

KHAZAR UNIVERSITY

Faculty: Graduate School of Science, Arts and Technology

Department: Psychology

Speciality: General Psychology in English

MASTER'S THESIS

Subject: Measuring well-being of university students in Azerbaijan

Student: Mirsucayat Aliyeva Mircalal

Supervisor: Ph.D. in Psychology

Elmina Kazimzade

Baku 2024

XƏZƏR UNIVERSİTETİ

Fakültə: Təbiət Elmləri, Sənət Və Texnologiya Yüksək Təhsil Fakültəsi

Departament: Psixologiya Departamenti

İxtisas: Ümumi psixologiya (tədris ingilis dilində)

MAGİSTR TEZİSİ

Mövzu: Azərbaycanca universitet tələbələrinin rifah səviyyəsinin ölçülməsi

Magistrant: Mirsücaət Əliyeva Mircəlal

Elmi rəhbər: Psixologiya üzrə elmlər doktoru

Elmina Kazımzadə

Bakı 2024

CONTENTS

INTRODUCTION	3
CHAPTER I. LITERATURE REVIEW	5
1. Approaches to well-being.....	5
1.1. Definition of Well-being.....	8
1.2. Different Aspects of Well-being.....	10
1.2.1. Psychological Well-being.....	13
1.2.2. Social Well-being.....	14
1.2.3. Economic Well-being.....	15
1.3. Significance of Well-being.....	16
1.4. Psychological Characteristics of Youth and Student Life.....	17
1.5. Factors and Challenges of Well-being in Azerbaijan.....	18
1.6. Factors Influencing the Development of Well-being in Youth.....	20
1.6.1. Effects of Education Level on Well-being.....	22
1.6.2. Effects of Health Status on Well-being.....	24
1.6.3. Effects of Unemployment and Future Concerns on Well-being.....	25
1.6.4. Effects of Cultural and Social Factors on Well-being.....	26
CHAPTER II. METHODS AND METHODOLOGY	28
2. Methodology.....	28
CHAPTER III. OBTAINED RESULTS AND ANALYSIS	
3. Correlation Analysis Between Respondents' Well-being and Conservation Values.....	30
3.1 Development goal.....	30
3.2 Life Satisfaction.....	33
3.3 Emotional State Scores on Experience and Expression Levels.....	52
3.4 Demographic information.....	56
3.5 Limitation.....	61
CONCLUSION	63
REFERENCE	64
APPENDIX 1	68
APPENDIX 2	69
APPENDIX 3	70
APPENDIX 4	71

INTRODUCTION

This quantitative study aimed to examine the impact of social and individual values on well-being of university students in Azerbaijan. Also, this study to contribute to development of national Wellbeing measurement instruments by using Azerbaijani version of the international well-established survey questions. The survey consists of 4 sections (A, B, C, D) and takes approximately 25 minutes to complete. This survey was conducted with 111 students. The thesis consists of the following sections: summary, introduction, three main chapters (Theoretical Aspects of Well-being, Characteristics of Well-being During Student Life, Research) with their respective subheadings, conclusion, and references. Each section includes relevant research.

Actually of the Subject:The importance of well-being research has been highlighted globally, particularly as it pertains to young adults and university students, a demographic often facing unique stressors and challenges. In Azerbaijan, there has been limited research on the specific factors affecting the well-being of university students. This gap necessitates a focused study to understand and address these factors in the local context. **Significance:** Understanding student well-being in Azerbaijan can provide valuable insights for educational policies, mental health support, and overall student support services. This research aims to fill this gap by exploring the well-being of university students, considering both universal and culture-specific factors.

Object of the Research:The object of this research is to explore the overall well-being of university students in Azerbaijan, considering a broad range of factors including psychological, socio-economic, and cultural influences.

Subject of the Research:The specific focus is on the interplay between students' well-being and various influencing factors such as cultural values, socio-economic status, educational environment, and personal experiences. This includes analyzing how these factors contribute to or detract from students' perceived well-being.

Purpose of the Research:The primary aim is to measure and analyze the well-being of university students in Azerbaijan. The study seeks to identify key factors that influence well-being and provide actionable recommendations for improving student well-being based on empirical findings.

Tasks of the Research:

1. Conduct a comprehensive literature review on well-being and influencing factors.
2. Design and validate a survey instrument suitable for the Azerbaijani context.
3. Collect data from university students across various institutions in Azerbaijan.

4. Perform statistical analyses to identify significant relationships and differences.
5. Interpret the findings in the context of existing theories and local cultural nuances.
6. Develop actionable recommendations based on the research findings.

Hypothesis of the Research: There is 2 hypothesis in this research study.

1. There is a positive correlation between the well-being of respondents in Azerbaijan and the values of conservation (tradition, conformity, and security)
2. There is no positive correlation between the well-being of respondents in Azerbaijan and the values of conservation (tradition, conformity, and security)

Methodologies used in the Research:The quantitative approach was applied in methodology development method. I opted for a single-survey approach due to its time efficiency and the extensive number of questions involved. I also chose this method because it is an international study.

Scientific Importance of the Research: Provides new insights into the well-being of university students in Azerbaijan, addressing a significant research gap. Contributes to the broader field of well-being studies by incorporation unique cultural and socio-economic factors specific to Azerbaijan.

Scientific Novelty of the Research:To evaluate the well-being level of Azerbaijani students, a thorough analysis of statistical data and research approaches was conducted. Additionally, contribution to cross-cultural studies can be considered as one of the most innovative aspects of this dissertation.

Structure of the Research: The dissertation include introduction, 3 chapters, as well as sub-chapters include it in each chapter conclusion, references and appendices.

CHAPTER I. LITERATURE REVIEW

1. Approaches to well-being

Well-being encompasses the overall health, happiness, and prosperity of an individual, integrating various aspects of life such as physical, emotional, social, and mental well-being. It reflects how individuals experience and perceive their lives, including feeling good and functioning effectively in areas like work, relationships, and personal fulfillment. The concept of well-being offers a comprehensive view of how individuals or societies define and assess their quality of life.

Psychological well-being can be broken down into three distinct aspects: evaluative well-being (life satisfaction), hedonic well-being (emotions like happiness and sadness), and eudaimonic well-being (sense of purpose and meaning in life) (Steptoe et al., 2015).

Well-being, a significant concept in positive psychology, is sometimes equated with happiness. However, different aspects of well-being (such as subjective, objective, and psychological well-being) hold distinct meanings. Historically, well-being has been understood through two primary dimensions: 'hedonic' (hedonistic) and 'eudaimonic' (psychological functioning) well-being (Grenville-Cleave, 2012).

Evaluative well-being pertains to people's thoughts on the quality or goodness of their lives, their overall life satisfaction, or how happy they feel about their lives (Steptoe et al., 2015).

Hedonic well-being involves daily emotions or moods such as happiness, sadness, anger, and stress. It is measured by asking respondents to rate their experiences with various emotional adjectives like happy, sad, and angry (Steptoe et al., 2015). While it is argued that pleasurable activities in the hedonic approach are linked to short-term life satisfaction by providing instant happiness, it is argued that psychologically functional activities provide long-term satisfaction because they realize people's potential (Steger, Kashdan & Oishi, 2008). It is said that activities that include psychological functionality are more beneficial for well-being over time. Hedonists are people who are positive about pleasure and who pluck the fruits of pleasure when possible (Veenhoven, 2003).

Eudaimonic well-being centers on judgments about the meaning and purpose of one's life. This is defined as focusing on the experience of meaning, self-expression, and the pursuit of goals compatible with one's values. This state of well-being shows significant relationships with individuals' skill variety, task characteristics such as task identity and task importance, as well as autonomy and feedback, experienced meaningfulness. In other words, it strengthens the perception that one has life goals that serve to organize one's sense of self, direct daily

activities, and chart a direction for life. Eudaimonic well-being refers to a mental state of self-realization. More clearly, this state of well-being is the state of integration and covering of individuals' life activities with the most harmonious values (Christian et al., 2011).

According to the hedonistic perspective originating from the Greek philosopher Aristippus, happiness is about seeking pleasure and avoiding pain. In this view, happiness is achieved by increasing pleasurable experiences. In contrast, Aristotle opposed this simplistic view and defined well-being, or 'eudaimonia', as engaging in activities that promote virtue, rather than merely pursuing pleasure, wealth, or honor. For Aristotle, the ultimate aim of human action is to achieve happiness through virtuous living. According to this perspective, subjective happiness and well-being are not interchangeable because satisfying every desire does not necessarily lead to happiness and may not be beneficial in the long term (Ryan & Deci, 2001).

Schwartz's Theory of Basic Human Values. The Schwartz Theory of Basic Human Values, developed by Shalom H. Schwartz, centers on how individuals perceive their own values and the significance these values hold in their lives, forming the basis for the relationship between basic values and well-being. According to Schwartz (2012), aligning with one's principles often results in heightened feelings of contentment and fulfillment.

This psychological theory asserts that there are ten core human values that shape behavior across various cultures and societies (Schwartz, 2012).

These values include:

1. Self-Direction: Independence, creativity, and freedom of thought and action.
2. Stimulation: Excitement, novelty, and challenges.
3. Hedonism: Pleasure, enjoyment, and sensual gratification.
4. Achievement: Personal success achieved by demonstrating competence according to societal norms.
5. Power: Social status, prestige, and control over people and resources.
6. Security: Safety, harmony, and stability in society, relationships, and the self.
7. Conformity: Restraining actions that may upset or harm others and adhering to social norms.
8. Tradition: Respect, commitment, and acceptance of cultural or religious customs and ideas.
9. Benevolence: Enhancing the welfare of those in personal contact.
10. Universalism: Appreciation, tolerance, and protection for the welfare of all people and nature.

Schwartz's theory provides a framework for examining the social values considered significant by respondents by individuals in Azerbaijan and their association with well-being. It can inform the development and implementation of welfare strategies in the country. Utilizing this theory, policymakers can identify key areas for enhancing prosperity in Azerbaijan and devise more effective policy solutions.

Collectivist and individualist approaches. The level of well-being of the individual can also be related to the society in which they live. Here, whether the society is collectivist or individualist can also be one of the influencing factors for individuals. The concepts of collectivist and individualist societies are terms used in social sciences to describe cultural and societal structures. In collectivist societies, individuals focus on the needs and goals of groups such as family, relatives, and the community. Individuals may prioritize the welfare of the group over their personal needs. In individualist societies, individuals focus on personal goals, desires, and achievements. They prioritize their own welfare and happiness. The relationship between individualism and societal happiness has typically been examined based on individuals' personal life satisfaction scores. These findings call into question the existence of other happiness types associated with individualism, particularly how happiness types themed around collectivism are related to societal individualism. It is observed that social norms have a greater influence when evaluating happiness among people living in collectivist cultures. The studies by Krys and colleagues contribute significantly to understanding the differences between individualism and collectivism in happiness measurements (Krys et al., 2021).

Bradburn (1969), considered one of the first scientific studies on the concept of well-being, defined well-being and happiness as synonymous and explained high well-being as having more positive emotions than negative emotions. However, Bradburn actually determined that positive and negative emotions act independently of each other. Therefore, he stated that the best indicator of general well-being is the difference between positive and negative emotion dimensions.

Another approach that explains well-being in terms of psychological functioning is the self-determination theory. According to this approach, which equates psychological functionality with self-actualization; Meeting three basic psychological needs (autonomy, competence and relatedness) is necessary to ensure well-being (Deci & Ryan, 2012).

1.1 Definition of Well-being

Each culture has its own unique customs and interpretations that may carry different meanings in other societies. In Azerbaijani culture, the concept of well-being can be understood as happiness (*xoşbəxtlik*) and comfort (*rahatlıq*). However, these interpretations can vary significantly based on different mentalities and understandings of these terms.

Basic Concepts Used in Well-Being:

1. *Well-being*- within individuals or society used to express the situation general term (Aysan, 2017).
2. *Welfare*- "Well-being" refers to a healthy, satisfying and harmonious state of life in terms of physical, mental and social aspects of the person. This understanding is related to the person's feeling of well-being, happiness and the quality of the life process. It includes feeling good, positive emotions, one's gains and improving relationships throughout one's life.
3. *Happiness*- Happiness is when an individual feels good and experiences a feeling of contentment. The presence of positive emotions is associated with achieving personal goals and achievements.

We can feel well-being in different areas. It can be divided into material, spiritual, psychological, philosophical, social and other types of well-being. These understandings can be interpreted in different ways according to the culture of each country (Aysan, 2017).

In Azerbaijan, the concept of well-being can also be defined as happiness, joy, feeling good, fearlessness and psychological comfort. In Azerbaijan, great importance is given to the level of education to ensure good welfare. Choosing the right specialty can lead to good jobs, which can play an important role in improving human well-being.

Well-being encompasses various dimensions and is understood through multiple theoretical perspectives:

1. **Definition and Parallels:** Well-being refers to living a healthy and balanced life across physical, mental, and social aspects, akin to the World Health Organization's definition of health (Danna & Griffin, 1999).

2. **Ryff's Dimensions:** The concept of "well-being" encompasses psychological, physical, and social dimensions, significantly impacting both individual and societal health. Ryff (1989) developed a psychological well-being model that highlights individuals' capacities to self-realize, cultivate positive relationships, and find meaning in life. This model addresses social connections, personal growth, and the balance within an individual's inner world. Ryff

(1989) identifies six dimensions of psychological well-being: self-acceptance, personal growth, purposefulness, environmental mastery, positive relationships, and autonomy, crucial for fulfilling one's potential.

3. Diener's Subjective Well-Being: Diener (1984) defines subjective well-being as life satisfaction and the experience of positive and negative emotions.

4. Keyes's Three-Component Model: Keyes (2002) proposes emotional, psychological, and social well-being as fundamental components contributing to a harmonious relationship with oneself and the environment.

5. Deci and Ryan's Self-Determination Theory: Deci and Ryan (2000) link well-being to the fulfillment of basic needs for autonomy, competence, and relatedness, fostering psychological growth.

6. Huppert's Flourishing: Huppert (2009) views well-being as more than happiness, emphasizing characteristics like emotional stability, vitality, meaning in life, success, and good relationships.

7. Fredrickson's Positive Emotions: Fredrickson (2001) discusses the theory of expanding and building positive emotions, which contribute to long-term well-being.

8. Csikszentmihalyi's Flow: Csikszentmihalyi (1990) associates well-being with the experience of "flow," a state of complete engagement and satisfaction.

9. Veenhoven's Life Satisfaction: Veenhoven (1984) defines well-being as life satisfaction, reflecting a long-term evaluation of various life aspects.

10. Layard's Economic and Psychological Dimensions: Layard (2005) integrates economic and psychological factors, emphasizing their impact on well-being.

11. Subjective vs Objective Well-Being: Well-being is categorized into subjective (based on internal evaluations) and objective (based on external, measurable factors like economic stability and access to healthcare) (Diener & Suh, 1999).

12. Emmons (2003) defines well-being as progressing towards personal goals, asserting that this process enhances an individual's quality of life. According to Emmons, achieving goals contributes significantly to an individual's sense of well-being and happiness.

13. Wellness is a complex state that encompasses positive health and quality of life in an individual (Corbin & Pangrazi, 2001). It plays a central role in various moral theories (Crisp, 2001).

1.2 Different Aspects of Well-being

The concept of well-being is examined in several basic dimensions in scientific research. These dimensions are classified as physical, emotional, social, professional, intellectual and spiritual.

1. Physical well-being includes elements such as maintaining a healthy lifestyle and getting adequate exercise.
2. Emotional well-being refers to a person's capacity to manage their emotions and the frequency of having positive emotional experiences.
3. Social well-being emphasizes the ability to form supportive relationships and strong social bonds.
4. Occupational well-being is associated with job satisfaction and career development.
5. Intellectual well-being is characterized by the desire to continue learning and participating in mentally stimulating activities.
6. Spiritual well-being involves the individual having beliefs and values that give meaning and direction to his life.

While well-being, an important concept in positive psychology, can be defined as equivalent to happiness in a sense; Different concepts of well-being (such as subjective, objective, psychological well-being) mean different things.

Subjective well-being pertains to the happiness aspect of individual well-being, encompassing the experience of pleasure and indicating satisfaction across various life domains. It includes high levels of positive affect, low levels of negative affect, satisfaction with life, and work-family balance. Subjective well-being underscores that individuals maintain a positive mood. This state of well-being contributes to high levels of job satisfaction, vitality, and reduced burnout at the organizational level. It is commonly assessed through inquiries about mood states (positive and negative affect) and overall life satisfaction (Christian, Garza & Slaughter, 2011).

Subjective well-being includes one's overall satisfaction with one's life, one's emotional experiences, and the meaning of life (Diener, Suh, 1999). Objective well-being, on the other hand, is based on more concrete and measurable factors, such as economic stability, access to health care, education, and external factors such as environmental conditions.

Both types of well-being (subjective and objective well-being) can have profound effects on how an individual perceives and evaluates his or her quality of life. Well-being has a significant impact on the overall health and quality of life of both individuals and

communities. Therefore, increasing well-being is critical to improving both individual and social well-being.

1.2.1 Psychological Well-being

Some researchers define psychological well-being in terms of specific components or processes such as affective processes (Diener et al., 1985; Roothman et al., 2003). Consequently, psychological well-being can be understood in relation to affective, physical, cognitive, and social aspects (Roothman et al., 2003). Social scientists, unable to fully explain why many people succeed despite facing significant challenges, increasingly emphasize the importance of psychological well-being constructs. Psychological well-being has numerous benefits, including its protective role against mental illness, psychopathology, and physical illness (Powell et al., 2023).

Psychology has historically concentrated on addressing negative conditions such as mental health issues or psychological disorders. Nevertheless, individuals can still lead fulfilling lives despite encountering challenges. Recent advances in psychology have shifted the focus to identifying behaviors that promote well-being and the supportive conditions that facilitate them (Acarbas et al., 2024).

Psychological well-being is a concept that centers on how individuals assess their own lives, emotional experiences, and daily functioning. It frequently encompasses aspects such as life's purpose, the fulfillment of personal potential, and individual growth.

The positive psychology movement, as defined by Seligman (2002), aims to enhance individuals' strengths and happiness. Seligman breaks down happiness into three components: positive emotion, engagement, and meaning. These elements form the foundation of individuals' life satisfaction and serve as key indicators of psychological well-being (Seligman, 2002).

Lazarus and Folkman's stress and coping theory (1984) explores how individuals manage stressful situations and the impact of these experiences on their psychological health. Resilience, defined as the ability to endure adversity and manage stress, is fundamental to psychological well-being (Lazarus & Folkman, 1984).

Baumeister and Leary's "need to belong" theory (1995) suggests that social relationships and community ties profoundly affect individuals' psychological well-being. Robust social support systems help individuals cope with stress and enhance life satisfaction (Baumeister & Leary, 1995).

Work and career are central to adults' lives, and satisfaction in these areas significantly influences overall psychological well-being. Hackman and Oldham's Job Characteristics

Model (1976) proposes that factors such as task variety, job significance, and feedback contribute to employee motivation and satisfaction. This model explains how the meaning derived from work supports psychological well-being (Hackman & Oldham, 1976).

When we look at the studies examining the relationships between psychological well-being and social support, it is seen that there is a positive relationship between psychological well-being and social support. It has also been stated that the type of social support provided is meaningless depending on the source of social support. In a study examining whether there is causality between psychological well-being and social support, it was observed that there is bidirectional causality between psychological well-being and social support. In other words, just as the individual's social level affects the individual's psychological well-being, the individual's psychological well-being also affects the individual's social support. For example, increasing the individual's social support also increases the individual's psychological well-being. In another study examining the relationship between happiness and social support, it was found that happy people have satisfying social relationships.

Another variable whose relationship with psychological well-being has been examined is free time activities. It has been observed that there are positive relationships between leisure activities and life satisfaction and positive affect. Additionally, there is a positive relationship between participation in leisure activities and psychological health and reduction in stress (Ponde and Santana, 2000).

Individualistic and collectivistic cultural patterns. Hofstede's cultural dimensions theory (1984) examines how the value systems of different cultures shape individuals' behavior and psychological well-being. Cultural traits like individualism and collectivism can influence social relationships and, consequently, psychological well-being (Hofstede, 1984). This indicates that psychological well-being may be perceived differently across diverse cultures.

Erikson's theory of psychosocial development (1950) discusses the crises individuals encounter throughout their lives and how these experiences impact personal development. Successes and failures at each life stage affect an individual's self-confidence and, therefore, their psychological well-being (Erikson, 1950). This suggests that psychological well-being can vary across different life stages.

Recently, there has been increased research into the effects of technology on psychological well-being. For instance, phenomena like social media use and internet addiction can influence individuals' emotional and social well-being both positively and

negatively. Studies by Vazire et al. (2016) have explored the impact of social media on self-esteem and its role in interpersonal relationships (Vazire et al., 2016).

Mental and psychological well-being is one of the important indicators of being a mentally healthy individual. Psychological well-being, maintaining the internal balance between positive and negative affect (Bradburn, 1969.); the concept expressed as subjective well-being can be defined as having positive thoughts and feelings when an individual evaluates his life. As mentioned, mental well-being, which is an inclusive concept, appears as a multi-layered structure that can have an impact on the individual's physical and spiritual health regarding the events and situations that the individual has witnessed/experienced both in the past and present. The structure in question can be seen as an important factor in the individual's relationships with both himself and others. Studies have shown that self-esteem, physical health, life satisfaction, success, problem-solving skills, resilience and happiness are related to mental well-being. It is thought that one of all these related qualities expressed regarding mental well-being is awareness (Seligman, 2011).

Mental health is defined as the state of being able to establish a healthy relationship and communication with the immediate and distant environment, showing a series of processes such as thought, communication, learning, self-confidence and emotional development between the individual and his/her environment, and these relationships being in constant harmony, balance and satisfaction. . In this context, it can be said that mental health requires skills such as recognizing the individual's own abilities, coping with the ordinary stress of life, and trying to be good by contributing to society. For this reason, it can be said that mental health is a universal issue that concerns not only individuals with mental problems but also the whole society. Mental illness, on the other hand, is the presence of abnormal deviations and anomalies that occur in the individual intellectually, cognitively and behaviorally (Veenhoven, 1984).

The symptoms that occur in the individual due to mental problems are disturbing, painful, and make the person and his/her environment unhappy. Deteriorations in a person's mental health can negatively affect his/her life by negatively affecting his/her harmony, relationships and work.

It is seen that mental disorders, especially during the university period, can prevent students from reaching their full functionality by affecting healthy psychological development. In addition, considering the information that psychiatric disorders generally begin in adolescence; it can be said that university students are an important risk group in terms of mental disorders.

1.2.2. Social Well-being

Psychological well-being has been explored within social contexts through interactions and social support systems. For instance, Cohen and Wills (1985) investigated how social support buffers the impact of stress on individuals, highlighting the significant role of strong social ties in mitigating negative health outcomes associated with stress. These bonds enable individuals to effectively manage challenges and enhance their overall psychological well-being.

Community ties have also been extensively researched regarding their impact on psychological well-being. Putnam (2000) documented the positive effects of social capital within communities on individuals' satisfaction with life and sense of belonging. According to Putnam, community involvement strengthens an individual's social position and diminishes feelings of social isolation, thereby promoting psychological well-being. Participation in community activities also enhances social value and self-confidence.

Research on individuals' social roles and their influence on psychological well-being is equally crucial. Rossi (2001) explored the effects of various social roles (such as parenting, work, and friendship) on identity and self-esteem. Rossi found that these roles provide individuals with a sense of meaning and satisfaction, significantly boosting psychological well-being when fulfilled in a healthy manner.

Berkman and Syme's (1979) study on social networks underscored how the density and breadth of social connections affect health outcomes. They discovered that individuals with extensive social networks tend to enjoy better health and lower mortality rates. This highlights the profound impact of both the quality and quantity of social relationships on psychological well-being and overall health.

The Job Demands-Resources Model by Karasek and Theorell (1990) examined how workplace social support influences job stress and employees' psychological health. Their research indicated that inadequate social support coupled with high job demands increases stress levels and the risk of burnout among employees. This model emphasizes the critical role of workplace social support mechanisms in enhancing employees' psychological well-being.

Charles and Carstensen's (2009) research focused on how changes in social roles affect psychological well-being in older adults. They demonstrated how significant life transitions, such as retirement or the loss of a spouse, impact emotional well-being in this demographic. Their findings highlighted that adapting to new social roles supports the overall well-being of older adults.

In summary, these studies illustrate the multifaceted ways in which social interactions, community ties, social roles, and workplace support systems contribute to individuals' psychological well-being, thereby underscoring the importance of these factors in maintaining mental health and overall quality of life.

1.2.3. Economic Well-being

Financial education, beginning in childhood, has a profound influence on the economic behaviors of adults. Research indicates that the initial lessons about money from parents and family shape core attitudes and approaches to financial management throughout life. The family plays a critical role in early financial education, not only imparting knowledge about money but also modeling behaviors such as saving, spending, and investing (Csikszentmihalyi, 1990). These models serve as the foundation for children's future attitudes toward finances.

Similarly, peer groups and the broader social environment impact the development of financial attitudes. Children and teenagers often mimic the financial habits of their friends, which can reinforce positive attitudes or lead to negative behavior patterns like reckless spending or excessive saving.

Cultural and social norms also influence financial attitudes. For instance, in consumer-oriented societies, there may be a tendency toward increased consumer borrowing among young people. Conversely, in more conservative or thrifty cultures, saving and avoiding debt are commonly practiced (Deci & Ryan, 2000).

Negative attitudes toward money can result in detrimental financial behaviors in adulthood, such as hoarding or excessive debt. Addressing and correcting these attitudes through educational programs and counseling can foster a healthier approach to finances.

Having a high level of financial literacy is crucial for effective economic behavior. Low financial literacy is often linked to poor money management, which can lead to debt accumulation and inadequate savings for the future. Studies indicate that only 1% of young people are actively engaged in self-education in finance, underscoring the need for more accessible and engaging educational resources (Diener, 1984).

Psychological barriers and stereotypes related to money and wealth can significantly impact financial behavior. Deeply ingrained beliefs like "money is the root of all evil" or "wealth is unattainable" can hinder personal financial growth and impede the pursuit of financial independence.

Furthermore, psychologists stress the importance of developing personal qualities such as determination, adaptability, and problem-solving skills, alongside enhancing financial

literacy. These traits not only aid in financial matters but also contribute to successful social and professional interactions.

In summary, financial education, family influence, peer interactions, cultural norms, and psychological attitudes all play significant roles in shaping individuals' financial behaviors and attitudes throughout their lives. Enhancing financial literacy and developing essential psychological attributes can be achieved through various programs and initiatives provided by educational institutions, nonprofit organizations, and government agencies. These initiatives should aim to make financial education enjoyable and accessible while fostering critical thinking and self-esteem among young individuals.

1.3 Significance of Well-being

The concept of psychological well-being emphasizes a comprehensive approach to human mental health, where individuals are viewed as multifaceted entities responsible for protecting, maintaining, and improving their well-being. This holistic evaluation encompasses dimensions related to personal growth, life purpose, relationships, self-mastery, and independence (Ryff & Keyes, 1995).

Sharma and Sharma (2010) stress that cultural disparities exist in the objectives and values associated with well-being. Cross-cultural psychologists generally agree with this viewpoint (Kumar & Subramanian 2012).

Psychological well-being integrates both hedonistic and eudaimonic traditions (Keyes et al., 2002). Hedonism focuses on seeking happiness and avoiding pain, emphasizing long-term joy and meaningful relationships. Conversely, eudaimonia stresses personal development and the pursuit of meaningful goals. Psychological well-being correlates closely with happiness, subjective well-being, and life satisfaction, though each concept has distinct elements.

Huppert sees well-being as more than just happiness or contentment and associates it with “flourishing.” Developing individuals have characteristics such as emotional stability, vitality, meaning of life, success and good relationships (Huppert, 2009). Fredrickson discusses well-being within the framework of the theory of expanding and building positive emotions. Positive emotions increase long-term well-being by expanding individuals' thought and behavior repertoires (Fredrickson, 2001).

Research also explores how psychological well-being interacts with social contexts, such as romantic relationships in adolescence. These relationships can influence various dimensions of well-being, both positively (e.g., positive social relationships) and negatively

(e.g., autonomy). Finally, emotional intelligence enhances psychological well-being by improving satisfaction at work, patient care quality, and overall mental health.

Psychological well-being is expressed as having meaningful goals, individual development, and being able to establish healthy relationships with others. Psychological well-being is expressed by the hedonist and eudaimonic tradition (Keyes et al., 2002). Family and friendship relationships are long-lasting and enjoyable relationships. Tuzgol Dost (2004) stated that psychological well-being is among the concepts related to happiness. In addition, the concepts of subjective well-being and life satisfaction have also been included in research on happiness.

In positive psychology theory, well-being includes experiences such as satisfaction, hope and optimism (Seligman, 2001). From this perspective, individuals need to be strengthened in various areas. Psychological well-being can meet this power. For psychological well-being, a person must be able to develop his talent areas and increase his existing capacity (Ryff, 1989). In order for a person to develop himself, it is necessary to increase his relationships, independence and competence.

1.4. Psychological Characteristics of Youth and Student Life

According to the 2020 census results, the young population of Azerbaijan in the 15-24 age groups consists of 1,761,900 people. This population mass constitutes 20% of Azerbaijan's population of 8,532,700, according to the 2006 census results (Aslanbayova, 2021). Youth, which includes a certain period of life, is essentially a biological concept. The youth period constitutes one of the three important periods of the dream process. Yesterday's child, today's youth will be the elderly of the future. This biological fact is valid for all living things. The point that distinguishes humans from other living creatures is that they limit the periods they live in with the effort they spend to place them within the framework of certain habits and rules. Therefore, youth, which is essentially a biological concept, turns into a social concept when it comes to "human beings". As with every social concept, the concept of youth is under the influence of the basic factors that shape and direct society. In the simplest sense, people work, strive and establish relationships with each other to create the necessary conditions to meet basic needs such as food, clothing and shelter. The totality of these efforts creates the social structure. Thus, social and economic conditions gain importance in completing biological development.

Peer groups have significant impacts on adolescents and young adults. Once the turbulence of adolescence subsides, expressing oneself openly and confiding in others becomes a new experience for young people. Initially beginning between two individuals,

friendships expand to form larger groups. Even though they may be shy and reserved on their own, young people act confidently and challenge those around them when they are in groups. Being together with peers also helps young individuals socialize and become psychologically comfortable (Huppert, 2009). Establishing relationships with peers gives young people the opportunity to become independent from their families and evaluate the world on their own.

Socialization is one of the meanings that affect well-being. Socialization can be described as a process initiated by adults, through which developing individuals acquire cultural habits and values via insight, education, and imitation. In essence, it involves acquiring the values, lifestyle, knowledge, skills, and overall culture of the society in which one lives. Socialization also entails learning and fulfilling social roles, which serves the purpose of maintaining societies and fostering individual development. Culture is absorbed through interactions with others, allowing individuals to form their own moral judgments, habits, and thoughts through repeated interactions. Social contact is essential for normal development across all cultures, as humans continuously learn and adapt their behavior through daily interactions. Unlike a process beyond individual control, socialization evolves as people mature, enabling flexibility in expectations and role fulfillment. Although its specifics may change over time, family, school, friends, and mass communication are universally recognized as critical factors facilitating socialization (Keyes, 2002).

1.5. Factors and Challenges of Well-being in Azerbaijan

Several challenges hinder the development of well-being in Azerbaijan. Rapid sociocultural changes affect identity development among young individuals, complicating the socialization process. Peer influence plays a significant role in adolescence and young adulthood, impacting social behaviors and attitudes. The extended youth period delays the transition to adulthood and expected social roles, affecting psychological and social development. Economic challenges, such as insufficient job opportunities and inadequate educational support, create financial pressure, particularly among university students. Migration from rural areas to cities exacerbates unemployment, influencing perceptions of education's necessity for employment. Effective socialization, crucial for societal development, faces obstacles due to challenges in family, school, and social environments. Lastly, developing independence from family can be hindered by economic dependency among youth.

Young people are faced with the characteristics of society due to their position; They are more influenced by society and want to do things differently than what they should do in the current situation. The social environment of school, community forces, and leisure

activities help young people discover that there are others close to their age in the same boat. Interaction between young people is more intense, frequent and important than in childhood (Sherif, 1969).

There is a significant negative relationship between psychological well-being and loneliness (Schumaker et al., 1992). Accordingly, it can be said that the psychological well-being levels of lonely individuals are lower than those who are not lonely.

Table 1. The main challenges and factors impacting the development of well-being among the youth in Azerbaijan

Challenge	Description and Impact
Sociocultural Changes	Rapid sociocultural changes affect the identity development of young individuals. The process of socialization becomes crucial during this period as youths attempt to determine their place and value in society.
Peer Influence	Peer groups have a crucial impact during adolescence and young adulthood. Interaction within these groups aids in socialization and contributes to the psychological well-being of young individuals. Group settings can empower youth, influencing their social behaviors and attitudes.
Extended Youth Period	In modern or modernizing societies, the transition to adulthood and achievement of expected social roles and statuses is delayed, leading to an "extended youth" period. This affects the psychological and social development of the youth (Fredrickson, 2001).
Economic Challenges	Economic challenges, such as limited job prospects for students and graduates, and inadequate educational loans, create financial burdens for families and young individuals. This situation can cause distress among youth, particularly for those who do not receive essential financial and moral support from their families to cover university expenses. There are not enough job opportunities even for university students and graduates and the education loans given are insufficient, students largely obtain this resource from their families (Layard, 2005). Economic security also can reduce individuals' stress and anxiety levels and allow them to live healthier lives (Bradburn, 1969).
Socialization Process	Socialization is the process through which individuals acquire the values, lifestyle, knowledge, and skills necessary for their integration into society. It is critical for both the functioning of societies and the personal development of individuals. This process is supported by family, school, friends, and mass media, but obstacles in any of these areas can impede effective socialization.
Development of Independence	Establishing peer relationships provides young people with the chance to gain independence from their families and develop their own perspectives on the world. However, challenges like economic dependence can obstruct this developmental growth.

This table provides an overview of the complex interplay between sociocultural, economic, and interpersonal factors that influence the well-being of the youth in Azerbaijan. Addressing these challenges requires a multidimensional approach that includes economic support, educational opportunities, and social programs tailored to the needs of young individuals. However, challenges to improving psychological well-being in Azerbaijan are not limited to access and quality of healthcare services. Social, economic and cultural factors also play a big role. Therefore, it is important that initiatives in this regard adopt a multidisciplinary approach and include broad policy changes.

Additionally, people from all segments of society need to be made aware and supported about psychological well-being. Improving well-being in Azerbaijan represents a long-term investment that will improve the quality of life of individuals and contribute to the social and economic development of the country in general. In this context, investments by the state and the private sector in this field are of critical importance in achieving sustainable development goals.

1.6 Factors Influencing the Development of Well-being in Youth

Among the factors affecting the development of well-being in young people, environmental factors such as family, school, peers and romantic relationships play an important role. Research shows that romantic relationships have both positive and negative effects on young people's psychological well-being. In particular, while these relationships provide improvements in young people's personal development and positive interpersonal relationships, they may have negative effects on other areas such as autonomy and self-acceptance. Positive approaches in the field of psychology emphasize that young people have the potential for healthy and successful development, and recommend taking into account not only the problems of young people, but also their well-being (Ryff, 1989).

The development of communication and social skills is also greatly influenced by the family environment. Establishing open and effective communication within the family improves young people's social skills and conflict resolution abilities. Learning healthy conflict resolution methods helps young people communicate healthily in their other social relationships (Ryff, Keyes, 1995). The family's attitude towards education and learning also plays a critical role in well-being. The importance given to education and the learning resources provided at home increase young people's academic success and motivation to learn. Enriching the learning environment at home encourages young people's curiosity for knowledge and desire to learn.

Emotional intelligence also has been shown to have a positive impact on psychological well-being. Emotional intelligence is strongly associated with satisfaction at work, quality of patient care, and psychological empowerment. Higher levels of emotional intelligence are linked to better psychological well-being and overall health. This means that individuals can increase their psychological well-being by improving their emotional and social intelligence skills.

Table 2. Factors influencing the development of well-being among youth

Category	Factor	Description and Impact
Environmental Factors	Family	Family environment provides emotional support and stability, influencing coping mechanisms and resilience in youth. Open communication within the family improves social skills and emotional well-being.
	School	Educational settings contribute to academic and social development, offering a structured environment where young people can gain knowledge and social skills.
	Peers	Peer relationships play a critical role in socialization and identity formation. They can also influence emotional and psychological health positively or negatively, depending on the nature of interactions.
	Romantic Relationships	These relationships impact psychological well-being by enhancing personal development and social skills, but may challenge autonomy and self-acceptance.
Psychological Concepts	Psychological Well-being	Encompasses internal balance, subjective well-being, and aspects like self-esteem, life satisfaction, and resilience. Influences how youth handle stress and interact socially.
	Mental Health	Defined as the capacity to maintain healthy relationships, cope with life's stresses, and contribute to society. Essential for the overall functioning and quality of life. Mental disorders can disrupt these capacities.
Social and Cultural Factors	Socialization	The process through which individuals absorb and enact the values and behaviors acceptable in their society. Influences every aspect of personal development and interaction.
	Cultural and	The prevailing norms and values of a society can

	Social Norms	either support or hinder the development of well-being by shaping expectations and behaviors. Community-oriented cultures may provide stronger support networks, while individualistic cultures might stress personal achievement and independence.
	Education and Awareness	The level of education and cultural exposure impacts well-being by influencing employment opportunities, economic stability, and personal development. More educated individuals typically have better access to resources, including healthcare and social networks, enhancing their well-being.
	Media and Technology	Media shapes cultural and social perceptions which affect self-esteem and social behavior. Technology, especially social media, plays a significant role in how young people see themselves and their peer groups, affecting their psychological well-being by facilitating or hindering healthy social comparisons and interactions.

This table outlines various factors impacting youth well-being, highlighting the interplay between personal, social, and structural components. Addressing these factors holistically can help foster a more supportive environment for the psychological and social development of young individuals.

Finally, family and home environments have a great impact on the psychological health of young people. A supportive family environment helps young people cope with emotional problems such as stress and anxiety and helps them build emotional resilience. Positive feedback and having family members act as positive role models can significantly increase young people's self-esteem and overall quality of life (Ryff, 1989).

1.6.1. Effects of Education Level on Well-being

The effects of education level on individuals' well-being can have important consequences in both the short and long term. Having a high level of education can improve individuals' quality of life and general well-being in several ways.

The educational process helps individuals develop a variety of social skills and create extensive social networks. These social networks provide support and opportunities in business and personal lives. In addition, educated individuals can take on more active roles in society and engage in social interactions, which increases their psychological well-being. A

higher level of education often provides access to better job opportunities and therefore higher income levels.

Education provides individuals with the ability to understand the world and make informed decisions on various issues. This increases individuals' opportunities for self-expression and self-actualization. Higher education levels also strengthen individuals' sense of purpose and meaning in their lives (Christian, Garza, 2011).

Education increases individuals' health awareness and encourages them to make healthy lifestyle choices. Educated individuals generally have better access to healthcare and use health-related information more effectively. This can result in better physical health and longer lifespan. The training process can help individuals develop emotional intelligence skills. Skills such as critical thinking, empathy and conflict management can be developed through education. These skills enable individuals to cope with emotional challenges and improve stress management (Berkman, Syme, 1979).

As Taban and Kar (2015) and Javanshirli (2018) have pointed out, it is not possible to measure a country's individuals' average well-being level solely based on income data. Therefore, there is a set of factors that determine well-being. Education level is one of the factors that affect well-being. Education helps individuals achieve excellence in everything they do, leading to their development in their fields and work environments. It ensures high values, dedication, and standards. As the prosperity level of countries increases, male children generally attain higher levels of education, which facilitates easier access to education for female children (Psaki et al., cited in Valiyeva, 2021).

Education level can affect individuals' well-being in many ways. Educated individuals are generally more self-aware, economically secure, socially connected, and physically healthy. Therefore, improving access to and quality of education is critical to improving overall social well-being. Academic pursuits mark a pivotal point in an individual's life and entail a multifaceted interplay of variables that can profoundly impact an individual's overall health and mental condition. The conceptions of academic engagement, academic pressure, academic motivation, school contentment, life satisfaction, and distress, which influence the quality of education overall, are at the core of this intricate network. Results about the connections between these ideas add to our knowledge of the variables influencing the general well-being of adolescents and offer insightful information about how these variables interact. The found positive link is consistent with previous studies showing that people who are happy with their educational experiences typically have greater levels of life satisfaction (Rustamov, et al. 2023).

1.6.2. Effects of Health Status on Well-being

Health status has a central role in individuals' well-being. Physical health can comprehensively affect not only bodily functions but also emotional, social and economic life. Health status directly affects how individuals live their daily lives and their quality of life. Healthy individuals generally feel more energetic and perform their daily activities more easily. Individuals with chronic diseases or ongoing health problems may frequently experience fatigue, pain and other physical limitations. This condition limits their ability to enjoy life and live an active life (Cenkseven, Akbaş, 2007).

Health status also affects the psychological and emotional health of individuals. Individuals with chronic illnesses or serious health problems may be at higher risk of experiencing emotional difficulties such as depression and anxiety. On the other hand, it is associated with a good state of health, emotional balance, and a general feeling of happiness. Physical health problems can also affect how individuals maintain their social interactions and social networks. Individuals with health problems may have difficulty participating in social events or feel social isolation. Healthy individuals tend to have more active social lives, which supports their overall well-being (Cooper, Okamura, 1995).

That was examined whether there was a significant difference between psychological well-being and psychological situation was sleep habits (Hamilton, et al., 2007). In a study examining psychological well-being and sleep habits, individuals who slept an average of six to eight and a half hours a day were considered optimal (at the most appropriate level), while individuals who slept less than six hours on average or eight and a half hours or more a day were considered suboptimal (less than ideal and more sleepy). Or high) sleep habits. According to the results of the research, individuals who sleep at an optimal level show significantly fewer symptoms of anxiety and depression than individuals who sleep at a suboptimal level. In addition, it was found that individuals who sleep optimally received significantly higher scores than individuals with suboptimal sleep habits in the dimensions of psychological well-being: environmental mastery, individual development, positive relationships with others, life goals, and self-acceptance. Another variable whose relationship with psychological well-being was examined was stress. In a study on the stress levels of university students, it was stated that individuals with high stress levels showed significantly higher levels of psychological symptoms than individuals with low stress levels. In this context, it can be said that there is a negative relationship between stress and psychological well-being.

Health status can also affect individuals' ability to work and therefore their economic situation. Individuals with health problems may remain away from the workforce or may not be able to work at full capacity. This can lead to loss of income and increased financial stress. A good health condition provides the opportunity to work steadily and earn an income.

Healthy individuals tend to have more control and self-management over their lives. Good health offers individuals greater flexibility and freedom in planning their lives and achieving their goals. Health status is a multidimensional aspect of well-being and includes physical, psychological, social and economic dimensions. Improving the health status of individuals plays a critical role in improving overall quality of life and social well-being (Yavuz-Güler, 2008). Therefore, access and quality of healthcare must be improved in all segments of society.

1.6.3. Effects of Unemployment and Future Concerns on Well-being

Unemployment and concerns about the future can have profound and often stressful effects on individuals' well-being. These two factors can affect individuals' physical, emotional, and social health in both the short and long term.

Unemployment directly threatens the economic security of individuals and families. Not having a stable income can cause difficulties in covering daily living expenses and debts. This increases financial stress and creates uncertainty about individuals' economic future. Economic stress can also have negative effects on eating, sleep, and overall quality of life (Schumaker, Shea, 1992).

Unemployment, especially when long-term, can lead to serious psychological problems such as depression, anxiety and loss of self-esteem. Individuals may question their role in society and their personal values. Additionally, worries about the future can cause individuals to constantly feel anxious and tense, which negatively impacts their mental health.

Unemployed individuals may face the risk of losing the social relationships they have gained at work. This can lead to weakening of social support networks and social isolation. Social isolation means that individuals are unable to receive emotional support and remain away from social activities, which has negative effects on overall well-being (Ponde, Santana, 2000).

Long-term unemployment can have lasting effects on individuals' career paths and long-term economic situations. Career prospects, updating job skills, and being deprived of professional development opportunities can seriously affect individuals' future plans. These effects of unemployment and future concerns affect individuals' well-being in multiple ways and require comprehensive social and economic policies to address these problems.

Society and governments can mitigate these negative effects by developing strategies to combat unemployment and support the well-being of individuals (Karasek, Theorell, 1990).

1.6.4. Effects of Cultural and Social Factors on Well-being

Cultural and social factors can have significant and diverse impacts on individuals' well-being. These factors shape individuals' behavior, emotional states, and quality of life through values, beliefs, norms, and social structures in society.

Every society has its own values and norms, and these values can determine how individuals perceive the world, what they care about, and how they behave. For example, in cultures that place great emphasis on individual achievement, individuals may focus more on their own success, causing them to feel pressured. In community-oriented cultures, individuals may have stronger social support systems, which can help them cope with stress (Charles, Carstensen, 2009).

The social well-being of Azerbaijan's economy is influenced by the complex interaction of political, social, and economic forces. Well-being in Azerbaijan depends significantly on the growth of institutions such as those promoting freedom, security, health, and education, as well as the effective functioning of the economic system. It is widely recognized that Azerbaijan's economy has experienced growth since gaining independence, has developed its institutions, and has contributed to the resources of the welfare state (Süslü & Elmirzeyev, 2019).

A society's cultural diversity can enable individuals to learn from each other and accept different lifestyles. However, cultural conflicts or adaptation problems can also negatively affect individuals' well-being. Discrimination and social exclusion among ethnic, religious or cultural minorities can mean increased stress and reduced quality of life for members of these groups (Cohen, Wills, 1985)

Media and technology have the power to shape social and cultural norms and can have an indirect impact on individuals' well-being. Messages and stereotypes presented through the media can influence individuals' perceptions of themselves and others. Additionally, social media use can lead individuals to make social comparisons, which can sometimes lead to feelings of low self-esteem and unhappiness. (Putnam, 2000)

These effects of cultural and social factors on individuals' well-being should be taken into account in shaping social policies and interventions. Societies' development of strategies to maximize the positive effects and minimize the negative effects of these factors can contribute to increasing general well-being.

Artificial intellect and well-being. Besides the harmful effects of artificial intelligence, there are also aspects that positively impact well-being. With the development of digital technologies, cyber traumas and cyber victimizations stemming from chronic childhood traumas lead to the emergence of cyber dissociation and cyber alter personalities. On the other hand, these technologies and applications enable the examination of individuals' mental capacities, psychopathologies, fears, and pasts. These examinations significantly support scientists in understanding the flaws in human nature across dimensions ranging from thoughts to emotions and behaviors. This also creates accessibility to significant achievements in a short period (Derin & Öztürk 2020).

CHAPTER II. METHODS AND METHODOLOGY

2. Methodology

This questionnaire aims to explore individuals' perspectives on building an ideal society and their aspirations for a fulfilling life. The research utilized a survey questionnaire prepared by Kuba Krys.

It will take approximately 25 minutes to participate, and all responses will be anonymous. The findings was analyzed and presented only in summary form. This study consists of four sections (A, B, C, D):

- A. The first section comprises questions evaluating society.
- B. The second section consists of questions regarding individual's life.
- C. The third section examines the individual's values and ideals.
- D. The final section collects socio-demographic information.

Each section's question was crucial for revealing the level of well-being in Azerbaijan. The survey was conducted on university students and recent graduates. The survey procedure was conducted in the form of a link.

The purpose of the research was explained to the participants in the introduction, and their participation was carried out on the basis of the principle of voluntarism. Detailed information was provided to the participants regarding the anonymity of the testing process. It was also mentioned that they had the right to refuse participation at any stage of the research.

The target was to have 150 participants in the survey. Due to the length of the survey, many people refused to fill it out. Upon examining the survey data, it was observed that some individuals did not start or complete the survey. There are 111 reliable surveys completed by participants who answered the survey completely. The data obtained from these 111 reliable surveys were analyzed using the SPSS program, primarily utilizing a descriptive-statistical analysis model. General overview tables and diagrams presenting the participants' views and attitudes on the topics provided were provided.

The structure of the work has been organized according to the hypotheses presented.

1. Selection of the relevant participants (university students);
2. Determination of research methods;
3. Identification of demographic information of the participants.
4. Exploring the well-being of university students.
5. Understanding the relationship between the well-being of Azerbaijani students and tradition.

6. Understanding the relationship between the well-being of Azerbaijani students and conformity.
7. Understanding the relationship between the well-being of Azerbaijani students and security.
8. Statistical analysis of the results.

This study provided insights into the perspectives of Azerbaijani university students and recent graduates on building an ideal society and achieving a fulfilling life. The findings contribute to understanding the factors influencing well-being in this demographic, particularly in relation to societal values and personal aspirations.

CHAPTER III. OBTAINED RESULTS AND ANALYSIS

A survey was conducted on what the ideal society concept means exactly for Azerbaijanis. The purpose of the survey was to determine the ranking of the ideal society concept in Azerbaijan. For conducting the statistical analysis of the research project, relevant measurement parameters have been chosen within SPSS.

During data analysis, both descriptive statistical analysis and correlation analysis were employed in accordance with the research aim. These analyses examined the relationships between different variables.

Table 3: Correlation Analysis Between Respondents' Well-being and Conservation Values.

Correlations			
		Well-being values	Conservation values
Well-being values	Pearson Correlation	1	.292
	Sig. (2-tailed)		.002
	N	111	111
Conservation values	Pearson Correlation	.292	1
	Sig. (2-tailed)	.002	
	N	111	111
. Correlation is significant at the 0.01 level (2-tailed).			

According to the correlation analysis conducted to clarify whether there is a relationship between respondents' well-being and security values in line with the main hypothesis of the research, with a P-value of 0.002, it can be said that there is a significant relationship between the two variables, and this relationship is statistically significant at the 0.01 level.

Table 4: T-test Analysis of Conformity to Tradition-Security Between Women and Men.

Group Statistics					
tradition, conformity, security	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Male	18	15.0556	4.05074	.95477
	Famale	91	17.6044	5.06596	.53106

For the purpose of comparative analysis between groups, a "T-test" analysis was conducted to compare two independent groups composed of women and men based on the variable "conformity to tradition-security." The comparison of means indicated that this variable is more significant for women than men. Specifically, for female respondents, $\bar{x}=17.6$, whereas for males, $\bar{x}=15.0$.

Table 5: Results of Psychological Research and Hypothesis Testing

tradition, conformity, security	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.530	.468	2.009	107	.047	2.54884	1.26884	5.06416	-.03352
Equal variances not assumed			2.333	28.628	.027	2.54884	1.09252	4.78456	-.31312

A significance level has been referenced in the t-test table to examine whether the difference between the two groups is statistically significant. With a P-value of 0.047, it suggests that there is a statistically significant difference between the groups in relation to the variable "conformity to tradition-security," based on gender.

In general, the results obtained from psychological research indicate that the hypotheses put forward during the research are significant. Additionally, the results of each section have been separately processed in SPSS and are noted below with tables and diagrams.

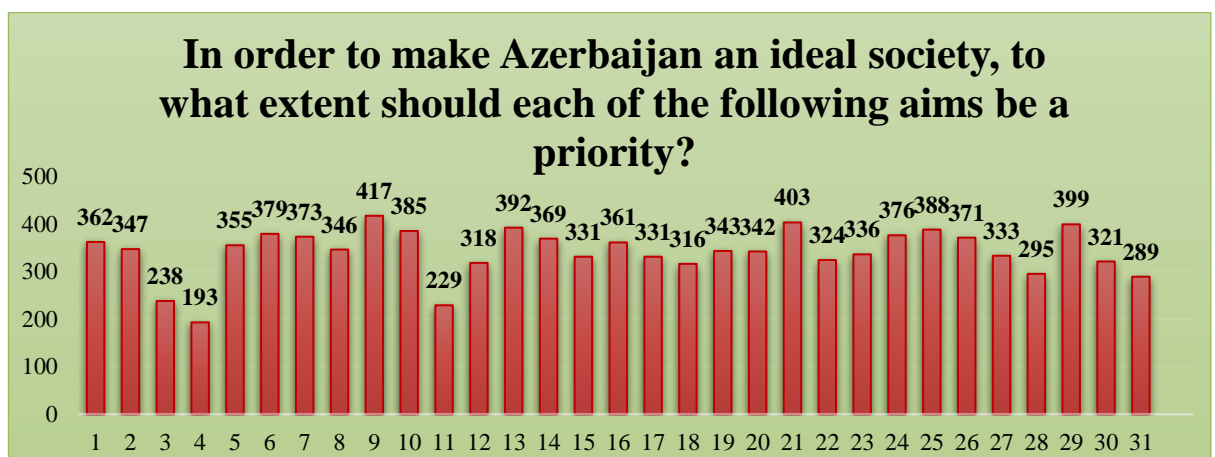
Table 6: The importance (priority) of the goals to turn Azerbaijan into an ideal society.

In order to make Azerbaijan an ideal society, to what extent should each of the following aims be a priority?						
	Σ	\bar{x}		Σ	\bar{x}	
1. Getting rid of poverty	362	3.26	17. Developing industry	331	2.98	
2. Making life easier for families	347	3.13	18. Enabling people to work and study remotely	316	2.85	
3. Emphasizing religious values	238	2.14	19. Fighting inequality between men and women	343	3.09	
4. Being accepting of people coming to live in Azerbaijan from other countries	193	1.74	20. Keeping stable prices	342	3.08	
5. People living healthy long lives	355	3.20	21. Investing in science	403	3.63	
6. Living in freedom	379	3.41	22. Manufacturing more	324	2.92	

7. Having strong military power	373	3.36	23. Providing common access to fast internet	336	3.03
8. Fighting all forms of inequality	346	3.12	24. Fighting corruption	376	3.39
9. Providing high quality education	417	3.76	25. Having a well-functioning justice system	388	3.50
10. Maximizing economic prosperity	385	3.47	26. Strengthening the Azerbaijani manat	371	3.34
11. Increasing birth rates	229	2.06	27. Supporting the development of companies	333	3.00
12. Building trust between people	318	2.86	28. Opening more factories	295	2.66
13. Protecting human rights	392	3.53	29. Making people feel safe in the streets	399	3.59
14. Having a well-functioning democracy	369	3.32	30. Enabling people to complete official procedures on-line	321	2.89
15. Strengthening social ties among people	331	2.98	31. Emphasizing Azerbaijani traditions	289	2.60
16. Protecting the environment	361	3.25			

Data analysis shows that the most preferred goals for making Azerbaijan an ideal society among participants are "Providing high quality education," "Investing in science," "Making people feel safe in the streets," and "Protecting human rights." The least preferred goals are "Accepting people from other countries to settle in Azerbaijan," "Increasing birth rates," "Emphasizing religious values," and "Emphasizing Azerbaijani traditions."

Diagram 1: Prioritization of Goals by Respondents in Azerbaijan.



Respondents prioritized goals such as "Ensuring high-quality education" (417 points), "Investing in knowledge capital" (403 points), "Ensuring people feel safe in the streets" (399 points), and "Protection of human rights" (392 points) more, as they relate to education, knowledge, security, and rights. On the other hand, the least prioritized goals were related to

migration, natural increase, religious values, and traditions ("Acceptance of people from other countries settling in Azerbaijan" (193), "Increasing birth rates" (229), "Emphasis on religious values" (238), and "Emphasis on Azerbaijani traditions" (289)).

Table 7: Development Direction

	A		B		$\Sigma(A+B)$ or ($A \times 2 + B \times 1$)
	Frequency (f)	Percentage (p)	Frequency (f)	Percentage (p)	
Economic prosperity	21	18.9	36	32.4	78
Health and longevity	48	43.2	30	27.0	126
Good education	42	37.8	45	40.5	129
Total	111	100.0	111	100.0	

Participants were asked the following question: "If Azerbaijan had only three options for development: economic prosperity, health and longevity, education; how would you rank them according to your personal preferences, which one is more important (A), which one is secondary (B)?" The primary and fundamental choice of participants regarding development directions was "quality education" (129 points), while "health and longevity" (126 points) came in second. The last development direction chosen by the participants was "Economic prosperity" (78 points).

Although the development direction that participants considered more important (A) was "health and longevity," the overall result, after summing up the options, evaluated A (more important) as 2 points, and B (less important) as 1 point ($\Sigma(A+B)$). Economic prosperity scored 78, health and longevity scored 126, and quality education scored 129 points, determining the preferences of the participants.

Table 8: Development Goal

	A		B		$\Sigma(A+B)$ or ($A \times 2 + B \times 1$)
	F	P	F	P	
Maintaining order in the nation	37	33.3	28	25.2	102
Giving people more say in important government decisions	24	21.6	20	18.0	68
Fighting rising prices	26	23.4	38	34.2	90
Protecting freedom of speech	24	21.6	25	22.5	73
Total	111	100.0	111	100.0	

"The most important and second most important option according to your priorities among the last four development facility options?" The respondents' answers and preferences were mostly directed towards the development of "Maintaining order in the nation." While the first choice of those who responded to the question was "Maintaining order in the nation" (102

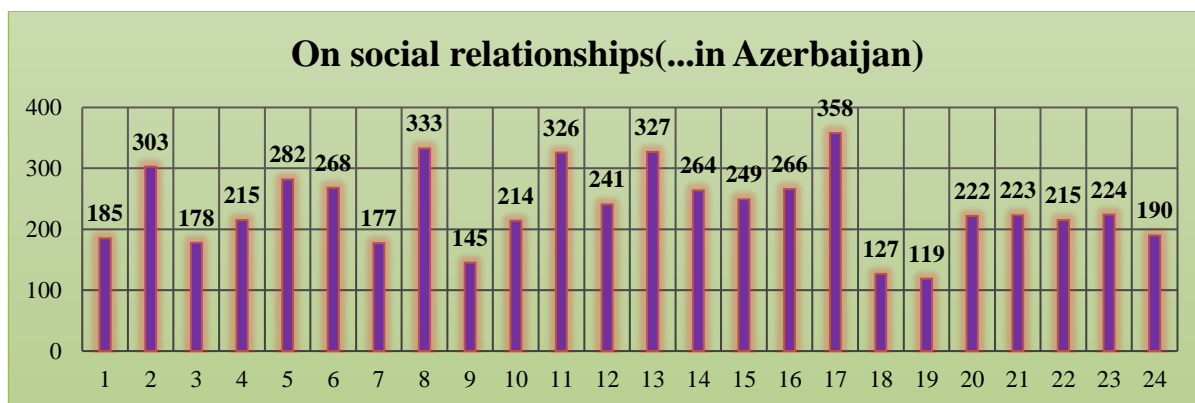
points), the following 3 options were "Fighting rising prices" (90 points), "protecting freedom of speech" (73 points), and "giving people more say in important government decisions" (68 points). To measure participants' preferences, the results were obtained after summing up the options receiving 2 points for A (more important) and 1 point for B (less important) ($\Sigma(A+B)$). "Maintaining order in the nation" scored 102 points, "giving people more say in important government decisions" scored 68 points, "fighting rising prices" scored 90 points, "protecting freedom of speech" scored 73 points. The results remained the same.

	Σ	\bar{x}		Σ	\bar{x}
1. People higher in hierarchy can be addressed by their first (i.e., given) name	185	1.67	13. People higher in hierarchy use power to increase their own privileges.	327	2.95
2. People higher in hierarchy have more power than an average person	303	2.73	14. People higher in hierarchy must be addressed using formal titles.	264	2.38
3. People higher in hierarchy do their job well	178	1.60	15. Citizens think that social hierarchy is important	249	2.24
4. People higher in hierarchy have firm control over citizens' lives	215	1.94	16. Citizens think that social equality is important	266	2.40
5. Citizens admire those higher in hierarchy	282	2.54	17. There is a huge gap between rich and poor	358	3.23
6. People higher in hierarchy have a strong influence on citizens' lives	268	2.41	18. The wealth disparity between upper and lower wage earners is small.	127	1.14
7. Each citizen can rely on people higher in hierarchy	177	1.59	19. People gain power through fair competition	119	1.07
8. People higher in hierarchy use power to increase their wealth.	333	3.00	20. A person's success is determined more by society than by his or her efforts	222	2.00
9. People higher in hierarchy act in the interest of citizens.	145	1.31	21. Society highly values individual success	223	2.01
10. People higher in hierarchy take responsibility for well-being of citizens.	214	1.93	22. Society places a great value on the collective good.	215	1.94
11. People higher in hierarchy are concerned primarily with their own interests.	326	2.94	23. Control over the economy is left to the free market	224	2.02
12. People higher in hierarchy take responsibility for the good of their communities.	241	2.17	24. The economy is regulated by the state	190	1.71

Participants were presented with various socio-economic issues (such as the responsibilities of officials and their approach to societal problems, fairness in task distribution, control issues in the economic field, etc.) and were asked to express their views. When the evaluations and attitudes of the participants towards these provisions were examined on a 5-point scale, it is observed that the majority of the participants in the survey believe there is a "significant gap between the rich and the poor." Additionally, participants also mentioned the abuse of positional authority ("people at the top of the position system use their power to increase their privileges" and "those in higher positions use their positions to increase their wealth") and "people in higher positions primarily focus on their own interests."

As seen, the primary concern of the participants was the issue of officeholders using their authority and positions to enhance their personal interests and economic opportunities. The issue of societal stratification (a significant and sharp gap between the rich and the poor) was also one of the most concerning issues.

Diagram 2: social relationships



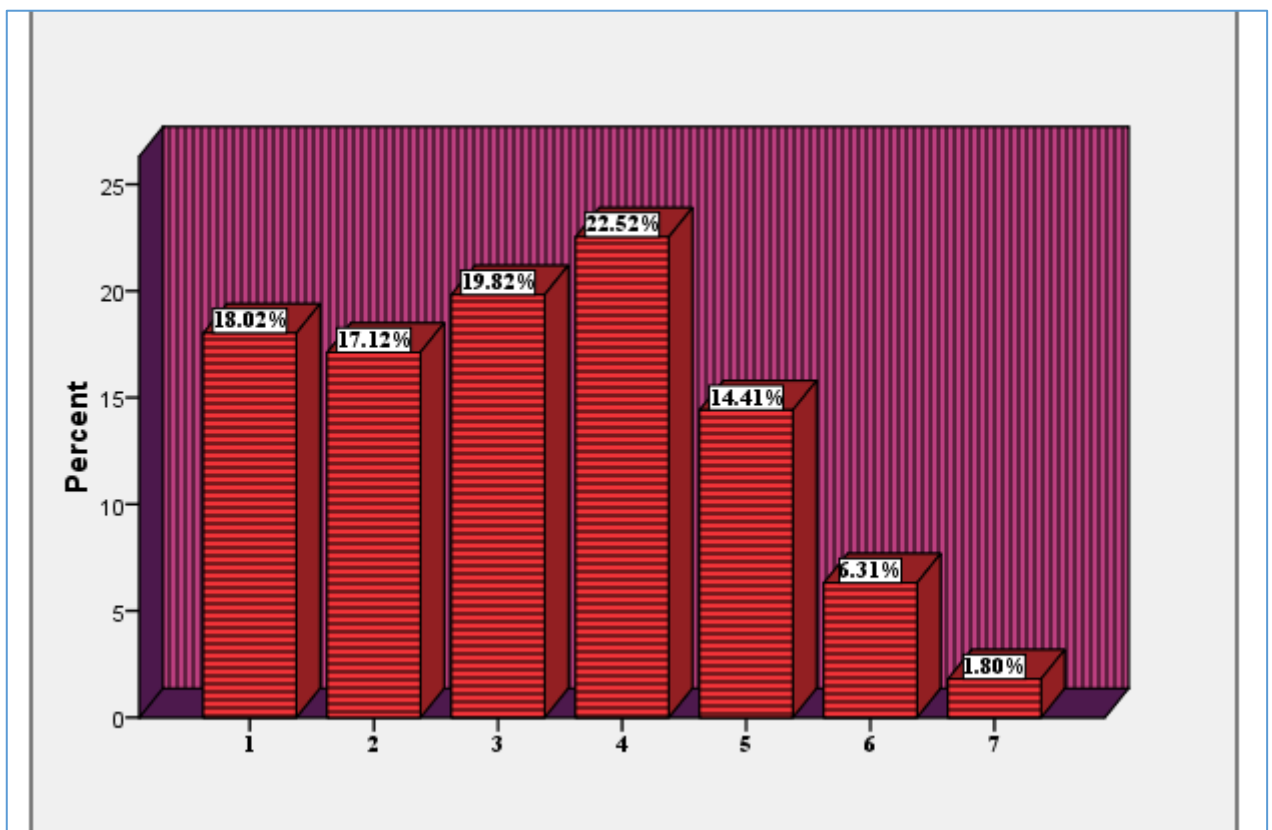
While survey respondents rated the sharp disparity between the wealthy and the poor (358 points), the use of power by individuals at the top levels of the position system to increase their own privileges (333 points), leveraging their position to increase their wealth for those in higher positions (327 points), and the tendency of those in higher positions to primarily prioritize their own interests (326 points) as primary concerns, the notions that "There is little difference in value between upper and lower wage groups" (119 points), "People are appointed to positions through fair competition" (127 points), "Those in higher positions in Azerbaijan pay attention to the interests of citizens" (145 points), and "Every citizen can reach those in higher positions" (177 points) were rated with lower scores and weakly affirmed.

Table 10: Self-Perception of Relation to Others in Society.

Please, select the picture below which best describes your relation to others in your society.				
Point	F	P	Confidence interval	Total P
1 point	20	18.0	18.0	18.0
2 points	19	17.1	17.1	35.1
3 points	22	19.8	19.8	55.0
4 points	25	22.5	22.5	77.5
5 points	16	14.4	14.4	91.9
6 points	7	6.3	6.3	98.2
7 points	2	1.8	1.8	100.0
Total	111	100.0	100.0	

Participants were asked to evaluate their relationships with others based on 7 hypothetical scenarios, ranging from the weakest relationship (1 point) to the strongest and most comprehensive relationship (7 points) on a 7-point scale. Analysis of the given ratings reveals that participants tended to prefer the description corresponding to "4 points," while the least favored relationship was the one described as "7 points".

Diagram 3: Self-Perception of Relation to Others in Society.



The evaluation of participants' relationships with others has been described as follows: Descriptions were ranked from weak relationship (1) to strong relationship (7), and participants' choices were as outlined above.

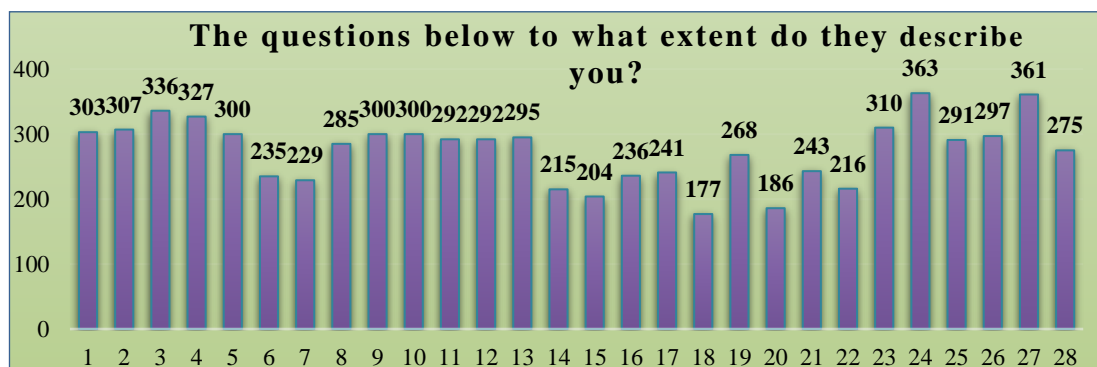
Table 11: Extent to Which Questions Describe You

The questions below to what extent do they describe you?					
	Σ	\bar{x}		Σ	\bar{x}
1. You see yourself as someone who has high self-esteem	303	2.73	15. The conditions of your life are excellent	204	1.84
2. You understand your life's meaning	307	2.77	16. You are satisfied with your life	236	2.13
3. Your life has a clear sense of purpose	336	3.03	17. So far you have gotten the important things you want in life	241	2.17
4. You have a good sense of what makes your life meaningful	327	2.95	18. If you could live your life over, you would change almost nothing	177	1.59
5. You have discovered a satisfying life purpose	300	2.70	19. You usually give priority to your personal goals, before thinking about the goals of others.	268	2.41
6. Most aspects of your life are in balance	235	2.12	20. Your own success is very important to you, even if it disrupts your friendships	186	1.68
7. You are in harmony	229	2.06	21. You value good relations with the people close to you more than your personal achievements	243	2.19
8. You accept the various conditions of your life	285	2.57	22. You usually give priority to others, before yourself	216	1.95
9. You fit in well with your surroundings	300	2.70	23. You prefer to work without instructions from others	310	2.79
10. You find comfort in Higher Power Depending on your worldview Higher Power can be: God, Cosmic Energy, Evolution, any other	300	2.70	24. For you, it is very important to carry out the obligations placed on you	363	3.27
11. Awareness of being a part of Higher Power helps you cope with challenges in your life Depending on your worldview Higher Power can be: God, Cosmic Energy, Evolution, any other	292	2.63	25. You generally solve problems creatively	291	2.62
12. Your faith in Higher	292	2.63	26. You like to do things in a	297	2.68

Power let you live a good life Depending on your worldview Higher Power can be: God, Cosmic Energy, Evolution, any other			new way		
13. You find strength in Higher Power Depending on your worldview Higher Power can be: God, Cosmic Energy, Evolution, any other	295	2.66	27. You always try to make your work as accurate and error-free as possible	361	3.25
14. In most ways your life is close to your ideal	215	1.94	28. You often think about what other people expect of you	275	2.48

The respondents' self-assessment and their answers to the question "to what extent do the given situations and questions describe you?" were analyzed, and the following results were obtained. It is noticeable that respondents rated themselves highly in terms of responsibility. The options "For you, it is very important to carry out the obligations placed on you" and "You always try to make your work as accurate and error-free as possible" were highly rated, indicating that flawless performance and immediate compliance are matters respondents consider relevant to themselves. Additionally, factors such as "Your life has a clear sense of purpose" and "You have a good sense of what makes your life meaningful" can be included here. The situations that respondents rated as less relevant to themselves were "If you could live your life over, you would change almost nothing", "Your own success is very important to you, even if it disrupts your friendships", "The conditions of your life are excellent" and "In most ways your life is close to your ideal".

Diagram 4: Self-Rated Characteristics by Respondents



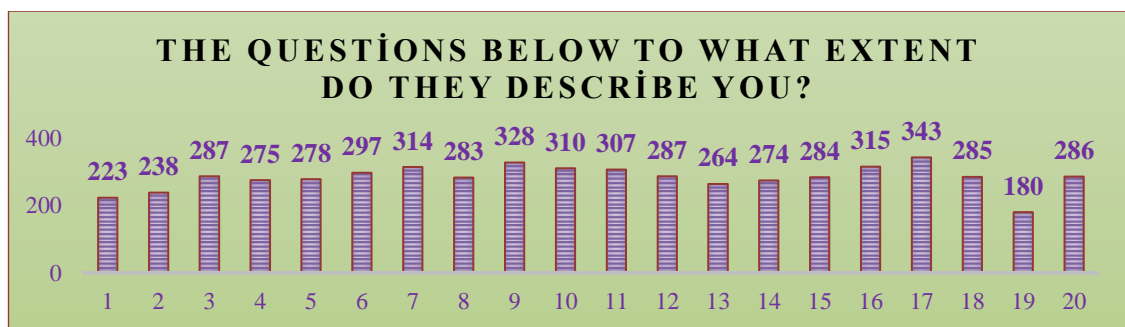
Respondents rated the following characteristics as more relevant to themselves: "For you, it is very important to carry out the obligations placed on you" (363), "You always try to make your work as accurate and error-free as possible" (361), "You have a good sense of what

makes your life meaningful" (327). However, they rated the following characteristics as less relevant to themselves: "If you could live your life over, you would change almost nothing" (177), "Your own success is very important to you, even if it disrupts your friendships" (186), "The conditions of your life are excellent" (204), and "In most ways your life is close to your ideal" (215).

Table 12: Analysis of Respondents' Attitudes and Evaluations Regarding Personal Characteristics.					
	Σ	\bar{x}		Σ	\bar{x}
1. You prefer to preserve harmony in your relationships, even if this means not expressing your true feelings	223	2.01	11. You feel your choices express who you really are.	307	2.77
2. You try to adapt to people around you, even if it means hiding your feelings.	238	2.14	12. You feel close and connected with other people who are important to you.	287	2.59
3. You prefer to express your thoughts and feelings openly, even if it may sometimes cause conflict.	287	2.59	13. You feel competent to achieve your goals.	264	2.38
4. You prefer to express your thoughts and feelings openly, even if it may sometimes cause conflict.	275	2.48	14. You feel you have been doing what really interests you.	274	2.47
5. You feel a sense of choice and freedom in the things you undertake	278	2.50	15. You experience a warm feeling with the people you spend time with	284	2.56
6. You feel that the people you care about also care about you	297	2.68	16. You feel you can successfully complete difficult tasks	315	2.84
7. You feel confident that you can do things well	314	2.83	17. You feel responsible for things to make them go in the right direction	343	3.09
8. You feel that your decisions reflect what you really want	283	2.55	18. It is OK you focus on yourself – people in general take care of their own business	285	2.57
9. You feel connected with people who care for you, and for whom you care.	328	2.95	19. You do not feel responsible for protecting others	180	1.62
10. You feel capable at what you do	310	2.79	20. You feel responsible for the people in your community	286	2.58

When analyzing respondents' attitudes and evaluations of the section “to what extent do the given questions describe you?” it becomes clear that those who chose " You feel responsible for things to make them go in the right direction," " You feel connected with people who care for you, and for whom you care ", " You feel you can successfully complete difficult tasks," and "You feel confident that you can do things well" exhibit high self-confidence and respect for their abilities. They are also inclined to have others confirm these skills and confidence.

Diagram 5: Main Characteristics Selected by Respondents.

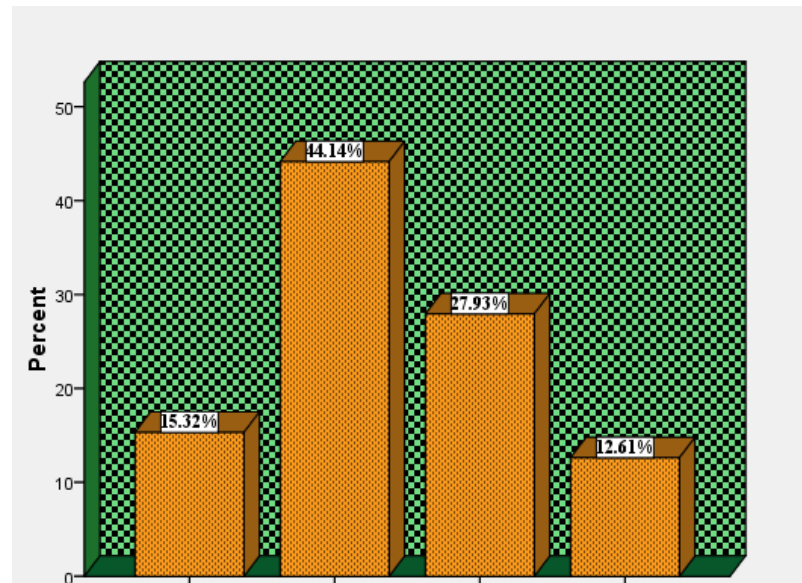


Respondents selected the following as the main characteristics that describe them: "You feel responsible for things to make them go in the right direction" (343 points), "You feel connected with people who care for you, and for whom you care" (328 points), "You feel you can successfully complete difficult tasks" (315 points), and "You feel confident that you can do things well" (314 points). Conversely, the judgments that least describe them are: "You do not feel responsible for protecting others" (180 points), "You prefer to preserve harmony in your relationships, even if this means not expressing your true feelings" (223 points), and "You try to adapt to people around you, even if it means hiding your feelings". (238 points).

Options	Frequance	Percentage	Confidenc e interval	Total Percentage
My life would be more meaningful	17	15.3	15.3	15.3
My life would be more happy	49	44.1	44.1	59.5
My life would be more harmonious	31	27.9	27.9	87.4
My life would be more spiritual (and/or religious if you find yourself religious)	14	12.6	12.6	100.0
Total	111	100.0	100.0	

Responses to the question "If you could undo an event you regret, how would your life be?" were as follows. The majority of respondents believe that if they could undo the event they regret, their "life would be happier." However, the likelihood of such an event having a positive impact on their life spiritually, making it deeper, is rated lower. It is clear that if respondents had the chance to undo a regrettable event, achieving a happy and harmonious life would be more important to them.

Diagram 6: Responses Regarding the Impact of Undoing a Regrettable Event.



For 44.14% of respondents, the chance to undo events means the opportunity for a happier life, while for 27.93%, it means the opportunity for a more harmonious life. It is highly likely that a happy and harmonious life is among the most desired outcomes for respondents.

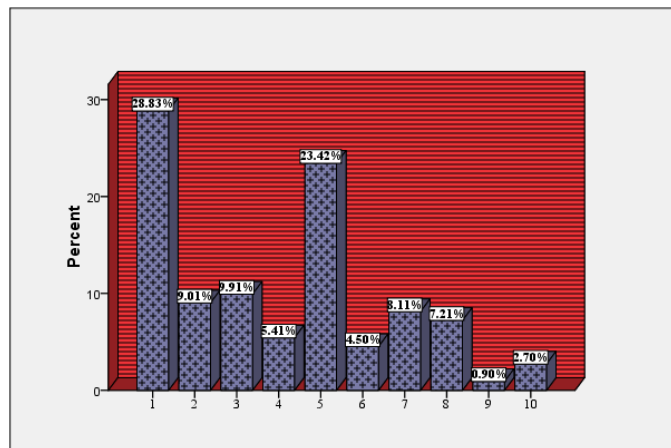
Table 14: Attitudes Towards Homosexuals by Respondents.

Your attitude towards homosexuality. ("1 = do not justify" to "10 = completely justify").				
Point	Frequance	Percentage	Confidence interval	Total Percentage
1	32	28.8	28.8	28.8
2	10	9.0	9.0	37.8
3	11	9.9	9.9	47.7
4	6	5.4	5.4	53.2
5	26	23.4	23.4	76.6
6	5	4.5	4.5	81.1
7	9	8.1	8.1	89.2
8	8	7.2	7.2	96.4
9	1	.9	.9	97.3
10	3	2.7	2.7	100.0

Your attitude towards homosexuality. ("1 = do not justify" to "10 = completely justify").				
Point	Frequence	Percentage	Confidence interval	Total Percentage
1	32	28.8	28.8	28.8
2	10	9.0	9.0	37.8
3	11	9.9	9.9	47.7
4	6	5.4	5.4	53.2
5	26	23.4	23.4	76.6
6	5	4.5	4.5	81.1
7	9	8.1	8.1	89.2
8	8	7.2	7.2	96.4
9	1	.9	.9	97.3
10	3	2.7	2.7	100.0
Total	111	100.0	100.0	

Regarding attitudes towards homosexuals, respondents rated their views on this population category on a 10-point scale, with 1 being the most negative and 10 being the most positive. The number of respondents who rated their attitude with 1 was the highest (32 people), while those who rated their attitude with 9 were the fewest (1 person).

Diagram 7: Your attitude towards homosexuality.



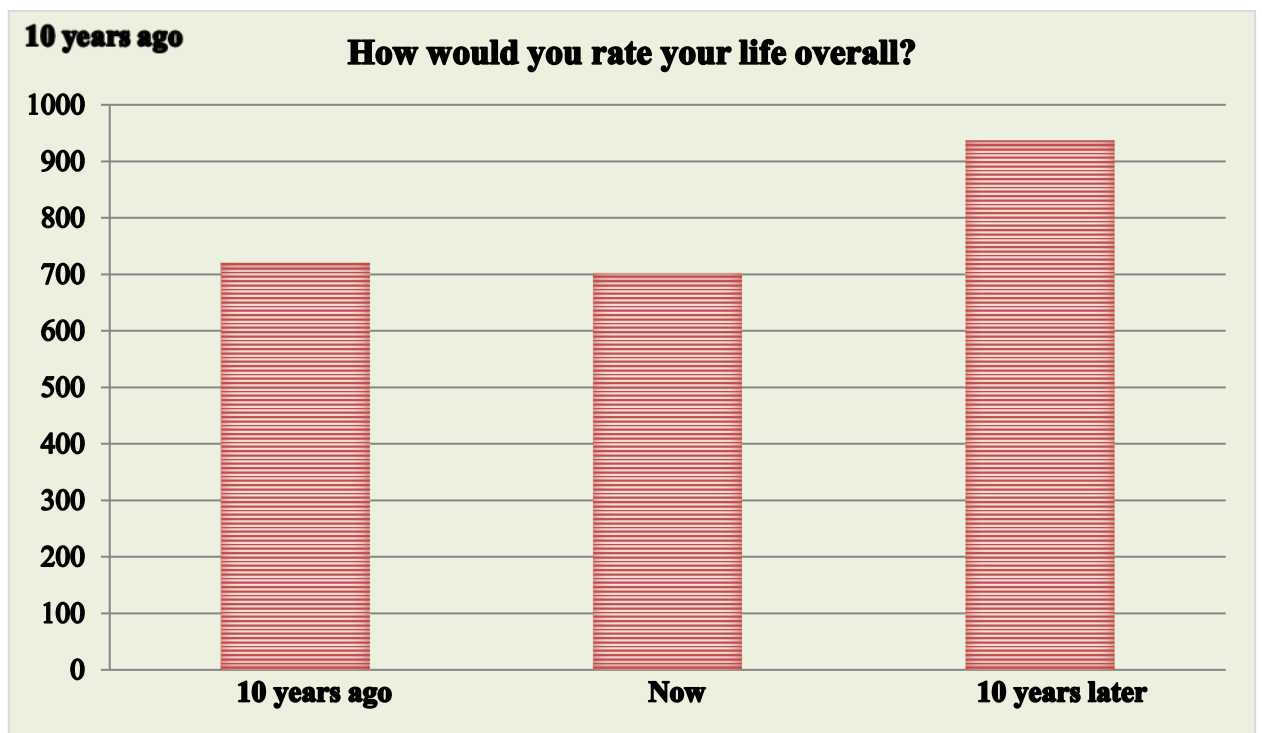
Based on the obtained results, it can be said that attitudes towards homosexuals are not very positive. Specifically, 23.4% of respondents rated their attitude with a score of 6 or higher, while 76.6% rated their attitude with a score of 5 or lower.

Table 15: Analysis of Respondents' Satisfaction Levels with Quality of Life

Period of life	Number of respondents	Total
10 years ago	111	721
Current	111	702
10 years later	111	937

Respondents were asked to rate their overall quality of life at present, 10 years ago, and 10 years in the future on a scale from 0 (the worst possible) to 10 (the best possible). Analysis of their satisfaction levels at these three stages (current, 10 years ago, and 10 years from now) shows that they are not very satisfied with their current life, but they rate their future life much higher. This indicates that they are hopeful about the future.

Diagram 8: Analysis of Respondents' Satisfaction Levels with Quality of Life



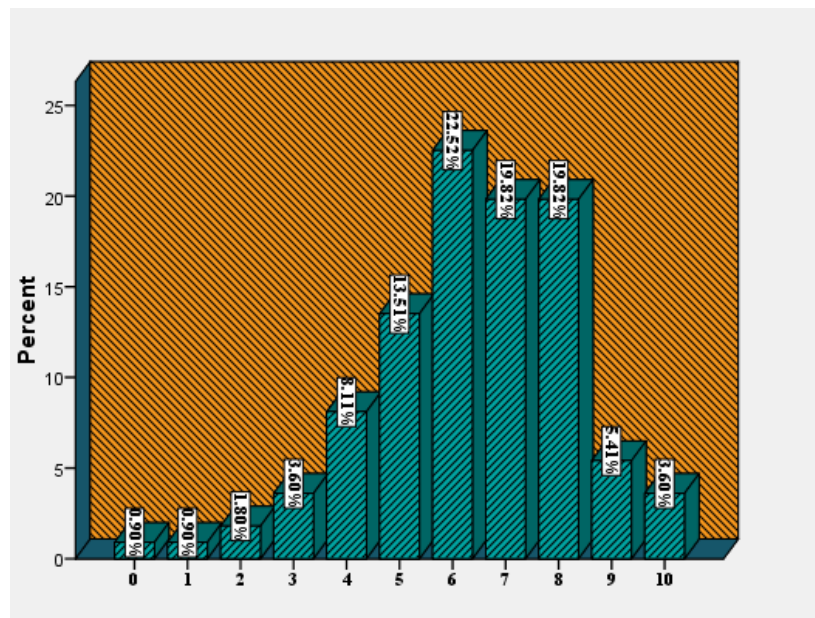
Looking at the results, it's clear that respondents are more hopeful about the future and believe that their lives 10 years from now will be better than both their current and their lives 10 years ago. Interestingly, they are more satisfied with their lives 10 years ago compared to their current lives.

Table 16: Current Life Satisfaction Ratings.

How would you rate your life overall these days?				
Point	Frequency	Percentage	Confidence interval	Total
0	1	.9	.9	.9
1	1	.9	.9	1.8
2	2	1.8	1.8	3.6
3	4	3.6	3.6	7.2
4	9	8.1	8.1	15.3
5	15	13.5	13.5	28.8
6	25	22.5	22.5	51.4
7	22	19.8	19.8	71.2
8	22	19.8	19.8	91.0
9	6	5.4	5.4	96.4
10	4	3.6	3.6	100.0
Total	111	100.0	100.0	

The satisfaction rating with current life has predominantly been above 6. Specifically, 32 individuals rated their current life satisfaction as 5 or below, while 79 individuals rated their current life satisfaction as 6 or higher.

Diagram 9: The well-being level of respondents with their current life



The well-being level of respondents with their current life is depicted in the diagram, and the number of respondents who rated their satisfaction with their life as 6, 7, or 8 is higher.

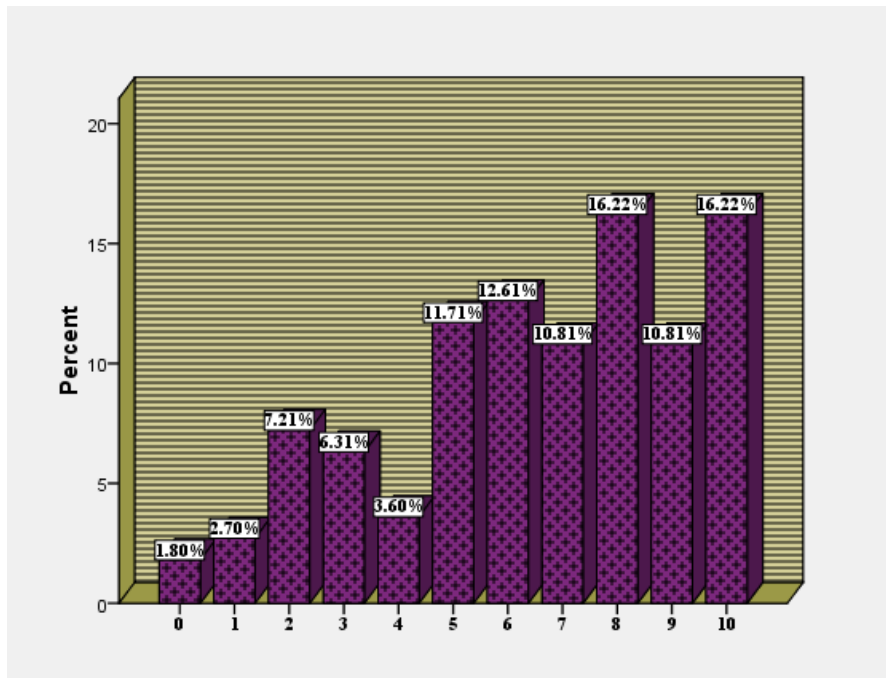
Table 17: Life Satisfaction 10 Years Ago.

Looking back ten years, how would you rate your overall life?				
Point	Frequence	Percentage	Confidence interval	Total percentage
0	2	1.8	1.8	1.8
1	3	2.7	2.7	4.5
2	8	7.2	7.2	11.7
3	7	6.3	6.3	18.0
4	4	3.6	3.6	21.6
5	13	11.7	11.7	33.3
6	14	12.6	12.6	45.9
7	12	10.8	10.8	56.8
8	18	16.2	16.2	73.0
9	12	10.8	10.8	83.8
10	18	16.2	16.2	100.0
Total	111	100.0	100.0	

When it comes to the satisfaction level with their life 10 years ago, the vast majority of respondents (78.4 percent) rated their satisfaction with their life as 5 or higher.

Diagram 10: Life Satisfaction 10 Years Ago.

Looking back ten years, how would you rate your overall life?



The satisfaction level of respondents with their life 10 years ago is depicted in the diagram, and the number of respondents who rated their satisfaction with their life as 5, 6, 7, 8, 9, or 10 is higher.

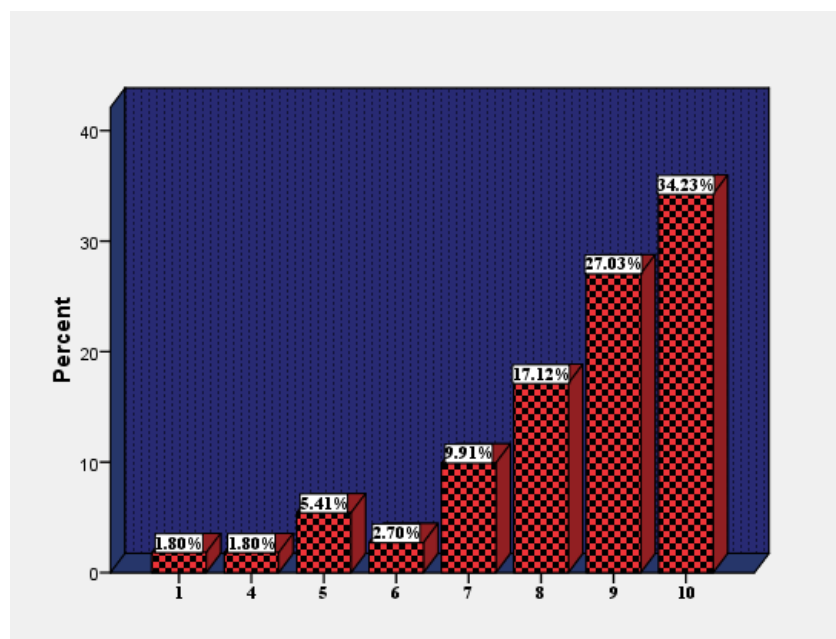
Table 18: Life Satisfaction 10 Years Later.

Looking ahead ten years, how do you expect your overall life to be?				
Point	Frequence	Percentage	Confidence interval	Total Percentage
1	2	1.8	1.8	1.8
4	2	1.8	1.8	3.6
5	6	5.4	5.4	9.0
6	3	2.7	2.7	11.7
7	11	9.9	9.9	21.6
8	19	17.1	17.1	38.7
9	30	27.0	27.0	65.8
10	38	34.2	34.2	100.0
Total	111	100.0	100.0	

Regarding their outlook on life ten years from now, only 14.4 percent of respondents rated it poorly (with 6 or fewer points), while 85.6 percent of respondents are more optimistic and believe their life will be better.

Diagram 11: Life Satisfaction 10 Years Later

Looking ahead ten years, how do you expect your overall life to be?



Respondents' attitudes towards their life ten years from now have been more positive and optimistic. Out of 111 respondents, 98 rated their future life with 7 or more points on a 10-point scale.

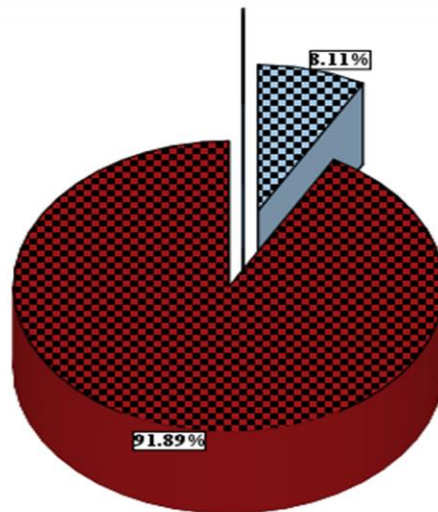
Table 19: Attitudes Towards Trusting Others.

Generally speaking, would you say that most people can be trusted or that you need to be very careful in dealing with people?				
Options	Frequency	Percentage	Confidence level	Total percentage
Most people can be trusted	9	8.1	8.1	8.1
You can't be too careful about trusting people	102	91.9	91.9	100.0
Total	111	100.0	100.0	

The vast majority of respondents (91.9%) favor being "You can't be too careful about trusting people" when answering questions about trusting others.

Diagram 12: Attitudes Towards Trusting Most People.

Generally speaking, would you say that most people can be trusted or that you need to be very careful in dealing with people?



Only 8.11 percent of the respondents stated that they can easily trust most people, while the other 91.89 percent said they could not. This is an indicator that the majority prefer to be more careful in their relationships with the people around them.

Table 20: Perceptions of Average Quality of Life Worldwide.

Please think about the overall quality of life of humans on the earth. Please use the scale from 0 (worst possible) to 10 (best possible)				
Point	Frequency	Percentage	Confidence level	Total percentage
0	1	.9	.9	.9
1	4	3.6	3.6	4.5
2	5	4.5	4.5	9.0
3	9	8.1	8.1	17.1
4	20	18.0	18.0	35.1
5	33	29.7	29.7	64.9
6	26	23.4	23.4	88.3
7	7	6.3	6.3	94.6
8	4	3.6	3.6	98.2
9	1	.9	.9	99.1
10	1	.9	.9	100.0
Total	111	100.0	100.0	

The average quality of life of people worldwide was rated 5 out of 10 by 29.7% of respondents. 23.4% rated the average quality of life of people worldwide as 6 out of 10. The minimum and maximum scores (1 and 10) were 0.9%.

Diagram 13: The average quality of life of people

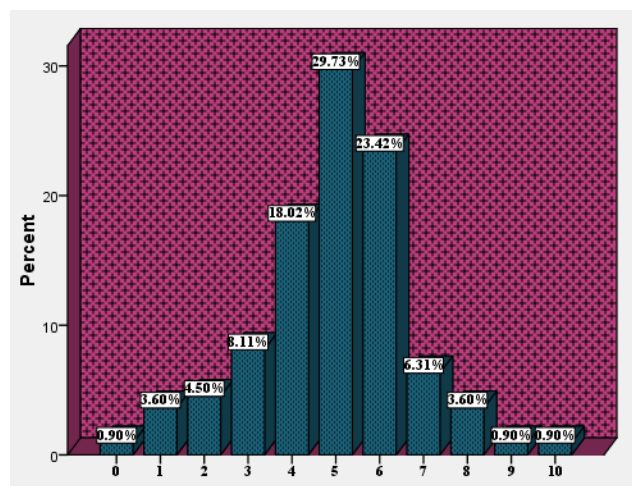


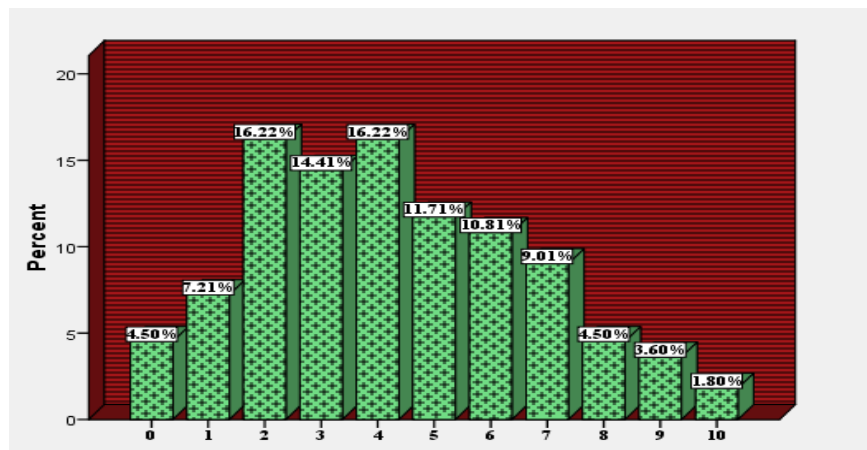
Chart of respondents' assessment of the average quality of life of people around the world and description of the rating given by the respondents.

Table 21: Historical Quality of Life Evaluation.

Looking back a thousand years ago, how would you rate the average quality of life of people around the world during that time?				
Point	Frequency	Percentage	Confidence level	Total percentage
0	5	4.5	4.5	4.5
1	8	7.2	7.2	11.7
2	18	16.2	16.2	27.9
3	16	14.4	14.4	42.3
4	18	16.2	16.2	58.6
5	13	11.7	11.7	70.3
6	12	10.8	10.8	81.1
7	10	9.0	9.0	90.1
8	5	4.5	4.5	94.6
9	4	3.6	3.6	98.2
10	2	1.8	1.8	100.0
Total	111	100.0	100.0	

Respondents evaluating the average quality of life a thousand years ago mostly chose scores 2 and 4.

Diagram 14: Respondents evaluating the average quality of life a thousand years ago



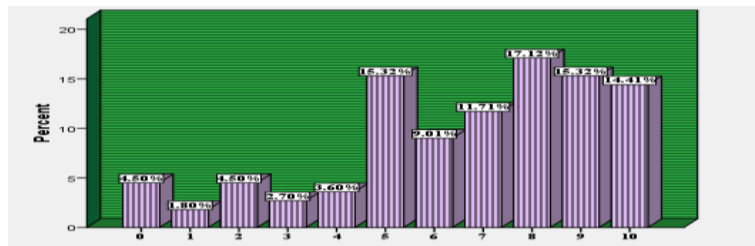
Looking back a thousand years ago, respondents mostly rated the average quality of life of people around the world with scores 2 and 4, while the least ratings were 9 and 10. In other words, respondents believe that the quality of life of people a thousand years ago was not as high.

Table 22: Future Quality of Life Predictions.

Looking a thousand years into the future, how do you expect the average quality of life of people during that time to be?				
Point	Frequency	Percentage	Confidence level	Total percentage
0	5	4.5	4.5	4.5
1	2	1.8	1.8	6.3
2	5	4.5	4.5	10.8
3	3	2.7	2.7	13.5
4	4	3.6	3.6	17.1
5	17	15.3	15.3	32.4
6	10	9.0	9.0	41.4
7	13	11.7	11.7	53.2
8	19	17.1	17.1	70.3
9	17	15.3	15.3	85.6
10	16	14.4	14.4	100.0
Total	111	100.0	100.0	

Looking a thousand years into the future, respondents are generally more optimistic and believe that the quality of life will be better. Only 36 respondents rated the quality of life a thousand years from now with 5 or fewer points. 75 respondents rated this topic higher (6-10 points).

Diagram 15: Looking a thousand years into the future



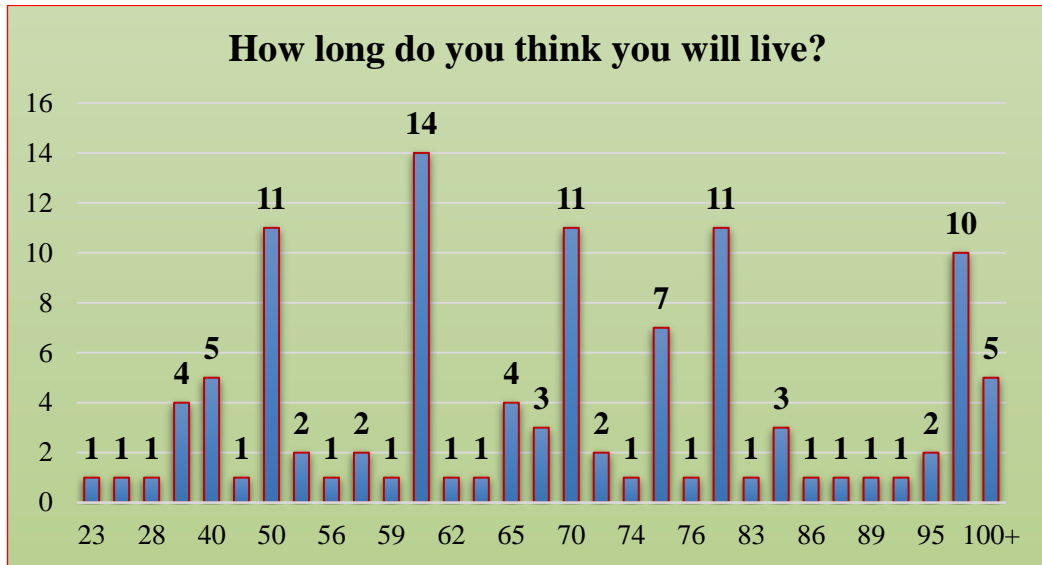
32.4% of respondents rated the quality of life a thousand years from now in the 0-5 point range on a 10-point scale, while 67.6% believe that life quality will be better and prefer to rate it in the 6-10 point range.

Table 23: Life Expectancy Predictions.

How long do you think you will live?				
Age	Frequenc y	Percentag e	Confidence level	Total percentage
23	1	.9	.9	.9
25	1	.9	.9	1.8
28	1	.9	.9	2.7
30	4	3.6	3.6	6.3
40	5	4.5	4.5	10.8
45	1	.9	.9	11.7
50	11	9.9	9.9	21.6
55	2	1.8	1.8	23.4
56	1	.9	.9	24.3
57	2	1.8	1.8	26.1
59	1	.9	.9	27.0
60	14	12.6	12.6	39.6
62	1	.9	.9	40.5
63	1	.9	.9	41.4
65	4	3.6	3.6	45.0
67	3	2.7	2.7	47.7
70	11	9.9	9.9	57.7
72	2	1.8	1.8	59.5
74	1	.9	.9	60.4
75	7	6.3	6.3	66.7
76	1	.9	.9	67.6
80	11	9.9	9.9	77.5
83	1	.9	.9	78.4
85	3	2.7	2.7	81.1
86	1	.9	.9	82.0
88	1	.9	.9	82.9
89	1	.9	.9	83.8
90	1	.9	.9	84.7
95	2	1.8	1.8	86.5
100	10	9.0	9.0	95.5
100+	5	4.5	4.5	100.0

The answers to the question "How long do you think you will live?" have been quite varied. Some think they will live as little as 23 years (minimum), while others think they will live more than 100 years.

Diagram 16: Life Expectancy Predictions.



Respondents' estimated lifespan choices were primarily at 60 years (12.6%). In second place, there were choices of 50, 70, and 80 years (each at 11%).

Table 24: Emotional State Scores on Experience and Expression Levels.

Rate how often you experience and express the given 8 emotional states.												
		never	a couple of times of times a year	a couple of times of times a year	a couple of times of times a week	once a day	a couple of times of times a day	every couple of times of times a day	all the time	Σ	\bar{x}	
		1	2	3	4	5	6	7	8	9		
Expression	Fearful	4	29	33	24	4	11	3	1	2	390	3,5
Expression		9	31	35	18	11	3	1	1	2	345	3,1
Expression	Greatful	1	5	31	23	14	21	4	2	10	526	4,7
Expression		2	3	27	29	12	24	3	3	8	526	4,7
Expression	Angry	2	5	24	33	21	16	3	4	3	497	4,5
Expression		2	9	33	31	21	8	2	2	3	453	4,1
Experience	Sad	5	10	31	31	15	10	2	2	5	452	4,1
Expression		6	13	37	28	16	4	1	1	5	419	3,8
Experience	Excited	4	17	38	31	3	13	1	2	2	410	3,7
Expression		4	27	38	25	7	7	1	1	1	373	3,4
Experience	Relaxed	7	9	19	22	7	22	8	4	13	542	4,9
Expression		6	10	19	23	10	16	8	6	13	542	4,9
Experience	Ashamed	12	22	30	21	6	10	2	2	6	404	3,6
Expression		17	21	30	17	9	5	3	3	6	391	3,5
Experience	In love	37	26	8	12	3	5	3	2	15	378	3,4
Expression		38	22	10	8	2	8	3	4	16	399	3,6

Most of the respondents scored the relaxed option (542) on both levels (experience and expression). Few respondents chose fearful(390, 345) and excited (410, 373)

Table 25: Emotional State Scores on Experience and Expression Levels.

Rate how often Azerabijani society expects you should feel a certain way?											
	Never	a couple of times a year	a couple of times a month	a couple of times a week	once a day	a couple of times a day	almost every single hour	a couple of times an hour	All the time	Σ	\bar{x}
	1	2	3	4	5	6	7	8	9		
Fearful	28	29	20	11	2	5	4	2	10	364	3,3
Greatful	4	12	17	13	9	16	10	2	28	610	5,5
Angry	37	19	27	12	3	4	2	1	6	319	2,9
Sad	25	33	26	8	3	3	4	1	8	342	3,1
Excited	20	21	31	19	8	4	1	1	6	364	3,3
Relaxed	20	19	16	17	7	6	5	1	20	468	4,2
Ashamed	18	18	24	14	4	5	6	5	17	467	4,2
In love	48	21	10	5	4	5	1	2	15	348	3,1

Most of the respondents here chose the “grateful” variant, the least likely to choose the “angry” variant.

Diagram 17: Societal Expectations of Emotional Expression in Azerbaijani Society.



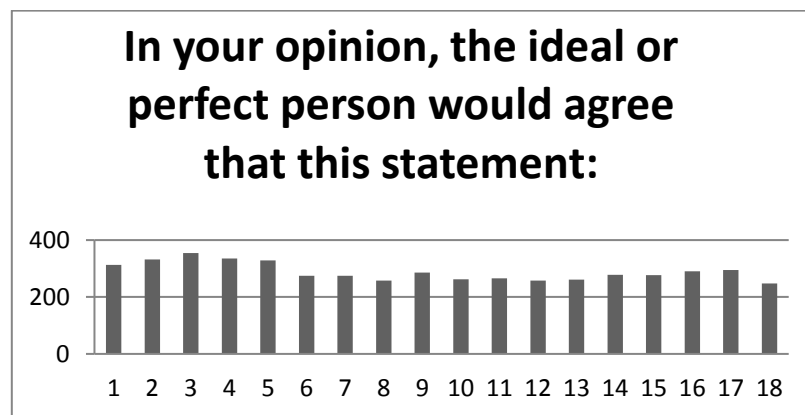
Respondents gave 610 points to the "grateful" option and 319 points to the "angry" option for this question (maximum and minimum values).

Table 26: Significance of Purpose and Life Satisfaction Among Respondents.

In your opinion, the ideal or perfect person would agree that this statement:					
	Σ	\bar{x}		Σ	\bar{x}
1. S/he sees herself/himself as someone who has high self-esteem	313	2.82	10. S/he finds comfort in Higher Power (e.g., God, Cosmic Energy, Evolution, Universal Intelligence, other)	262	2.36
2. S/he understands her/his life's meaning	332	2.99	11. Awareness of being a part of Higher Power helps her/him cope with challenges in her/his life	266	2.40
3. Her/his life has a clear sense of purpose	354	3.19	12. Her/his faith in Higher Power let her/him live a good life	258	2.32
4. S/he has a good sense of what makes her/his life meaningful	335	3.02	13. S/he finds strength in Higher Power	261	2.35
5. S/he has discovered a satisfying life purpose	329	2.96	14. In most ways her/his life is close to his/her ideal	278	2.50
6. Most aspects of her/his life are in balance	275	2.48	15. The conditions of her/his life are excellent	277	2.50
7. S/he is in harmony	275	2.48	16. S/he is satisfied with her/his life	290	2.61
8. S/he accepts the various conditions of her/his life	258	2.32	17. So far s/he has gotten the important things s/he wants in life	295	2.66
9. S/he fits in well with her/his surroundings	286	2.58	18. If s/he could live her/his life over, s/he would change almost nothing	248	2.23

For respondents, having a sense of purpose is a highly significant trait. The most frequently chosen option was "Her/his life has a clear sense of purpose". Conversely, the option "If s/he could live her/his life over, s/he would change almost nothing" was the least selected.

Diagram 18. Ideal and Perfect Traits According to Respondents.



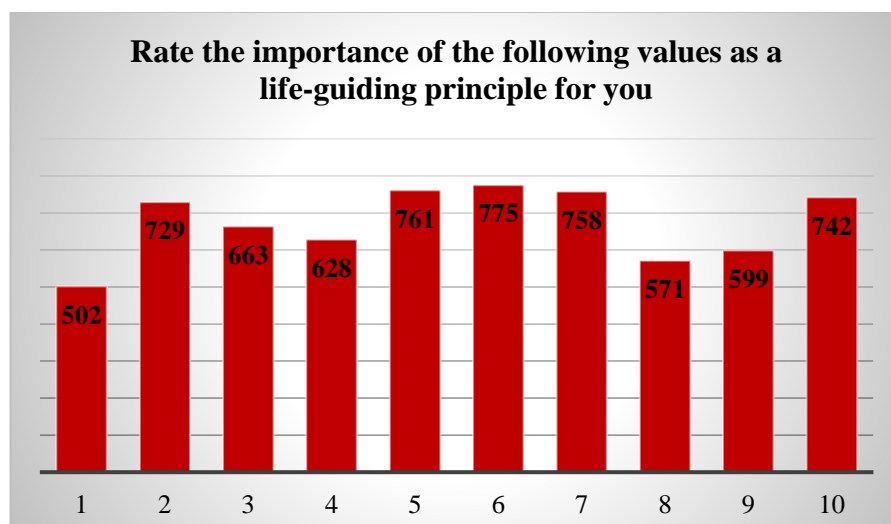
Based on the analysis of respondents' opinions on which statements an ideal and perfect person would agree with, it can be said that, for them, the most important and perfect traits are, respectively, having a sense of purpose (354), being aware of everything that makes life meaningful (335), and understanding the meaning of life (332).

Table 27: Importance of Life-Guiding Principles for Respondents.

Rate the importance of the following values as a life-guiding principle for you					
	Σ	\bar{x}		Σ	\bar{x}
1. POWER (social power, authority, wealth)	502	4.52	6. UNIVERSALISM (broad-mindedness, beauty of nature and arts, social justice, a world at peace, equality, wisdom, unity with nature, environmental protection)	775	6.98
2. ACHIEVEMENT (success, capability, ambition, influence on people and events)	729	6.57	7. BENEVOLENCE (helpfulness, honesty, forgiveness, loyalty, responsibility)	758	6.83
3 HEDONISM (gratification of desires, enjoyment in life, self-indulgence)	663	5.97	8. TRADITION (respect for tradition, humbleness, accepting one's portion in life, devotion, modesty)	571	5.14
4. STIMULATION (daring, a varied and challenging life, an exciting life)	628	5.66	9. CONFORMITY (obedience, honoring parents and elders, self-discipline, politeness)	599	5.40
5. SELF-DIRECTION (creativity, freedom, curiosity, independence, choosing one's own goals)	761	6.86	10. SECURITY (national security, family security, social order, cleanliness, reciprocation of favors)	742	6.68

Here, respondents preferred the term "universality" more (775) and the term "power" less (502).

Diagram 19: Importance of Life-Guiding Principles for Respondents.



Respondents' choices regarding how an ideal or perfect person would agree with terms such as power, achievement, hedonism, stimulation, self-direction, universality, benevolence, values, conformity, and security indicate that "broad-mindedness, beauty of nature and arts, social justice, a world at peace, equality, wisdom, unity with nature, environmental protection" (universality) are more important to them than "social power, authority, wealth" (power). Therefore, universality is at the top of their preferences, while power is at the bottom.

Table 28: Parental Education Levels.

Did your parents have higher education?				
	Frequence	Percentage	Confidence level	Total percentage
Father	56	50.5	100.0	100.0
Mother	55	49.5		
Total	111	100.0		

In response to the question "Do your parents have a higher education?", 50.5% of respondents answered positively to "Does your father have a higher education?" and 49.5% answered positively to "Does your mother have a higher education?". This indicates that out of 111 respondents, only 50.5% have fathers with higher education, and only 49.5% have mothers with higher education.

Table 29: Description of Respondents' Living Areas.

How would you describe your living area:				
	Frequency	Percentage	Confidence level	Total percentage
Rural	14	12.6	12.6	12.6
Suburban	26	23.4	20.7	36.0
Urban	71	64.0	64.0	100.0
Total	111	100.0	100.0	

Although the majority of respondents (64%) live in the city, respondents from suburban and rural areas also participated in the survey. Specifically, 23.4% of participants live in suburban areas, and 12.6% live in rural areas.

Table 30: Relationship Status

Are you currently in a long-term relationship?				
	Frequency	Percentage	Confidence level	Total percentage
No	71	64.0	64.0	64.0
Yes	40	36.0	36.0	100.0
Total	111	100.0	100.0	

A small portion of respondents reported having long-term romantic relationships, while 64% stated that they have not experienced such relationships.

Table 31: Self-Perceived Well-being on the Ladder Scale Among Respondents.

Where would you place yourself on this ladder relative to others in Azerbaijan? (the best off-10, the worst off-1)				
Step	Frequency	Percentage	Confidence level	Total percentage
2	1	.9	.9	.9
3	7	6.3	6.3	7.2
4	15	13.5	13.5	20.7
5	22	19.8	19.8	40.5
6	26	23.4	23.4	64.0
7	21	18.9	18.9	82.9
8	9	8.1	8.1	91.0
9	3	2.7	2.7	93.7
10	7	6.3	6.3	100.0
Total	111	100.0	100.0	

73% of respondents feel themselves in the middle four to seven rungs of the given ladder. However, fewer are at the bottom and top rungs (27%).

Table 32: Age Distribution of Respondents Born

Which year you were born?				
	Frequency	Percentage	Confidence level	Total percentage
1960	2	1.8	1.8	1.8
1966	1	.9	.9	2.7
1967	1	.9	.9	3.6
1968	1	.9	.9	4.5
1973	1	.9	.9	5.4
1981	1	.9	.9	6.3
1983	1	.9	.9	7.2

1988	4	3.6	3.6	10.8
1990	1	.9	.9	11.7
1991	1	.9	.9	12.6
1992	2	1.8	1.8	14.4
1993	1	.9	.9	15.3
1994	1	.9	.9	16.2
1996	1	.9	.9	17.1
1997	2	1.8	1.8	18.9
1998	5	4.5	4.5	23.4
1999	4	3.6	3.6	27.0
2000	11	9.9	9.9	36.9
2001	31	27.9	27.9	64.9
2002	10	9.0	9.0	73.9
2003	10	9.0	9.0	82.9
2004	7	6.3	6.3	89.2
2005	12	10.8	10.8	100.0
Total	111	100.0	100.0	

Most of the respondents (81 people) were young people born between 2000 and 2005.

Table 33: Gender

	Frequency	Percentage	Confidence level	Total percentage
Male	18	16.2	16.2	16.2
Famale	91	82.0	82.0	98.2
Other	1	.9	.9	99.1
I don't want to answer	1	.9	.9	100.0
Total	111	100.0	100.0	

82% of the survey participants were women, while 16.2% were men. Since the survey was conducted in the form of a link, it was challenging to manage gender equality.

Table 34: Monthly salary in Azerbaijan

How much is your monthly salary in Azerbaijani manat?		
N	Responsive	41
	Unresponsive	70
Average		791
Most repeated variant		500
Minimum		0

How much is your monthly salary in Azerbaijani manat?		
N	Responsive	41
	Unresponsive	70
Average		791
Most repeated variant		500
Minimum		0
Maximum		10000

This question was optional for respondents, meaning they had the choice to answer or not. As a result, only 41 people chose to answer this question. Based on the given responses, the average monthly salary was calculated to be 791 manat. The most repeated variant for monthly salary was 500 manat.

Table 35: Nationality

Were you born in Azerbaijan?				
	Frequency	Percentage	Confidence level	Total percentage
Yes	111	100.0	100.0	100.0

According to the answers given to the question about citizenship, 100 percent of the respondents answered this question and all the respondents were citizens of Azerbaijan.

Table 36: Educational status

Are you a student?				
	Frequency	Percentage	Confidence level	Total percentage
Xeyr	31	27.9	27.9	27.9
Bəli	80	72.1	72.1	100.0
Total	111	100.0	100.0	

The vast majority of respondents, 72.1%, were students, while only 27.9% indicated that they were not students. This indicates that young respondents had a particular interest in taking the test, and as a result, 27.9% of individuals also participated in conducting this test. Since the test was conducted via a link, it is not possible to directly establish contact with student respondents.

Table 37: Educational level

What is your highest completed level of education?				
	Frequency	Percentage	Confidence level	Total percentage
Secondary school	6	5.4	5.4	5.4
Bachelor	46	41.4	41.4	46.8
Master	54	48.6	48.6	95.5
PhD student	5	4.5	4.5	100.0
Total	111	100.0	100.0	

90% of the respondents had attained at least a bachelor's or master's degree, or an equivalent educational level. This indicates that while 27.9% of the participants are not currently students, 90% of them have experienced student years.

Table 38: Employment status

Which best describes your employment situation?				
	Frequency	Percentage	Confidence level	Total percentage
Full time	36	32.4	32.4	32.4
Part time	12	10.8	10.8	43.2
Self-employed	8	7.2	7.2	50.5
Household chores	2	1.8	1.8	52.3
Unemployed and looking for a job	31	27.9	27.9	80.2
Unemployed and not looking for a job	10	9.0	9.0	89.2
Retired	5	4.5	4.5	93.7
Other	7	6.3	6.3	100.0
Total	111	100.0	100.0	

While 50.4% of the respondents reported working full-time, part-time, or as self-employed individuals, 36.9% of them were unemployed (actively seeking or not seeking work), which is relatively high compared to other options.

Evaluation of Results

The results support the hypothesis that there is a positive correlation between the well-being of Azerbaijani students and values associated with conservation (tradition, conformity, security). This finding underscores the cultural significance of these values in shaping the overall life satisfaction of Azerbaijani youth. These values are often linked to aspects of collectivism, where the well-being of individuals is closely tied to their adherence to social norms, traditions, and the sense of security provided by belonging to a group. In Azerbaijani

society, collectivist values such as maintaining traditions, conforming to societal expectations, and ensuring social stability through security measures are important factors influencing individual well-being. Thus, this correlation suggests that a collective orientation towards these values contributes positively to the well-being of Azerbaijani students and recent graduates.

Summary of Findings

The study aimed to investigate the well-being of Azerbaijani university students and recent graduates, focusing on their perspectives on building an ideal society and aspirations for a fulfilling life. The findings are summarized as follows:

- Participants prioritized education, science, health, security, and human rights.
- Traditional values and religious issues were considered less important.
- Socio-economic inequalities and abuses of authority were major concerns.
- Participants emphasized the importance of education and health over economic prosperity.

Recommendations

1. Investments in Education and Science: Enhancing teacher qualifications, integrating modern educational technologies, and updating the curriculum are crucial to improve education quality. Increasing scholarships and financial support programs will ensure equal opportunities in education. Strengthening collaboration between scientific research and industry will boost innovation capacity.

2. Health and Security: Improving accessibility and quality of health services and ensuring public safety are key to enhancing young people's quality of life. Strengthening health infrastructure, raising health personnel's educational levels, and organizing public health campaigns are essential steps.

3. Socio-Economic Inequalities and Abuse of Authority: Strengthening poverty alleviation programs, social security networks, and reducing unemployment rates are essential to promoting fair income distribution. Enhancing transparency, accountability mechanisms, and effective anti-corruption policies are crucial.

4. Cultural Values and Traditions: Organizing various cultural activities, promoting cultural diversity, and tolerance through policies are crucial to increasing young people's participation in cultural activities.

Limitations

Translating the questionnaire from English to Azerbaijani for my dissertation research was quite difficult due to cross-cultural differences. The questionnaire consisted of 4 sections

and was quite extensive, leading to many participants refusing to participate in the study due to its length. This was one of the most challenging aspects of my research. Additionally, because of cultural differences between the Azerbaijani language and other languages, I carefully chose every sentence included in my dissertation. Because I conducted the research using a link, I couldn't establish direct contact with students. As a result, not only students but also recent university graduates participated in the research.

Future research

Measuring the impact of artificial intelligence, which has recently been included in the science of psychology, on the level of well-being can be an interesting approach.

Future research could examine the impact of artificial intelligence (AI) technologies on the overall well-being and quality of life of Azerbaijani youth. Research can explore how AI-based solutions in education, health and social services contribute to improving the quality of life and psychological well-being of young people in Azerbaijan. Additionally, research can focus on the ethical considerations and societal implications of adopting AI in enhancing youth well-being in Azerbaijan.

CONCLUSION

This study provides important findings to enhance the well-being of Azerbaijani university students. Improvements in education, science, health, security, and social justice will increase young people's quality of life and support social development. It is crucial for the government and educational institutions to develop policies that meet the needs of young people by focusing on these areas. In doing so, Azerbaijani youth will look to the future with more hope and contribute to the country's sustainable development.

The prioritization of education and health suggests potential for enhancing overall life satisfaction among youth and contributing to social development. Moreover, participants' preference for moderate social relationships reflects a cautious approach to forming stronger interpersonal connections.

Considering the concept of collectivism, the study highlights the impact of collective values such as education, health, and security on societal well-being. These findings underscore the influence of collective values on individual preferences and their contribution to societal welfare.

In conclusion, this study provides valuable insights into the priorities and concerns of young people, emphasizing the need for policies that promote sustainable development in Azerbaijan. Improvements in education, health, security, and social justice will enhance the quality of life for young people and positively contribute to societal development.

REFERENCE

1. Acarbaş, e., & Başbüyük, h. h. (2024). İyi Bir Yaşamın Haritası: İyi Oluş Modelleri Üzerine Kısa Bir İnceleme. *Turkish Journal of Healthy Aging Medicine*, (1), 25-32.
2. Aliyev, B., Rustamov, E., Satici, S. A., & ZalovaNuriyeva, U. (2024). Azerbaijani adaptation of the WHO-5 wellbeing index: investigating its relationship with psychological distress, resilience, and life satisfaction. *BMC psychology*, 12(1), 100.
3. Aslanbayova, N. (2021) Contribution of partner countries to eu youth wiki chapter i: azerbaijan youth policy governance
4. Aysan, Ü. (2017). Türkiyede yaşlıların yaşam memnuniyeti ve refah algıları.
5. Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529. doi:10.1037/0033-2909.117.3.497
6. Berkman, L. F., & Syme, S. L. (1979). Social networks, host resistance, and mortality: A nine-year follow-up study of Alameda County residents. *American Journal of Epidemiology*, 109(2), 186-204.
7. Bradburn, N.M. (1969). *The Structure of Psychological Well-Being*. Chicago: Aldine. http://www.norc.org/PDFs/publications/BradburnN_Struc_Psych_Well_Being.p df
8. Cenkseven, F. and Akbaş, T. (2007). Examining the predictors of subjective and psychological well-being in university students. *Turkish Psychological Counseling and Guidance Journal*, 3(27), 43-65.
9. Charles, S. T., & Carstensen, L. L. (2009). Social and emotional aging. *Annual Review of Psychology*, 61, 383-409.
10. Christian, M.S., Garza, A.S, Slaughter, J.E. 2011, "Work engagement: A quantitative review and test of its relations with task and contextual performance", *Personnel Psychology*, vol. 64, no. 1, pp. 89-136.
11. Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310-357. <https://doi.org/10.1037/0033-2909.98.2.310>
12. Cooper, H., Okamura, L. and McNeil, P. (1995). Situation and personality correlates of psychological well-being: social activity and personal control. *Journal of Research in Personality*, 29(4), 395-417.
13. Corbin, C. B., & Pangrazi, R. P. (2001). Toward a uniform definition of wellness: A commentary. *President's council on physical fitness and sports research digest*.
14. Crisp, R. (2001). Well-being.
15. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.

16. Danna, K., & Griffin, R. W. (1999). Health and well-being in the workplace: A review and synthesis of the literature. *Journal of Management*, 25(3), 357-384.
17. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
18. Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. *Handbook of theories of social psychology*, 1(20), 416-436.
19. Derin, G., & Öztürk, E. (2020). Yapay zekâ psikolojisi ve sanal gerçeklik uygulamaları. *Öztürk E, editör. Siber Psikoloji*, 1, 41-7.
20. Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542-575.
21. Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 54(1), 34-43.
22. Emmons, R. A. (2003). Personal goals, life meaning, and virtue: Wellsprings of a positive life.
23. Erikson, E. H. (1950). *Childhood and Society*. Norton & Company.
24. Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226.
25. Gillham, J. E., Shatté, A. J., Reivich, K. J., & Seligman, M. E. (2001). Optimism, pessimism, and explanatory style.
26. Grenville- Cleave, B. (2012). *Introducing Positive Psychology: A Practical Guide*. (Kindle edition). Australia: Icon.
27. Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250-279. doi:10.1016/0030-5073(76)90016-7
28. Hofstede, G. (1984). *Culture's Consequences: International Differences in Work-Related Values*. Beverly Hills, CA: Sage Publications.
29. Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, 1(2), 137-164.
30. Javanshirli, K. (2018). *Eğitimin ekonomikkalkınma üzerindeki etkisi: Azerbaycanörneği* (Master's thesis, Sosyal BilimlerEnstitüsü).
31. Karasek, R., & Theorell, T. (1990). *Healthy work: Stress, productivity, and the reconstruction of working life*. Basic Books.

32. Keyes, C. L., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: the empirical encounter of two traditions. *Journal of personality and social psychology*, 82(6), 1007.
33. Krys, K., Park, J., Kocimska-Zych, A., Kosiarczyk, A., Selim, H. A., Wojtczuk-Turek, A., ... & Adamovic, M. (2021). Personal life satisfaction as a measure of societal happiness is an individualistic presumption: Evidence from fifty countries. *Journal of Happiness Studies*, 22, 2197-2214.
34. Kumar, V. V. B., & Subramanian, S. (2012). Personal value correlates of wellbeing and perceived stress in Indian college students: The role of cultural differences in wellbeing outcomes. *Indian Journal of Positive Psychology*, 3(3), 255.
35. Layard, R. (2005). *Happiness: Lessons from a new science*. Penguin Books.
36. Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. Springer Publishing Company.
37. Ponde, M. P., & Santana, V. S. (2000). Participation in leisure activities: is it a protective factor for women's mental health?. *Journal of Leisure Research*, 32(4), 457-472.
38. Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster.
39. Roothman, B., Kirsten, D. K., & Wissing, M. P. (2003). Gender differences in aspects of psychological well-being. *South African journal of psychology*, 33(4), 212-218.
40. Rossi, A. S. (2001). *Caring and Doing for Others: Social Responsibility in the Domains of Family, Work, and Community*. University of Chicago Press.
41. Rustamov, E., Zalova-Nuriyeva, U., Allahverdiyeva, M., Abbasov, T., & Rustamova, N. (2023). Azerbaijani Adaptation of the Perceived School Experience Scale: examining its impact on psychological distress and school satisfaction. *Problems of Education in the 21st Century*, 81(6), 869.
42. Ryan, R. M. & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review Psychology*, 52: 141-66.
43. Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of personality and social psychology*, 57(6), 1069.
44. Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719-727.

45. Schumaker, J. F., Shea, J. D., Monfries, M. M., & Groth-Marnat, G. (1992). Loneliness and life satisfaction in Japan and Australia. *The Journal of Psychology*, 127, 65-71
46. Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology and Culture*, 2(1).
47. Seligman, M. E. P. (2002). Positive psychology, positive prevention, and positive therapy. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 3-12). Oxford University Press.
48. Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
49. Steger, M., Kashdan, T. & Oishi, S. (2008). Being good by doing good: Daily eudaimonic activity and well-being. *Journal of Research in Personality*, 42: 22- 42
50. Steptoe, A., Deaton, A., & Stone, A. A. (2015). Psychological wellbeing, health and ageing. *Lancet*, 385(9968), 640.)
51. Süslü, B., & Elmirzeyev, Y. (2019). Azerbaycanekonomisinin toplumsal refahındaki gelişimineyeni kurumcu bir bakış. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 7(4), 1-13.
52. Tuzgöl Dost, M. (2004). Üniversite öğrencilerinin öznel iyi oluş düzeyleri. Yayınlanmamış Yüksek Lisans Tezi, Hacettepe Üniversitesi, Ankara.
53. Vazire, S., & others (2016). The impact of social media on self-esteem and interpersonal relationships. *Journal of Social Psychology*, 156(4), 449-452
54. Veenhoven, R. (1984). *Conditions of happiness*. Dordrecht: Reidel.
55. Veenhoven, R. (2003). Hedonism and happiness. *Journal of happiness studies*, 4, 437-457.
56. Yavuz-Güler, C. and İşmen-Gazioğlu, A.S. (2008). Subjective well-being, psychiatric symptoms and some personality traits in guidance and psychological counseling students: a comparative study. *Dokuz Eylül University Buca Faculty of Education Journal*, 23, 107-114

Acknowledgement

I would like to extend my heartfelt thanks to my advisor and mentor, Elmina Kazımzade, for her guidance and support throughout my master's education and thesis process. She has always been there to listen and assist whenever needed.

I am also grateful to my esteemed teacher, Melek Kerimova, for her continuous assistance during this thesis process.

I extend my thanks to all university students who voluntarily participated and contributed to this scientific research as part of my sample.

Finally, I want to express my gratitude to my teachers, parents, friends, and group mates who have consistently supported me throughout this thesis process, just as they always have.

Summary

This study aimed to assess the well-being of university students in Azerbaijan. The study was conducted in the form of a questionnaire using focused questions to determine students' physical, emotional, social, and academic well-being. The results revealed factors influencing student well-being and potential areas for improvement. This study aims to make a significant contribution to the investigation and enhancement of the strengths and weaknesses of the well-being of university students in Azerbaijan.

The word "well-being" generally refers to an individual's overall health, happiness and quality of life. This word can carry different meanings in terms of civilization and mental values across various countries around the world. The concept of well-being is affected by cultural, social and individual factors and is interpreted differently in various countries. Cultural norms, traditional beliefs, and social structures play important roles in shaping people's perceptions of what a good and fulfilling life is. Economic conditions, political stability, and access to health care and education also contribute to different perspectives on well-being. It is important to understand these cultural nuances and develop comprehensive approaches to improving well-being that respect and integrate the different values and contexts that exist in different countries.

Keywords: Well-being, university students, Azerbaijan universities

Xülasə

Bu tədqiqat Azərbaycanda universitet tələbələrinin rifahını qiymətləndirmək məqsədi daşıyır. Tədqiqat tələbələrin fiziki, emosional, sosial və akademik rifahını müəyyən etmək üçün fokuslanmış suallardan istifadə etməklə sorğu şəklində aparılmışdır. Nəticələr tələbələrin rifahına təsir edən amilləri və inkişaf potensialı olan sahələri aşkar edir. Bu tədqiqat Azərbaycanda universitet tələbələrinin rifahında güclü və zəif tərəflərin tədqiqinə və inkişafına mühüm töhfə vermək məqsədi daşıyır.

"Well-being" sözü ümumiyyətlə bir insanın ümumi mental və fiziki sağlamlığına, xoşbəxtliyinə və həyat keyfiyyətinə aiddir. Bu söz dünyanın müxtəlif mədəniyyətlərində fərqli mənalara malik ola bilər. Rifah anlayışı mədəni, sosial və fərdi amillərdən təsirlənir və müxtəlif ölkələrdə müxtəlif şəkildə şərh olunur. Mədəni normalar, ənənəvi inanclar və sosial strukturlar insanların yaxşı və dolğun həyatın nə olduğu barədə təsəvvürlərinin formalaşmasında mühüm rol oynayır. İqtisadi şərait, siyasi sabitlik, səhiyyə və təhsilə çıxış imkanları da rifahın müxtəlif perspektivlərinə töhfə verir. Bu nüansları başa düşmək və müxtəlif ölkələrdə mövcud olan fərqli dəyərləri və hərtərəfli yanaşmaları öyrənmək və başa düşmək vacibdir.

Açar sözlər: *Rifah, universitet tələbələri, Azərbaycan universitetləri*

Part A – Cəmiyyətiniz

Sizcə, Azərbaycanı ideal cəmiyyətə çevirmək üçün aşağıdakı məqsədlərin hər birinə nə dərəcədə önəm verilməlidir?

0	1	2	3	4
Heç bir önəm verilməməlidir.	Az önəm verilməlidir.	Orta şəkildə önəm verilməlidir.	Əhəmiyyətli şəkildə öncəlik verilməlidir.	İlkin olaraq öncəlik verilməlidir.

1. Yoxsulluğun aradan qaldırılması	0	1	2	3	4
2. Ailələrin həyatını asanlaşdırmaq	0	1	2	3	4
3. Dini dəyərlərin vurğulanması	0	1	2	3	4
4. Digər ölkələrdən Azərbaycanda məskunlaşmaq üçün gələn insanların qəbulu	0	1	2	3	4
5. İnsanların sağlam və uzun ömür yaşamasını təmin etmək	0	1	2	3	4
6. Azad yaşamaq	0	1	2	3	4
7. Güclü hərbi gücə malik olmaq	0	1	2	3	4
8. Bərabərsizliyin bütün formaları ilə mübarizə aparmaq	0	1	2	3	4
9. Yüksək keyfiyyətli təhsilin təmin edilməsi	0	1	2	3	4
10. İqtisadi rifahın maksimuma çatdırılması	0	1	2	3	4
11. Doğum nisbətlərinin artması	0	1	2	3	4
12. İnsanlar arasında inam yaratmaq	0	1	2	3	4
13. İnsan hüquqlarının müdafiəsi	0	1	2	3	4
14. Yaxşı işləyən demokratiyaya malik olmaq	0	1	2	3	4
15. İnsanlar arasında sosial əlaqələri gücləndirmək	0	1	2	3	4
16. Zəhmət olmasa bir rəqəmini göstərin	0	1	2	3	4
17. Ətraf mühitin mühafizəsi	0	1	2	3	4
18. Sənayenin inkişafı	0	1	2	3	4
19. İnsanlara uzaqdan işləmək və öyrənmək imkanı yaratmaq	0	1	2	3	4
20. Qadınlar və kişilər arasında bərabərsizliyə qarşı mübarizə	0	1	2	3	4

21. Sabit qiymətlərin saxlanması	0	1	2	3	4
22. Elmə sərmayə qoymaq	0	1	2	3	4
23. Daha çox istehsal etmək	0	1	2	3	4
24. Yüksək sürətli internetə ümumi çıxışın təmin edilməsi	0	1	2	3	4
25. Korrupsiyaya qarşı mübarizə	0	1	2	3	4
26. Yaxşı işləyən ədliyyə sisteminin yaradılması	0	1	2	3	4
27. Azərbaycan manatının gücləndirilməsi	0	1	2	3	4
28. Şirkətlərin inkişafının dəstəklənməsi	0	1	2	3	4
29. Daha çox fabriklərin açılması	0	1	2	3	4
30. Küçələrdə insanların özlərini təhlükəsiz hiss etmələrini təmin etmək	0	1	2	3	4
31. İnsanların rəsmi prosedurları onlayn şəkildə yerinə yetirmək imkanı	0	1	2	3	4
32. Azərbaycan ənənələrinin vurğulanması	0	1	2	3	4

Əgər Azərbaycanın yalnız üç inkişaf istiqaməti seçimi olsaydı: 1. iqtisadi rifah, 2. sağlamlıq və uzunömürlülük, 3. təhsil - onları necə sıralayardınız? Şəxsi üstünlüklərinizə görə, hansı daha vacibdir (A), hansı ikincidir(B)?

	A	B
İqtisadi rifah		
Sağlamlıq və uzunömürlülük		
Təhsil		

Son dörd inkişaf hədəfi arasında , sizin önceliklərinizə görə hansı ən vacib və ikinci dərəcəli vacib seçimidir?

Ən önəmli İkinci ən önəmli

Milli müdafiə
Mühim hökumət qərarlarında insanlara daha çox söz vermək
Bahalaşmaya qarşı mübarizə aparmaq
İfadə azadlığını qorumaq

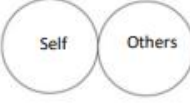
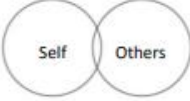
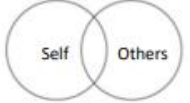
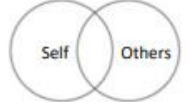
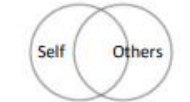
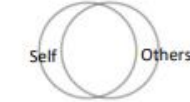

.....

0	1	2	3	4
Qətiyyət etibarlı deyil.	Qismən etibarlıdır.	Orta dərəcədə etibarlıdır.	Çox etibarlıdır.	İlkin olaraq öncəlik verilməlidir.

1. Azərbaycanda vəzifəsi daha yüksək olan insanlara təkcə adları ilə müraciət etmək olar.(vəzifədə daha yüksək olan insanlar, məsələn: menecerlər, hakimlər, professorlar, polislər və ya müəllimlər)	0	1	2	3	4
2. Azərbaycanda vəzifəcə daha yüksək insanlar adi bir insandan daha çox gücə malikdirlər	0	1	2	3	4
3. Azərbaycanda vəzifədə daha yüksək insanlar öz işlərini yaxşı görürlər	0	1	2	3	4
4. Azərbaycanda vəzifəcə daha yüksək olan insanlar vətəndaşların həyatına güclü nəzarət edirlər	0	1	2	3	4
5. Azərbaycanda vətəndaşlar vəzifəcə daha yüksək olan insanlara heyranlıq duyurlar.	0	1	2	3	4
6. Azərbaycanda vəzifədə daha yüksək olan insanlar vətəndaşların həyatına güclü təsir göstəririlər	0	1	2	3	4
7. Azərbaycanda hər bir vətəndaş vəzifəcə daha yüksək şəxslərə arxalana bilər.	0	1	2	3	4
8. Azərbaycanda vəzifəcə daha yüksək səviyyədə olan insanlar sərvətlərini artırmaq üçün sahib olduqları pozisiyadan istifadə edirlər.	0	1	2	3	4
9. Azərbaycanda vəzifəcə daha yüksək olan insanlar vətəndaşların maraqlarına diqqət yetirirlər.	0	1	2	3	4
10. Azərbaycanda vəzifəcə daha yüksək olan insanlar vətəndaşların rifahı üçün məsuliyyət daşıyırlar.	0	1	2	3	4
11. Azərbaycanda vəzifəcə daha yüksək olan insanlar ilk növbədə öz maraqları ilə maraqlanırlar.	0	1	2	3	4
12. Azərbaycanda vəzifənin ən yüksək pilləsində olan insanlar cəmiyyətin rifahı üçün məsuliyyət daşıyırlar.	0	1	2	3	4
13. Azərbaycanda vəzifə sisteminin üst səviyyəsində olan insanlar, özünə məxsus imtiyazları artırmaq üçün öz vəzifələrinin verdiyi gücdən istifadə edirlər.	0	1	2	3	4
14. Azərbaycanda vəzifəcə daha yüksək olan şəxslərə rəsmi titulları ilə müraciət edilməlidir.	0	1	2	3	4
15. Azərbaycanda vətəndaşlar sosial iyerarxiyanı vacib hesab edirlər	0	1	2	3	4
16. Azərbaycanda vətəndaşlar sosial bərabərliyi vacib hesab edirlər	0	1	2	3	4
17. Azərbaycanda varlılar və kasıblar arasında böyük bir fərq var	0	1	2	3	4
18. Azərbaycanda yuxarı və aşağı əmək haqqı qrupları arasında qiymət fərqi azdır.	0	1	2	3	4
19. Azərbaycanda insanlar vəzifəyə ədalətli rəqabət vasitəsilə təyin olunurlar	0	1	2	3	4
20. Azərbaycanda insanın uğurunu daha çox cəmiyyət müəyyən edir	0	1	2	3	4

21. Azərbaycan cəmiyyəti fərdi nailiyyətlərə böyük dəyər verir	0	1	2	3	4
22. Azərbaycan cəmiyyəti kollektiv yaxşılığa- ümumi olaraq daha yaxşı bir yaşam keyfiyyəti və xoşbəxtlik səviyyəsini artırmaq üçün ortaq əməyə böyük dəyər verir.	0	1	2	3	4
23. Azərbaycanda iqtisadiyyata nəzarət azad bazara buraxılır	0	1	2	3	4
24. Azərbaycanda iqtisadiyyat dövlət tərəfindən tənzimlənir	0	1	2	3	4

Zəhmət olmasa, cəmiyyətdə başqaları ilə olan münasibətinizi ən uyğun şəkildə təsvir edən şəkili seçin.

- [1] 
- [2] 
- [3] 
- [4] 
- [5] 
- [6] 
- [7] 

Part B – SİZ

İndi özünüz haqqınızda bəzi suallar soruşmaq istəyirik. Aşağıdakı suallar sizi nə dərəcədə təsvir edir?

Qətiyyən məni təsvir etmir	Məni bir az təsvir edir	Məni orta şəkildə təsvir edir	Məni təsvir edir	Məni tam təsvir edir	
0	1	2	3	4	
1. Siz özünə yüksək hörmətlə yanaşam bir şəxs kimi hesab edirsiniz	0	1	2	3	4
2. Həyatınızın mənasını anlayırsınız	0	1	2	3	4
3. Həyatınızda aydın bir məqsədiniz var	0	1	2	3	4
4. Həyatınızı əhəmiyyətli edən şeylərin nə olduğunu fərqləndirirsiniz	0	1	2	3	4
5. Həyatınızda sizi qane edən bir məqsəd/yol müəyyən etmişiniz	0	1	2	3	4
6. Zəhmət olmasa bir rəqəmini göstərin					
7. Həyatınızdakı sahələrin çoxu tarazlıq vəziyyətindədir	0	1	2	3	4
8. Həyatınız harmonikdir(uyum içindədir)	0	1	2	3	4
9. Həyatınızdakı hadisələri qeyri-şərtsiz qəbul edirsiniz	0	1	2	3	4
10. Ətrafdakı insanlarla çox yaxşı uyğunlaşırırsınız.	0	1	2	3	4
11. Ali bir güc(Dünya görüşünüə bağlı olaraq Tanrı, enerji, kainat və s. olaraq adlandırıla bilər.) sizə hüzurlü hiss etdirir	0	1	2	3	4
12. Ali bir gücün bir parçası olma düşüncəsi sizə fərqləndirici olmağa,həyatınızdakı problemləri həll etməyə köməkçi olur	0	1	2	3	4
13. Ali bir gücə inamınız sizə yaxşı həyat yaşama imkanı yaradır	0	1	2	3	4
14. Ali bir gücün sizə güc verdiyini düşünürsünüz.	0	1	2	3	4
15. Həyatınızın çox hissəsi idealınıza yaxındır	0	1	2	3	4
16. Həyat şərtləriniz mükəmməldir	0	1	2	3	4
17. Həyatınızdan məmnunsunuz.	0	1	2	3	4
18. İndiyə qədər həyatda əldə etmək istədiyiniz önəmli şeyləri əldə etmişiniz.	0	1	2	3	4
19. Əgər həyata bir daha gəlsəydiniz, demək olar ki, heç bir şeyi dəyişdirməzdiniz	0	1	2	3	4
20. Öz hədəfləriniz digərlərinin hədəflərindən daha öncəlidir.	0	1	2	3	4
21. Dostluq münasibətləriniz pozulsa belə,sizin üçün uğur qazanmaq daha önəmlidir.	0	1	2	3	4
22. Sizin üçün şəxsi uğurlardan daha çox, sizə yaxın olan insanlarla şəxsi münasibətlər daha dəyərlidir.	0	1	2	3	4

23. Özünüzdən daha çox başqalarına dəyər verirsiniz	0	1	2	3	4
24. Digərlərindən təlimat almadan işləməyi daha uyğun hesab edirsiniz.	0	1	2	3	4
25. Sizə verilən əmrləri yerinə yetirmək sizin üçün çox önəmlidir	0	1	2	3	4
26. Demək olar ki, bütün problemlərinizi yaradıcı bir şəkildə həll edirsiniz.	0	1	2	3	4
27. Etdiyiniz işlərdə yeni yollardan istifadə etməyi xoşlayırsınız	0	1	2	3	4
28. İşlərinizi mümkün qədər doğru və xətasız etməyə çalışırsınız	0	1	2	3	4
29. Sıx-sıx sizdən digər insanların gözləntiləri haqqındadüşünürsünüz	0	1	2	3	4

1. Öz həqiqi hislərinizi ifadə etməməyə səbəb olsa belə, münasibətlərdəki harmoniyanı qorumağa üstünlük verirsiniz.	0	1	2	3	4
2. Öz hislərinizi gizlətmək məcburiyyətində olsanız belə, ətrafdakı insanlara uyğunlaşmağa çalışırsınız.	0	1	2	3	4
3. Bəzən münaqişəyə səbəb olsa belə, öz düşüncə və hislərinizi ifadə etməyə üstünlük verirsiniz.	0	1	2	3	4
4. Ətrafdakı insanları narahat etsə belə, öz fikirlərinizi müzakirə etməyi sevirsiniz.	0	1	2	3	4
5. Zəhmət olmasa bir rəqəmini göstərin	0	1	2	3	4
6. Sizlə maraqlanan insanların sizinlə bağlı narahatlıq keçirdiklərini düşünürsünüz.	0	1	2	3	4
7. Bir işi yaxşı bacaracağımıza əminsiz	0	1	2	3	4
8. Qərarlarınızın həqiqətən istəklərinizi əks etdirdiyini düşünürsünüz	0	1	2	3	4
9. Sizə önəm verən və sizə dəyərli hiss etdirən insanlarla əlaqə yaratdığınızı düşünürsünüz.	0	1	2	3	4
10. Etdiyiniz hər hansısa bir işdə özünüzü bacarıqlı hiss edirsiniz.	0	1	2	3	4
11. Seçimləriniz, həqiqətən, kim olduğunuzu göstərir	0	1	2	3	4
12. Sizin üçün vacib olan digər insanlarla da yaxın olduğunuzu düşünürsünüz.	0	1	2	3	4
13. Məqsədlərinizə çatmaq üçün bacarıqlı olduğunuzu düşünürsünüz.	0	1	2	3	4
14. Sizi həqiqətən maraqlandıran işlə məşğul olduğunuzu düşünürsünüz.	0	1	2	3	4
15. Birlikdə vaxt keçirdiyiniz insanlarla yaxın olduğunuzu düşünürsünüz.	0	1	2	3	4
16. Çətin tapşırıqları uğurla yerinə yetirə biləcəyinizi düşünürsünüz	0	1	2	3	4
17. İşlərin doğru istiqamətdə yol alması üçün məsuliyyətli davranırsınız	0	1	2	3	4

18. Sizin öz işlərinizə yönəlməyinizdə problem yoxdur, çünki çox zaman insanlar öz işləri ilə məşğul olurlar	0	1	2	3	4
19. Başqalarını qorumaq üçün özünüzdə məsuliyyət hiss etmirsiniz	0	1	2	3	4
20. Cəmiyyətdə insanlara qarşı müəyyən bir məsuliyyət hissini keçidirsiniz	0	1	2	3	4

Həyatınızda ən çox nəyə peşman olmusunuz? Zəhmət olmasa, düşünüb peşmanlıq yaşadığınız şeyi qısaca yazın.(1-2 cümlə kifayətdir)

Mən ən çox
peşmanam _____

Əgər peşman olduğunuz bu hadisəni geri qaytarmış olsaydıınız, həyatınız necə olardı?

(Zəhmət olmasa ən uyğun cavabı seçin.)

- A. Həyatım daha anlamlı olacaqdı
- B. Daha xoşbəxt olacaqdım
- C. Həyatım daha harmoniyalı(uyğun tərzdə) olacaqdı
- D. Həyatımın mənəvi cəhətdən daha dərin olacaqdı(ya da əgər, dindarsınızsa,daha dini biri olacaqdınız)

Homoseksuallığa qarşı münasibətiniz? Zəhmət olmasa 1(haqq qazandırmıram) ilə 10(haqq qazandırırım) qarşı arası dəyərləndirin.

Haqq qazandırmıram 1 2 3 4 5 6 7 8 9 10 haqq qazandırırım

İndi ümumi həyat keyfiyyətinizi düşünün. Zəhmət olmasa 0-dan (mümkün olan ən pis) 10-a qədər (mümkün olan ən yaxşı) dəyərləndirin.

Mümkün olan ən pis 0 1 2 3 4 5 6 7 8 9 10 mümkün olan ən yaxşı

1.Bu günlərdəki həyatınızı ümumilikdə necə qiymətləndirərdiniz?	0 1 2 3 4 5 6 7 8 9 10
2.On il əvvələ nəzər salsaq, ümumilikdə həyatınızı necə qiymətləndirərdiniz?	0 1 2 3 4 5 6 7 8 9 10
3.On il sonraya baxsanız, ümumi olaraq həyatınızın necə olacağını gözləyirsiniz?	0 1 2 3 4 5 6 7 8 9 10

Ümumiyyətlə, insanların çoxuna asanlıqla etibar edirsiniz, yoxsa onlara güvənmək mövzusunda daha diqqətlisiniz?

- A. İnsanların çoxuna asanlıqla etibar edirəm.
- B. Onlara güvənmək mövzusunda daha diqqətliyəm.

İndi zəhmət olmasa dünyadakı insanların ümumi həyat keyfiyyətini haqqında fikirləşin. Zəhmət olmasa, 0 (ən pis) ilə 10 (mümkün olan ən yaxşı) arası qiymətləndirin.

1. Dünyadakı insanların orta həyat keyfiyyətini necə qiymətləndirirsiniz?	0 1 2 3 4 5 6 7 8 9 10
2. 1000 il əvvələ baxdıqda, o dövrdə dünyadakı insanların orta həyat keyfiyyətini necə qiymətləndirərdiniz?	0 1 2 3 4 5 6 7 8 9 10
3. 1000 il sonraya baxdıqda, insanların o dövrdə ortalama həyat keyfiyyətinin necə olacağını gözləyirsiniz?	0 1 2 3 4 5 6 7 8 9 10

Təxminən nə qədər yaşayacağımızı düşünürsünüz?

" ____ il yaşayacağımı düşünürəm"

Aşağıda 8 emosional hallar var. Bu duyğuları təcrübə və ifadə etmək eyni vaxtda və ya eyni olmayan vaxtda baş verə bilər. Ona görə də, siz, bu 8 duyğunu ayrı-ayrılıqda nə qədər tez-tez yaşadığınızı (təcrübədə) və onları spesifik formada ifadə etdiyinizi tezliyini dəyərləndirin.

Cavab verərkən aşağıdakı qiymətləndirmədən istifadə edin:

1. Təcrübə etmək	Qorxulu	1 2 3 4 5 6 7 8 9
	Biruzə vermək	1 2 3 4 5 6 7 8 9
2. Təcrübə etmək İfadə etmək	Minnətdarlıq	1 2 3 4 5 6 7 8 9
	Minnətdarlıq	1 2 3 4 5 6 7 8 9
3. Təcrübə etmək İfadə etmək	Qəzəbli	1 2 3 4 5 6 7 8 9
	Qəzəbli	1 2 3 4 5 6 7 8 9
4. Təcrübə	Kədərli	

etmək İfadə etmək	Kədərli	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9
5. Təcrübə etmək İfadə etmək	Həyəcanlı Həyəcanlı	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9
6. Təcrübə etmək İfadə etmək	Rahat,hüzurlu Rahat,hüzurlu	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9
7. Təcrübə etmək İfadə etmək	Utanmış Utanmış	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9
8. Təcrübə etmək İfadə etmək	Aşiq Aşiq	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9

Heç vaxt	İldə 2 dəfə	Ayda 2 dəfə	Həftədə 2 dəfə	Gündə 1 dəfə	Gündə 2 dəfə	1saatda 1 dəfə	1 saatda 2 dəfə	Hər zaman
1	2	3	4	5	6	7	8	9

Bu hissədə isə sizcə, cəmiyyətimizdəki insanlar bu duyğuları sizin necə hiss edib və necə biruzə verməyinizi gözləyir?

Azərbaycan cəmiyyəti sizin bu qədər hiss etməyinizi gözləyir-qorxu 1 2 3 4 5 6 7 8 9
--

Azərbaycan cəmiyyəti sizin bu qədər hiss etməyinizi gözləyir-minnətdar 1 2 3 4 5 6 7 8 9
Azərbaycan cəmiyyəti sizin bu qədər hiss etməyinizi gözləyir-qəzəbli 1 2 3 4 5 6 7 8 9
Azərbaycan cəmiyyəti sizin bu qədər hiss etməyinizi gözləyir-kədərli 1 2 3 4 5 6 7 8 9
Azərbaycan cəmiyyəti sizin bu qədər hiss etməyinizi gözləyir-həyəcanlı 1 2 3 4 5 6 7 8 9
Azərbaycan cəmiyyəti sizin bu qədər hiss etməyinizi gözləyir-rahət,hüzurlu 1 2 3 4 5 6 7 8 9
Azərbaycan cəmiyyəti sizin bu qədər hiss etməyinizi gözləyir-utanmış 1 2 3 4 5 6 7 8 9
Azərbaycan cəmiyyəti sizin bu qədər hiss etməyinizi gözləyir-aşiq 1 2 3 4 5 6 7 8 9

Part C – SİZİN İDEALLARINIZ VƏ DƏYƏRLƏRİNİZ

Aşağıda, onsuz da tamamladığınız ifadələrə bənzəyən ifadələr görəcəksiniz. Bu dəfə, bu ifadələrin sizi nə qədər ifadə etdiyini deyil, ideal və ya mükəmməl bir insan üçün sizcə bu ifadələr necə tamamlamalıdır.

Sizcə, ideal və ya mükəmməl bir insan bu ifadələrlə necə razılaşar.

Demək olar ki ifadə etmir.	Çox az ifadə edir.	Az ifadə edir.	İfadə edir.	Tamamilə ifadə edir.
0	1	2	3	4
1.	Özünü cəmiyyətdə hörmətli biri olaraq görür.			0 1 2 3 4
2.	Həyatın mənasını tam olaraq anlayır.			0 1 2 3 4
3.	Qarşısına qoyduğu bir məqsədi var.			0 1 2 3 4
4.	Həyatını mənalı edən şeylərin nə olduğunu tam fərqləndirir.			0 1 2 3 4
5.	Həyatda onu qane edən xüsusi bir məqsədi var.			0 1 2 3 4

6.	Həyatınının bütün sahələri bir-biri ilə tarazlıq vəziyyətindədir.	0 1 2 3 4
7.	Həyatı harmonikdir, yəni uyum içindədir.	0 1 2 3 4
8.	Başına gələn bütün hadisələri qeyri şərtsiz qəbul edir.	0 1 2 3 4
9.	Ətrafındakı insanlara rahat şəkildə uyğunlaşır.	0 1 2 3 4
10.	Ali bir güc(Dünya görüşünüə bağlı olaraq Tanrı, enerji, kainat və s. olaraq adlandırıla bilər.) onas hüzzurlu hiss etdirir	0 1 2 3 4
11.	Ali bir gücün bir parçası olma düşüncəsi ona fərqləndəlikli olmağa,həyatındakı problemləri həll etməyə köməkçi olur.	0 1 2 3 4
12.	Ali bir gücə inam ona yaxşı həyat yaşama imkanı yaradır.	0 1 2 3 4
13.	Ali bir gücün ona güc verdiyini düşünür.	0 1 2 3 4
14.	Həyatının çox hissəsi onun fikrində tutduğı ideala yaxındır.	0 1 2 3 4
15.	Onun həyat şərtləri mükəmməldir.	0 1 2 3 4
16.	Həyatından məmnundur.	0 1 2 3 4
17.	İndiyə qədər həyatda əldə etmək istədiyi önəmli şeyləri əldə edib.	0 1 2 3 4
18.	Əgər həyata bir daha gəlsəydi, demək olar ki, heç bir şeyi dəyişdirməzdi.	0 1 2 3 4

Tamamladığınız ifadələrdə kimi təsvir etmişdiniz?

A) Mən özümü necə olduğumu təsvir edirdim.

B) Özümü olmaq istədiyim kimi təsvir edirdim.

C) Mən ideal və ya mükəmməl bir insanın məni necə gördüyünü təsvir edirdim.

D) İdeal və ya mükəmməl bir insanın özünü necə gördüyünü təsvir edirdim.

Zəhmət olmasa aşağıdakı fikirləri 0-8 ballıq şkala arası qiymətləndirin. 0 bal sizin fikirlərinizə uyğun deyil, 1-3 bal arası vacib deyil, 4-7 bal arası vacibdir, 8 bal çox vacibdir.

Mənim prinsiplərimə tam əksdir	Vacib deyil			Vacibdir				Çox vacibdir
	1	2	3	4	5	6	7	
0								8

1. GÜC-sosial güc, səlahiyyətlik, maddiyyat	012345678
2. NAILİYYƏT-uğur, qabiliyyət, ambisiya, insanlara və hadisələrə təsir	012345678
3. HEDONİZM-həyatdan nə istədiyini bilmək,həzz almaq	012345678
4. STİMLASİYA-cəsarətli olmaq, həyatda müxtəliflik və dəyişiklik etmək, həyəcanlı həyat	012345678
5.ÖZÜNƏYÖNƏLMƏ-kreativlik,müstəqillik,sərbəstlik, maraqlar,şəxsi məqsəd yaratmaq	012345678
6.UNİVERSALLIQ-geniş düşüncə,ədalət, sülh, bərabərlik, müdriklik,ekologiyanı qorumaq	012345678
7.XEYİRXAHLIQ-köməklik etmək,dürüstlük, bağışlamaq,sədaqət	012345678
8.DƏYƏRLƏR-ənənələrə hörmət etmək	012345678
9.UYĞUNLAŞMA-valideyn və yaşlılara hörmət,itaətkarlıq, özünə qarşı disiplinlinlilik	012345678
10.TƏHLÜKƏSİZLİK-dövlət qarunması,cəmiyyətdəki qaydalara riayət	təhlükəsizliyi, ailənin 012345678

Keyfiyyətli bir həyat tərzinin müxtəlif komponentləri vardır: ali hiss, mənalılıq, xoşbəxtlik və digər vacib olan rifah hisləri. Bəs sənin ideal və keyfiyyətli həyat tərzin üçün rifahın hansı komponentləri lazımlıdır?

Əgər seçə bilsəydiniz, hansı həyat tərzini yaşamağa üstünlük verərdiniz? Cavab verərkən zəhmət olmasa, həyatınızı yenidən yaşaya biləcəyinizi təsəvvür edin (zəhmət olmasa, hər cərgədən yalnız bir cavab seçin):

Son dərəcə anlamlı,lakin xoşbəxt olmayan bir həyat	Və ya	Son dərəcə anlamsız, lakin xoşbəxt bir həyat
Mənalı və daha çox xoşbəxt bir həyat	Və ya	Xoşbəxt və daha çox mənalı həyat
Son dərəcədə uyumlu,lakin xoşbəxt	Və ya	Son dərəcədə xoşbəxt lakin daha uyumlu

olmayan bir həyat		olmayan bir həyat
Uyumlu lakin daha çox xoşbəxt həyat	Və ya	Xoşbəxt lakin daha çox uyumlu bir həyat
Son dərəcədə uyumlu,lakin ruhən olaraq boş bir həyat	Və ya	Son dərəcədə mənəviyyatca zəngin,lakin uyumsuz bir həyat
Uyumlu və ruhən daha zəngin bir həyat	Və ya	Ruhən zəngin və daha çox uyumlu həyat

Zəhmət olmasa, insanların siyasi mövqe və hərəkətləri haqqında bir az fikirləşin. (Petisiya- bir adam və ya birliyin düşüncə və şikayətlərini, ya da müəyyən bir mövzudakı istəklərini səlahiyyətli orqanlara (əksəriyyətlə rəsmi) göndərilməsini təmin edən yazıdır.)

- A)Heç petisiya imzalamısınız?
 B)Bir petisiya imzalayırdınız?
 C)Yoxsa heç vaxt petisiya imzalamazdınız?

Əgər seçim ixtiyarında olsaydınız, hansı həyat tərzini yaşamağa üstünlük verərdiniz? Cavab verərkən zəhmət olmasa, həyatınızı yenidən yaşaya biləcəyinizi təsəvvür edin (zəhmət olmasa, hər cərgədən yalnız bir cavab seçin):

Son dərəcə uyumlu,lakin mənəviyyatca boş bir yaşam	Və ya	Son dərəcə mənəviyyatca zəngin, lakin uyumsuz bir yaşam
Son dərəcə uyumlu,lakin mənəviyyatca daha zəngin bir yaşam	Və ya	Mənəviyyatca zəngin və daha çox uyumlu bir yaşam
Son dərəcədə uyumlu,lakin mənasız bir həyat	Və ya	Son dərəcədə mənalı lakin uyumsuz bir həyat
Uyumlu lakin daha çox anlamlı həyat	Və ya	Anlamlı lakin daha çox uyumlu bir həyat
Son dərəcədə xoşbəxt,lakin ruhən olaraq boş bir həyat	Və ya	Son dərəcədə mənəviyyatca zəngin,lakin xoşbəxt olmayan bir həyat
Xoşbəxt və ruhən daha zəngin bir həyat	Və ya	Ruhən zəngin və daha çox xoşbəxt həyat

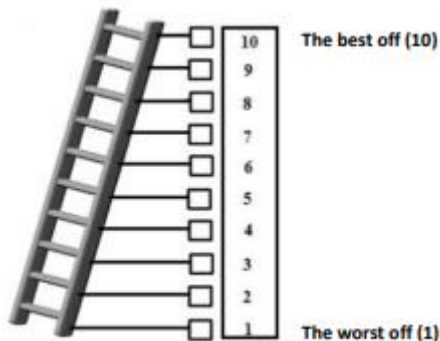
Part D – SİZİN SOSİODEMOQRAFİK PROFİLİNİZ

Son olaraq sizin sosiodeмоqrafik məlumatlarınızı öyrənmək istəyirəm.

1. Valideynlərinizin ali təhsili varmı?(orta məktəbdən sonrakı səviyyələr)	Ana Ata
2. Yaşadığınız ərazi	1. Şəhər 2.Rayon və ətrafı 3.Kənd
3. Orta hesabla ayda neçə saat könüllülük fəaliyyətinə sərf edirsiniz?	1.Mən demək olar ki, heç vaxt könüllü olmamışam 2. Aylıq 1 saatdan az 3. Aylıq 1 -3 saat arası 4.Aylıq 3-10 saat arası 5. Aylıq 10 saatdan çox
4. Xaricdə heç 3 aydan çox yaşamısınız?	Hə Yox
5. Həyatınızda nə qədər ölkəyə səyahət etmişiniz?	1. Heç vaxt xaricdə olmamışam 2. 1 ölkə 3. 2-3 ölkə 4. 4-5 ölkə 5. 6-10 ölkə 6. 10-20 ölkə 7. 21 ölkə və daha çox
6. Valideynsinizmi?(övladınız varmı?)	Hə Yox
7. Hazırda uzunmüddətli romantik bir münasibətiniz varmı?	Hə Yox
8. Burada “bəli” cavabını qeyd edin.	Hə Yox

Zəhmət olmasa, 10 pilləli bu nərdivanı müxtəlif gəlir səviyyələri, Azərbaycanca təhsil və peşə statusu olan insanları təmsil edən bir nərdivan kimi düşünün. Pilləkənin zirvəsində olan insanlar, ən yaxşı işi, ən çox pulu, ən çox təhsili olanlardır. Nərdivanın aşağı səviyyələrinə düşdükcə iş, təhsil və peşə də səviyyəyə aşağı düşür və ya heç olmur.

Azərbaycandakı insanlar ilə müqayisədə özünüzü bu nərdivanda harada yerləşdirərdiniz?



Ən yüksək/Ən aşağı

9. Azərbaycanda aldığınız aylıq maaşınız nə qədərdir?(Bu suala cavab vermək sizi narahat edirsə, cavab verməyə bilərsiniz)

10. Aylıq büdcəniz sizi nə qədər qane edir?

- A) Bu büdcə mənə kifayət etmir
- B) Çox şeyi ixtisara salsam, bu büdcə mənə kifayət edər.
- C) Bir az kifayət edir
- D) Kifayət edir
- E) Mənim ehtiyac duyduğumdan daha çox kifayət edir.

11. Təvvəlüdünüz? _____

12. Cinsiyyət (Kişi/Qadın/Digər/Bu suala cavab vermək istəmirəm)

13. Azərbaycan vətəndaşısınız? Hə/Yox

14. Azərbaycanda doğulmusunuz? Hə/Yox

15. Əgər Azərbaycanda doğulmamınsa,

14.1 Hansı ölkədə doğulmusunuz?

14.2 Nə vaxt Azərbaycana qayıtmısınız?

14.3 Qayıtma səbəbiniz nə idi? -iqtisadi/təhsil/qohumlu əlaqəsinə görə/müharibə/fəlakət/həyat tərzini dəyişmə/digər

16. Tələbəsiniz?

17. Əgər tələbəsinizsə, hansı sahə üzrə oxuyursunuz?

- humanitar elmlər (məsələn, fəlsəfə, ədəbiyyat, dinşünaslıq, tarix, dilçilik və s.)
- sosial elmlər (məsələn, sosiologiya, psixologiya, siyasət, təhsil və s.)
- mühəndislik və ya istehsalat (məsələn, bütün növ mühəndislik, kompüter elmləri, memarlıq və s.)
- təbiət elmləri (məsələn, riyaziyyat, biologiya, kənd təsərrüfatı, kimya, fizika və s.)
- biznes və iqtisadiyyat (məsələn, biznes, iqtisadiyyat, marketing, idarəetmə, və s.)
- qanun
- tibb (məsələn, tibb elmi, fiziki terapiya və s.)
- incəsənət (məsələn, teatr, qrafika və vizual, musiqi, rəqs və s.)

- digər (zəhmət olmasa qeyd edin) _____
18. Təhsilinizin səviyyəsi nədir?
- təhsilim yoxdur
 - orta təhsil
 - peşə təhsili
 - bakalavr və ya ekvivalent
 - master və ya ekvivalent
 - doktorantura və ya ekvivalent
19. Hansı sizin iş statusunuzu ən yaxşı təsvir edir?
- tam iş günü
 - yarı iş günü-part-time
 - fərdi sahibkar
 - məzuniyyətdə
 - ev işləri (məsələn, evdə qalan valideyn/həyat yoldaşı)
 - işsiz və iş axtarır
 - işsiz və iş axtarmayan
 - təqaüdçü
 - digər (zəhmət olmasa qeyd edin)_____
20. Hansı sənin indi işlədiyin sahəni təsvir edir?(əgər işləyirsənsə qeyd et)
- idarəetmə
 - biznes və maliyyə
 - kompüter və riyazi elmlər
 - memarlıq və mühəndislik
 - sosial elmlər peşələri
 - icma və sosial xidmət
 - hüquq,ictimai münasibətlər
 - təhsil, təlim və kitabxana
 - incəsənət, dizayn, əyləncə, idman və media
 - tibb işçiləri və texniki
 - səhiyyəyə dəstək
 - mühafizə xidməti
 - yeməklərin hazırlanması və insanlara xidmət
 - binaların və ərazilərin təmizlənməsi və təmiri
 - şəxsi qulluq və xidmət
 - satış və onunla əlaqədar olan sahələr
 - ofis və inzibati dəstək peşələri
 - əkinçilik, balıqçılıq və meşəçilik peşələri
 - tikinti və hasilat işləri
 - quraşdırma, texniki xidmət və təmir işləri
 - istehsal peşələri
 - nəqliyyat və materialların daşınması peşələri
 - digər (zəhmət olmasa qeyd edin):_____

