

HEALTH OF STUDENTS IN THE INSTITUTIONAL ENVIRONMENT OF THE HIGHER EDUCATION INSTITUTION : THEORETICAL APPROACHES AND EMPIRICAL STUDIES

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ABSTRACT

This article is an attempt to summarize and systematize the theoretical approaches and empirical researches in the area of health with respect to the Russian students. Formation and development of social and physical capacities of students takes place in a dynamically changing institutional environment of higher education institution and reforming the education system, which increases the risks of ill health of studying youth. By the method of qualitative analysis of the sociological, medical and social literature, sources, researches, it have been identified and described the main theoretical approaches and the fields of empirical researches of health of the Russian students. The paper concludes that it is the need to apply the principle of complementarity in relation to the study of health of the students and the possibility of closure of the concepts for general scientific principle of additionality to receive a more comprehensive picture of health of the students. A combination of approaches and methods of sociological, psychological and medical science in the framework of a longitudinal study of a permanent panel of students will enable to collect more in-depth information on the dynamics and the relationship of the physical and social health, its transformation in the conditions of dynamic institutional environment of the higher education institution.

Keywords: *students, sociology of health, social health, physical health, social well-being.*

INTRODUCTION

Health protection of the students is not only an important humanistic issue, but also a relevant socio-economic problem in terms of the solution of applied problems for the development of human resource capacity of the country, strategic plans to maintain an active, able-bodied population. The higher education institution is both the environment of risks and opportunities for the health of young people: there is the potential both for the self-development, education, support and strengthening of physical and social health, and for the destruction of the health of students (intelligent load, psychosocial stress, stress, behavioral risks, etc.) in the institutional environment of education. To study the problem to solve and to obtain the relevant results in the project of study of the reproduction of social and physical health of students in the institutional environment of the higher education institution¹, it is necessary to make a detailed theoretical study and systematization of methodological foundations of the project, generalization of accumulated experience of empirical researches.

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For a long time, the biomedical approach to health research has been dominated in science. A criticism of the definition of health through the pathology, the patient's passive model, medicalization of social sphere shows the restrictions of biomedical health model and updates the social, humanistic approaches using the qualitative methodology. The symbiosis of medical and sociological approaches to the physical and social health seems quite new and promising direction for health research of the students.

Through the method of analysis of sociological sources and literature, medical and social researches of Western and Russian scientists, it is an attempt to systematize the approaches and subject areas of health study of the students in this paper in order to justify and clarify the strategy of the research project.

METHODS

The project of health study of the students proposes to use the medical, sociological and psychological research methods. We relied on the scientific methods of analysis, synthesis, as well as the comparative method and the method of qualitative analysis of documents, sources and scientific sociological literature in this article to justify their combination and relevant use, the theoretical interpretation and systematization of methodological approaches.

RESULTS

Within the framework of medical and social studies, such disciplines as social hygiene, social epidemiology, public health organization, social medicine and medical sociology have gained considerable knowledge base in the field of study of the health objective factors (V.P. Petlenko, G.I. Tsaregorodtsev, A.M. Izutkin, V.F. Serzhantov, V.M. Lupandin, I.K. Rappoport, L.M. Sukhareva, E.I. Shubochkina, S.S. Molchanova, V.P. Medvedev, V.R. Kuchma, Yu.P. Lisitsyn et al.) [for example, 1]. The development of demographic science is of great importance for the understanding of health problem and building the forecasts, as well as adjusting the social policy (M.S. Bedny, E.M. Andreyev, M.N. Rimashevskaya, A.G. Vishnevskiy et al.). Within the frameworks of medical demography it is developed an important category of "reproduction of public health" in the project terms, involving the use of the procedures of comparison of the health status at different times (V.Yu. Albitsky, A.I. Glushakov, S.N. Mihaylova, M.A. Makeyeva, I.V. Sukhinin et al.) that significantly expands the heuristic potential of studying the health problems of students: our project involves the implementation of the longitude study of students throughout the whole education period with the prospect of continuing health study after graduation.

The physical health of Russian students is the main object of study of many researchers and research teams. The issues of physical health, culture and education are specified in the papers of V.A. Medik, A.M. Osipov, M.Ya. Vilenskiy, I.A. Tolstopyatov, V.K. Spirin, I.V. Kiseleva, M.Yu. Abrosimov [2] et al. The traditional approach to health in science is associated with the natural science approach and the biomedical model, which is based on the medical knowledge and standard-central health treatments, defines it as the absence of pathology, conducts its examination on an individual and group level by the objective medical, statistical and demographic methods. The parameters of physical health can be subject to the objective measurement and compared with the accepted standard.

The non-classical approach to health finds its justification in the socio-philosophical concepts of antimedicalization (I. Illiche, I. Zola et al.), in the works of Russian philosophers (L.F. Fesenkova, A.T. Shatalov, B.Sh. Yudin, Y. M.Reznik, P.D. Tischenko et al.). The new health paradigm focuses on the parameters related to the subjective value-semantic parameters, self-assessments and experience of feelings, communications about health. According to S. Nettleton, the old paradigm of health care and medicine has been built around the disease and the patient, and the new one focuses on health and human efforts to save it [3].

The large-scale sociological study of Russian students within the framework of health sociology has been conducted in 10 cities of Russia and Belarus on the basis of the social problems sector by the scientific team of the Institute of Sociology of the Russian Academy of Sciences (IS RAS) under the leadership of I.V. Zhuravleva [4]. The project participants have recorded an important new trend in respect of health: a motivation of health care is caused not by its deterioration, but a desire to be stronger and healthier, which may indicate a transition from the biomedical model of health with an emphasis on the absence of pathologies to the social, humanistic model, where the health is a self-sufficient value. However, this trend is numerically inferior to the traditional reason of health care - the disease beginning. The health traditionally occupies the highest place in the youth system of values, but the nature of the attitude to it is declaratory and instrumental (I.V. Zhuravleva, G.Yu. Kozina, N.A. Bezrukikh, I.V. Kiseleva, E.P. Pchelkina et al.).

The scientists indicate the negative trends in the health of students and the incidence rate growth (G.V. Kosovsky, O.L. Vasileva, I.A. Kamaev, T.V. Pozdeeva, N.I. Sapova, E.G. Slutsky, N.P. Maydanov, O.A. Ustimenko et al.). The problem is very acute concerning the respiratory diseases (M.V. Malkovets, G.N. Shemetova, O.A. Kiseleva et al.), the diseases of musculoskeletal system (scoliosis), eyes (I.V. Kiseleva, S.F. Aleschenko) and reproductive system (I.V. Zhuravleva, I.P. Katkova, T.P. Reznikova, E.V. Andryushina, I.K. Bogatova, M.Yu. Sumrach et al.). Such significant factor in students' health as nutrition causes a particular concern to the scientists. The specialists in the field of health sociology and social hygiene note that the higher education institute environment negatively affects the food practices of students (T.W. Grace, S. Deshpande, M.D. Basil, D.Z. Basil), abnormal nutritional status due to problems of products quality, violation of regime, unbalanced nutrition, etc., which have a negative impact on the health status (I.V. Zhuravleva, L.Yu. Ivanova, N.A. Korbukova, E.G. Podkopaeva, N.G. Kozhevnikova, A.M. Lapshin, E.M. Osmanov, G.P. Ronzhina, V.R. Kuchma, E.G. Blinova, G.A. Ogleznev et al.) [for example, 5]. This state of affairs is reflected in the indicators of medical statistics: one of the leading morbidity classes of the Russian students is the diseases of digestive system (T.E. Fertikova, A.A. Rogachev).

The integral approach to health in the framework of a new paradigm determines a particular attention to their social and psychological components. There are a lot of papers of classical and contemporary scholars devoted to the research of psychological health, who study both the relation of the psychological component with the physical status and the issues of influence of the psychological factors on the treatment and prevention of diseases, the role of individual behavior in the disease etiology, motivation, concept of health (F. Sigmund, C.G. Jung, A. Adler, A. Maslow, V.V. Gafarov, I.N. Gurvich, I.B. Bovina, T.D. Shevelenkova, P.P. Fesenko et al.) [for example, 6]. The psychological health of students is ideally characterized by a comfortable state of mind, dynamic equilibrium between the individual and the environment, lack of stress and emotional distress, mental disorders. It is obvious that the psychological part of the students' health is particularly vulnerable due to the intensification of the educational process, anxiety about the professional prospects in the conditions of unstable socio-economic situation in the country, adaptation of students to a new higher education institution environment, which undergoes some constant changes. All these things lead to an increase in the stress and psycho-emotional stress risks (N.V. Kopteva, A.Yu. Popov, O.V. Khukhlaeva, M.V. Larskikh et al.), at the same time it is found that the improvement factor of the psychological health is the students' educational activity (Volochnikov A.A.).

The integral part of students' health is a social component. According to V.L. Gatilo et al., the social health of students is characterized by the processes of interaction of the student with the environment, social mobility, social activity, and demand, level of social well-being, degree of the social situation controllability, social inclusion and opportunities to participate in the decision-making, social trust level and accessibility of social resources of the institutional system of higher education institution [7]. The social well-being in this definition is an important component of the social health of students, and should be considered in the comprehensive health studies of students. The social well-being as an indicator of

social health is actively studied in the world (A. Campbell, F.M. Andrews, L. Bertlant et al.) and the Russian social science (Zh.T. Toschenko, S.V. Kharchenko, N.I. Lapin, A.A. Rusalina et al.) [for example, 8]. The relevance of study of the social well-being of students is due to the fact that it is not only a reflection about one's own life, but also a kind of indicator of the effectiveness of functioning of institutional environment of the higher education institution and the social system as a whole. However, the studies of social health and social well-being, as a rule, do not take into account the physical state of health and do not use methods of its medical research.

The present society is characterized by new risks in the field of health: morbidity endogenous model and inaccessibility of complete cure in the case of a chronic disease, progress in diagnostic medicine and backlog in the treatment, independence of the diagnosed disease from the subjective well-being (U. Beck). In terms of risk approach, the health study is conducted by O.N. Yanitsky, S.A. Efimenko, A.V. Reshetnikov, I.S. Pautov, K.N. Khabibullin, and in terms of youth - N.A. Lebedeva-Nesevrya, A.O. Barg, E.V. Kombarova et al. The behavioral risks of students concerning health are concentrated in the sphere of secondary employment, nutrition, sexual behavior, education and bad habits (I.V. Zhuravleva). The elaborated area of study is the risk factors for alcoholism and drug addiction among the students (S.A. Efimenko, A.V. Tsvetkov, L.A. Tsvetkova, S.A. Tsarev, N.V. Schur, I.N. Gurvich et al.).

The concept of risk factors is vulnerable in terms of a possible displacement of analysis to the level of individual behavior, personal responsibility and underestimation of the socio-economic and socio-cultural conditions of life of the individual, and therefore the need to contextualize the risk factors and to pay attention to the fundamental, macro-social conditions [9]. The limitation is overcome in the concepts of human capabilities (A. Sen, M. Nussbaum, J. Ruger, I. Law, H. Widdows), social capital (P. Bourdieu, G. Becker, A. Portes, V.V. Radaev, E.S. Skorobogatov et al.) and social gradient, where it is actualized the study of relationships between the socio-economic conditions, status of the individual and level of his/her health, between the social class and the morbidity rate of its representatives (M. Marmot, B. Link, J. Phelan, G. Steinkamp, E. Giddens, T.M. Maksimova, N.L. Rusinova, L.V. Panova, I.N. Gurvich, D.A. Izutkin et al.) [for example, 10-11]. M. Grossman indicates that the educational resource enables the individual to better care for his/her health [12]. It has also been established by the statistical methods that the morbidity frequency of young people from low-income layers is higher than of young people from more high-income layers (O.V. Shinyaeva, A.B. Padiarova) [13].

DISCUSSION

According to the results of the theoretical review we can say that the social and psychological health is understood in the scientific literature as an opportunity to maintain the dynamic equilibrium of an individual's interaction with the environment, providing a harmonious state of the individual and ensuring an optimum functioning of the body. It is very important for the social and psychological component, how the adaptation processes takes place in an educational institution (university), as well as the process of social inclusion in the higher education institution environment, gaining psychological comfort, good social well-being and creation of a favorable social and psychological climate in the collectives and groups. The success of these processes enables to create the optimal conditions for educational activities and learning the professional competencies.

It should be noted that the actual number of sociological researches in the field of study of the students' health, using the qualitative research methods, is significantly less than the medical and social, social and hygienic, psychological and pedagogical. The applied developments of study of the students' health, as a rule, are made in one of the health paradigms - biomedical or social, within the same field of knowledge - medical, sociological, psychological. This means that the studies of students study independently the physical health, condition of the body functions, the students' morbidity without regard to social health, social and psychological states, social well-being, and it is apart the sociological corpus of knowledge, which is focused on the subjective images of the student's world, his/her health self-assessments,

experience of illness treatment and adaptation to the institutional environment of the higher education institution.

At that it is important to note that the acute contrast between the approaches to health in terms of methodology can greatly combine the understanding of what happens with the students' health in the applied method. The isolated use of quality strategy and subjective approach to health can lead to extreme forms of epistemological relativism. The isolated use of bio-medical approach does not take into account the integrity of health phenomenon and considers a human as a person, but not as a sick body with disabilities. The theories can be combined by the methodological principle of additionality (N. Bohr), the essence of which is that in the process of learning it is possible to use different, sometimes mutually exclusive paradigms, to study the object, which create together the complementary images of reality, making the knowledge more comprehensive. We should note that most of the studies are devoted to the study of health indicators at a certain period of time, which does not enable to fully describe the processes of health reproduction of the students in the diachronic, dynamic cut.

CONCLUSIONS

Thus, to overcome the existing methodological limitations and empirical problems, and to implement the principle of complementarity, it is proposed a combination of qualitative and quantitative strategies, test psychological techniques and medical methods of analysis in our research project (carrying out a standard diagnosis of physical health, as well as the study of the immune status of research participants). This will enable to provide a complexity of the study and to implement the principle of complementarity of studying the students' health, to characterize the relationship and dynamics of changes in the objective and subjective indicators of health, parameters of physical condition and social well-being of the students, which will contribute to the deepening of knowledge about the role of the higher education institution in the processes of transformation of the physical and social potential of the students, and will enable to reduce the health consumption of the institutional environment of the higher education institution and to create the best ways of health preservation.

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