Features of Interrelation Between the Subjective Assessment of Students' Life Quality and Mental States

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ABSTRACT

The relevance of the problem of studying the life satisfaction in general and the learning activities satisfaction, in particular is driven by the logic of subject approach where the job satisfaction is presented as a generalized experience of the self-realization quality of the subject, the learning achievement, considered as the success evaluation for this stage of professionalization, can be considered as an essential factor of life satisfaction. The article contains the results of a study aimed to students' life quality assessments – are boys and girls of junior and senior courses of study. The theoretical basis are works, which were carried out both in our country and abroad, devoted to the study of motives for learning of university students, have proved that the dissatisfaction with the learning process has a negative impact on the development of training and professional activities motivation The results shows the subjective assessment structure of life quality, formed by the mutual influence of life quality assessment and individual components of subjective well-being was revealed: life satisfaction, mental state, and academic progress. It's proved that the mental states, being included in that structure, are a significant factor of their life quality assessment by the students. The features of individual components of the structure and the nature of their interactions in samples of students – boys and girls of junior and senior courses – are shown. The article will be useful because of the increasing tendency to the internalization of education, the similar studies, in which the focus is placed on the intercultural and international measurements.

Introduction

The subjective indicators manifest themselves as the "Psychological well-being" (Kazakova, 2007). As the most common indicator of psychological well-being the "subjective well-being" (Ryf & Keyes, 1995) is taken – subjective satisfaction that a person

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has in the physical, mental and social situations, which manifests itself in a subjective satisfaction with himself and his life, in the experiences, assessments, behavior and conditions (Savchenko, 2004). In subjective well-being, there are three aspects: life satisfaction, the presence of positive experiences, and absence of occurrence of negative conditions: distress, anxiety and depressive symptoms. It's assumed, that the life satisfaction stands as a key prerequisite for psychological well-being. The overall satisfaction manifests itself as an experience of the conduct or outcome of integration the most perspective directions of activity for the individual. In this regard, the life satisfaction is classified as a mental state (Prokhorov, 1991), because it acts as an overall assessment of his own life, or any its particular period by a person. Life satisfaction could be represented as individual components: satisfaction with professional activities, leisure time, marriage, and etc. The meaning of satisfaction problem is obvious, when it comes to the professional activities. In this perspective, the problem, associated with researches of life satisfaction, is concretized as a problem of work satisfaction. The work satisfaction is an indicator of success in the self-realization as a professional, and acts as an integrated assessment of the person involvement to the world of his profession as to the space and environment of his potential realization. Work satisfaction – is an integral experience of success for the moral investments in your own life, experience of self-realization in the professional activities (Forsyth, 1986). Within this topic, the problem of emotional and evaluative attitudes of the person to the job, which is formulated as a problem of job satisfaction is discussed in Psychology. From this stand point the satisfaction stands along with other mental states. The analysis of studies in the field of job satisfaction has showed that that problem can be solved in relation to the specific areas of professional activities. It should be noted that despite the fact that there are a large number of works performed within the specified topic, the Psychology pays enough attention to the initial stage of a qualified person formation with a higher education, – professional and cognitive (learning) activities of the student. The peculiarity of learning activities of the educate-student lies in the fact that the main professional sense of his work lies in the long-term results, whereas the success of learning activities, estimated in units of academic progress, stipulates the reality of immediate prospects. At this its stage the life satisfaction is largely determined for a student by the success in the learning activities, which determines the prospects for the future professional career. The works, which were carried out both in our country and abroad, devoted to the study of motives for learning of university students, have proved that the dissatisfaction with the learning process has a negative impact on the development of training and professional activities motivation [1, 6]. Since in the logic of subject approach the job satisfaction is presented as a generalized experience of the self-realization quality of the subject, the learning achievement, considered as the success evaluation for this stage of professionalization, can be considered as an essential factor of life satisfaction. Thus, the problem of studying the life satisfaction in general and the learning activities satisfaction, in particular, is relevant. If we consider the learning activities of students as a job, then the focus in the study of satisfaction-dissatisfaction shall be on the situational emotional experiences and the current mental state, which reflect the external and internal working conditions.

It should be assumed, that since achieving a high level in academic progress and its maintaining at a high level throughout the academic "marathon" requires some effort and successful overcoming of internal and external obstacles from the student, because it engenders a sense of their own importance in the successful senior students, causes a state of satisfaction with themselves and the performed activities, correspondingly, the subjective assessment of life satisfaction is increased. In its turn, the satisfaction state provides the adaptation effect, "backing" the learning process (Prokhorov, 1991).

Thus, strong interrelation between the life satisfaction and the learning activities with the mental state of self-esteem in the well-performing students is regular. The gender

features of this interrelation, as well its character in the poorly advanced students represent the interests.

An appeal to features of structural organization related to the sexual peculiarities is not accidental. A A.F. Iordanov (2003), while studying the self-regulation mechanism of integrated individuality at the first-year students, found that in the conditions of new, complicated activities the significant sexual differences appear in this age. The integrated individuality of girls in this age group is a more holistic, immunity and persistence formation. Here it is necessary to refer to the work of S.R. Muddy (2007), who claimed that the persistence being the "key to stress resistance" in many respects determines the attitude towards the vital difficulties and, therefore, affects the life quality assessment. A A.F. Iordanov (2003) believes that "persistence and immunity are based on the plasticity, variability of "female" mentality, and its ability to feel the breath of internal and external influences. In its turn, the variability is caused by the nervous system mobility and the sensitivity on the part of lower thresholds. The specified physiological characteristics provide the formation of quick mental reaction to the environmental influences (Iordanov, 2003). And A.F. Iordanov didn't also specially studied the nature of sexual peculiarities of self-regulation identified by him in the senior students though, in light of developmental psychology data we can talk about a possible reduction of differences found. In our opinion, a significant transformation of the structure of self-regulation throughout the student's age shall occur in the direction of increasing relevance of its social and psychological level, since the studies carried out within the Gender Psychology, points to the smoothing of sex differences, causes by the common environmental exposures to both sexes (Bern, 1983; Williams & Bes, 1986).

Materials and Methods

As it was noted by G.M. Zarakovsky (2005), the evidence-based studies of life quality are usually constructed as follows: a statistically significant description of contingent for the selected indicators of life quality, which are correlated with the specific indicators for the given group of people (personal peculiarities, mental state, characteristics of health, academic progress, etc.) is given. Then the ways to improve the life quality are justified and data, describing their effectiveness, are provided. According to this algorithm, and in accordance with the above ideas about the subjective well-being of the individual, the study assessing the satisfaction with life and learning activities was conducted in their relation to the mental state and academic progress – acting as factors of the subjective life quality assessment – in male-students and female students of the first and fifth years of study. The study is organized through the diagnostic samples and further comparison of received data using the Student's t- criterion to determine the significance of differences. The structural organization features of indicators of compared samples were developed by means of correlation and divergent analysis.

The students of Kazan University acted as the subjects, totally more than 100 people were surveyed. The first year students – 51 persons (25 boys and 26 girls) and fifth-year students - graduates – 52 persons (26 boys and 26girls) of them. The volumes of compared samples are sufficient to apply the used statistical methods for processing the empirical material; the composition of samples is uniform. For the diagnosis we have used: method of A. Campbell "Quality of Life", directed on defining the main components of life quality (adapted version of E.A. Uglanova); a questionnaire, designed to assess the satisfaction with life, prepared by the specialists of the World Health Organization, "WHO QoL" – in the version of G.V. Burkovsky (the item "job satisfaction" is replaced by "learning activities satisfaction"); a questionnaire, assumed an assessment of life satisfaction "in general"; as well the diagnostic methods of mental state (A.O. Prokhorov) and situational anxiety (Ch. D. Spielberger, Yu.L. Hanin).

Results

The analysis the average values results

At the first stage of the empirical data analysis the average values of studied parameters in boys and girls of the first and fifth years of studies were compared.

Table 1 shows the average values of indicators that distinguish first-year male students and their female classmates, marked out on authentic level of their significance. In the two right-hand columns of the table the values of the test of significance and the corresponding level of significance are given. As it can be seen from Table 1, according to the average values of the researched indicators, first-year male students unlike their peers think that life is more interesting and meaningful, though less hopeful (discouraging). At this "starting" stage of learning activities, boys are more likely than girls experience cheerfulness, liveliness, curiosity, enthusiasm, responsibility. At the same time they feel more anxious, it is more typical for them than for girls to feel lazy. But overall satisfaction with life and some of its indicators (satisfaction with income, lifestyle, environment and love correlation), as well as satisfaction with the learning activities - is higher for girls.

Changes that are observed when comparing the male students of the first and five year are shown in Table 2. It was found that there are little differences in quantitative values of indicators between boys of the junior and senior courses. There were no differences in any assessment of life satisfaction, nor in the assessment of its quality.

The most significant differences between boys of the first and fifth courses are observed only in terms of activity-related mental states. The fifth-year students assess their state higher as the more cheerful, happy, and joyous. There are the higher indicators of curiosity, pensiveness, interest, enthusiasm, inquisitiveness, positive expectations, and responsibility. At the same time there are lower indicators of tiredness, fatigue, restlessness, anxiety, and laziness (negative activity-related states). Progress of students of the five year has better values.

Table 1. Average values of indicators, which are significantly differing in the groups of boys and girls – first-year students

Indicators	Boys	Girls	Student's t-criterion	Significance level
Life is interesting	4.28	3.54	2.877	0.01
- meaningful	4.08	3.35	2.910	0.01
- discouraging	2.88	3.38	- 2.025	0.05
Satisfaction with income	2.04	2.96	- 4.076	0.001
- learning activities	1.96	3.04	- 4.377	0.001
- domestic life	2.52	3.35	- 2.431	0.05
- love relationship	1.68	3.12	- 5.068	0.001
- environment	2.12	2.92	- 3.322	0.01
- summary score of life satisfaction	2.83	3.24	- 3.169	0.01
Positive activity-state	3.69	1.87	7.011	0.001
Negative state of communication	3.43	1.47	9.918	0.001
Positive attitudes to learning	3.78	3.08	3.137	0.01
Negative physiological state	3.84	1.77	5.282	0.001
Negative emotional states	2.56	1.08	4.144	0.001
Negative will states	3.88	2.31	3.710	0.001
Negative intellectual states	3.88	2.23	4.056	0.001

Table 2. Average values of indicators, which are significantly differing in the groups of boys– first-year students and fifth-year students

Indicators	1st year	5th year	Student's t-criterion	Significance level
Positive activity-state	2.96	3.58	- 3.792	0.001
Negative activity-state	3.69	3.06	2.964	0.01
Academic Progress	3.76	4.04	- 2.549	0.05

When comparing the average values of the diagnosed indicators of the first and fifth-year female students, much more significant differences were revealed (Table 3). Moreover, the maximum number of differences is in the values of mental states. Fifth-year students assess their mental state significantly higher than first-year students. Like boys, girls of the five course show better performance. Apparently, increased level of mental states that improve the activity, behavior, interpersonal correlations, and attitudes towards education for girls is associated with the specific learning at the upper course. Increase in the proportion of special subjects close to some real professional activities, realization of the thesis, ordering of knowledge in preparation for state examinations, hope for the near-term completion of heavy learning marathon and anticipation of the future rest, optimistic plans for the future - all this has a positive effect on mental state, and, after that, an assessment of quality of life.

Table 3. Average values of indicators, which are significantly differing in the groups of girls– first-year students and fifth-year students

Indicators	1st year	5th year	Student's t-criterion	Significance level
Satisfaction with income	2.96	2.35	2.455	0.05
Satisfaction with love relationship, marriage	3.12	2.54	2.057	0.05
Positive activity-state	2.93	3.53	- 2.690	0.01
Negative activity-state	1.87	2.70	- 3.097	0.01
Positive communication state	2.96	3.58	- 2.576	0.05
Negative communication state	1.47	2.58	- 4.302	0.001
Positive attitudes to learning	3.08	3.74	- 2.852	0.01
Negative attitudes to learning	2.00	3.02	- 2.486	0.05
Negative psychophysiological state	1.77	3.00	- 3.098	0.01
Positive emotional state	2.86	3.79	- 3.944	0.001
Negative emotional state	1.08	2.07	- 2.546	0.05
Positive will state	3.06	3.87	- 2.879	0.01
Negative will state	2.31	3.19	- 2.135	0.05
Negative intellectual state	2.23	3.28	- 2.595	0.05
Academic Progress	3.58	4.08	- 2. 706	0.01

The fifth-year female students have lower satisfaction with income. Many girls by this time become more independent in solving their personal problems, begin to live separately from their parents, get married, maybe that's why their material security decreases. By the upper course girls are more experienced in dealing with the opposite sex, youthful dreams about "great love" are not all true, most likely, and this fact explains why the fifth-year

female students are less satisfied with love, marriage and family life, than first-year female student.

In the next stage of the study the empirical data were compared that were obtained from diagnostics of the fifth-year students - boys and girls graduating from high school. Table 4 shows the average values for which significant differences were found between boys and girls.

Table 4. Average values of indicators, which are significantly differing in the groups of boys and girls-fifth-year students

Indicators	Boys	Girls	Student's t-criterion	Significance level
Life is nice	4.12	3.35	2.303	0.05
Life is meaningful	4.19	3.54	2.044	0.05
Life is free	2.77	3.62	- 2.431	0.05
Satisfaction with housing	3.96	3.08	2.680	0.01
Satisfaction with Social and Health Services	3.50	2.88	2.725	0.01
Satisfaction with environment	3.51	2.89	2.388	0.05

When comparing the data presented in Tables 1 and 2, it is clear that significant differences between boys and girls in the average values of diagnosed indicators of the fifth-year male and female students are much smaller than of the first-year students. If in the first course there were revealed 16 differences, in the fifth course there were only 6 differences. Revealed pattern confirms the assumption about the smoothing of sex differences in terms of assessing the quality of life and satisfaction with it in the process of learning at the university. Together with the data obtained by U.A. Kazakova (2007) in the course of her investigation of subjective well-being of former students - now highly qualified specialists, in which she found the practical absence of sex differences, our results complement the picture of the dynamics of age-related features of this indicator. In early adolescence only physical maturation (including sexual) ends, in connection with this, in the initial stages of learning fundamental natural factors are still considerable. Learning environment, common for boys and girls, makes no distinction between the sexes, gradually leading to the convergence of the trajectories of socialization and deletion of the distinction between the sexes.

The study did not found any intersexual differences in the studied parameters, which has survived from the first to the fifth course. And even if in the fifth course there was found the point at which in the first course there was no difference between boys and girls, it changes the direction of these differences. Thus, the first-year male students assess life as more meaningful (not useless) than female students, and in the fifth year, this indicator is higher of girls. Satisfaction with the environment distinguished first-year female students, and in the fifth year this indicator is higher of boys than of girls. Overall, in the fifth course the values of all indicators are higher of boys, except one indicator - life as free is assessed by more girls.

Results of correlation analysis

In the next stage of the study the nature of the correlations between diagnosed indicators were analyzed. The overall picture of the correlation between indicators of subjective well-being, which includes assessment of life and learning activities satisfaction, as well as mental

states and performance, together with assessment of the quality of life, is composed during comparing the index of structure integration, the values of which are given in Table 5.

Table 5. Values of index of correlation structure integration (IC)

Gender	Year of study	I	II	III	IV
M	first	0.058	0.080	0.040	0.133
	fifth	0.045	0.047	0.044	0.129
F	first	0.095	0.014	0.470	0.150
	fifth	0.048	0.112	0.141	0.189

Note: Roman numerals indicate the correlation structures formed by the indicators: I - mental states and life satisfaction, II - mental states and quality of life, III - life satisfaction and quality of life, IV- mental states, life satisfaction and quality of life.

Value of integration index (II) in any of the structures do not reach critical values at which we can talk about the high consistency of the results and the formation of common syndrome associated with a description of the general condition. This suggests that the correlation matrix is calculated according to the indicators relating to different (relatively autonomous) blocks of description of mental state. Despite this, the comparison of index of the correlation structure integration of the studied indicators allows us to determine the value of the contribution to the overall structure of each block of the indicators selected by using appropriate techniques. Thus, when considering the indicators of II of male sample, it is obvious that the degree of integration of the studied parameters of the fifth-year students is lower than of the first-year students. The number of significant correlations of mental states reduces with life satisfaction and assessment of its quality. In female sample there is slightly different picture: the number of interconnections of mental state and life satisfaction reduces by the fifth course, as it is observed in male sample, but at the same time the influence of mental state to the assessment of life quality increases and life satisfaction reduces. It is important to note that a large number of interconnections between indicators for assessing the life quality and mental state indicate that girls' mental states have a significant impact on the assessment that they give to their quality of life. Overall, by the fifth course male students tend to mismatch the researched indicators, while fifth-year female students, on the contrary, have integration, and mainly due to the increase and strengthening the links between mental states and evaluation of quality of life.

Later in-depth analysis of correlations between the indicators of all selected samples was made. In the process of correlation analysis, a number of differences between formed structures were revealed, the accuracy of these differences was tested using divergence analysis. While it is impossible to provide a detailed analysis of correlations within one test, we note only those patterns that appear to be the most important in terms of the theme of this study.

In the process of analysis of correlation structures formed by performance of boys and girls – first-year students, it turns out that almost all considered indicators in both samples are closely interconnected. First of all, correlation of the indicator "Satisfaction with life in general" is interesting. It was found that in the sample of the first-year female students either the quality of life or individual indicators of satisfaction or mental states do not significantly influence the assessment of life satisfaction. The only significant factor of life satisfaction for girls is performance ($r = 0.56$ at $p \leq 0.01$). In contrast, in the group of the first-year male students there are close links (at the level of $p \leq 0.001$) of indicator of life satisfaction both with the assessment of quality of life and mental states. Interestingly, the satisfaction with life is high, if life is valued by boys as eventful ($r = 0.75$ at $p \leq 0.001$), but at the same time as difficult, stressed ($r = 0.63$ at $p \leq 0.001$). If a boy is satisfied with leisure time ($r = 0.68$ at $p \leq 0.001$), feels cheerfulness, burst of energy, enthusiasm, interest, ($r = 0.70$ at $p \leq 0.001$),

positive attitude to learning, teachers, people around ($r = 0.80$; $p \leq 0.001$), if he has positive expectations, interest and curiosity towards what happens ($r = 0.71$; $p \leq 0.001$), he assesses satisfaction with his life as high.

As for satisfaction with learning activity, it is reduced for boys against a background of mental states associated with a negative attitude to learning, teachers, people around ($r = -0.46$ at $p \leq 0.05$). Girls measure the success of learning activity as high, if they feel cheerfulness, freshness, burst of energy, joy ($r = 0.42$ at $p \leq 0.05$), do not experience anxiety ($r = 0.43$; $p \leq 0.05$), if they are healthy ($r = 0.41$; $p \leq 0.05$), have sufficient income ($r = 0.39$; $p \leq 0.05$).

The current performance of the first-year male students is negatively affected by housing problems ($r = -0.65$; $p \leq 0.001$). On the contrary, their performance is better with positive intelligent ($r = 0.49$; $p \leq 0.05$) and psycho-physiological states ($r = 0.41$; $p \leq 0.05$). Performance of girls of the first course is better with satisfaction with life in general ($r = 0.56$; $p \leq 0.01$) and the assessment of life as "life worthwhile" ($r = 0.41$; $p \leq 0.05$). Anxiety of girls ($r = -0.41$; $p \leq 0.05$) and the state of tiredness, fatigue ($r = -0.42$; $p \leq 0.05$) do not favor their performance.

The results of divergent analysis

When referring to the results of the divergent analysis, the most significant differences were marked out, which are revealed in a pair-wise comparison of correlation matrices of both samples of the first-year students distinguished according to the gender of the respondents. We considered only those pairs that were formed by the indicators which were interesting for us. It was found that the assessment of satisfaction with their lives by boys of the first course is closely linked to positive mental states (cheerfulness, joy, enthusiasm and others.) ($r = 0.70$). But the assessment, given to this parameter of subjective well-being by the first-year female students, is hardly affected by mental states ($r = 0.22$) (coefficient of differences in the pairs of indicators Tf $= 2.134$; $p \leq 0.05$).

The first-year male students hardly associate low life satisfaction with its security ($r = -0.40$), whereas for girls' safety of life is a significant factor during its positive assessment ($r = 0.68$) (Tf $= -3,959$; $p \leq 0.001$). "Pleasantness" (not "unhappiness") of life is also significant factor only for girls (in a group of boys the correlation of these indicators is at the level of $r = 0.10$, and the girls' $r = 0.62$. Tf $= -2.122$; $p \leq 0.05$). Boys associate satisfaction with learning activities with the evaluation of life as hard, difficult ($r = 0.52$), girls, on the contrary, as light ($r = -0.52$). Performance of the first-year male students depends on an assessment of life as "free", though to the light extent ($r = 0.38$), whereas this freedom even interfere girls to study well ($r = -0.19$) (Tf $= 2.038$; $p \leq 0.05$).

Correlation structures formed by the researched indicators of the first-year male students and fifth-year male students also show significant differences in the correlations between groups of boys from different courses. Common to all boys is the dependence between life satisfaction and overall assessment of the quality of life as "easy." It was found that the higher life satisfaction, the less easy it seems (1 course: $r = -0.63$; $p \leq 0.001$; 5 course: $r = -0.71$; $p \leq 0.001$), and this negative correlation of indicators becomes more strong by the fifth course. As for the rest, at the fifth course assessment of life satisfaction and quality are affected by other factors. By the fifth course the number of connections between indicators of satisfaction and mental states reduces dramatically. The nature of life values changes, the importance of one's own experiences reduces, life satisfaction parameters such as love, marriage, family prevail. So in the structure of the first-year male students, this correlation is insignificant and cannot be regarded as reliable ($r = 0.13$), but by the fifth course it is much stronger ($r = 0.51$; $p \leq 0.01$). More important is correlation of indicators of life satisfaction in general and satisfaction with learning activities (1 course: $r = -0.03$; 5 course: $r = 0.61$; $p \leq 0.001$), political life in the country (1 course: $r = 0.18$; 5 course: $r =$

0.51; p ≤ 0.01), cultural life (1 course: r = 0.29; 5 course: r = 0.46; p ≤ 0.05). At high life satisfaction the fifth-year male students evaluate it as "difficult", but "friendly" (in which there is no place for loneliness), while the first-year students assess life as satisfying if it is eventful and it has no misfortunes.

Satisfaction with learning activities of the first-year male students has little effect on the overall assessment of life satisfaction (r = 0.31), and in the fifth course it is a significant factor of this assessment (r = 0.61; p ≤ 0.001). In addition, satisfaction with learning activities in the fifth course makes a significant contribution to overall satisfaction, correlating it with other indicators (satisfaction with life, social security and health care, culture).

The performance of the first-year students is affected by satisfaction with accommodation, as well as psycho-physiological and intellectual state. The performance of the fifth-year male students is associated with other factors: performance reduces if a lot of time is spent on love affairs (r = - 0.45; p ≤ 0.05), if life interesting (you have to "pulverize") (r = - 0.41; p ≤ 0.05) and if it is "unfriendly" (lonely) (r = 0.46; p ≤ 0.05).

The differences between the first-year and fifth-year male students are supported by the results of divergent analysis. Additionally, it should be noted that life satisfaction of the fifth-year students, in contrast to the first-year students, is not affected by such factors as security (Tf = 3.089; p ≤ 0.01), living conditions (Tf = 2.189; p ≤ 0.05), leisure time (Tf = 2.127; p ≤ 0.05).

According to the correlation analysis, the structures of the researched indicators of the first-year and fifth-year female students vary as much as the corresponding structures of the male samples.

If in the first year "satisfaction with life in general," of girls is determined mainly only by successful learning activities, in the fifth year there are many important factors influencing this assessment. At the same time the first-year female students do not associate satisfaction with learning activities and assessment of quality of life. While the fifth-year female students believe that it is the satisfaction with learning activities that determines whether life is "pleasant" or "unhappy".

In the correlation structure of indicators of the first-year female students there is no correlation between life satisfaction and quality of life, but in the structure of the fifth-year female students more than half of indicators of quality of life are closely connected with its satisfaction. It is interesting that there is a close correlation of indicators between satisfaction with life in general and the assessment of quality of life as "difficult", typical to the male samples (r = 0.70; p ≤ 0.001). In addition, high levels of life satisfaction among the fifth-year female students impact on their lives, which they assess as "interesting" (r = 0.64; p ≤ 0.001), "pleasant" (r = 0.62; p ≤ 0.001), "meaningful" (r = 0.44; p ≤ 0.05), "encouraging" (r = 0.41; p ≤ 0.05), "which gives the chance" (r = 0.59; p ≤ 0.01). Indicator of academic performance, as well as satisfaction with learning activities in the fifth course is not practically included in the overall structure of indicators. The only revealed correlation is with positive indicator of will states (r = 0.44; p ≤ 0.05). The good performance of girls in the fifth, final course is accompanied by hope for the better, positive expectations, sense of responsibility.

In all these cases the significance of the differences determined by pairwise comparison of correlation matrices by divergent analysis is at the level of p ≤ 0.01.

Despite the small differences in the average quantitative values of indicators observed between the above noted fifth-year male and female students, strongly marked features of diagnostic structures were revealed. Structures differ substantially by nature of the correlation between the indicator "Satisfaction with life in general" with other indicators. There is only one similar correlation – it is correlation between satisfaction with life in general and assessment of life as complex, difficult, stressed (boys: r = - 0.63; p ≤ 0.001;

girls: r = - 0.70; p ≤ 0.001). We can say that senior students "are not looking for easy ways", they are quite satisfied with their complex and difficult life. As for the rest, the structural organization of performance of male and female samples is completely different.

The main differences between the compared structures of male and female samples of the fifth-year students deal with the nature of the correlation between satisfaction with life in general, with its individual parameters, as well as its association with mental state and success of learning activities. There is some impact of individual components of mental state on satisfaction with life. Moreover, the correlation between mental states and satisfaction indicators has the following gender features: boys' life satisfaction reduces when they are in a state of worry and anxiety, feel tiredness, fatigue (r = 0.53; p ≤ 0.01), when they are sad, joyless, not passionate, not interested in what happens (r = 0.41; p ≤ 0.01). Girls, like boys, reduction of life satisfaction is provoked by nervousness, anxiety (r = 0.42; p ≤ 0.01). At the same time in order to feel satisfied, girls need to feel not only joy, interest, enthusiasm, but also burst of energy, cheerfulness, hope and responsibility, pensiveness and kindness (r = 0.40; p ≤ 0.05).

Divergent analysis data confirm the significance of differences revealed by comparison of the correlation matrices. Additionally, we can enumerate the differences associated with the indicator of situational anxiety: we identify positive, albeit insignificant, correlation between this indicator and life satisfaction indicators in the sample of the fifth-year female students and insignificant negative correlation in the sample of fifth-year male students.

Conclusion

In general, as the study showed, there are significant differences between boys and girls in the indicators assessment of the life quality and subjective well-being in the first year of study. The boys have the higher values of indicators for the mental state and the estimates of the life quality parameters, the girls, unlike boys, have the higher values of individual constituents of life satisfaction. The academic progress is more important in the structure of girls' indicators. To the final year of study some discrepancy of the structure is observed among boys, mainly, due to the decrease in intercommunication of indicators for the mental state and life satisfaction. The satisfaction with learning activities, political and cultural life, love relationship, marriage and family begin to exert a greater impact on the total life satisfaction among boys, which is not observed in the first year of study. The structure of indicators in the girls of the fifth-year of study, on the contrary is compacted, wherein an integrating factor is the mental state. In general, by the end of university studies the gender differences are smoothed out in most indicators, and, mainly due to increasing the level of virtually all mental states in girls of the fifth year of study and reducing those indicators of life satisfaction, which are higher in the firs-year students, than in their peers, while reducing some indicators of the state in boys to the senior courses. Thus, mental states are a significant factor in equalizing the general life quality assessments of students - boys and girls, occurring as a consequence of the socialization process in the period of study in the university.

If we generalize the results obtained, without taking into account the sex of the subjects, we can say that a noticeable increase in the indicators values of individual constituents of mental states and an increase in the total indicator of life satisfaction, and only insignificant, at the level of tendencies, change in the positive direction of life quality assessment is observed in students from the first to the fifth year of study. By the fifth year of study the nature of interactions of the studied parameters changes: interactions of indicators inside the block of mental states become weaker, the structure of the individual blocks changes. At the same time the interactions of mental states with the life satisfaction become stronger, the mental states are directly related to the assessment of its quality. The sense of interrelations between the indicators of individual blocks changes significantly. For example, if in the first

year of study the students associate the learning satisfaction with the everyday conditions and housing, in the fifth year of study – with the cultural life and environment. In the first year of study the life satisfaction, generally, is a factor of life assessment as easy and saturated, in the fifth-year – interesting, and not lonely. The life is assessed by the first-year students as "nice", when they are satisfied with the social security and health care, and by the fifth-year students – when it "offers the best" (gives the chances).

The study does not pretend to be completed, however, the results obtained at this its stage, carry out a certain contribution to the body of knowledge about the subjective aspects of the life quality, and to the existing notions about the features of gender differences of this phenomenon. We've revealed the structure of the subjective life quality assessment, formed by the mutual influence of the life quality assessment and the individual components of the subjective well-being: the life satisfaction, mental state and academic progress, which are the systemically important factors in the subjective life quality assessment. The place of mental states in the structure of subjective factors of life quality is defined. The features of components of this structure and the nature of their interrelations in the students - boys and girls of junior and senior courses are shown.

A promising direction for further work is the study of gender specificity (related to the characteristics of masculinity-femininity) of life quality assessment by men and women, because, since the publications of S.L. Bern (1983), J.E. Williams, D.L. Best (1986), and then other researchers, in Psychology it's accepted to take into account the fact of differences, related not only to the sex, but to the gender features of the personality. Moreover, due to the increasing tendency to the internalization of education (Knight, 2008), the similar studies, in which the focus is placed on the intercultural and international measurements, are of interest.

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