

### Social well-being of students (the case of empirical research, Kazan)

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**Abstract.** In experimental article various theoretical points of view on subjective wellbeing and social mood of the population are offered. Results of detailed empirical research of social well-being of students of the Kazan federal university are designated. It is presented in a context of intensity of carried-out global processes, such as transformation in the form of integration and joining to the Kazan University of a Number of regional higher education institutions and at the same time with it process of preparation and carrying out FISU of a sporting event in Kazan in 2013. The revealed tendencies are peculiar to students as a whole and during research show dynamics of the social opinion focused on quality and a standard of students living, an image and lifestyle of youth; emphasize aspects of social tension and social health.

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#### Introduction

Globalization of the Russian society as a whole, and modernization of professional education system in particular, were reflected in social well-being of the population. Especially it concerned students as the most active category and affected the emotional and estimated relation to the social and economic innovations which have mentioned Russia, and in particular, the process of integration of higher education institutions that has not only theoretical, but also practical value.

Simultaneity and intensity of global processes, such as reorganization in the form of joining to the Kazan (Volga) federal university of a number of higher education institutions of Tatarstan, preparation and carrying out the XXVII World summer University games-2013 in Kazan - brought to need of monitoring of social well-being of students of Kazan.

The judgment of the western and Russian sociological traditions will allow studying a perspective of social well-being deeply. In many respects we are solidary with treatments of modern society, as societies full of risks, as the information society filled with knowledge of social well-being, such is a keynote of scientific editions for the public reading, become a methodological basis of the scientific approach stated in this article [1, 2]. The understanding of foreign scientists prompts that social well-being is the multidimensional characteristic covering all aspects of human life. So, McGillivray and Mark note that "social well-being includes multidimensional estimates of life, including cognitive judgments of satisfaction with life and

affective estimates of emotions and moods" [3, 4]. The term "social well-being" as a synonym of "subjective wellbeing" is used in the western sociology and depends on objective and subjective factors: material and spiritual. M.A. Busseri and S.W. Sadava from Department of Psychology, Brock University (Canada) allocate three elements in the structure of subjective wellbeing (SWB): global assessment satisfaction with life, positive and negative affective reactions to life. Researchers analyze the offered elements from positions of five main concepts of SWB, allocating and estimating strong and weaknesses of each model that allows authors to draw a conclusion: the final structure of subjective wellbeing isn't created and needs further scientific researches [5]. L. Bruni and P. Port give explanations about distinctions between "happiness" and "subjective wellbeing" [6] in this connection there is a question of criteria of definition of subjective feeling of happiness.

At the same time, the subjective treatment of happiness respondents isn't full, even in the minimum degree because it is limited to problems of the respondent and his immediate social environment.

As for social structures and other institutes. E. Diener and C. Diener from University of Illinois (United States) conducted a comparative research of value judgment and an objective state (a mental state, physical health, financial position, social demographic factors), having interrogated 5391 adults aged from 18 years and above, living in rural areas. Research depicted the smallest level of subjective satisfaction at youth [7]. Western scientists (as, for example, B. Frey and S. Alois, Easterlin R.

point to close interaction of the concepts "economy" and "happiness") [8,9] the Russian – "social well-being" operate with the concept "subjective wellbeing" at that time. In our opinion "social well-being" (can be both positive, and negative) is neutral and therefore – more acceptable concept for scientific research. Extent of development of social well-being is shown in actions of the person, social communities and can be used as the measuring instrument allowing on the basis of certain criteria of extent of its development to judge the person, a community, estimating and comparing them to others. Therefore as E.N. Bochkanova emphasizes, "to allocate these criteria (and, so to estimate social feeling of the person, this or that community) – difficult, but a necessary research task" [10].

Therefore, the maintenance of social well-being is crossed with the contents not only "qualities of life", but also "way of life", "lifestyle", "standard of living", "social tension", "social health", "social mood". N.L. Batalova notes that categories related to social well-being can be with it in various relations of dependence and act in quality: 1) the concepts, the categorical fields which were characterized by crossing with social well-being (a way of life, lifestyle); 2) the concepts entering a categorical field of social well-being (social security, security level, etc.); 3) concepts which enter comparison in relation to the category "social well-being" [11].

We understand internal state of the social subject as social well-being, being accompanied this or that degree of satisfaction with own conditions of activity. This state defines quality of human life (an indicator of success of social system), his social behavior, and also influences its relation to world around. Therefore it is worth dividing social well-being of the personality and social well-being of community/group.

Due to the designated questions **a main goal of research** – *monitoring of social well-being of students of 1-5 courses of the Kazan University*. At an analytical stage **the tasks are set**: to determine degree of satisfaction of students by the transformations which have mentioned them in various aspects of high school life; to reveal the most essential factors influencing social well-being of students and to plan possible ways of improvement of social well-being of students. For carrying out research sociological and statistical **methods of studying of a situation** are used. Within sociological research the special questionnaires including estimated versions of answers to questions were developed. Answers of respondents were exposed to statistical processing in the operational SPSS program. At an analytical stage methods of the frequency and analysis were applied.

### **Assessment of satisfaction degree with educational process in KFU.**

Results of poll testify to an ambiguous assessment of integration process of higher education institution and holding a large-scale sports event. 22% are positive to merge, 39% – are negative, 29% express the indifference and, at last, 10% can't give the exact answer. Thus, 30% consider that in quality and the organization of educational process changes carried out at university weren't reflected in any way, 28,4% – fix negative influence, 27,3% – are at a loss. The integrated assessment of degree of satisfaction in aspect of education was confirmed by a question: Whether "*You are satisfied with training process in KFU?*" Respondents answers were distributed as follows: "are quite satisfied" with training process in KFU – 48,8% of students, "aren't absolutely satisfied" – 35,6%, "aren't satisfied" – 9,2%, and 6% were at a loss with the answer. Results of poll testify that educational process doesn't suit students fully.

For the purpose of identification of the specific problems exciting students and defining their social well-being, the specifying question was asked: "*If you aren't satisfied, what exactly?*" It was possible to choose no more than three options: on 1 place – is a problem of high cost of educational services (depends on prestige of educational institution and from a demand of specialties on a labor market), on the second – is the problem of unsatisfactory teaching caused by application of outdated techniques, on the third – is a problem of equality violation, of education chances (the disturbing factor, possibly, is caused by merge of higher education institutions), and the fourth – is a discrepancy of education on a labor market. To a lesser extent, on 10%, students are excited by a low education level and corruption in an education system, lack of control of the state behind training process (7%). 16% – find it difficult to answer.

Prestigiousness of training at university is reduced to attempt to find out the relation to higher education institution. On a question, "*What feelings you have when you say to acquaintances, what you study in KFU?*" the overwhelming part answered – "pride" (62.1%). The option "I test nothing" was chosen by 18.2% of respondents. At the same time 16.4% – chose a position "due, anything special" and, at last, 2.5% – "disappointments". As a whole it speaks about quite positive assessment students of KFU which for receiving quality education consciously chose more than a half of 58.4%.

Another important indicator defining not only satisfaction with training, but also possibility of training of specialists of high qualification, is material resources of higher education institution. In

the questionnaire it was offered to estimate material security of educational process (convenience of audiences, quality of laboratories, computer classes, etc.) with the purpose to learn satisfaction level. As a whole the following answers were received: "are quite satisfied" – 46.4%, "aren't quite satisfied" – 37.7%, "completely aren't satisfied" – 12.7%, found it difficult to answer – 3.2%. Nearly a half of students (52.3%) note security of educational process with textbooks and educational resources, as insufficient.

#### Valuable orientations and students installations.

The problem of professional self-determination is a difficult question in life of the students, being in direct correlation with their social well-being. Pupils owing to age and limited life experience are at a loss at a choice of educational institution and quite often professionally are defined under the influence of random factors or authoritative opinion of parents. Nevertheless, according to the received results – 58.4% of students of KFU declare that "followed knowledge" rather, 22.9% "followed the diploma" rather and only 10.4% of students admit – "I didn't think of anything, all arrived, and I too", another 8.3% find it difficult to give a definite answer.

The growing importance of values of private life, such as a family, the children, noted by some researchers, was confirmed. In the life scale priorities made on the basis of received results, the leading position is taken by desire "to have a good, close-knit family, children". Priority of value of a family can be explained it with universality, and also "age and social specifics of social group (still existing dependence of students on wellbeing of their parental family is supplemented with orientation to successful creation of a family own)". The second position is taken by installation on material security, the third – the career growth and recognition. One of the last places is existence of interesting, creative work and health. Influences of age or gender distinctions on structure of valuable priorities it isn't observed.

"As you suspect a question, whether you will be competitive on a labor market after KFU termination in Russia?" 40.7% of students positively answer. And on a similar question of competitiveness in Europe, America – only 13.9%. Thus the majority of the Russian students (75.4%) express desire to go to other country. The aspiration to live and work abroad without clarification of concrete motives is difficult to explain, but to assume that one of them is possibility of respondents to realize itself, it is possible. Whether suitable work in life suffices to them – such question of 44% answer negatively, 32% – are at a loss, a half interrogated (50.9%) intends to work in Kazan.

Not only in the course of educational activity, but also after the higher education institution termination students have a set of problems with employment. Whether and from that he can address to the structures resolving similar issues, or to close people, with trust and confidence that surely will help it, its social well-being also depends. "Who helps you with future employment?" – 12.4% consult on parents. As a whole students count on themselves and the abilities (71.8%).

#### Assessment of the general satisfaction of student's life.

Positive tendencies of the financial position, and also a situation in the private life, observed at the beginning of 2013, are confirmed also by the indicators received on the basis of statistical processing of answers of pupils of the Kazan University. Students are able to afford to eat according to the tastes (64.4%), to get the most necessary products (74.9%). They are happy with family life (52.8%) and, in case of need, easily adapt to new public conditions – 57.9% declare that abilities to live in such conditions suffice to them. However, comparing distribution of answers to a question "That from listed to you in life doesn't suffice (health, good housing, the heads, capable to operate the state, etc.)?", according to the obtained data, nearly a half of respondents (48.3%) refer not insufficient observance of human rights, ecological safety (44.5%) and the state protection against fall of a standard of living (opinions that there is no protection, 41.2% of respondents adhere), 38.4% of young people wanted to see more capable heads operating the state. Moreover, only 14.8% can speak with confidence about stability in the society/the state. And every second student (49%) isn't sure that the situation in the country will improve.

For the purpose of clarification of degree of social activity of students in the extra-curricular sphere and the relations to carrying out University games-2013 in Kazan, were asked the following questions: "What feelings you have in connection with the forthcoming University games?": 42.2% – are proud, and about 37% are angry, "What value is rendered by University games on KFU, in your opinion?": 39.2% of students recognize positive value on HIGHER EDUCATION INSTITUTION (expansion of international relations), 21% are sure that it lifts the status of student's community. Whether "Do you plan to visit University games actions?": 30.1% have a desire, other 31.1% – don't plan, 34.9% – answered "as it will turn out", another 4% – were at a loss.

Thus, such processes mentioned Russia, and in particular Kazan as a reorganization in the form of

accession of other higher education institutions to KFU and a sign event of FISU – aren't a factor of serious changes in area of satisfaction with training process. The majority of the tendencies revealed on the basis of results received during research, are peculiar to students as a whole. But to draw a conclusion about that, these tendencies are how positive or negative, without having data for comparison, quite difficult. In this regard further carrying out similar monitoring with frequency once in 1-2 years for identification of dynamics of opinions is offered. Still to place emphasis on uncertainty and instability of youth on a labor market where serious problems are observed at employment and as a whole in the field of professional self-realization according to the profession. It is a paradox that receiving the higher education doesn't guarantee an employment. The sphere of professional self-realization is one of the major, and in it depends on effective inclusion social well-being of youth, in this regard it is clear why among values and dominating priorities value is played by a family.

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