

SECTION 25.

PSYCHOLOGY AND PSYCHIATRY

Miroshnyk Iryna 

the applicant for the second (Master's) degree of higher education
in specialty C4 Psychology,
PhD in Pedagogical Sciences, Associate Professor,
Head of the Department of Languages and Their Teaching Methods
T.H. Shevchenko National University «Chernihiv Colehium», Ukraine

Munasyпова-Motyash Iryna 

PhD in Biological Sciences, Associate Professor,
Associate Professor at the Department of M.A. Skok General, Age and Social Psychology
T.H. Shevchenko National University «Chernihiv Colehium», Ukraine

LIFE SATISFACTION OF THE APPLICANTS FOR HIGHER EDUCATION IN TIMES OF UNCERTAINTY

In modern society – in an era of high speeds, information overload, chronic lack of time, and growing uncertainty – the need to study such a phenomenon as life satisfaction is particularly acute.

The phenomenon of life satisfaction has been attracting considerable attention of researchers for several decades: its structure (E. Diener), relationships with human activity and behavior (M. Csikszentmihalyi, R.J. Vallerand), the role of life satisfaction in maintaining and strengthening health (D. Kahneman, J. Krueger), as well as in the formation of social relationships (E. Diener, M. Eid, R.J. Larsen, S. Oishi), the relationship with the quality of life, the level of satisfaction of basic and higher needs (Zh.P. Virna, E.L. Desi, A. Maslow, R.M. Ryan), the feeling of happiness (M. Argyle) and subjective well-being (D.E. Dubinina, V.O. Diachenko, I.A. Munasyпова-Motiash) are actively studied.

Life satisfaction is a complex, dynamic socio-psychological phenomenon that is based on the integration of cognitive and emotional-volitional processes and is manifested in a person's subjective emotional-evaluative attitude, has a motivating power and stimulates the search and regulation of internal and external objects.

Life satisfaction is considered in psychological literature as a positively colored emotion that arises in the process of satisfying one or more needs. Thus, psychologist A. Maslow based his five-level hierarchical structure on the most urgent – physiological needs, while at the top – higher individual needs related to

recognition and self-expression. A. Maslow considers the need for self-actualization to be the highest level, which can be achieved only if the basic needs of the previous levels are satisfied [1].

Zh.P. Virna, analyzing life satisfaction from the point of view of self-actualization of the personality, emphasizes the importance of primary satisfaction of the need for social evaluation and recognition [5].

However, an important aspect in the study of life satisfaction is the correspondence between current needs and the possibilities of their satisfaction. The ratio of how much a young person satisfies his own needs and how much life resources he spends on their satisfaction ultimately determines his subjective assessment of the level of life satisfaction [2].

The main factors that mostly influence the level of life satisfaction usually include: health state, age, gender, self-confidence, optimism, psychological stability, personal and family security, the nature of family relationships; the quality of social contacts (friendships, interpersonal trust, frequency of interactions and the possibility of sincere communication); meaningful leisure, the possibility of creative self-realization, professional activity, social status, the possibility of achieving set goals, assessment of one's own merits, material well-being, social stability, comfort of the living environment (climatic and environmental conditions, development of infrastructure), the possibility to study and get proper higher education as well as an assessment of the work of the healthcare system, government and the economic situation in the country.

According to a number of theoretical approaches, life satisfaction, including that of the applicants for higher education, is formed under the influence of overcome difficulties, achieved goals and changes occurring in the personal and professional spheres. Since it is closely related to successes and desired transformations, a significant role in its formation is also played by the internal characteristics of a person – faith in one's own strengths, the ability to plan and predict the consequences of one's actions. It is also obvious that life satisfaction is directly related to self-esteem, which not only correlates with the general level of life satisfaction, but also determines the strength of the influence of other psychological factors on this indicator.

At the same time, a low level of ambition, a not too responsible attitude towards one's own duties, as well as the ability to enjoy the current moment without thinking too much about the future, can also form an individual's overall positive perception of life. In fact, the line between those who are satisfied with their life and those who are dissatisfied with it is largely determined by a person's ability to adapt to existing

conditions.

Within the framework of personal perception, it is customary to distinguish the following main signs of life satisfaction:

- general emotional background associated with the current life situation;
- dynamic characteristics of life – activity or passivity, level of ambition, presence of aspirations and desires;
- subjective feeling of fullness or, conversely, emptiness of life;
- experience of satisfaction that arises in the process of implementing life plans and satisfying needs;
- feeling of stability of the surrounding world and formed expectations for the future.

M. Argyle defined the state of life satisfaction as a whole as happiness, understanding it as a generalized reflective assessment by a person of the past and present, as well as the frequency and intensity of positive emotions [1].

Therefore, from a psychological point of view, life satisfaction is considered in the context of the needs, aspirations and achievements of the personality, the emotional and evaluative attitude towards himself and his environment, “Self-concept”, self-actualization, the feeling of happiness and subjective well-being [5], particularly in conditions of uncertainty.

In Western psychology, two key concepts are distinguished that describe the phenomenon of uncertainty: “*uncertainty*” (describes the situations in which alternative courses of action are unknown and there are no established methods of interpretation) and “*ambiguity*” (denotes the situations in which there are known alternatives, but their different interpretations are possible).

Yuand Dayan’s theory distinguishes two types of uncertainty: *expected* (inherent in the environments in which the available information is a weak but stable and known indicator of future events) and *unexpected* (occurs when fundamental changes occur in the environment that make previous predictions invalid, which prompts a person to completely rethink the behavior patterns and perception of events) [4].

Summarizing various approaches to understanding uncertainty, scientists distinguish *characteristic features* of situations that cause a feeling of uncertainty:

- dependence on the situations and events that cannot be accurately predicted;
- unknown probability of possible alternatives;
- impossibility of analyzing and measuring the situation with maximum accuracy;
- lack of clear foundations and criteria for making decisions or choosing

actions;

- probability of obtaining an unfavorable result or loss [3].

Three interrelated characteristics of a situation of uncertainty are also distinguished:

- plurality – the subjective perception of a large number of possibilities, options, decisions and interpretations;

- unpredictability – the subjective impossibility of predicting the development of events, the unknown probabilities of their occurrence, the feeling of the absence of cause-and-effect relationships;

- uncontrollability – the subjective feeling of the impossibility of controlling the course of events, counteracting surprises or predicting them [3].

There are the following key factors that influence human behavior in conditions of uncertainty: 1) is that a person does not perceive any situation as uncertain; 2) concerns individual differences in tolerance for uncertainty.

Thus, the phenomenon of satisfaction / dissatisfaction with life affects numerous aspects of a young person's life: his actions, activities, behavior in everyday, economic and political spheres, the mental state, mood and psychological stability.

Therefore, life satisfaction is a complex psychological phenomenon that includes cognitive and emotional components, reflects a subjective assessment of the life of the applicant for higher education and is interconnected with various areas of his life.

References:

1. Diachenko V.A., Munasyanova-Motyash I.A., Dubinina D.E. (2018) Zadovolenist zhyttiam ta riven psykholohichnoho blahopoluchchia suchasnoi molodi [Life Satisfaction and Level of Psychological Well-being of Modern Youth]. *Aktualni problemy psykholohii*, 120–129. Retrieved from: <http://apppsychology.org.ua/data/jrn/v7/i45/12.pdf> [in Ukrainian].
2. George L.K. (1981) Subjective Well-Being: Conceptual and Methodological Issues. *Annual Review of Gerontology and Geriatrics*, (2), 345–382 [in English].
3. Ivanchykhina K.O., Myloslavskaya O.V. (2019) Fenomen nevyznachenosti u psykholohii [The Phenomenon of Uncertainty in Psychology]. *Osobystist, suspilstvo, zakon*, 56–59 [in Ukrainian].
4. Mushtaq F., Bland A.R., Schaefer A. (2011) Uncertainty and Cognitive Control. *Frontiers in Psychology*, (2), 249. DOI: <https://doi.org/10.3389/fpsyg.2011.00249>. [in English].
5. Virna Zh.P. (2013) Adaptatsiyni profil zadovolenosti zhyttiam osobystosti [Adaptive Profile of a Personal Life Satisfaction]. *Problemy suchasnoi psykholohii* (2), 20–25 [in Ukrainian].