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O.V. Kioseva

CHARACTERISTICS OF SATISFACTION WITH LIFE OF UNDERGRADUATE STUDENTS WITH THE ADJUSTMENT DISORDER, WHO USE PSYCHOACTIVE SUBSTANCES

Ukrainian Research Institute of Social and Forensic Psychiatry and Narcology
Ministry of Health of Ukraine, Kyiv, Ukraine

Purpose – to analyse the relationship between sociopsychological factors of subjective well-being (satisfaction with life and happiness), hardiness, level of psychological distress, degree of development of disorder of adaptation and associated psychopathologic radicals in the cohort under investigation for early detection of adjustment disorders and addictive behaviour.

Materials and methods. This work is based on the analysis of the mental state and addictive behaviour of 1076 university students. It is presented the division by three groups using agglomerative method. Sociopsychological factors of satisfaction with life and happiness have been analyzed. Research methods: informational and analytical methods, clinic-anamnestic methods, social and demographic methods, clinical and psychopathological method, psychodiagnostic methods, mathematical-statistical methods.

Results. It was found that 879 (80.9%) of junior students tend to use psychoactive substances. It is established that 83.5% of students at the same time take alcohol containing drinks and smoke tobacco products. A low level of satisfaction with life grade 13.22 ± 3.34 was determined for 13.4% (18/134) “not happy enough” respondents with disorder of adaptation. The formed hardiness (grades 24.50 ± 5.55) was proved to maintain a high level of satisfaction with life (grades 23.34 ± 5.10) for “happy enough” girls of the 2nd group.

Conclusions. Feeling of happiness was determined as preventing factor of addictive behavior’ development and intensive psychopathologic radicals associated with psychological distress, maintaining satisfaction with life, acting as predictors of psychological disadaptation.

Key words: happiness, life satisfaction, adjustment disorder, hardiness, students, the youth, stress, psychoactive substances.

Introduction

Mental health of young students substantially represents the general state of the society, determines an intellectual resource of the country’s innovation development and is an important indicator of social well-being of population in any country of the world.

Special attention is focused on the junior students of higher educational establishments facing a complex of stressful events [1]. Completely different living circumstances resulting from a new social status and considerable educational loads may affect the psychoemotional health of young people [3], increase the risk of taking psychoactive substances and suicides among the students [7]. Overcoming emotionally stressful situations by the young boys and girls is a medical and social problem.

The modern scientific approach represents a three-component structure of the subjective well-being, including cognitive, emotional, conative (behavioral) components. The emotional component is represented by the positive or negative emotional pole (depending on the feelings generated by events), which facilitates or hinders overcoming any difficult life circumstances, achievement of objectives, covering the needs and intentions of a personality. The cognitive component includes assessment of one’s own life by the individual and is characterized by the main

aspect – satisfaction with life. The conative component is expressed in the personal attitude to the social realm through a prism of intrapersonal and interpersonal relationships [4].

Relevancy of analyzing satisfaction with life and happiness of youth is dictated by the necessity to determine the factors underlying the psychological equilibrium of a person for early detection and preventive treatment of adjustment disorders and addictive behavior among students.

Purpose – analyze the relationship between sociopsychological factors of subjective well-being (satisfaction with life and happiness), hardiness, level of psychological distress, degree of development of adaptation violations and associated psychopathologic radicals in the cohort under investigation for early detection of adjustment disorders and addictive behavior.

Materials and methods

Subject to the information consent, in compliance with the principles of bioethics and deontology, 1076 persons were examined: 325 young men (30.2%) and 751 young girls (69.8%), at the age of 17–20 years old, from different faculties of one of the universities in our country. It is well-known that most of the students live in hostels, since they come for study from other cities.

Research methods: informational and analytical

methods, clinic-anamnestic methods, social and demographic methods, clinical and psychopathological method, psychodiagnostic methods, mathematical-statistical methods.

For the purpose of analyzing the psychosocial factor of sociocultural phenomenon of happiness, there was held an opinion poll using a unified "Examination Card" worked out by us. In the order of increasing of subjective significance, the students were proposed to answer a question "Can you say in general, are you happy, happy enough, not happy enough?" The Q-dates were studied based upon the frequency analysis of the conceptual context of utterances and subsequent definition of a role of the factors obtained.

Further, their relationship with the level of psychological distress, degree of development of adaptation violations and associated psychopathologic radicals was estimated according to SCL-90-R (Symptom Check List-90-Revised, L.R. Derogatis, as adapted by N.V. Tarabrina, 2001) [5], level of hardiness development among youth according to the method of "Hardiness test" ("Hardiness Survey" Maddi et al., 1984, screening version by Ye.N. Osina, 2013) [2], life satisfaction parameter "Satisfaction with Life Scale" (SWLS Diener E. et al., 1985, as adapted by D.A. Leontyeva, Ye.N. Osina, 2008) [6]. For the exposure of the disorders related to the use of alcohol, applied a test AUDIT (Alcohol Use Disorders Identification Test – test developed in 1989 by the working group the World Health Organization).

Statistical analysis of the results was carried out using a program package Statistica for Windows, 7.0. (P%), arithmetical mean (M); standard deviation (SD); minimum (min) and maximum (max) of values in the sampling; Kruskal–Wallis criterion. The data presentation format in the text and tables is as follows: $M \pm SD$; (min–max); K-W: H; p-level [8].

Results

It was found that 879 (80.9%) of junior students tend to use psychoactive substances. It is established that 83.5% of students at the same time take alcohol containing drinks and smoke tobacco products.

Using the agglomerative method of minimum variance (clustering by the "k-medium" method) the sampling ($n=1076$) was distributed into three groups, according to the examination criteria ICD-10: group 1 – practically healthy students $n=778$ (72.3%), from them used the psychoactive substances 612 (56.9%); group 2 – persons with the symptoms of disorder of adaptation $n=210$ (19.5%), among them: 186 person used the psychoactive substances, namely: young girls – 134 (72%), young boys – 52 (28%) and group 3 – with the symptoms of adjustment disorder $n=88$ (8.2%), among them: 73 person used the psychoactive substances: young girls – 41 (56.2%); young boys – 32 (43.8%).

For further study, as agreed, only the girls of the group 2 with the symptoms of disorder of adaptation, who use psychoactive substances were selected, namely: 72.0% (134/186), i.e. 12.5% (134/1076) of the total examined youth. Most of the students in this group 52.86% determined the subjective level of stress as an average one.

For defining the directedness of the obtained interrelations we applied a unifactor dispersive analysis and determined the availability of determined variances between the average values of the parameters under study. The detailed analysis of interrelation of the degree of development of psychopathologic radicals, hardiness, satisfaction with life and feeling of happiness of the girls with disorder of adaptation, who use psychoactive substances, is given in table.

Table

Interrelation of degree of development of psychopathologic radicals, hardiness level, satisfaction with life and feeling of happiness among the young girls of junior courses of the university with disorder of adaptation, who use psychoactive substances ($n=134$)*

Scale	Happy enough, $n=109$	Not happy enough, $n=18$	Very happy, $n=7$	H; p-level
SOM (grades)	0.36 ± 0.30 ; 0.0–1.58	0.56 ± 0.30 ; 0.17–1.08	0.24 ± 0.03 ; 0.17–0.25	H=9.0; $p < 0.01$
O-C (grades)	0.54 ± 0.33 ; 0.0–1.50	0.66 ± 0.19 ; 0.40–1.0	0.29 ± 0.04 ; 0.20–0.30	H=14.6; $p < 0.001$
INT (grades)	0.56 ± 0.41 ; 0.0–1.56	0.41 ± 0.20 ; 0.22–1.11	0.14 ± 0.08 ; 0.11–0.33	H=9.3; $p < 0.01$
DEP (grades)	0.47 ± 0.30 ; 0.08–1.62	0.56 ± 0.13 ; 0.23–0.77	0.01 ± 0.03 ; 0.0–0.08	H=23.3; $p < 0.001$
ANX (grades)	0.25 ± 0.23 ; 0.0–1.0	0.56 ± 0.28 ; 0.2–0.9	0.13 ± 0.08 ; 0.1–0.3	H=22.8; $p < 0.001$
HOS (grades)	0.35 ± 0.33 ; 0.0–1.5	0.49 ± 0.35 ; 0.17–1.33	0.0 ± 0.0 ; 0.0–0.0	H=20.7; $p < 0.001$
GSI	0.37 ± 0.22 ; 0.08–0.99	0.48 ± 0.11 ; 0.31–0.7	0.11 ± 0.03 ; 0.1–0.17	H=20.2; $p < 0.001$
PDSI	1.21 ± 0.26 ; 1.0–2.56	1.21 ± 0.13 ; 1.0–4.0	1.00 ± 0.00 ; 1.0–1.0	H=20.3; $p < 0.001$

Continuation of Table

PSI	27,08±14,62; 7.0–70.0	35.61±5.77; 28.0–45.0	9.86±2.27; 9.0–15.0	H=22.0; p<0.001
Commitment (grades)	8.42±2.38; 3.0–12.0	6.11±1.94; 4.0–10.0	8.43±1.13; 8.0–11.0	H=14.6; p<0.001
Control (grades)	7.79±1.81; 4.0–11.0	6.39±1.24; 5.0–8.0	8.14±0.38; 8.0–9.0	H=8.0; p<0.05
Challenge (grades)	8.28±2.25; 2.0–12.0	6.22±1.31; 2.0–8.0	6,43±1,13; 6.0–9.0	H=20.1; p<0.001
Hardiness (grades)	24.50±5.55; 13.0–35.0	18.72±3.58; 12.0–24.0	23.00±2.65; 22.0–29.0	H=20.4; p<0.001
Life satisfaction (grades)	23.34±5.10; 10.0–33.0	13.22±3.34; 10.0–21.0	18,71±4,54; 17.0–29.0	H=40.1; p<0.001

Note: * – Scale SCL-90-Revised (L.R. Derogatis, as adapted by N. V. Tarabrina, 2001, according to the method of “Hardiness Survey” screening version by Ye. N. Osina, and test “Satisfaction with Life Scale” Diener E. et al., 1985, as adapted by D. A. Leontyeva, Ye. N. Osina, 2008); SOM – Subscale Somatization; O-C – Subscale Obsessive–Compulsive, INT – Subscale Interpersonal Sensitivity, DEP – Subscale Depression, ANX – Subscale Anxiety, HOS – Subscale Hostility, GSI – General Symptom Index, PDSI – Positive Distress Symptom Index, PSI – Total Number of Positive Answers; H – Kruskal–Wallis criterion.

It was shown that 81.3% (109/134) of girls with the symptoms of disorder of adaptation, who use psychoactive substances, i.e. 10.1% (109/1076) of total examined students, refer themselves to the “happy enough” category; 13.4% (18/134) of respondents, i.e. 1.7% (18/1076) of the total examined cohort, defined themselves as “not happy enough”; 5.2% (7/134) of the 2nd group girls feel “very happy”, which is 0.7% (7/1076) of the total sample group, accordingly.

We determined that “very happy” girls have their self-evaluation data according to scale SCL-90-R within normal limits. At the same time, the average values of such scales as “hardiness”, “commitment”, “challenge” (table) among these student girls, as compared to the normative data, differ to the negative side, thus characterizing a disposition to be in a doubt about one’s own value, inability to assess positively and apply personal resources. The “very happy” students revealed an average level of life satisfaction (18.71±4.54, p<0.001). That is to say, the level of satisfaction with life and happiness is an individual criterion of the degree of self-efficacy.

We established that “not happy enough” woman students have statistically increased normative parameters according to subscales ANX, SOM and indexes PDSI, PSI according to SCL-90-R. Among these girls, we observed a particular increase in the degree of intensity of symptomatology under the anxiety scale (0.56±0.28, p<0.001 with the standard norm 0.47±0.03) and somatization (0.56±0.30, p<0.01 with the standard norm 0.44±0.03), as an experience of a wide range of negative feelings. Emotionally, this was represented by occurrence of a feeling of anxious tonicity and restraint, “slight agitation”, some internal disturbance at the university lessons with the elements of arrest or fussiness in behavior, increased sensitivity to usual interpersonal relations in the student group, fatigability, difficulties in performing usual tasks and poor sleep. The respondents also noted that sometimes they had rapid heart, a feeling of shortness of breath, whole body trembling, sweating of palms, nausea. The youth assessed their state as “subjectively unpleasant”, which was represented by the low

values of life satisfaction (13.22±3.34, p<0.001). A statistically significant ill-developed hardiness was determined among the “not happy enough” girls (18.72±3.58, p<0.001). These students are sometimes prone to demonstrate detachment, dependence, self-accusations. It is represented by the difficulty in assumption of responsibility and reduced self-evaluation.

Conducted cross-correlation analysis between the values of “commitment”, “control”, “challenge”, “hardiness” and “satisfaction with life” for the girls of the 2nd group (the coefficient of correlation of grade of Spirman was used; authenticity is after the level of p<0.001 and p<0.05) showed a presence weak and middle force of reliable positive cross-correlation intercommunication between the investigated indexes: R=0.284, p<0.001; R=0.342, p<0.001; R=0.386, p<0.001; R=0.373, p<0.001. Id est, satisfaction is supported life by the developed vitality and vice versa.

The maximum values (1.58; 1.50; 1.56; 1.62; 1.0; 1.,50) of subscales SOM, O-C, INT, DEP, ANX, HOS and indexes GSI, PDSI, PSI (0.99; 2.56; 70) among “happy enough” girls of the 2nd group mean that the parameters being analyzed are much higher the optimal range. We established that the average value of the “life satisfaction” scale corresponds to the high level (23.34±5.10, p<0.001). At the same time, the minimum value of “satisfaction with life” is considerably lower (min=10.0) and corresponds to the low level of the parameter under study. This goes to prove that a great variety of the parameter under study is typical for the “happy enough” students with the symptoms of disorder of adaptation, who use psychoactive substances. The analyzed parameters at the emotional level appear as discomfort in the process of interpersonal interaction accompanied by occurrence of the lack of self-confidence, feeling of personal deficiency as compared to the others, and also negative expectations relating to any communications with the social environment (groupmates, teachers). That is to say, the level of satisfaction with life and happiness is an indicator of limitation or broadening of possibility of social functioning of a modern student.

We found out that the average values of such scales as “hardiness”, “commitment”, “challenge” (table) among the students of the 2nd group, irrespective of characteristic of a feeling of happiness, as compared to the normative data, considerably differ to the negative side, which shows the degree of development of adaptation violations and intensity of the associated psychopathologic radicals.

Conclusions

Therefore, this study established a significant feedback between life satisfaction and happiness, intensity of psychology distress, degree of development of adaptation violations and associated psychopathologic radicals. It was shown that a phenomenon of adaptation violations among the female individuals is connected with anxiodepressive manifestations, emotional lability and difficulties in the interpersonal communication.

A feeling of happiness was determined as preventing the development of intensive psychopathologic radicals associated with psychological distress, maintaining satisfaction with life, acting as predictors of psychological

disadaptation and addictive behavior. At the same time, without additional hardiness resources, it may not cause direct influence on the degree of development of adaptation violations and addictive behavior.

The findings provided a basis for a complex medical and social assistance to the young people with adjustment disorders.

Thus, finding out of the social and psychological predictors forming of the states of disadaptation and use of psychoactive substances by young people is **priority perspective direction of further researches** of estimation of probability of mental distress and addictive behavior, carries in itself large innovative-methodical potential in relation to optimization of educational-educator process in the university in particular preventively-prophylactic architecture of modern model of medical and social help to the young persons with disorders of adaptation, that use psychoactive substances, and aimed at forming of active, strong personality, that is able to develop bravely the strategy of behavior, carry out a moral choice and bear the responsibility for him.

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Особливості задоволеності життям студентів молодших курсів із розладами адаптації, що вживають психоактивні речовини

О.В. Кіосєва

Український науково-дослідний інститут соціальної і судової психіатрії та наркології МОЗ України, м. Київ, Україна

Мета – дослідити зв'язок між соціально-психологічними чинниками суб'єктивного благополуччя (задоволеності життям і щастям), життєстійкістю, рівнем психологічного дистресу, ступенем прояву адаптаційних порушень і супутніх психопатологічних радикалів у досліджуваного контингенту для ранньої діагностики розладів адаптації та поведінки.

Матеріали та методи. Проведено аналіз психічного стану та поведінки 1076 студентів університету. За рахунок кластеризації здійснено розподіл по групах. Досліджено соціально-психологічні фактори задоволеності життям і щастям. У дослідженні застосовано інформаційно-аналітичний, соціально-демографічний, клініко-анамнестичний, клініко-психопатологічний, психодіагностичний, математико-статистичний методи.

Результати. Виявлено 871 (80,9%) студента, що вживає психоактивні речовини. Серед респондентів 83,5% одночасно вживають алкогольні напої та палять тютюнові вироби. Встановлено низький рівень задоволеності життям ($13,22 \pm 3,34$ балу) у 13,4% (18/134) «недостатньо щасливих» респондентів із порушенням адаптації. Доведено, що сформована життєстійкість ($24,50 \pm 5,55$ балу) підтримує високий рівень задоволеністю життям ($23,34 \pm 5,10$ балу) в «достатньо щасливих» дівчат 2-ї групи.

Висновки. Відчуття щастя перешкоджає розвитку адиктивної поведінки, виразних психопатологічних радикалів, асоційованих із психологічним дистресом, підтримує задоволеність життям, є предиктором психічної дезадаптації.

Ключові слова: щастям, задоволеність життям, розлади адаптації, життєстійкість, студенти, молодь, стрес, психоактивні речовини.

Особенности удовлетворенности жизнью студентов младших курсов с расстройствами адаптации, употребляющих психоактивные вещества

Е.В. Киосєва

Украинский научно-исследовательский институт социальной и судебной психиатрии и наркологии МЗ Украины, г. Киев, Украина

Цель – исследовать связь между социально-психологическими факторами субъективного благополучия (удовлетворенности жизнью и счастья), жизнестойкостью, уровнем психологического дистресса, степенью проявления адаптационных нарушений и сопутствующих психопатологических радикалов у исследуемого контингента для ранней диагностики расстройств адаптации и поведения.

Материалы и методы. Проведен анализ психического состояния поведения 1076 студентов университета. За счет кластеризации осуществлено распределение по группам. Исследованы социально-психологические факторы удовлетворенности жизнью и счастья. В исследовании использованы информационно-аналитический, социально-демографический, клинико-анамнестический, клинико-психопатологический, психодиагностический, математико-статистический методы.

Результаты. Выявлен 871 (80,9%) студент, употребляющий психоактивные вещества. Среди респондентов 83,5% одновременно употребляют алкогольные напитки и курят табачные изделия. Установлен низкий уровень удовлетворенности жизнью ($13,22 \pm 3,34$ балла) у 13,4% (18/134) «недостаточно счастливых» респондентов с нарушениями адаптации. Доказано, что сформированная жизнестойкость ($24,50 \pm 5,55$ балла) поддерживает высокий уровень удовлетворенности жизнью ($23,34 \pm 5,10$ балла) у «достаточно счастливых» девушек 2-й группы.

Выводы. Ощущение счастья препятствует развитию адиктивного поведения, выразительных психопатологических радикалов, ассоциируемых с психологическим дистрессом, поддерживает удовлетворенность жизнью, является предиктором психической дезадаптации.

Ключевые слова: счастье, удовлетворенности жизнью, расстройства адаптации, жизнестойкость, студенты, молодежь, стресс, психоактивные вещества.

Відомості про автора

Кіосєва Олена Вікторівна – к.мед.н., докторант Українського науково-дослідного інституту соціальної і судової психіатрії та наркології МОЗ України; вул. Фрунзе, 103, м. Київ, 04080, Україна.