced without further explanation that

*"Because it's Suolahti".*

It seems, according to the results, that it's more like students own choice to live elsewhere than a forced situation. It would have been expectable that students would

have a need to live elsewhere, like work, family and partners. Of course lack of services or free time activities in small municipalities may force them to move longer distance. It would be interesting to explore more closely if students have desire to live in a student city if there were more activities and what kind of services or activities they would require. And yet as here on students responses, living a bit further do not seem to be such a bad thing:

*"I don't see any reasons to move to study municipality. It would take far away from workplace and from friends. It's still quite short distance from my home municipality."*

Then it was asked with who the student lived with and the results are seen in table 29 (p.48). Clear majority of the students announced that they live alone and next common was to live with a partner or roommate/roommates. Only in Helsinki campus none of the respondents lived alone, but with a roommate/roommates or with a partner. Quite many have a relationship, but not so many have children yet. These same results were also discovered in the student research 2010. It can be said that students in Finland conventionally live alone or with a partner. Living in Finland's student housing usually means living alone, because they usually have their own rooms, shared kitchens. Our student housing doesn't remind student dorms in abroad. (Saarenmaa, Saari & Virtanen 2010, 30).

Who do you live with, answers	Which campus student you are? N=87								
	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Alone, 39	5	8	3	1	2	2	0	12	6
With a roommate / roommates, 11	1	0	1	0	1	1	1	3	3
With partner, 29	0	4	2	2	5	4	4	6	2
With partner and children, 2	0	0	0	1	0	1	0	0	0
With children, 3	0	1	0	1	1	0	0	0	0
With parents, 1	0	0	1	0	0	0	0	0	0
With someone else, 2	0	0	1	0	1	0	0	0	0

It was asked in questionnaire also how much students pay for housing per month. The options were limited in categories less than 250€, 251-450€, 451-560€ and 651 or more. Results in table 30 (p. 49) shows, that comparing different campuses the

students who pay the most monthly are in Äänekoski, Kuopio and some in Jyväskylä as well. Majority of students are still in the category 251-450€ per month. Notable is that three respondents from Nurmijärvi announced to pay over 651 € in month. When asking of the form of housing (table 27) and comparing to these results about payment, can be drawn, that Nurmijärvi has one house owner. He/she most likely has counted to the monthly payment, it for the housing company and housing loan for bank, which altogether make a big number. Other understood is that renting in the metropolitan area is more expensive than in the inner Finland, yet Helsinki and Kauniainen respondents announce to have lower payments. It also seems that in Jyväskylä renting an apartment is quite expensive and can be assumed that some of the respondents from Äänekoski lived too in Jyväskylä area, because the cities are close. Then again comparing who they live with (in table 29), in Helsinki none of the respondents lived alone, but in Jyväskylä and Äänekoski the majority did. In Tornio, where were clearly the cheapest rents, the majority of the respondents lived alone.

<b>Table 30</b>	<b>Which campus student you are? N=87</b>								
How much you pay of housing in month (rent+water), answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
less than 250€, 12	2	2	1	1	1	3	1	1	0
251-450€, 47	4	7	6	2	6	0	3	12	7
451-650€, 21	0	4	0	1	2	2	1	7	4
651 or more, 7	0	0	1	1	1	3	0	1	0

Table 31 (p. 50) shows the result for question how satisfied students are in their current housing conditions. Majority seem to be, 61 of 87 respondents, and especially in Turku campus all the students are satisfied in their current housing conditions which also speaks for that students have been able to choose if they want to live near or far away from the campus and how they feel about it. Of course it cannot be said from these results alone if the student just felt their housing is ok, but the location compared with the campus not. It would require supplemental research. However, 26 answered that they are not satisfied and the most common explanation was, by 11 respondents that the rent is too high. Three respondents announced that the current place is too small and three other announced that they would like to have their own apartment. Other reasons varied quite a lot. One had fear of rising rent, one thought

that price and quality does not meet, one thought that school is too far away, one thought that current municipality is too small, one announced that place has faults and other thought that especially kitchen is nonexistent. One announced that he/she don't really have an own place, another had problems with the landlord and another thought that place was nice but the environment is not.

<b>Table 31</b>	<b>Which campus student you are? N=87</b>								
Are you satisfied with your current housing situation, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Yes, 61	4	11	8	3	7	2	3	16	7
No, why not? 26	2	2	0	2	3	6	2	5	4

Students were also asked have they lived in the campus dorm, as can be seen in table 32 (p. 50). Only 18 respondents announced to live or had lived in the student dorm and in Kauniainen and Joensuu campuses no one of the respondents had lived there. There were no student dorms available in Helsinki campus area.

<b>Table 32</b>	<b>Which campus student you are? N=87</b>								
Do you live or have you lived in the campus dorm?	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Yes, 18	1	7	1	0	0	1	0	6	2
No, 69	5	6	7	5	10	7	5	15	9

In this research it was asked as one issue of student services if students got guidance, support and information about student dorm services. Results for this question can be seen in table 33 (p. 51). 21 of 87 respondents 'could not say' if they have had guidance and information about the student dorm services, but 29 of them announced to have received "enough" guidance. When comparing campuses, in Kuopio, Joensuu and Jyväskylä seems that students have got the least required information about the student dorm services. Nevertheless, in every campus, student dorm services could be marketed more powerfully.



<b>Table 33</b>	<b>Which campus student you are? N=87</b>								
<b>Student dorm services</b>	<b>Tornio (N=6)</b>	<b>Äänekoski (N=13)</b>	<b>Turku (N=7)</b>	<b>Kauniainen (N=4)</b>	<b>Joensuu (N=9)</b>	<b>Nurmijärvi (N=8)</b>	<b>Helsinki (N=4)</b>	<b>Kuopio (N=19)</b>	<b>Jyväskylä (N=11)</b>
Not at all, 12	1	1	0	0	3	1	3	1	2
Too little, 7	0	1	0	1	0	1	0	2	2
Not quite enough, 12	0	2	0	1	1	0	0	6	2
Enough, 29	3	6	5	0	3	4	0	6	2
Too much	0	0	0	0	0	0	0	0	0
I can't say, 21	2	3	2	2	2	2	1	4	3

When asked about how would students compute the student dorm services, from 87 responds 56 could not say, as can be seen in table 34 (p. 51). 16 announced to be satisfied, 11 unsatisfied, and two very unsatisfied and two very satisfied. The responses divided quite evenly between different campuses, except in Helsinki where all five responses were "I can't say" according to the fact that there is no dorm services available. Also in Kauniainen none of the respondents had experience about their dorm services. Altogether 18 of all respondents announced that they had an experience living in the student dorms of their campuses, as was shown in table 32, but 31 of them gave opinion about dorm services.

<b>Table 34</b>	<b>Which campus student you are? N=87</b>								
<b>Student dorm, answers</b>	<b>Tornio (N=6)</b>	<b>Äänekoski (N=13)</b>	<b>Turku (N=8)</b>	<b>Kauniainen (N=5)</b>	<b>Joensuu (N=10)</b>	<b>Nurmijärvi (N=8)</b>	<b>Helsinki (N=5)</b>	<b>Kuopio (N=21)</b>	<b>Jyväskylä (N=11)</b>
Very unsatisfied, 2	0	0	0	0	0	0	0	0	2
Unsatisfied, 11	0	3	1	0	2	1	0	3	1
Satisfied, 16	2	5	2	0	2	1	0	3	1
Very satisfied, 2	0	1	0	0	0	0	0	0	1
I can't say, 56	4	4	5	5	6	6	5	15	6

Those respondents who had lived in student dorms were asked also some particular questions about the dorms. In table 35 (p. 52) was asked about the rent. 12 of the responders thought the rent was 'satisfied' and especially two in Kuopio thought it was 'very satisfied'. Only 'unsatisfied' responses were in Äänekoski, Turku and Jyväskylä.

<b>Table 35</b>	<b>Which campus student you are? N=18</b>								
<b>Rent</b>	<b>Tornio (N=1)</b>	<b>Äänekoski (N=7)</b>	<b>Turku (N=1)</b>	<b>Kauniainen (N=0)</b>	<b>Joensuu (N=0)</b>	<b>Nurmijärvi (N=1)</b>	<b>Helsinki (N=0)</b>	<b>Kuopio (N=6)</b>	<b>Jyväskylä (N=2)</b>
Very unsatisfied, 0	0	0	0	0	0	0	0	0	0
Unsatisfied, 4	0	2	1	0	0	0	0	0	1
Satisfied, 12	1	5	0	0	0	1	0	4	1
Very satisfied, 2	0	0	0	0	0	0	0	2	0
I can't say, 0	0	0	0	0	0	0	0	0	0

In table 36 (p. 52) shows what the respondents think of other payments in the student dorm might have, like clothes washing or internet access. 14 respondents were satisfied, one respondent from Kuopio was very satisfied, but one in Jyväskylä campus who was 'unsatisfied'. Also two respondents chose 'I can't say' opinion.

<b>Table 36</b>	<b>Which campus student you are? N=18</b>								
<b>Other payments</b>	<b>Tornio (N=1)</b>	<b>Äänekoski (N=7)</b>	<b>Turku (N=1)</b>	<b>Kauniainen (N=0)</b>	<b>Joensuu (N=0)</b>	<b>Nurmijärvi (N=1)</b>	<b>Helsinki (N=0)</b>	<b>Kuopio (N=6)</b>	<b>Jyväskylä (N=2)</b>
Very unsatisfied, 0	0	0	0	0	0	0	0	0	0
Unsatisfied, 1	0	0	0	0	0	0	0	0	1
Satisfied, 14	1	6	1	0	0	1	0	4	1
Very satisfied, 1	0	0	0	0	0	0	0	1	0
I can't say, 2	0	1	0	0	0	0	0	1	0

In table 37 (p. 53) shows how satisfied the students were in the practical arrangements. Here again excluding one respondent in Jyväskylä, all other were satisfied with the arrangements. There was also again one respondent from Kuopio campus who announced to be very satisfied.

<b>Table 37</b>	<b>Which campus student you are? N=18</b>								
Practical arrangements, answers	Tornio (N=1)	Äänekoski (N=7)	Turku (N=1)	Kauniainen (N=0)	Joensuu (N=0)	Nurmijärvi (N=1)	Helsinki (N=0)	Kuopio (N=6)	Jyväskylä (N=2)
Very unsatisfied, 0	0	0	0	0	0	0	0	0	0
Unsatisfied, 1	0	0	0	0	0	0	0	0	1
Satisfied, 16	1	7	1	0	0	1	0	5	1
Very satisfied, 1	0	0	0	0	0	0	0	1	0
I can't say, 0	0	0	0	0	0	0	0	0	0

In table 38 (p. 53) shows what the students thought about the rules in dorm and it's notable that everyone were satisfied with them. Again one announced in the Kuopio campus that he/she was 'very satisfied' and one in the same campus responded that 'I can't say'.

<b>Table 38</b>	<b>Which campus student you are? N=18</b>								
Rules in student dorm, answers	Tornio (N=1)	Äänekoski (N=7)	Turku (N=1)	Kauniainen (N=0)	Joensuu (N=0)	Nurmijärvi (N=1)	Helsinki (N=0)	Kuopio (N=6)	Jyväskylä (N=2)
Very unsatisfied, 0	0	0	0	0	0	0	0	0	0
Unsatisfied, 0	0	0	0	0	0	0	0	0	0
Satisfied, 16	1	7	1	0	0	1	0	4	2
Very satisfied, 1	0	0	0	0	0	0	0	1	0
I can't say, 1	0	0	0	0	0	0	0	1	0

In table 39 (p. 54) is the results to a question about the comfortability in student dorms. Although majority announced to be 'satisfied' with the comfortability in dorms there is also two 'unsatisfied' and one 'very unsatisfied', all in different campuses. In this question were 17 replies, which means that one respondent didn't reply for some reason.

<b>Table 39</b>	<b>Which campus student you are? N=17</b>								
Comfortability	Tornio (N=1)	Äänekoski (N=7)	Turku (N=1)	Kauniainen (N=0)	Joensuu (N=0)	Nurmijärvi (N=1)	Helsinki (N=0)	Kuopio (N=6)	Jyväskylä (N=1)
Very unsatisfied, 1	0	0	0	0	0	1	0	0	0
Unsatisfied, 2	0	1	0	0	0	0	0	1	0
Satisfied, 11	1	4	1	0	0	0	0	4	1
Very satisfied, 2	0	2	0	0	0	0	0	0	0
I can't say, 1	0	0	0	0	0	0	0	1	0

There was also a question about the quality of indoor air and what kind students think it is. Concerns about the indoor air condition have risen in few campuses in the past, where many of the students who live in dorms had been sick. Results are in table 40 (p. 54). Through these results it seem like the concern is necessary as majority of the responders are 'very unsatisfied' or 'unsatisfied' with the indoor air. Looking at these results, the problem is biggest in Äänekoski and Kuopio. Only in Tornio one respondent seems to be satisfied and in Turku also. In Jyväskylä campus, one respondent 'could not say'. In this question also was together 17 respondent, since one respondent didn't reply for some reason.

<b>Table 40</b>	<b>Which campus student you are? N=17</b>								
Quality of indoor air	Tornio (N=1)	Äänekoski (N=7)	Turku (N=1)	Kauniainen (N=0)	Joensuu (N=0)	Nurmijärvi (N=1)	Helsinki (N=0)	Kuopio (N=6)	Jyväskylä (N=1)
Very unsatisfied, 4	0	3	0	0	0	0	0	1	0
Unsatisfied, 6	0	3	0	0	0	1	0	2	0
Satisfied, 4	1	0	1	0	0	0	0	2	0
Very satisfied, 0	0	0	0	0	0	0	0	0	0
I can't say, 3	0	1	0	0	0	0	0	1	1

In table 41 (p. 55) are the results to the question how the students feel the dorm is located from the campus. Assumption from the question is that location is good. Excluding one Jyväskylä respondent, all announced that location of the dorm is good from the campus, where is to assumed the teaching mainly is held.

<b>Table 41</b>	<b>Which campus student you are? N=18</b>								
Good location concerning campus, answers	Tornio (N=1)	Äänekoski (N=7)	Turku (N=1)	Kauniainen (N=0)	Joensuu (N=0)	Nurmijärvi (N=1)	Helsinki (N=0)	Kuopio (N=6)	Jyväskylä (N=2)
Very unsatisfied, 0	0	0	0	0	0	0	0	0	0
Unsatisfied, 1	0	0	0	0	0	0	0	0	1
Satisfied, 12	1	5	1	0	0	0	0	4	1
Very satisfied, 5	0	2	0	0	0	1	0	2	0
I can't say, 0	0	0	0	0	0	0	0	0	0

Then again when asked about the location concerning the work practice places the location was not so good, what can be seen in table 42 (p. 55). 'Unsatisfied' were 12 of the respondents and 'very unsatisfied' three which makes almost all of the 18 responders. There was only one 'satisfied' respondent in Tornio campus and altogether two 'I can't say' replies, one in Äänekoski and one in Kuopio.

<b>Table 42</b>	<b>Which campus student you are? N=18</b>								
Good location considering work practise places	Tornio (N=1)	Äänekoski (N=7)	Turku (N=1)	Kauniainen (N=0)	Joensuu (N=0)	Nurmijärvi (N=1)	Helsinki (N=0)	Kuopio (N=6)	Jyväskylä (N=2)
Very unsatisfied, 3	0	1	0	0	0	1	0	1	0
Unsatisfied, 12	0	5	1	0	0	0	0	4	2
Satisfied, 1	1	0	0	0	0	0	0	0	0
Very satisfied, 0	0	0	0	0	0	0	0	0	0
I can't say, 2	0	1	0	0	0	0	0	1	0

Students were also asked how they would evaluate their study conditions in their study city. Here was not specified what they consider as their "study city"; the one they live in or where their own campus is situated. The results are seen in table 43 (p. 56). Majority of the respondent seem to be satisfied or even very satisfied with their study city, together 67 of 87 respondents, yet the majority of respondent in Äänekoski and Kauniainen thinks otherwise. Especially in Äänekoski, seven of respondents think that they are not happy with their study city, in Kauniainen the number is three and also in Jyväskylä, four respondents.

Study city, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 1	0	0	0	0	0	0	0	1	0
Unsatisfied, 17	1	7	0	3	0	2	0	0	4
Satisfied, 42	3	5	5	1	6	3	1	12	6
Very satisfied, 25	2	1	3	1	4	1	4	8	1
I can't say, 2	0	0	0	0	0	2	0	0	0

## 5.2 Students' incomes

Sufficient and secure incomes are important and essential part of well being. Sufficient incomes create reasonable subsistence and satisfies the 'physiological' needs. Chan, Chau & Chan (2012, 118) emphasis, that current sense of financial security depends on both psychological sense of financial well-being and actual financial standings. These can be such as parental support and incomes from employment, while future financial security is related to financial expectation after graduation and expected student loan re-payment power.

The economical base for student in higher education is state-funded student financing aid which includes study grand and financing aid's housing benefit. Requirement to get study financial aid is to study full-time, proceeding in studies and need for economical support. The amount of student financing aid is determinate by students age, housing condition, educational level and students own incomes. Together with these, the livelihood during the study time is being financed usually by working, study loan, parent's or partners' income, social benefits like parenting benefit or income support. In Finland the student financial aid for higher educational, over 20 years old student is 298,00 euros per month and granted housing benefit is 80 % of the housing expense and is granted up to 252 euros per month. Yet housing benefit is not paid if the housing expenses are less than 33,63 euros per month. State-funded student loan can be applied 300 euros per month. (Opiskeluterveydenhuollon opas 2006, 61: Opetus- ja kulttuuriministeriö, 2012).

In Berndtson's student survey 2003 (2004, 50, 78) about the financial circumstances and subsistence problems of Finnish students discovered that the largest expenditure are housing and food. Same conclusion was noted in the Viuhko's student survey 2006 (2006, 41) where also was found that housing and food were those expenditures for what the students got support from their families more often than other expenses.

In this research the exact number of euros that students earn has been left out. When asked about the subsistence of students in HUMAK, aim was to evaluate the primary subsistence, money sufficiency and survey the need to work alongside studies. How students feel about their life and financial situation can be as much significant concerning well being as according to concrete numbers. Student can feel the financial circumstances reasonable even if the incomes in euros were low when student compares the "status" related level of common student livelihood. At the same time better income making person can feel financial circumstances weak if comparing with is even more income making people. Also own expectations and needs drive the comprehension of own situation. (Viuhko 2006, 43–44).

In the questionnaire it was inquired about the students subsistence by do they get study financial aid, study loan, do they work alongside with the studies, why they work, where they work, does their work relate to their studies, how does consolidating studies and work succeed, how they manage with their incomes and how they think the study financial aid should be developed.

In the questionnaire it was also a question did students feel like they have had enough guidance, support and information in applying student financing aid as a part of student services. Results to this question can be seen in table 44 (p. 58). It shows that almost on every campus the majority of responses announced that they have had 'enough' guidance, support and information from school how to apply for student financing aid, but three respondents from Nurmijärvi campus announced to gained guidance 'not at all' and one 'too little'. Also from Kuopio two respondents announced to had 'too little' and four 'not quite enough' yet clear majority did get 'enough'. Also 'I can't say' answers got ten selections, biggest amount in Turku,

three, and in Kuopio two, and one in Tornio, Joensuu, Nurmijärvi, Helsinki and Jyväskylä each.

<b>Table 44</b>	<b>Which campus student you are? N=87</b>								
Applying student financing aid	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 6	0	0	1	1	0	3	1	0	0
Too little, 5	0	1	0	0	0	1	0	2	1
Not quite enough, 16	2	3	0	2	1	0	1	4	3
Enough, 49	3	8	4	2	8	3	2	13	6
Too much, 1	0	1	0	0	0	0	0	0	0
I can't say, 10	1	0	3	0	1	1	1	2	1

Students were asked did they withdraw study financial aid and were inquired why, if not. Results are in table 45 (p. 58). 75 of all 87 respondents announced to withdraw study financial aid and 12 did not. In open question, why not, three announced to study self-motivated education and getting earnings related or unemployment benefit. Only two replied that because their work. One announced to get only study grant, because living in the apartment owned by respondent's partner and one just announced that didn't get housing benefit. One announced to getting income support because the months that student financing aid was paid were over, one announced to get employment support and another announced to study on rehabilitation benefit. One replied that because of the respondent is not a Finnish citizen.

<b>Table 45</b>	<b>Which campus student you are? N=87</b>								
Do you withdraw study financing aid, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Yes, 75	5	11	5	5	8	5	5	20	11
No, why not? 12	1	2	3	0	2	3	0	1	0

31 of all 87 respondents announced to withdraw study loan as can be seen in table 46 (p. 59). Kauniainen and Helsinki campuses had the more students who withdraw student loan than those who don't. One assumed reason can be higher living conditions than in other cities in Finland because they are in the metropolitan area. Also in



Jyväskylä the majority announces to take study loan. Yet altogether students seem to more commonly not to withdraw study loan. In previous researches (Berndtson 2004, 42; Viuhko 2006, 51–53) have been discussed about the reasons for unwillingness to take study loan. Mostly the reason was unwillingness to live on loaned money. Other reasons were working, the uncertainty about the future and how to pay loan back and coping with the income of student grant and salary income. Also one reason was that person may already have a loan, like for housing or car, and taking another didn't seem reasonable. Yet having some savings was mentioned as a reason as well. Resort to study loan was thought to be needed when other incomes are enough to cover the necessary expenditure or student wasn't able or willing to work alongside studies (Lavikainen 2012, 25).

	<b>Which campus student you are? N=87</b>								
Do you withdraw study loan, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
No, 56	5	9	5	1	6	7	2	16	5
Yes, 31	1	4	3	4	4	1	3	5	6

Students were asked how they manage with their monthly incomes in their own opinion without asking the exact amount of euros. Results are in table 47 (p. 60). From the whole amount of 87 replies, 35 announced that they manage with their monthly incomes if they are strict. That opinion got majority responses in all other campuses but in Tornio and Nurmijärvi campuses. In Tornio most common answer was 'pretty well' and in Nurmijärvi three announced they manage 'well' and another three 'pretty well'. 'Poorly' announced to manage 16 respondents, none from Tornio, one from Äänekoski, Kauniainen and Nurmijärvi, two from Turku, Joensuu and Helsinki, three from Kuopio and four from Jyväskylä. When comparing campuses, the worst responses came from Helsinki, Jyväskylä, Kuopio, Turku and Äänekoski.

<b>Table 47</b>	<b>Which campus student you are? N=87</b>								
How do you manage with your monthly incomes, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Well, 16	0	1	1	1	3	3	2	4	1
Pretty well, 20	4	2	2	2	2	3	0	4	1
I manage if I'm strict, 35	2	9	3	1	3	1	1	10	5
Poorly, 16	0	1	2	1	2	1	2	3	4

Table 48 (p. 61) shows the results to a question how students think study financing aid should be developed. Given answers considered raising either housing benefits, study grand, amount of study loan or income limits. Income limits means that if student has own earnings during study time, the amount of those earnings impacts how much student can have study grand. Other, what option gave change to leave an own idea as well. None of the all 87 respondents suggested raising the amount of study loan to develop student financing aid. This was actually not a surprise, since according to the previous researches (Berndtson, 2004), study loan was something that don't want to take and in this research it was the third most selected opinion why to work alongside studies (see in table 52, p. 63). 31 of respondents thought that housing benefit should be raised, 24 that study grand should be raised and 20 that amount of income limits should be raised. When comparing different campuses, it don't show any specific differences.

In open answers three of the all 87 responders wanted to develop student financing aid by raising both student grand and housing benefit. Two respondents suggested that other support forms should be raised but not the student loan. Two suggested that student financing aid should be tied to the national economy index. One respondent wanted that study city should be taken under consideration, ie. Helsinki, which is the most expensive city to live in. One respondent announced that student grand and income limits should be raised. One respondent didn't know:

*"I don't know. It would be nice to have lot's of money but then it's the taxpayer site of view."*

Another respondent thought that raising benefits is not necessary:

*"I think that support is sufficient. If wanted to live wider, always can go to work."*

<b>Table 48</b>	<b>Which campus student you are? N= 87</b>								
How do you think student financing aid should be developed, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
By raising housing benefit, 31	3	6	3	0	3	3	1	9	3
By raising study grand, 26	1	5	1	1	4	0	2	8	4
By raising amount of study loan, 0	0	0	0	0	0	0	0	0	0
By raising income limits, 20	2	0	4	4	3	2	1	1	3
Other, how? 10	0	2	0	0	0	3	1	3	1

### 5.3 Working alongside the studies

Respondents were asked do they work alongside with their studies, why they work and are their work connected to their studies. Also interesting was to know do they work in their study municipality or in another municipality and how they feel they can combine working and studying. Working alongside with studies is seen problematic when student isn't able to participate to the studies so that study aims are not adequate and studies don't move ahead. (Kurri, 2006, 14).

Altogether 71 of 87 respondents announced to work alongside their studies, as can be seen in table 49 (p.62). 27 of them announces to work regularly and 19 randomly during academic year, 25 only during the summer or holidays. Comparing campuses, most students who work alongside their studies are from Nurmijärvi, Kauniainen and Helsinki. Also in student survey 2010 one conclusion was that students who live in metropolitan area seem to work more than students living elsewhere. (Saarenmaa, Saari & Virtanen 2010, 44). Yet some respondents in Äänekoski, Joensuu and also Kuopio announced to work during the summer or holiday time, which may have seem to be not so overloading considering working alongside studies. It is clear that working is very common when summer or holidays are taken into consideration but sometimes working in regularly during academic year can may foretell that studies are about to linger. In worst cases it can mean drop offs and quitting studying.

<b>Table 49</b>	<b>Which campus student you are? N=87</b>								
Do you work alongside studies, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Yes, regularly during academic year, 27	1	0	3	3	1	6	3	6	4
Yes, randomly during academic year, 19	2	2	3	1	1	2	0	4	4
Yes, but only summer / holidays 25	1	5	1	0	7	0	1	8	2
No, 16	2	6	1	1	1	0	1	3	1

To the question 'Is your work related to your study field?' the total number of responses was 70 and the results are in table 50 (p. 62). 41 respondents announced that their work is not related to their study field. When comparing campuses, shows that in Helsinki none and in Kuopio only view work is related to their study field. In table 51 (p. 63) it can be seen the same results, compared with different study fields. There can be seen notably that those students who study 'Sign language Interpretation' are more likely not working in their study field than the other two field are more near half and half. In civic activities and youth work study field, the difference comes from Nurmijärvi campus, where five of all eight respondents worked in their study related place.

<b>Table 50</b>	<b>Which campus student you are? N=70</b>								
Is your work related to your study field, answers	Tornio (N=4)	Äänekoski (N=7)	Turku (N=7)	Kauniainen (N=4)	Joensuu (N=9)	Nurmijärvi (N=8)	Helsinki (N=4)	Kuopio (N=18)	Jyväskylä (N=9)
Yes, 29	2	4	2	2	5	5	0	3	6
No, 41	2	3	5	2	4	3	4	15	3

<b>Table 51</b>	<b>What is your study field? N=70</b>		
Is your work related to your study field, answers	Civic activities and youth work (N=28)	Sign language Interpretation (N=21)	Cultural management (N=21)
Yes, 29	16	3	10
No, 41	12	18	11

The question why students work alongside the studies got 71 responses and the results are seen in table 52 (p. 63). Respondents were able to select 1 to 3 options of

given options or give their own open answer. Clear majority of all respondents did work because they wanted to earn extra money. The second most common reason was to gain work experience while studying, which can be related to quite good rate to those who has a work related to their studies (table 50 & 51). Thirds most popular reason was to avoid study loan. Next selected option was to make connections to working live, then to get changes to studying. For six respondents working alongside studies was only livelihood. In open answers the need of extra money accentuated. One announced a need to go to work so that could defray the expenses of housing and other living and other needed money for visiting the home municipality. One said that student financing aid doesn't even cover the rent. One simply announced to be greedy for money.

	<b>Which campus student you are? N=71</b>								
Why do you work alongside studies, answers	Tornio (N=11)	Äänekoski (N=18)	Turku (N=17)	Kauniainen (N=9)	Joensuu (N=22)	Nurmijärvi (N=20)	Helsinki (N=10)	Kuopio (N=40)	Jyväskylä (N=29)
I get work experience, 44	3	4	3	2	6	5	3	9	9
I make connections to working live, 21	1	4	2	2	2	4	0	1	5
I get change to studying, 13	2	1	1	0	2	0	1	5	1
I earn extra money, 59	3	6	5	4	9	6	3	15	8
I avoid study loan, 29	2	2	3	1	3	3	1	10	4
It's my only livelihood, 6	0	0	2	0	0	1	1	0	2
other, what? 4	0	1	1	0	0	1	1	0	0

It was also inquired where those students did work who announced to work alongside studies; at their study municipality, another municipality, or both. The results are in table 53 (p. 64). Almost half and half of all 71 respondents worked in their study municipality and some another municipality, 12 announced to work in both. But when comparing campuses, it can be seen some clear differences. From Äänekoski, almost every respondent did work just in another municipality, only one announced to work in both. In Helsinki, three of four responders worked at study municipality. In Kuopio ten worked in study municipality, four in another municipality and four in both. In Jyväskylä campus five of ten respondents worked in another municipality, four in study municipality and one in both. In Nurmijärvi only two of eight respondents worked in study municipality and six in another municipality.

<b>Table 53</b>	<b>Which campus student you are? N=71</b>								
Where do you work, answers	Tornio (N=4)	Äänekoski (N=7)	Turku (N=7)	Kauniainen (N=4)	Joensuu (N=9)	Nurmijärvi (N=8)	Helsinki (N=4)	Kuopio (N=18)	Jyväskylä (N=10)
At my study municipality, 30	2	0	3	1	5	2	3	10	4
Another Municipality, 29	1	6	2	3	2	6	0	4	5
Both, 12	1	1	2	0	2	0	1	4	1

In table 54 (p. 64) are the results for a question how students think they manage combining work and studying. It's a surprise to notice that only one respondent, from Turku, thinks that studies do suffer significantly because of working. In Kuopio, 10 of 17 respondents thought working and studying was combined excellent. Clear majority, 52 of all 68 respondents thought that combining work and studies worked either 'excellent' or 'pretty well'.

<b>Table 54</b>	<b>Which campus student you are? N=68</b>								
How does it work to combine working and studying together, answers	Tornio (N=4)	Äänekoski (N=7)	Turku (N=6)	Kauniainen (N=4)	Joensuu (N=8)	Nurmijärvi (N=8)	Helsinki (N=4)	Kuopio (N=17)	Jyväskylä (N=10)
Excellent, 20	3	1	0	0	2	2	2	10	0
Pretty well, 32	0	4	3	4	5	6	1	3	6
Not very well, 15	1	2	2	0	1	0	1	4	4
My studies suffer significantly, 1	0	0	1	0	0	0	0	0	0

## 6 STUDENTS HEALTH CARE SERVICES

Health care services of students in Universities of Applied Sciences are usually produced by the municipalities. Yet previous surveys (Erola 2004, 4; Opiskelijaterveydenhuollon opas 2006, 18) show that organised health care services are quite differential in different places, and because of this students in different field and students in different municipalities are in unequal position in availability to get good health care services. Not only that the services could be better, should attention be also in getting the information about the services and how to enter them.

The higher education health care services differ between students in university and students in university of applied sciences. Students in university of applied sciences, in some parts in Finland, have much poorer resources and require development. It is said in Student health care guide (2006, 18) that in 2002 the school nurse reception on demand access during the same day did achieve about the third of the general clinics. The longest waiting time to the school nurse reception in universities of applied sciences was a month. To the doctors' reception the waiting time was usually two days, but the waiting time for a student in university of applied sciences could be over two and half months. So it's very clear that the actors organising student health care systems need support and nationwide coherent lines to development work. Students and the student organisations are concerned about the low or deficient service. Students are expecting to have equitable treatment everywhere in Finland.

#### 6.1 Use and availability of the health care services in HUMAK

In HUMAK the students are provided with those health care services at their campus municipality that are stated in Primary Health Care Act. It's municipality's responsibility to arrange the student health care in the educational institutions of its area, despite the residence. The student health care includes basic health care and medical treatment services, dental care and mental health care services. (Humanistinen ammattikorkeakoulu 2012; Opiskeluterveydenhuollon opas 2006, 140). Students have also the possibility to use their home municipality's services as residence or private sector's health care services. Yet the duty of the society's or the municipalities is the same to all students. Whosever the responsibility of the student health services is or what kind of structures are behind it, the health services for students has its specific objectives and obligations. (Symposium on Student Health Services 1966, 30).

Mental health care services were separated in this research into own chapter. Aim is to find out how many students needs or could have needed mental health care services and what kind of service during their study time. These kind of services is not

been offered in HUMAK especially but that's why it was interesting to find out the need for these kind of services to be considered in the future.

In the questionnaire it was asked whether students got guidance, support and information about the nurse services at campus site. Results are in table 55 (p. 66). 31 respondents of total 87 announced to had 'enough' guidance in nurse services yet notable is the answer rates in 'too little' and 'not quite enough', which are high also. When comparing campuses, in Jyväskylä and Kauniainen none of the respondents announced to have guidance 'enough'. Also in Turku three of eight announced that they didn't get any guidance, yet there three thought that they had 'enough' guidance, one announced 'not quite enough' and one other 'too little'. In Helsinki only one respondent announced to had 'enough' guidance. In the Kuopio campus, the responses show 'too little' and 'not quite enough' guidance by 13 respondents from total 21.

Nurse services at campus, answers	Which campus student you are? N=87								
	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 6	0	1	3	0	0	0	1	0	1
Too little, 21	1	2	1	2	4	1	1	5	4
Not quite enough, 26	0	5	1	1	1	3	2	8	5
Enough, 31	5	5	3	0	5	4	1	8	0
Too much, 0	0	0	0	0	0	0	0	0	0
I can't say, 3	0	0	0	2	0	0	0	0	1

Then students were asked if they got guidance, support and information about the health care services at their campus municipality. Results in table 56 (p. 67) shows that majority of the respondents, 29 of 87, seemed to had 'not quite enough' guidance and responses in options 'not at all' and 'too little' were also significant in every other campus but in Tornio and Turku.



<b>Table 56</b>	<b>Which campus student you are? N=87</b>								
Student health care services in campus municipality, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 8	0	1	0	0	0	0	2	4	1
Too little, 16	1	4	1	2	5	1	1	3	3
Not quite enough, 29	0	5	0	3	1	2	2	11	5
Enough, 27	5	3	7	0	4	4	0	3	1
Too much, 0	0	0	0	0	0	0	0	0	0
I can't say, 2	0	0	0	0	0	1	0	0	1

In table 57 (p. 68) students were also asked to tell how satisfied they are about the health services they have had. Majority of all the 87 respondents are 'unsatisfied' with the health services, but surprisingly many are also 'satisfied', from all 87 respondents 29 was 'satisfied'. It seems that the health care services for HUMAK's students are not in such a bad condition as some students might have given the impression about them. When looking at different campuses, in Helsinki none of the respondents are 'satisfied'. 'Very unsatisfied' respondents were found only one in Turku, one in Joensuu, two in Helsinki, and as many as three in Kuopio and three in Jyväskylä. Otherwise in Äänekoski, eight of 13 respondents were 'unsatisfied' and from Kuopio nine of 21. Clear is that student health care services for HUMAK's students is not in a good shape, but some students have found and used services anyhow.

<b>Table 57</b>	<b>Which campus student you are? N=87</b>								
Student health care	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 10	0	0	1	0	1	0	2	3	3
Unsatisfied, 33	3	8	1	1	1	5	3	9	2
Satisfied, 29	1	2	4	3	5	3	0	6	5
Very satisfied, 5	1	1	0	0	2	0	0	1	0
I can't say, 10	1	2	2	1	1	0	0	2	1

In this research it was asked if students have used student health care services during their study time. Results are seen in table 58 (p. 69). 46 of 87 respondents an-

nounced to use school health care services. 55 of 87 respondents announced to use study municipality's health care services. 63 of 87 respondents announced to use home municipality's health care services. 30 announced to use private health care services. In the open questions six announced to use some other services. Three respondents announced that had used occupational health care services, one announced that had used crisis centre and one had used Finnish student health services. The last mentioned one is for university students only. The Finnish Student Health Service provides general, mental and oral health care services for undergraduate students in universities (Finnish Student Health Service 2012).

<b>Table 58 Which campus student you are? N=87</b>									
	<b>Tornio (N=6)</b>	<b>Äänekoski (N=13)</b>	<b>Turku (N=8)</b>	<b>Kauniainen (N=5)</b>	<b>Joensuu (N=10)</b>	<b>Nurmijärvi (N=8)</b>	<b>Helsinki (N=5)</b>	<b>Kuopio (N=21)</b>	<b>Jyväskylä (N=11)</b>
<b>School health care services, answers</b>									
Yes, 46	3	6	4	2	8	3	2	15	3
No, 41	3	7	4	3	2	5	3	6	8
<b>Study municipality's health care services, answers</b>									
Yes, 55	5	9	6	2	8	1	4	15	5
No, 32	1	4	2	3	2	7	1	6	6
<b>Home municipality's health care services, answers</b>									
Yes, 63	4	12	5	5	9	7	4	10	7
No, 24	2	1	3	0	1	1	1	11	4
<b>Private health care services</b>									
Yes, 30	0	4	3	2	4	4	4	3	6
No, 57	6	9	5	3	6	4	1	18	5
<b>Other, what?</b>									
Yes, 6	0	0	1	1	1	2	0	1	0
No, 9	1	3	1	1	0	1	0	1	1

Then student were asked to specify which health care services they have used or needed. In this question a respondent could select many options from given answers alternatives. Results are in table 59 (p. 70). The most used health care services have been nurse, doctor services and dental care. Comparing campuses doesn't show up any significant differences of what health care services was needed. In Turku and

Kuopio campuses none of responders announced to needed mental health services, but in other campuses responders some students have needed. Other health care services can assume to be gynaecologist or physiologist.

<b>Table 59</b>	<b>Which campus student you are? N=87</b>								
What health care services have you used?	<b>Tornio (N=17)</b>	<b>Äänekoski (N=34)</b>	<b>Turku (N=17)</b>	<b>Kauniainen (N=15)</b>	<b>Joensuu (N=23)</b>	<b>Nurmijärvi (N=14)</b>	<b>Helsinki (N=15)</b>	<b>Kuopio (N=44)</b>	<b>Jyväskylä (N=22)</b>
Nurse, 57	6	8	4	4	7	3	3	15	7
Doctor services, 63	4	11	5	4	6	6	5	16	6
Mental health services, 13	3	3	0	2	1	1	2	0	1
Dental care, 50	3	7	6	4	7	3	4	9	7
Other health care, 15	1	5	1	1	2	1	1	2	1
Nothing, 3	0	0	1	0	0	0	0	2	0

34 of the 87 respondents announced to have taken part in the physical checkout at campus nurse. This can be seen from table 60 (p. 70). Right in the beginning of the studies, a student fills up a questionnaire considering student's own health, use of intoxicants and mental state. Through those questionnaires is evaluated the need and urgency of a personal physical checkout. To the checkout are invited those who especially ask to come, who are exposed to dangerous work and those who have physical problems or are in physical risks. Participating to physical checkout is voluntary. The questionnaire offers also an easy way to a student to get into care of health care professionals. (Humanistinen ammattikorkeakoulu 2012; Opiskeluterveydenhuollon opas 2006, 103–104).

<b>Table 60</b>	<b>Which campus student you are? N=87</b>								
Have you been in physical checkout at your campus nurse?	<b>Tornio (N=6)</b>	<b>Äänekoski (N=13)</b>	<b>Turku (N=8)</b>	<b>Kauniainen (N=5)</b>	<b>Joensuu (N=10)</b>	<b>Nurmijärvi (N=8)</b>	<b>Helsinki (N=5)</b>	<b>Kuopio (N=21)</b>	<b>Jyväskylä (N=11)</b>
Yes, 34	1	6	5	1	7	3	1	11	0
No, 52	5	7	3	4	3	5	4	10	11

Students were asked how satisfied they are in certain things in provided health care services in their study municipality. Results to question how satisfied students were in nurse services at their campus are in table 61 (p. 71). Notable is the big amount of '1

can't say' answers, 29 of all 87 responses. This can lead to assume that not so many students have used the nurses' services in the campus sites. Quite many altogether are also 'satisfied' with the nurse services. In Kuopio campus nine of 21 respondents and in Joensuu 'very satisfied' are half of respondents, five out of ten.

<b>Table 61</b>	<b>Which campus student you are? N=87</b>								
Nurse at campus	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 8	0	0	1	0	1	0	1	4	1
Unsatisfied, 15	1	5	1	0	1	2	1	2	2
Satisfied, 26	3	3	3	1	2	1	1	9	3
Very satisfied, 9	1	2	0	0	5	1	0	0	0
I can't say, 29	1	3	3	4	1	4	2	6	5

In table 62 (p. 71) are the results to question how satisfied students are with doctor's services in their study municipality. Also in this question the amount of 'I can't say' answers is high, 31 of all 87 responses. This option is particularly high in the Turku and Nurmijärvi campuses when compared to other answers in those campuses. Yet students seem to be surprisingly satisfied with the doctor services, but there can be seen 'unsatisfaction' as well, especially in Kuopio and Jyväskylä campuses.

<b>Table 62</b>	<b>Which campus student you are? N=87</b>								
Doctor's services	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 2	0	0	0	0	0	0	0	1	1
Unsatisfied, 13	1	2	1	0	1	0	1	4	3
Satisfied, 36	2	7	1	3	6	1	2	10	4
Very satisfied, 5	1	0	1	0	1	0	1	1	0
I can't say, 31	2	4	5	2	2	7	1	5	3

Students' opinion about the dental care services can be seen in table 63 (p. 72). Here also the amount of 'I can't say' answers is very high, 31 respondents from total 87. Otherwise respondents were again surprisingly 'satisfied' with the dental care services, even though there were also 'very unsatisfied' and 'unsatisfied' responses in the results and significant amount of these respondents came from Jyväskylä cam-

pus, yet also from Kuopio and Äänekoski. Opinion about other health care, which was not specified, is in table 64 (p. 72).

<b>Table 63</b>	<b>Which campus student you are? N=87</b>								
Dental care	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 7	1	1	0	0	2	0	1	1	1
Unsatisfied, 14	0	3	1	0	1	0	0	3	6
Satisfied, 20	1	1	4	2	5	1	2	3	1
Very satisfied, 4	1	0	0	1	1	0	1	0	0
I can't say, 39	3	8	3	2	1	7	1	14	3

<b>Table 64</b>	<b>Which campus student you are? N=87</b>								
Other health care	Tornio (N=6)	Äänekoski (N=11)	Turku (N=6)	Kauniainen (N=3)	Joensuu (N=9)	Nurmijärvi (N=8)	Helsinki (N=3)	Kuopio (N=16)	Jyväskylä (N=8)
Very unsatisfied, 3	0	0	0	0	0	0	1	0	2
Unsatisfied, 4	0	1	0	0	0	0	0	1	2
Satisfied, 17	3	2	5	0	4	1	0	1	1
Very satisfied, 3	1	1	0	0	1	0	0	0	0
I can't say, 43	2	7	1	3	4	7	2	14	3

Students were also asked if they think they have been able to get into health care services when necessary. It can be seen in table 65 (p. 73) that 61 of all 87 respondents announced that they have. In the open questions students have specified the reasons why they have not got the access into health care services when they needed. Five students announce that there are too long lines to the dental services and other five announces too long lines to doctors' services. Two announces that nurse is available too rarely on campus site and three responses only to use the private sectors health services, which were also considered very expensive. Two respondents didn't have information about the services. One respondent announces to use only home municipality's services and says also that in the beginning of the studies were made clear that study municipality's health care services are not usable. One respondent replied following way:

*"I don't have information what [services] there are available. Easier is just go to own municipality's public health care than began to find out how to get a connection to student nurse and what services I have possibility to receive."*

<b>Table 65</b>	<b>Which campus student you are? N=87</b>								
Have you got in the health care services if necessary?	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Yes, 61	5	10	6	5	8	6	2	14	5
No, why not? 26	1	3	2	0	2	2	3	7	6

Students were also able to leave their own opinion how they think that health care services should be developed. In the answers it was highlighted the need to have the nurse at the campus site more often. Nurse's existence was seen useless because nurse is too often available and usually guides into municipality's or in private health care. In one campus, it was announced that the nurse didn't come to work before the third year and none of the physical checkouts were done. Nurse is also usually the same one with the areas other educational institutions, and own nurse was wanted. In one case, the place where nurse was located is far away from the campus site which makes it difficult to use that service. This nurse situation was brought up in ten responses.

Five respondents wanted that HUMAK and universities of applied sciences to join the Finnish student health services, just like university students are. Altogether six respondents together announced that better mental health services would be required. Two wanted to have a study psychology to meet and two other urged better informing about the mental health services and how to get them. Otherwise also better and clearer informing about student health services was wanted by three another announcers. Long lines to the dental care and low resources in health care were complained by three announcers. Better dental care services were wanted also in three other responses. Two respondents wanted proper gynaecology services for women to have which also was seen too expensive for students budget to go to public health care. One respondent wanted a physical checkout for every student. One respondent just wanted better health services in campus and in municipality.

## 6.2 Psychosocial services

As said before, the psychosocial services are not especially been offered in HUMAK. There is not a psychologist available at the campus site or always at the student health care services either, but usually through campus municipality's health care services is possible to get these services. Lately there has been a bit of discussion about that some students might increasingly be in need for these kind of services, especially psychotherapy, and these services have become more important part of student's well being which needs to pay attention to (Pylkkänen 2011, 278).

Student's in universities of applied sciences live under more increasing amount of pressure and are acquainted with lot's of stress. The experiences of the students physical and psychical well being are related to the late youth and early adulthood as developmental psychology's actors such as insecure about the future, more demanding and fast changing society, increasing individualism and competition. Mental health can show symptoms in many ways, but are a central challenge for the study capability and for those students who are about to enter the working life. (Lipponen, Mikkonen-Ojala & Parkkinen 2011, 108; Pylkkänen 2011, 278).

In this research it was inquired if students had enough guidance, support and information about mental health care services in the campus municipality. These results can be seen in table 66 (p. 75). 26 of total 87 respondents announced that they didn't get any guidance with mental health services in the campus municipality. Only 15 respondents thought they had 'enough' guidance and information. 'Not quite enough' announced 21 respondents and 13 'too little'. Results divide quite evenly between campuses, but clearly the mental health services are known very poorly. Only in Kuopio five of 21 announce to have 'enough' guidance, but there the majority is also 'not at all' option.

<b>Table 66</b>	<b>Which campus student you are? N=87</b>								
Mental health care services in campus municipality, answers	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 26	1	5	3	2	1	3	3	8	2
Too little, 13	0	2	0	0	5	0	1	3	2
Not quite enough, 21	1	2	1	3	3	1	1	4	5
Enough, 15	2	2	3	0	1	2	0	5	0
Too much, 1	1	0	0	0	0	0	0	0	0
I can't say, 9	1	2	1	0	0	2	0	1	2

Students were also inquired how they would evaluate the mental health care services at their study municipality. Table 67 (p. 75) shows that 62 respondents from all 87 announced 'can't say' what kind of mental services they have. This is most likely assumed to mean that they haven't used the mental health services or haven't been involved with them. In Tornio three respondents announced to be 'very satisfied' with got mental health services and two other 'satisfied'. In Joensuu also three announced to be 'satisfied' with the services. Together seven announced to be 'unsatisfied' with the mental health services, two from Jyväskylä, two from Ääneskoski, one from Turku, one from Joensuu and one from Kuopio. 'Unsatisfied' were only one announcer from Helsinki and one from Jyväskylä.

<b>Table 67</b>	<b>Which campus student you are? N=87</b>								
Mental health care services	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 2	0	0	0	0	0	0	1	0	1
Unsatisfied, 7	0	2	1	0	1	0	0	1	2
Satisfied, 11	2	2	1	0	3	1	0	0	2
Very satisfied, 5	3	0	0	1	0	0	1	0	0
I can't say, 62	1	9	6	4	6	7	3	20	6

In the questionnaire it was asked what psychosocial support services HUMAK should provide to its students. Results are seen in table 68 (p. 76). Clear majority of the students from all campuses require having a study psychologist, this was announced by 78 respondents from total 87. A student parson or deacon services like discussion,



support or crisis handling, supported only 33 of all 87 respondents. This aroused objection the most is the Helsinki campus when compared to the responses from different campuses. Every other campus, the majority of the respondents didn't support this idea either. 50 students from total 78 of them thought that providing peer support group activity could be useful. Especially all respondents from the Tornio campus support this option. Notable still is small majority from Turku, Kauniainen and Nurmijärvi campuses who voted 'no' more than 'yes' option. About the virtual services (ex. second life, net nurse, net psychologist services) the answers of all students divided almost in half. Last option in this question was 'I can't say', which got total 25 answers.

<b>Table 68</b>	<b>Which campus student you are? N=87</b>								
	<b>Tornio (N=6)</b>	<b>Äänekoski (N=13)</b>	<b>Turku (N=8)</b>	<b>Kauniainen (N=5)</b>	<b>Joensuu (N=10)</b>	<b>Nurmijärvi (N=8)</b>	<b>Helsinki (N=5)</b>	<b>Kuopio (N=21)</b>	<b>Jyväskylä (N=11)</b>
<b>Study psychologist, answer</b>									
Yes, 78	6	13	7	4	8	8	4	17	11
No, 9	0	0	1	1	2	0	1	4	0
<b>Student parson/ deacon services, answer</b>									
Yes, 33	4	4	3	2	3	2	1	9	5
No, 54	2	9	5	3	7	6	4	12	6
<b>Peer support groups, answer</b>									
Yes, 50	6	9	3	1	7	3	3	12	6
No, 37	0	4	5	4	3	5	2	9	5
<b>Virtual services (ie. second life, net nurse, net psychologist), answer</b>									
Yes, 47	4	7	4	2	5	5	4	12	4
No, 40	2	6	4	3	5	3	1	9	7
<b>I can't say, answer</b>									
Yes, 12	0	1	1	1	1	2	0	3	3
No, 13	2	2	1	1	1	2	0	3	1

Then students were asked what psychological services they would have needed during their studies. The given options were the same as previously; the study psychologist, the student parson or deacon service for discussion, the peer group support and the virtual services like second life, net nurse or psychologist. The clear majority of all

students in every option announced that they 'haven't needed' these mental health support services during their studies.

In table 69 (p. 77), six respondents announced they would have needed the most study psychologist during their study time. One respondent was from each campuses Kauniainen, Nurmijärvi, Kuopio, Jyväskylä and two from Helsinki thought this. The biggest amount 'would have needed some' answers were got from Äänekoski campus, four of 13 respondents. 'May have needed' option was selected altogether by 16 respondents. From these the biggest rate comparing campuses was from Joensuu, where there four of all ten respondents announced 'may have needed' a study psychologist at their study time.

	<b>Which campus student you are? N=87</b>								
<b>A study psychologist</b>	<b>Tornio (N=6)</b>	<b>Äänekoski (N=13)</b>	<b>Turku (N=8)</b>	<b>Kauniainen (N=5)</b>	<b>Joensuu (N=10)</b>	<b>Nurmijärvi (N=8)</b>	<b>Helsinki (N=5)</b>	<b>Kuopio (N=21)</b>	<b>Jyväskylä (N=11)</b>
haven't needed, 51	4	7	5	1	4	4	1	20	5
may have needed, 16	1	2	1	3	4	1	2	0	2
would have needed some, 10	1	4	2	0	2	0	0	0	1
would have needed most, 6	0	0	0	1	0	1	2	1	1
can't say, 4	0	0	0	0	0	2	0	0	2

In table 70 (p. 78), only one respondent from all 87 announced that 'would have needed the most' the student parson or deacon services. Here the total 78 respondents of 87 announced that they 'haven't needed' this kind of services during their studies. Four announced that they 'can't say'. Jyväskylä, Kuopio, Nurmijärvi and Tornio campuses didn't announce any kind of need or demand for the deacon or parson services, and Turku with only one responder 'would have needed some', Kauniainen, Joensuu and Helsinki campuses one from each announced 'may have needed' in their study time. Altogether, the interest for this kind of services is quite low.

	<b>Which campus student you are? N=87</b>								
Student parson/ deacon services	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
haven't needed, 78	6	12	7	4	9	6	4	21	9
may have needed, 3	0	0	0	1	1	0	1	0	0
would have needed some, 1	0	0	1	0	0	0	0	0	0
would have needed most, 1	0	1	0	0	0	0	0	0	0
can't say, 4	0	0	0	0	0	2	0	0	2

There was clearly more interest among respondents to the peer support groups. Results for this question can be seen in table 71 (p. 78). Every other respondent announced some kind of need for the peer support groups, but Nurmijärvi, were there only two announced that they 'can't say' if they had needed. Only one respondent from the Äänekoski campus announced 'would have needed most' and three 'would have needed some'. Also two respondents from Turku, one from Tornio and one from Joensuu announced they 'would have needed some'. Altogether 20 respondents announced they 'may have needed' the peer support groups, yet no one from Nurmijärvi.

	<b>Which campus student you are? N=87</b>								
Peer support groups	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
haven't needed, 55	2	6	4	4	6	6	2	17	8
may have needed, 20	3	3	2	1	3	0	3	4	1
would have needed some, 7	1	3	2	0	1	0	0	0	0
would have needed most, 1	0	1	0	0	0	0	0	0	0
can't say, 4	0	0	0	0	0	2	0	0	2

Students were not much interested the about virtual services either, shows table 72 (p. 79). 63 of all 87 responders announced that they 'haven't needed' these kind of services during their studies. Also six announced that they 'can't say' would they have needed these. Only seven respondents announced they 'would have needed some' virtual services; two from the Tornio campus and two from Turku campus and also Äänekoski, Joensuu and Helsinki campuses one from each. Every other cam-

pusers two or one responder announced that they 'may have needed' this kind of service but Tornio was no selections for this option.

<b>Table 72</b>	<b>Which campus student you are? N=87</b>								
Virtual services (ie. second life, net nurse, net psychologist)	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
haven't needed, 63	4	10	4	4	7	5	2	19	8
may have needed, 11	0	2	1	1	2	1	2	1	1
would have needed some, 7	2	1	2	0	1	0	1	0	0
would have needed most, 0	0	0	0	0	0	0	0	0	0
can't say, 6	0	0	1	0	0	2	0	1	2

## 7 STUDY SATISFACTION

Educational institutions are responsible for students' psychological and physiological well being as well as their academic success. School is an environment where a person spends time to gain learning experiences, yet it is also a living environment. These institutions have responsibility to create climate where students are encouraged to learning, self-improvement, developing coping strategies, are supported by teachers and feel psychologically well. Educational institutions climate and sense of community is in the control of its pedagogical staff. (Ruus, Veisson, Leino, Ots, Pallas, Sarv & Veisson 2007, 932). Also students themselves have a big role in building the campus community, and impact how the climate is like at the campus site. Harassment can be more noticed in small units, which could make it also easier to interfere.

The first time that harassment questions had been researched at the higher educational level, was Kunttu's and Huttunen's Student Health Survey 2008. Back then the results showed that harassment was more common in the universities of applied sciences than in universities. (Kunttu & Huttunen 2008, 50) The research made by Lavikainen (2010, 116) about study circumstances in universities of applied sciences,

it was found out that from all study fields, in the humanities and educational and also the cultural fields, had the most harassment experiences. Those experiences were also more common in smaller education units than in the bigger. In the case of HU-MAK these smaller units can be assign to mean the campuses. This is why this research wanted to inquire also about the study atmosphere and harassment experiences.

Respondents were asked how they could evaluate the atmosphere at their campuses. Results are in table 73 (p. 80). Majority of all respondents, 50 of 87 seem to be 'satisfied' with the campus atmosphere and 22 are 'very satisfied'. When comparing campuses, only students in the Jyväskylä campus are clearly 'unsatisfied' with the atmosphere but there are also two satisfied and one 'very satisfied'. From other campuses, three of eight respondents from Turku announced to be 'unsatisfied' to their campus yet five of them were 'satisfied'. Also Tornio, Joensuu, Nurmijärvi and Kuopio had one announcer from each that atmosphere is 'unsatisfied', but the rest were 'satisfied'.

	<b>Which campus student you are? N=87</b>								
<b>Campus atmosphere</b>	<b>Tornio (N=6)</b>	<b>Äänekoski (N=13)</b>	<b>Turku (N=8)</b>	<b>Kauniainen (N=5)</b>	<b>Joensuu (N=10)</b>	<b>Nurmijärvi (N=8)</b>	<b>Helsinki (N=5)</b>	<b>Kuopio (N=21)</b>	<b>Jyväskylä (N=11)</b>
Very unsatisfied, 0	0	0	0	0	0	0	0	0	0
Unsatisfied, 15	1	0	3	0	1	1	0	1	8
Satisfied, 50	3	7	5	4	6	4	1	18	2
Very satisfied, 22	2	6	0	1	3	3	4	2	1
I can't say, 0	0	0	0	0	0	0	0	0	0

Then students were asked how satisfied they are with the campus community and results are in table 74 (p. 81). The majority was satisfied with the campus community except the Jyväskylä campus, where five of 11 were 'unsatisfied' and one 'very unsatisfied'. In Turku, respondents divided in half, four of eight respondents thought that atmosphere was 'satisfied', three thought 'unsatisfied' and one 'very unsatisfied'. Otherwise, three respondents announced that they 'can't say' what kind the campus community was, which can assume to mean that they don't spend much time in the campus area.

Campus community	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Very unsatisfied, 4	0	0	1	0	0	1	0	1	1
Unsatisfied, 15	3	1	3	0	3	0	0	0	5
Satisfied, 49	2	6	4	4	5	3	2	18	5
Very satisfied, 16	1	6	0	0	1	4	3	1	0
I can't say, 3	0	0	0	1	1	0	0	1	0

Students' viewpoints about harassment were asked in two questions. Results can be seen in table 75 (p. 81). Majority of the respondents had never experienced harassment during their studies which also was the case for every campus. Still one time experienced harassments had taken place in Äänekoski, Turku, Kauniainen, Joensuu, Helsinki, Jyväskylä, and Kuopio, where one time harassment experiences had even three respondents.

Have you experienced harassment?	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 62	4	10	5	3	6	7	3	15	9
Once, 10	0	1	2	1	1	0	1	3	1
Few times, 15	2	2	1	1	3	1	1	3	1
Several times, 0	0	0	0	0	0	0	0	0	0

Another question about harassment was if students have noticed it in their classrooms or among their classmates. Through the results in table 76 (p. 82) it can be seen that even though the majority of respondents had not noticed harassment on the campuses, it still had occurred more when all the harassment times are counted together; those that had witnessed it once or more. 'Few times' noticed harassment was seen by 27 respondents which can be considered quite a big number when the total amount of respondents is 87. Especially in Kuopio where 'few times' noticed harassment was announced to be witnessed even by eight respondents.

<b>Table 76</b>	<b>Which campus student you are? N=87</b>								
Have you noticed harassment?	Tornio (N=6)	Äänekoski (N=13)	Turku (N=8)	Kauniainen (N=5)	Joensuu (N=10)	Nurmijärvi (N=8)	Helsinki (N=5)	Kuopio (N=21)	Jyväskylä (N=11)
Not at all, 38	4	5	3	1	2	7	4	9	3
Once, 16	0	4	2	1	2	0	0	1	6
Few times, 27	2	4	2	2	5	1	1	8	2
Several times, 6	0	0	1	1	1	0	0	3	0

Students were also asked what issues have disturbed their studies. Results are seen table 77 (p. 83). Weak informing about studies / study module got the most answers and especially it was announced to disturb studies in Kuopio and Jyväskylä, but also in every other campus as well. Poor study facilities or classrooms and disquietude or noises in classrooms were announced the second and the third most disturbing studies. Disquietude or noises in classrooms was mostly announced to be disturbing in Nurmijärvi, eight announces from total 21, and in Kuopio, 11 announces from total 50. Poor study facilities or classrooms rises especially in Kuopio, Jyväskylä and Äänekoski campus, where it also is the most common answer, nine respondents from total 29. Also problems among students were announced to make some disturbing, particularly in Kuopio campus. Constantly changing timetables or study programmes was suffered mostly in Kuopio and Jyväskylä campuses. Teachers' lack of equal treatment got total 13 responses, some in every other campus but Tornio and Nurmijärvi. Lack of needed study equipments got together 12 responses and in this option was selected by four respondents in Kuopio campus. Answers from Joensuu, Kauniainen and Tornio campuses did divide quite evenly between answer alternatives.

<b>Table 77</b>	<b>Which campus student you are? N=87</b>								
What of the next issues have disturbed your studies?	<b>Tornio (N=9)</b>	<b>Äänekoski (N=29)</b>	<b>Turku (N=18)</b>	<b>Kauniainen (N=14)</b>	<b>Joensuu (N=19)</b>	<b>Nurmijärvi (N=21)</b>	<b>Helsinki (N=15)</b>	<b>Kuopio (N=50)</b>	<b>Jyväskylä (N=36)</b>
Disquietude / noises in classrooms, 42	2	4	3	3	4	8	2	11	5
Problems among students, 23	2	5	1	0	2	2	0	7	4
Teachers lack of equal treatment, 13	0	1	2	1	2	0	3	2	2
Constantly changing timetables / study programmes, 19	1	3	2	1	2	1	1	4	4
Weak informing about studies / study module, 47	3	5	6	3	2	6	4	10	8
Poor study facilities / classrooms, 43	0	9	2	3	3	2	3	11	10
Lack of needed study equipments, 12	0	1	0	2	2	1	0	4	2
Other, what?, 12	1	1	2	1	2	1	2	1	1

'Other, what?' open question got 12 responses. In these responses was criticised the lack of confidence or bad attitude to certain teachers who seem to be unprofessionals and behaving wrongly in teaching situations, or acting in unreliability ways. Also some study related issues has risen problems among some students, which also eats the atmosphere on the campus site. Poor indoor air, disquietude of college students, grades what comes always late and late incoming students to classes was announced also to disturb the studies.

## 8 SPORT SERVICES AND FACILITIES

Sport services provided in the higher educational institutions have risen as a central topic in the past few years in order to develop the whole range of sports culture. Sports services have received more attention and especially the demand for clear aims to develop it. (Opiskelijoiden liikuntaliitto 2011, 3; Uusimäki 2007, 6).

Nowadays the emphasis is on the health-related sports as they have a positive impact on the well being of a person. With qualitative sport services in the high education institutions, it is possible to advance study capability, health and well being. Exer-



cising and doing sports is one central resource to uphold good study capability, it gives strength to manage, and promotes well being at the other levels in life as well. Yet today the high educational institutions are in a position where sports and other related services have a formal stand. This has concluded to very unequal position of sport services available. Good combination is the regional cooperation to produce adequate services and to have good amount of users. (Uusimäki 2007, 64–65; An-sala 2011, 143–144).

In the research about students' health in higher education by Kunttu and Huttunen (2009, 56) it was found out that when comparing the different educational level students sport behaviour and sport services the universities of applied sciences have defective possibilities to produce sport services. It was noticed by comparing the sport behaviour of university students, that good and quality services increase the number of users but good services increases also the use of the other sport services than the institution provides, like commercial or municipality services.

Also in the research about students in university of applied sciences 2010 by Lavikainen (2010, 125–126), it can be seen that when students were asked to evaluate their own institutions sports, the bachelor level students were mostly satisfied, but there was clearly a group of unsatisfied as well. A surprising discovery in this research was, that there is no connection between how satisfied the students are and how big or small their units are.

Research about the sport possibilities high educational students have in their own environment, and about the sport facilities and usability (Starck, 35) shows that the the high educational institutions have quite a reasonable amount of facilities, but all students were not able to reach them. Especially in universities of applied sciences the units are dispersed and the sport facilities are hard to reach. Also it was noticed that there might be discounts for sport services, but if they are really cheap or not to students could afford them, is another question. The possible discounts of the sport places in the municipalities advertisement in the high educational institutions is important so the student could know about them.

This research wanted to add a special research question about sport services and facilities for its known to be problematically. HUMAK providing wide range of equal sport services is a challenge which mostly has to do with its network based structure, small campus areas and limited facilities. Almost all of the teaching takes place in the premises which are property of HUMAK's owners, the colleges. There has not been a survey before to find out what kind of chances students in different campuses have to use premises and facilities of the campuses. At least some levels use basic sport facilities like a gym or indoor sport facilities.

It is known that students have some kind of possibilities to use their campus facilities, like gyms or indoor sport facilities, but it's not known how many actually uses them. Also there is not any kind of hired sport instructions or voluntary sport tutors to activate other students to do sports, or at least none has anyhow don't have knowledge of these. Reasons for these challenges can be many. Not proper times to use gym or indoor sport facilities, equipments are poor, sport tutors haven't been needed or thought to have before, students don't want to have sport activities together or informing about sport possibilities doesn't work.

### 8.1 Recommendations supporting the sport serviced provided by the higher educational institutions

When Polytechnic Act and University Act were reformed in 2009, the Finnish parliament required that government has to monitor how the higher educational institutions organize their sport services to the students and if necessary makes actions to advancing them. (Opiskelijoiden liikuntaliitto 2011, 3).

Finnish Student Sports Federation (OLL), with the support of the Ministry of Education and Culture established in February 2010 an expert committee for sport services offered to higher education institutions. It had representatives from Universities Finland (Unifi), representatives of the students, higher education institutions'sport departments, student health care system and experts in sports and health sciences - on the sport services offered to higher education institutions. As the result this expert committee gave suggestion that the sport and physical activity services offered by the

Finnish higher education institutions should be developed, assessed and monitored. The committee gave recommendations and key factors how to develop and provide sport services. It also gave suggestions how to achieve those recommendations. (Opiskelijoiden liikuntaliitto 2011, 3–4; 9–11).

Recommendations include a need for a strategy or procedure plan to have aims for the sport services. It was also recommended that in an annual level institutions should invest at least 30€ per student in their sport services. For staff recommendation, each higher educational institution should have one full-time employee per five thousand student to plan sport services. It's also recommended that there should be at least one sport facility (=60 hours of weekly use) allocated for every thousand students or at least to have the so-called basic sport facilities in every institution. The institutions should regularly collect feedback about the sport services and develop ideas received from the service users. One recommendation is that sport services shall offer a versatile selection of sports and they should consider the needs of different people. Institutions are also urged to construct sport services so that especially the number of new students and those who previously have not exercised, would be as low as possible. The last recommendation is to have well-designed sport services in relation to the number of users as classified according to the following percentages: users in relation to the number of students < 15% = inadequate sport programme, 15-30% = satisfactory sport programme, 30-50% = good sport programme and 50-70% = excellent sport programme. The number of sport service users, as well as the development of these numbers shall be monitored on a regular basis. (Opiskelijoiden liikuntaliitto, 2011, 10).

## 8.2 Sport possibilities in HUMAK

It was asked if students felt they have had guidance, support or information about the sport services at their campus municipalities. These results are shown in table 78 (p. 87). Of all the 87 respondents, the clear majority, 15 announced that they didn't have any guidance, 25 announced it was 'too little' and 21 announced 'not quite enough'. This is specially pointed on every other campus expect in Tornio where respondents announced mainly to had 'enough' or even 'too much' guidance. Also Kuopio, Jyvä-

kylä and Nurmijärvi had some students who had got guidance. So it can be assumed through these results that in every campus there is guidance but it does not reach every student very well. Those five 'I can't say' responses may speak about this as well.

<b>Table 78</b>	<b>Which campus student you are? N=87</b>								
Sport possibilities in campus municipality, answers	<b>Tornio (N=6)</b>	<b>Äänekoski (N=13)</b>	<b>Turku (N=8)</b>	<b>Kauniainen (N=5)</b>	<b>Joensuu (N=10)</b>	<b>Nurmijärvi (N=8)</b>	<b>Helsinki (N=5)</b>	<b>Kuopio (N=21)</b>	<b>Jyväskylä (N=11)</b>
Not at all, 15	0	3	3	2	0	1	1	3	2
Too little, 25	0	4	2	2	5	0	2	8	3
Not quite enough, 21	1	5	2	1	2	3	0	5	2
Enough, 19	4	1	1	0	2	3	1	4	3
Too much, 1	1	0	0	0	0	0	0	0	0
I can't say, 5	0	0	0	0	1	1	1	1	1

It was also inquired how satisfied students are with the sport possibilities in general. Surprise is that through these results, available in table 79 (p. 88), students seem to be surprisingly satisfied with the sport possibilities they have. 41 respondents from 87 announced to be either 'satisfied' or 'very satisfied' with the sport possibilities they have. The worst response was in Kauniainen where there wasn't any 'satisfied' answers and Helsinki, where only one respondent out of five is 'very satisfied' and then again three 'very unsatisfied' and one 'I can't say' response. In Tornio every respondent were satisfied but in Turku and Äänekoski the majority was unsatisfied.

<b>Table 79</b>	<b>Which campus student you are? N=87</b>								
Sport possibilities, answers	<b>Tornio (N=6)</b>	<b>Äänekoski (N=13)</b>	<b>Turku (N=8)</b>	<b>Kauniainen (N=5)</b>	<b>Joensuu (N=10)</b>	<b>Nurmijärvi (N=8)</b>	<b>Helsinki (N=5)</b>	<b>Kuopio (N=21)</b>	<b>Jyväskylä (N=11)</b>
Very unsatisfied, 10	0	0	2	1	1	0	3	1	2
Unsatisfied, 25	0	7	3	2	3	1	0	6	3
Satisfied, 33	5	4	2	0	3	4	0	11	4
Very satisfied, 8	1	0	1	0	1	2	1	2	0
I can't say, 11	0	2	0	2	2	1	1	1	2

In table 80 (p. 88) can be seen the results to how good the students think the sport possibilities are on the campus. The most common answer is 'bad', and the rate highest in Kuopio, Joensuu, Äänekoski and Kauniainen. The 'not at all' answers can also be assumed as "bad services" because there is not seem to be any. There the answer rate highest in Jyväskylä and Helsinki. Only in Nurmijärvi and Tornio the students feel that the sport services are good. These responses are actually quite in line with the previous question, table 78, which asked how satisfied students are in their sport possibilities. A bit odd is when in previous answers in Jyväskylä campus four respondents are 'satisfied', in table 79 no one thinks that the sport possibilities are 'good'. Same is seen in answers from Kuopio campus where there 11 are 'satisfied' with the sports possibilities, but only three thinks that the sports possibilities are 'good'. Also in Helsinki campus, one respondent has announced 'very satisfied' sport possibilities but no one think in next question that they are 'good'.

<b>Table 80</b>	<b>Which campus student you are? N=87</b>								
How good sport possibilities you think are in your campus, answers	<b>Tornio (N=6)</b>	<b>Äänekoski (N=13)</b>	<b>Turku (N=8)</b>	<b>Kauniainen (N=5)</b>	<b>Joensuu (N=10)</b>	<b>Nurmijärvi (N=8)</b>	<b>Helsinki (N=5)</b>	<b>Kuopio (N=21)</b>	<b>Jyväskylä (N=11)</b>
Good, 25	6	4	1	0	4	7	0	3	0
Bad, 43	0	8	4	3	6	1	1	15	5
Not at all, 19	0	1	3	2	0	0	4	3	6

In table 81 (p. 90) it was asked what sport possibilities there are in the campuses. Here the respondent could select many choices and leave own answer. In general it can be seen that every campus has some kinds of sport possibilities. Tornio, Äänekoski, Joensuu, Nurmijärvi and Kuopio were announced to have a chance to use their own sport shift. Every other campus but Helsinki and Kuopio has a chance to use school gym. Tornio, Ääneskoski, Joensuu, Nurmijärvi, Kuopio and Jyväskylä have possibility to use indoor sport facilities. According to respondents there is a possibility for student tutors to have organised sport events in Äänekoski, Joensuu, Nurmijärvi, Kuopio and Jyväskylä, and students themselves can organise sport events in Tornio together with previous campuses. Student discounts were possible to have in every campus municipalities except in Kauniainen and Helsinki. The open question 'Other, what' gained 11 answers. In six of them were mentioned the possib-

ility to swim, two announced a possibility to floorball, one respondent had the possibility to frisbeegolf, one announced there is available some sport implements and one said that don't know, hasn't found out. Another respondent had also condensed:

*"It's said there is something but it's not been TOLD"*

Altogether 14 respondents thought that their campus didn't have any sport services or possibilities; four respondents from Turku, four in Helsinki and five from Jyväskylä, and one from Äänekoski. Yet only one respondent from Kauniainen and one from Jyväskylä thought they don't have any sport services or possibilities in their campus municipality.

<b>Table 81</b>	<b>Which campus student you are? N=87</b>								
What sport possibilities there are in your campus, answers	<b>Tornio (N=15)</b>	<b>Äänekoski (N=30)</b>	<b>Turku (N=10)</b>	<b>Kauniainen (N=6)</b>	<b>Joensuu (N=26)</b>	<b>Nurmijärvi (N=32)</b>	<b>Helsinki (N=6)</b>	<b>Kuopio (N=40)</b>	<b>Jyväskylä (N=13)</b>
Own sport shift, 27	4	4	0	0	8	7	0	4	0
Possibility to use school gym, 37	2	12	3	5	6	8	0	0	1
Possibility to use indoor sport facilities, 34	2	2	0	0	5	3	0	20	2
Get tutor students or organise sport events, 17	0	2	0	0	3	3	0	8	1
Student themselves or organised sport events, 21	3	4	0	0	2	4	0	6	2
Student discounts to sport services in campus municipalities, 15	4	2	2	0	2	3	0	1	1
Other, what, 11	0	3	1	0	0	4	2	1	0
My campus don't have any sport services / sport possibilities, 14	0	1	4	0	0	0	4	0	5
My campus municipality don't have any sport services / sport possibilities, 2	0	0	0	1	0	0	0	0	1

In table 82 (p. 91) are shown the responses to how students think the sport services should be developed. Here respondent could select many choices and leave own

idea. The most popular option was to get more student discounts in campus municipality; it was selected by several respondents from every campus. This got the most rated support from every other campus except Tornio, Nurmijärvi, Jyväskylä and Turku. The second most responses got the increasing and diversifying sport possibilities, which got lots of support especially from Äänekoski, Kuopio and Jyväskylä and also Joensuu. Respondents from Kuopio, 12 responses seemed to support a lot to getting academic credits when doing sports. Other campuses had also couple picks in this category. Training the sport tutor students to campuses got some support, yet not any from Kauniainen, Joensuu or Jyväskylä. Getting own sports shifts got also some support but not any from Tornio, Turku, Joensuu or Nurmijärvi. Seven respondents thought that sport services don't need to be developed, which can mean that they are already happy with the how service or that they don't see any reason to change the current situation.

In open answers two respondents suggested providing better gym equipments. Also there was a suggestion that other students should use their abilities and guide other students to do sports. Another wanted a better advertisement about the services nearby and the ways to travel to them, and yet one wanted to use the swimming pool during the school day and not only after 3 pm. One respondent suggested that joining the university sports services would be the best solution. The same kind of open answers, improving gym equipments, more efficient advertisement and swimming possibilities was brought up also in the previous research how to develop sports services. (Lavikainen 2010, 126–127).

<b>Table 82</b>	<b>Which campus student you are? N=87</b>								
How sport services should be developed, answers	<b>Tornio</b> (N=12)	<b>Äänekoski</b> (N=32)	<b>Turku</b> (N=14)	<b>Kauniainen</b> (N=13)	<b>Joensuu</b> (N=17)	<b>Nurmijärvi</b> (N=13)	<b>Helsinki</b> (N=12)	<b>Kuopio</b> (N=44)	<b>Jyväskylä</b> (N=21)

By increasing and diversifying offered sport possibilities, 51	4	10	3	4	5	2	2	12	9
By getting own sport shift, 8	0	2	0	1	0	0	2	1	2
By training sport tutor students, 11	2	2	2	0	0	2	1	2	0
By getting academic credits by doing sports, 12	4	4	1	3	4	4	1	12	3
By getting discounts to sports services in campus municipality, 59	2	10	7	4	6	2	5	16	7
Other, what? 6	0	2	0	1	0	2	1	0	0
Nothing, 7	0	2	1	0	2	1	0	1	0

## 9 CONCLUSIONS

In this research was only taken into account in analysing the differences between the given responses from different campuses. It would have also been interesting to explore more deeply the results in other points of views as well, like the ages of respondents and genres of the respondents. Yet this research included so many different issues about the student well being, I was forced to narrow down the point of view in this research in question.

### **Students' services**

According to the results students have mostly got guidance, support and counselling that they give. Yet there was some announcements that students felt that they had too little guidance. Specially guiding in the beginning of the studies and choosing courses could pay a little more attention to, but in general students are satisfied with the guidance. There has been a discussion about the amount of very personal guidance given in HUMAK. Some students and teachers feel there is too much very interaction-based guidance and students could be required more independency in this level of studies. Yet this kind of thinking didn't show in this research.



Students thought that they have had quite enough guidance and support concerning international services but it seems according to the results that on some campuses international services deferred. Unknowing or uninterested towards the international services can partly explain why students are so unsatisfied.

There is clear differences between different campuses with the library services which appeared in this research. Jyväskylä respondents seem to be very happy with their library services but in Joensuu dissatisfaction was most high. Reasons can be the location of the campus library, its opening hours, limited spaces or book availability that makes a challenge to provide all needed material. The most unsatisfied students were within the adequate of materials.

The communication technology services divided the students opinions. The majority of the students felt they had quite enough guidance, support and information, but there did appear lack of guidance, mostly in Jyväskylä and Kuopio campuses. The majority of respondents were also satisfied with the communication technology services, but again in Kuopio campus responses were mostly unsatisfied. These results may refer that some students don't use the technology services. There has been complaining that these provided services, like email account, is not very useful or that the intraweb HumakPro is too difficult. Specified reasons for this dissatisfaction didn't reveal in this research, which I think would be interesting thing to find out.

Students were mostly unsatisfied to the independent study facilities at campus site. It can be that all campuses don't have the independent study facilities or the facilities are poor, it was not specified further.

The students' opinions about their student restaurants varied. In some campuses the students were very satisfied, but the clear difference was Nurmijärvi campus, where all respondents were unsatisfied to the restaurant services. Opinion was given by eight respondents from Nurmijärvi, so it may not be generalised, but as the student restaurant services are a very important part of the study environment and students well being, this is a notable result. Reasons for these unsatisfied answers were not clarified, but it would be very interesting to know. Whether is a bad food, poor ser-

vice, dirtiness or something else, it should be discovered more to be able to make a chance.

The majority of the students were satisfied with the services of Student Union HUMAKO. Notable was amount of respondents also 'could not say'. Reasons for why students could not say didn't reveal, but it may be that some students just don't know what kind of services HUMAKO provides. They may also think that HUMAKO can't provide them anything they need. The students were mostly satisfied with the tutoring activities. Then again, students were not so satisfied with the student discounts they can have with the student card. In this case also, one reason may be that students don't know what discounts they are able to have.

Students in every campus, but Helsinki and Kauniainen, are mostly unsatisfied with the public transporting they have to travel to campus sites. Many of the campuses are located quite far from big cities or city centres and that's why students may need to travel to get to campuses. This matter has been aware before but wanted to ensure in this research to also notice where the situation is worst.

All in all, students seem to be quite satisfied with the student services they were provided. Students are willing to have guidance and they seem to need guidance. Students got guidance, support and information mostly from their own guiding teachers and other students. Support and information was also received from other teachers and student offices at campus sites.

### **Students' living conditions**

The respondents didn't seem to have quite good guidance in finding a place to stay. About a third of responders announced that they didn't have any guidance. It could be helpful especially for the new students to have guidance in this issue, because some of them may be real need of it. Especially the summertime when universities and universities of applied sciences announce the students who have got into some educational institutions, some students may have difficulties to find places to stay because there can be long lines in the local Housing Services for rental places.

Clearly over half of the students lived in the same city where they are studying. Only none of the students from Kauniainen and only one of the Nurmijärvi responders lived in the municipality where the campus was located, but Tornio all the students lived in the municipality where the campus was located. Most common reason to live in other municipality was that there were better services, hobbies or 'other life'. Some announced that they didn't want to move into campus municipality or that it was too small place. Also future or current work, cheaper rents or near location were reasons to live elsewhere. It seemed according to the results that it's more students own choice to live elsewhere than have forced reason for it like work, family or a partner. Some students also felt that they have better chances to have workplaces in the future and better work practise places in other municipalities.

Most of the students lived in rental. Only two students from Äänekoski campus announced to live in student dorm at the moment. Clear majority of the students live alone and the next common was to live with a partner. Thirdly common was to live with a roommate/roommates. Students seem to pay most high rent monthly in Äänekoski, Kuopio and Jyväskylä. The majority payment is 251€-450€ in month. As assumed the most high cities in metropolitan area didn't rise in these results but the again results show that none of the responders from Helsinki lived alone. Majority of the students were satisfied with their current housing conditions. Those who weren't told that reasons were that currently the rent was too high, place is too small, desire to have own their own place or some other reasons, which were listed in pages 50-51.

Only 18 respondents announced to live or had lived in the campuses student dorm. 16 responders announced to be satisfied with the dorm services and those results divided between campuses. Most satisfied dorm residents were from Äänekoski campus. Evaluating different sectors of student dorm students were mostly satisfied with everything else but with the quality of indoor air. Especially in Kuopio, Ääneskoski, Kuopio and Nurmijärvi announced the indoor air to be poor. The location of the dorm comparing the school was seen to be good but location comparing to work practice places was unsatisfied.

Sufficient and secure income is important and essential part of well being. The results show that in general students felt they have had enough guidance in applying student financing aid, except in Nurmijärvi and Kuopio campuses. Almost every respondent announced to withdraw student financial aid. From those who didn't, reasons mainly were because studying self-motivated education, getting earnings related or unemployment benefit or having too much earning by working so they can't have study grand. About a third of respondents announced to withdraw study loan. In Kauniainen Helsinki, Jyväskylä campuses students withdraw study loan more often than in other campuses. One assumed reason can be higher living conditions in bigger cities in Finland, or a bit longer way to campus area, when expenses can be bigger also. Students seemed manage with their monthly incomes if they are strict. Mostly poorly students announced to manage in Helsinki, Jyväskylä, Kuopio, Turku and Äänekoski, where in Jyväskylä and Helsinki also students announced to withdraw student loan more. In these campuses also students announced to work alongside studies to gain extra money.

None suggested raising the amount of study loan to develop student financing aid. Study loan seems to be something to avoid. Students more willingly work alongside studies that withdraw student loan. Mostly respondents thought that amount housing benefit should be raised, amount study grand should be raised and income limits should be raised to be able to have more own earnings.

27 of students announced to work regularly, 19 randomly during academic year and 25 only during the summer or holidays. Most students who work alongside their studies were from Nurmijärvi, Kauniainen and Helsinki. Some respondents in Äänekoski, Joensuu and also Kuopio announced to work during the summer or holiday time. 41 respondents announced that their work is not related to their study field. From different campuses, in Helsinki no one and in Kuopio only view work was related to their study field. Notably was that students in 'Sign language Interpretation' field are more likely not working in their study field than in civic activities and youth work study field and cultural management. Exceptional was also the Nurmijärvi campus, where five of all eight respondents worked in their study related place.

Most common reason to work was to earn extra money. The second most common reason was to gain work experience while studying. The third most popular reason was to avoid study loan. Also making connections to working life, get changes to studying, working as was only livelihood were selected as reasons. In open answers the need of extra money highlighted.

A bit under half of the students announced to work in study municipality, half in some another municipality and 12 in both. In Helsinki and Kuopio campuses, the majority of respondents worked in study municipality when in Äänekoski and Nurmijärvi campuses almost every respondent did work in another municipality. Clear majority of students thought that combining work and studies worked either 'excellent' or 'pretty well'. Surprising was that only one respondent thought that studies do suffer significantly because of working. Also notable was that ten of 17 respondents in the Kuopio campus thought working and studying was combined excellent.

### **Students' health care services**

The majority of the all the respondent is unsatisfied with the health services, but surprisingly many are also satisfied. It seems that the health care services for HUMAK's students are not in such bad condition as was thought. Guidance and information is clearly required to be more powerfully about general student health care services and it's different areas.

Over a half of the students announced to use the school health care services. Almost two thirds announced to use the study municipality's health services and the majority of the students announced to use the home municipality's health care services. 30 students announced to use private health care services. Also occupational, crisis centre and Finnish student health services were announced to used. The most used health care services were nurse, doctor services and dental care. Only some students announced to needed mental health services. Other health care services can assume to be gynaecologist or physiologist. Only a bit over thirds 34 respondents had taken part in the physical checkout at campus nurse.

Notable is the big amount of 'I can't say' answers in every area of student health services; the nurse services, the doctors' services and the dental care services. Surprisingly many respondents are satisfied in these services, which may not tell the whole truth about the condition of the services because the minority seems to actually use them. Students announced as reasons why they have not got the accesses into health services too long lines to the dental services and to the doctors' services. Also nurse availability on campus site was required and some announced to use only the private sectors services. Need for better availability and nurses existence on campus site was also one most required develop area that respondents announced. Better mental health services, a study psychology, better and clearer informing about health care were also wanted.

According to the results show clearly that respondents haven't got enough guidance and information about the mental health services. Most of the respondents again were satisfied with got mental services, yet the majority of the respondents could not say are they satisfied. Students also don't seem to know what kind of mental services they may have. This can of course also mean that they haven't used the mental health services or been involved with them.

Clear majority of the students required to have a study psychologist in question what services HUMAK should provide to the students. A student parson or deacon services got a bit over thirds support and 50 students, especially all respondents from the Tornio campus supported the peer support groups. Requirement for the virtual services (ex. second life, net nurse, net psychologist services) divided the students almost in half.

The clear majority of the students announced that they haven't needed mental health support services during their studies. Mainly a study psychologist could have been a useful for some students. The student parson or deacon services wasn't hardly needed at all. More interest was risen with the peer support groups among students. Some students from every other campus, except Nurmijärvi, announced that they could have used this kind of peer support group service. The virtual services were not needed very much either.

It seems that students may require having an opportunity for different mental health care services than they themselves actually announce to have a need to use them. This is quite interesting when there has been a bit discussion how students may have more use to these kinds of services, but it don't so strongly seen in this researches results. Important is to notice those students that may have a need for mental health services, support discussions or psychological indisposition, and actions to be able guide them to these services, even they might be further or hard to access in. This requires cooperation with the campus municipalities, its health care services, contact information available to students to have when needed. Also informing students from these opportunities is something that needs to be done much more powerfully than has done now. Student peer support group activity is actually not even so hard to provide, if its requested. Here might be a very good chance to do cooperation also with the Student Union and tutor activities.

### **Study satisfaction**

It seems that every other campus has a good atmosphere but the Jyväskylä campus' atmosphere has some to improve. Again students in other campuses were satisfied with the campus community except the Jyväskylä campus, where the majority were unsatisfied. In Turku, the opinion of the campus community did divide in half.

In general was notable that harassment was spotted more than it had experienced on own. 'Few times' noticed harassment was witnessed by 27 respondents which can be considered quite a big number, especially in the Kuopio campus, the number of 'few times' noticed harassment was high. I think that in general the amounts of harassment in this research are surprisingly high, when comparing the low respondent rate of this research and the announced times harassment was notices. Harassment was also discovered in these study fields in Lavikainen's (2010) researched and here it shows also. There surely needs to be made actions towards this kind of behaviour in every campus.

Weak informing about the studies or the study module, poor the study facilities or classrooms, and the disquietude or noises in the classrooms were announced the

most common issues to disturb the studies. Also the lack of confidence, bad attitude and wrongly behaving teachers were seen to disturb the studies. Some study related issues has raised problems among some students, which also was seen to eat the atmosphere on the campus site.

The study questions in this research related to student services and students living conditions were how are the student well being and living conditions on the different campuses of HUMAK University of Applied Sciences and which student services and supporting services there are and how they are available. Living conditions of the students in HUMAK are all in all quite good level. According to this research students have quite sufficient incomes, they announce to manage quite well with their incomes, they are quite satisfied with their housing situation and students who have experience living in the student dorms on campuses, have been quite satisfied with the student dorms. Surprisingly many works alongside of the studied, yet it's not seen to influence particularly in study progress. According to all student services that have been studied here in this research it seems that student well being is in quite good level in HUMAK. Students are provided all important services what they may need. Students are provided guidance, services to improve well being, and different opportunities to increase their well being. Only weaknesses are seen in providing student health care services, mental health care services and amount of harassment and maybe a bit poor atmosphere, especially in some campuses. Nothing missing services or any kinds of big surprises didn't come up in this research.

### **Sport services**

Guidance, support or information about the sports services was distinctly required to be more. Only students in Tornio thought they had enough guidance concerning sport services. Some information was given, but it doesn't reach students very well. Some students seem to be quite satisfied with the sport possibilities yet the majority think that conditions are 'bad'. Worst rates in satisfaction were in Kauniainen, Äänekoski, Turku, Jyväskylä and Helsinki campuses, but in Tornio and Nurmijärvi students think the sport possibilities were good. There was some confusion and contradiction in the results between being 'satisfied' with the sport services and further thinking that the



sport possibilities are 'bad'. This appeared in results of Jyväskylä, Kuopio and also Helsinki campuses replies.

According to the results, every campus has some kinds of sport possibilities. Tornio, Äänekoski, Joensuu, Nurmijärvi and Kuopio had a chance to use their own indoor sport shift. Other campuses but Helsinki and Kuopio had a chance to use gym. In Äänekoski, Joensuu, Nurmijärvi, Kuopio and Jyväskylä had sport tutors to a possibility to arrange sport events and, also including these campuses also in Tornio students themselves can organise sport events. Respondents also announced possibilities to swim, play floorball or frisbeegolf.

Results show that student discounts were possible in every other campus but Kauniainen and Helsinki, and getting more student discounts in the campus municipality was also the most common development idea that respondents announced. Other ideas were increasing and diversifying sport possibilities, getting academic credits when doing sports, having sport tutors, getting indoor sport shifts, improving gym equipments, invest in more efficient advertisement, swimming possibilities and joining to the university sports services.

Specified research question in this research was what kind of sport facilities students are provided with in each campus units. There seems that students have quite well provided sport facilities in each campus, although same time there clearly is deficient as well. Sport possibilities are not particularly comprehensive because the campus buildings and facilities do limit the availability. Development could still be needed. Lack of proper facilities is a challenge but maybe support and increasing training for sport tutors could encourage other students to do sports too. One very inspiring option would be to do more cooperation in regions with other universities of applied sciences and sport organisations. Problematic is of course staff resources and small amount users, which could be responded to with cooperation. In metropolitan area sport possibilities actually are bit better than elsewhere in Finland. Other metropolitan area student unions have quite comprehensive student sport services which are available for students in HUMAK also, but informing seems to be weak because stu-

dents on Helsinki and Kauniainen campuses in metropolitan area are not particularly satisfied to sport possibilities.

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## APPENDIX

**Opiskelijakunta HUMAKOn opiskeluhyvinvointikysely**

Kysely opiskelijoiden hyvinvoinnista Humanistisessa ammattikorkeakoulussa.

Tämän kyselyn tarkoituksena on selvittää ja arvioida HUMAKin opiskelijoiden hyvinvointia eri kampuksilla. Kyselyn tulosten perusteella kerätään tietoa HUMAKin opiskelijoiden hyvinvoinnista asumisen, opiskelijapalveluiden, opiskelijaterveydenhuollon ja liikunnan mahdollisuuksista eri kampuksilla. Vastaukset ja niiden kautta esiin nousseet mahdolliset epäkohdat viedään eteenpäin ja pyritään vaikuttamaan niiden parantamiseen tulevaisuudessa.

Kyselyyn on valittu yhteensä 256 vastaajaa ensimmäiseltä, toiselta ja kolmannelta vuosikurssilta HUMAKin yhdeksältä kampukselta.

Kyselyyn vastaaminen vie n. 10 minuuttia. Kyselyn toteutetaan osana Master Degree in Youth Work and Social Equality -opinnäytetyöopintoja. Kyselyn tilaajana on opiskelijakunta HUMAKO ja kyselyn toteuttaja opiskelija Niina Ekstam.

Kyselyn lopuksi voit jättää nimesi ja osallistua kilpailuun, jossa arvotaan vastanneiden kesken kolme leffalippua. Nimiä ei siis voida yhdistää vastauksiin.

Lisätietoja kyselystä saat opiskelija Niina Ekstamilta, niina.ekstam@humak.edu, p. 045 636 3110.

**Taustatiedot**

**1. Minkä kampuksen opiskelija olet? \***

**2. Koulutusohjelmasi? \***

**3. Minä vuonna olet aloittanut opintosi? \***

**4. Sukupuolesi? \***

Nainen

En halua vastata

Mies

**5. Ikäsi? \***

18-20

21-25

26-30

yli 31

## Opiskelijapalvelut

Tässä osiossa kartoitetaan opiskelijapalveluiden tarpeellisuutta ja saavutettavuutta.

6. Koetko saaneesi riittävästi ohjausta, tukea ja tietoa seuraavissa opintoihisi liittyvissä asioissa? \*

	En lain- kaan	Liian vä- hän	En täysin riittävästi	Riittävästi	Liikaa	En osaa sa- noa
Pääsykoetilaisuudessa *						
Opintojen alkuvaiheessa *						
Kurssien valitsemisessa *						
Opintotuen hakemisessa *						
Opetuksen järjestelyissä *						
Hopsauksessa / Opintojen ohjauksessa *						
Asunnon löytämisessä *						
Kampuksen asuntolan palveluista						
Terveystenhoitajasta kampuksella *						
Opiskeluterveydenhuollosta kampuspaikkakun- nallasi *						
Mielenterveyspalveluista kampuspaikkakun- nallasi *						
Liikuntamahdollisuuksista opiskelupaikkakun- nallasi *						
Kampuksesi kirjaston palveluista *						
IT-palveluista *						
Kansainvälisyydestä *						
Muista palveluista, mistä?						

**7. Keneltä sait tietoa tai tukea parhaiten? \***

Voit valita 1-3 vaihtoehtoa

- Lehtoreilta
- Omalta hopsarilta
- Tehohopsrilta
- Opintotoimistosta/kampuksen opintosihteeriltä
- Muulta henkilökunnalta
- Opiskelijatuutoreilta
- Muilta opiskelijoilta
- Opiskelijakunta HUMAKO:lta

8. Miten arvioisit nykyisiä opiskeluolosuhteitasi ja HUMAKin opiskelijapalveluita? \*

Erittäin tyy- tymätön	Tyytymätön	Tyytyväinen	Erittäin tyytyväinen	En osaa sa- noa
--------------------------	------------	-------------	----------------------	--------------------



Hopsaus / Opintojen ohjaus \*  
 Opiskeluterveydenhuolto \*  
 Kampuksen asuntola \*  
 Kampuksen kirjasto- kirjojen riittävyys \*  
 Kampuksen kirjasto- aineiston laajuus \*  
 IT-palvelut \*  
 Opiskelukaupunki \*  
 Kampuksen ilmapiiri \*  
 Kampuksen yhteisöllisyys \*  
 Itsenäisen opiskelun tilat kampuksella \*  
 Opiskelijaravintola \*  
 Opiskelijakunta HUMAKO \*  
 Tutortoiminta \*  
 Kampukselle kulkeminen (julkinen liikenne) \*  
 Opiskelija-alennukset opiskelupaikkakunnalla \*  
 Liikuntamahdollisuudet \*  
 Kansainvälisyyspalvelut \*

## Asuminen

### 9. Miten asut? \*

Kampuksesi asuntolassa  
 Vuokralla opiskelija-asunnossa, opiskelijasolussa  
 Vuokralla muussa vuokra-asunnossa  
 Vanhempien omistamassa asunnossa  
 Omassa omistusasunnossa  
 Vanhempien luona  
 Minulla ei ole vakituista asuntoa  
 Asumisoikeusasunnossa tai osaomistusasunnossa  
  
 Muuten, miten?

### 10. Asutko kampuspaikkakunnallasi? \*

Kyllä  
 En, miksi et?

### 11. Kenen kanssa asut? \*

Yksin  
 Kämpin / kämppisten kanssa  
 Puolison kanssa  
 Puolison ja lasten kanssa  
 Lasten kanssa  
 Vanhempien kanssa  
 Jonkun muun kanssa

**12. Asutko tai oletko asunut kampuksesi asuntolassa? \***

Kyllä  
 En

**13. Kokemuksesi kampuksen asuntolasta? \***

	Erittäin tyyty-	Tyytymätön	Tyytyväinen	Erittäin tyyty-	En osaa sa-
	mätön			väinen	noa
Vuokra					
Muut maksut					
Käytännön järjestelyt					
Asuntolan säännöt					
Viihtyisyys					
Asuntolan sisäilman laatu					
Hyvä sijainti kampukseen nähden					
Hyvä sijainti työharjoittelupaikkoihin nähden					

**14. Kuinka paljon kuussa maksat asumisesta (vuokra+vesi)? \***

alle 250€  
 251-450€  
 451-650€  
 651 tai enemmän

**15. Oletko tyytyväinen nykyiseen asuntoosi/asumistilanteeseesi? \***

Kyllä

En, miksi et?

**Toimeentulo**

Toimeentulosta kysyttäessä halutaan arvioida HUMAKin opiskelijoiden ensisijaisen toimeentulon, rahojen/opintotuen riittävyttä ja työssäkäyntiä opiskelujen aikana.

**16. Saatko / nostatko opintotukea? \***

Opiskelijan opintotuki koostuu opintorahasta ja asumislisästä. Lisäksi opiskelijan on mahdollista nostaa valtion takaamaa opintolainaa.

Kyllä

En, miksi et saa tai  
nosta?

**17. Nostatko opintolainaa? \***

En

Kyllä

**18. Käytkö töissä opintojen ohella? \***

Kyllä, säännöllisesti lukuvuoden aikana

Kyllä, satunnaisesti lukuvuoden aikana

Kyllä, mutta vain kesäisin / loma-aikoina

En

**19. Liittykö työsi opiskelualaasi?**

Kyllä

Ei

**20. Miksi käyt töissä opintojen ohella?**

Voit valita 1-3 vastausta

Saan työkokemusta  
Luon kontakteja työelämään  
Saan vaihtelua opintoihin  
Saan lisätienestejä  
Vältän opintolainaa  
Se on ainut toimeentuloni  
muu, mikä?

**21. Missä käyt töissä?**

Opiskelupaikkakunnallani  
Toisella paikkakunnalla  
Sekä että

**22. Kuinka työn ja opiskelun yhteensovittaminen onnistuu?**

Erinomaisesti  
Kohtalaisesti  
Ei kovin hyvin  
Opintoni kärsivät huomattavasti

**23. Miten pärjät kuukausituloillasi? \***

Hyvin  
Kohtuullisesti  
Pärjään, jos olen tarkka  
Heikosti

**24. Miten opintotukea voitaisiin mielestäsi kehittää? \***

Nostamalla asumistukea  
 Nostamalla opintorahaa  
 Nostamalla opintolainen määrää  
 Nostamalla opiskelijan tulo rajoja  
 Muuten, mi-  
 ten?

#### **Opiskeluterveydenhuollon palvelut**

Opiskeluterveydenhuollon tehtävänä on edistää opiskeluympäristön terveellisyttä ja turvallisuutta, opiskelijoiden terveyttä ja opiskelukykyä sekä järjestää terveyden- ja sairaanhoitopalveluja (sairaan- ja terveydenhoito, hammashoito, mielenterveys). Tässä osiossa halutaan kartoittaa HUKin opiskelijoiden opiskelijaterveydenhuollon palveluiden saatavuutta ja käyttöä opintojen aikana.

#### **25. Oletko käyttänyt terveydenhuoltopalveluita opiskeluaikana? \***

Koulun terveydenhuollon palveluita \*  
 Opiskelupaikkakunnan terveyspalveluita \*  
 Kotipaikkakunnan terveyspalveluita \*  
 Yksityisiä terveyspalveluita \*  
 muu, mitä?

Kyllä      En

#### **26. Mitä terveydenhuollon palveluita olet käyttänyt / tarvinnut? \***

Terveydenhoitaja  
 Lääkäripalvelut  
 Mielenterveyspalvelut  
 Hammashuolto  
 Muu terveydenhuolto  
 En mitään

#### **27. Oletko käynyt terveystarkastuksessa kampuksesi terveydenhoitajalla? \***

Kyllä  
 En

#### **28. Kuinka tyytyväinen olet terveydenhuoltoon opiskelupaikkakunnallasi? \***

Erittäin tyytymätön Tyytymätön Tyytyväinen Erittäin tyytyväinen En osaa sanoa

Kampuksen terveydenhoitaja \*

Lääkäripalvelut \*

Hammashuolto \*

Mielenterveyspalvelut \*

Muu terveydenhuolto

**29. Oletko mielestäsi päässyt terveydenhuollon palveluiden piiriin tarvittaessa / tarvittavan nopeasti? \***

Kyllä  
En, miksi  
et?

**30. Mitä terveydenhuollon palveluja tulisi mielestäsi kehittää eniten?**

**Psykososiaalisen tuen palvelut**

**31. Mitä psykososiaalisen tuen palveluita HUMAKin tulisi mielestäsi tarjota opiskelijoille? \***

Kyllä Ei

Opintopsykologin palvelut \*

Opiskelijapastori/diakoniapalvelut (keskusteluapu/tuki, kriisitilanteiden käsittely) \*

Vertaistukiryhmät \*

Virtuaaliset palvelut (esim. second life, nettiterkkarit, nettipsykologit) \*

En osaa sanoa

**32. Mitä psykososiaalisen tuen palveluita olisit tarvinnut opintojesi aikana? \***

olis jonkun  
verran tarvin-  
nut

ei ole tar-  
vinnut

olis ehkä  
tarvinnut

olis eniten  
tarvinnut

en osaa  
sanoa

Opintopsykologin palvelut \*  
Opiskelijapastori/diakoniapalvelut (keskustelu-  
apu/tuki, kriisitilanteiden käsittely) \*  
Vertaistukiryhmät \*  
Virtuaaliset palvelut (esim. second life, nettiterk-  
karit, nettipsykologit) \*

### **Opiskeluviihtyvyys**

#### **33. Oletko opintojesi aikana kokenut tulleeesi kerran tai useammin kiusatuksi tai syrjityksi? \***

En kertaakaan  
Kerran  
Muutamia kertoja  
Useita kertoja

#### **34. Oletko havainnut luokassasi tai opiskelukavereidesi keskuudessa kiusausta tai syrjintää? \***

En kertaakaan  
Kerran  
Muutamia kertoja  
Useita kertoja

#### **35. Mitkä seuraavista asioista ovat häirinneet opiskelurauhaasi? \***

Rauhattomuus / metelöinti luokassa  
Opiskelijoiden keskinäiset ongelmat  
Opettajien tasavertaisen kohtelun puute  
Jatkuvasti muuttuvat opiskeluaikataulut / -ohjelmat  
Heikko tiedottaminen opinnoista / opintojaksoista  
Opetusluokkien / tilojen huonous  
Tarvittavien opintovälineiden puute  
Jokin muu, mikä?

### **Liikuntapalvelut**

**36. Kuinka hyvin liikuntapalveluita mielestäsi kampuksellasi on? \***

Hyvin  
Huonosti  
Ei lainkaan

**37. Mitä liikuntamahdollisuuksia kampuksellasi on? \***

Oma liikuntavuoro  
Mahdollisuus kuntosalin käyttöön  
Mahdollisuus liikuntasalin käyttöön  
Tuutoreiden järjestämiä liikuntatapahtumia  
Opiskelijoiden itse organisoimia liikuntatapahtumia  
Opiskelija-alennuksia kampuspaikkakuntani liikuntapalveluihin  
Muuta, mitä?  
Kampuksellani ei ole mitään liikuntapalveluja / liikuntamahdollisuuksia  
Kampuspaikkakunnallani ei ole mitään liikuntapalveluita / liikuntamahdollisuuksia

**38. Miten liikuntapalveluita pitäisi mielestäsi kehittää? \***

Lisäämällä ja monipuolistamalla liikuntatarjontaa  
Saamalla oma liikuntavuoro  
Kouluttamalla liikuntatuutoreita  
Liikunnasta saisi opintopisteitä  
Hankkimalla opiskelija-alennuksia kampuspaikkakunnan liikuntapalveluihin  
Muuten, miten?  
Ei mitenkään

**39. Jätä yhteystietosi, mikäli haluat osallistua arvontaan. Arvonta suoritetaan kyselyn sulkeutumisen jälkeen ja voittajille ilmoitetaan henkilökohtaisesti. Yhteystietoja ei yhdistetä vastauksiin.**

Etunimi



Sukunimi

Matkapuhelin