Socio-Psychological and Economic Factors Affecting the Educational Behaviors of Young People (18-25 Years Old)

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Abstract: This research covers the investigation of social, psychological, and economic factors that affect the educational behaviors of young people aged 18–25 and identifies their interrelationships. According to the survey conducted among 500 undergraduate and graduate students (18-25 years old) of Baku universities, the impact of self-confidence, self-esteem, relationships with peers, family support, institutional and economic conditions on academic motivation and indicators is analyzed. To assess the strength and direction of relations, quantitative methods have been applied, including regression analysis. According to the findings, a number of factors such as peer rejection, social isolation have a strong negative impact on academic performance. Psychological factors such as self-confidence and emotional regulation explain 28.4% of academic performance differences. The power of influence of economic factors such as family financial support and access to learning resources is average. According to the results, comprehensive socio - psychological support strategies are very important for involving students in the educational process and increasing their academic performance. Accordingly, this survey supports a positive effect of socio – psychological and economic factors on young people's academic performance and change in students' motivation to study. Based on paper results, some recommendation was given with implication for further studies.

Keywords: academic performance, academic motivation, peer relationships, well-being, human development

JEL Classification codes: I21, I31

INTRODUCTION

The educational behavior of young people aged 18–25 is shaped by the complex and dynamic interaction of social, psychological, and economic factors. In this context, socio-psychological variables such as self-confidence, self-esteem, peer relationships, teacher–student interaction, and family support play a significant role in shaping students' motivation, engagement, and overall academic performance. Empirical evidence indicates that higher levels of self-

confidence and self-esteem are positively associated with improved academic outcomes, as these attributes enhance resilience and reduce vulnerability to failure (Ryberg, 2018; Arshad & Zaidi, 2015). Conversely, social isolation or peer rejection has been shown to contribute to declining academic performance and an increased risk of educational disengagement or dropout (Espelage et al., 2013; Kretschmer et al., 2018).

Previous research suggests that students' educational outcomes cannot be explained solely by cognitive abilities or institutional characteristics. Instead, a combination of psychological, social, and economic factors plays a decisive role in shaping academic behavior. Psychological characteristics such as self-confidence and self-esteem influence how students perceive challenges and persist in the face of academic difficulties. At the same time, social dynamics, including peer relationships and interaction within the academic environment, contribute significantly to students' engagement and sense of belonging. In addition, economic conditions, particularly family financial background and access to resources, may either support or constrain students' educational opportunities.

Despite the growing body of international literature on these determinants, there is still a need for context-specific empirical research, particularly in emerging higher education systems such as Azerbaijan. Differences in institutional structures, socio-economic conditions, and cultural norms may lead to variations in how these factors influence students' academic behavior. Therefore, the aim of this study is to examine the impact of socio-psychological and economic factors on the educational behavior of students in higher education institutions in Azerbaijan. Specifically, the study seeks to identify the key determinants of academic motivation and performance and to analyze the relationships between these factors using empirical data.

Previous research suggests that economic factors also play a significant role in shaping students' educational behavior. Financial opportunities determine access to educational resources: obtaining textbooks, participating in preparatory courses, and using technological tools (computer, internet, software) directly affect students' academic activities. When the family's income level is low, students' access to additional support mechanisms becomes limited, which weakens their motivation.

In addition, concerns about finding a job in the future are also part of the economic factor. Students believe that unemployment and instability in the labor market may reduce their interest in education. Thus, economic uncertainties negatively affect the psychological well-being of young people and may cause passivity in the educational environment.

The relevance of this topic is not limited to individual results, but also affects broader social and economic areas. Education is one of the main factors of social mobility and economic growth. Preventing negative socio-psychological factors can help reduce inequalities in education. The inequalities in education can be prevented by prevention of negative socio-psychological factors. As an example, low socio-economic status or emotionally challenged students can have challenges in realizing their academic capabilities that further perpetuate the inequality cycles (Teachman, 1987). As such, to come up with specific interventions, it is significant to conduct research into these factors and make sure that everyone has access to quality education.

1 LITERATURE REVIEW

Based on the results of theoretical research on world experience, it can be noted that peer relationships and the dynamics of teacher-student relationships play a decisive role as a social factor, because positive interactions increase motivation, while negative experiences (for example, violence) may lead to a decrease in participation (Awang-Hashim et al., 2015)

As a psychological factor, it is observed that self-confidence and emotional intelligence are of primary importance, and students with high self-confidence and emotional control skills are academically more successful (Aliyev, 2018). Observations also suggest that Professor Bakhtiyar Aliyev's position that self-esteem and emotional intelligence are fundamental psychological determinants of academic success is correct. The assumption is greatly justified by the current studies on the field of educational and developmental psychology, which emphasize the connection between affective control, self-awareness, and cognitive performance. Intimately connected to the construct of academic self-esteem, self-esteem enhances the confidence among students in realizing the actions that are necessary to plan and implement to attain some of the learning outcomes. These belief systems encourage persistence, adaptive coping mechanisms, and long-time involvement in demanding academic activities. This is especially true among the youth of the modern day education setting. The higher the emotional awareness and self-efficacy of adolescents and young adults, the more adaptable they are to academic demands, social comparisons and performance expectations. On the other hand, emotional regulation deficiency tends to be linked with poor academic engagement, high levels of stress reactions, and poor performance. As an economic factor, socio-economic status affects access to resources and expectations toward education, and students with low income face more difficulties (Sewell & Hauser, 1980). It is once again a complicated strategy that underlines the necessity to act decisively in these interdependent elements.

Many scientific studies show that the friendships students establish with their peers are closely related to their educational outcomes and academic achievements. For example, according to research results based on the analyses conducted by Espelage et al. (2013), negative social relationships such as violence, peer bullying, and becoming an object of ridicule lead to lower academic performance. In another study, Gremmen et al. (2018), based on social network analysis (RSiena), showed that as the academic performance and interest in lessons within students' friend circles increase, this tendency is transmitted to other students within that network, and as a result, overall academic performance rises. From these studies, it can be concluded that when relationships are built in a positive direction, they positively influence academic results; otherwise, they may negatively affect academic performance. Specialists have repeatedly addressed this topic, and one interesting approach regarding student–student relationships is the age factor. As young people grow older and develop self-awareness, the influence of peer relationships on their academic results decreases (Yu et al., 2023).

Another interesting point observed in research conducted in this direction is that in some studies student-peer relationships are even compared with student-teacher relationships, and it is claimed that peer relationships have a greater impact on academic outcomes. For example, Leung et al. (2021) noted in their study that the quality of students' relationships with their parents and peers at the initial stage significantly influenced their academic outcomes at a later stage. However, in other scientific works, the opposite cases have also been observed, where it was concluded that student–parent and student–teacher relationships play a more prominent role compared to peer relationships.

In general, based on the mentioned articles, it can be concluded that peer-related social difficulties (for example, involvement in bullying or being a victim) negatively affect educational and labor market outcomes during youth, and this risk may create serious consequences for future life (Bania et al., 2019; Kretschmer et al., 2018; Moore et al., 2015). Although this factor is emphasized less compared to other risk factors, it maintains its relevance in some sources (Kretschmer et al., 2018). The results of meta-analyses show that individuals who were exposed to bullying or participated in bullying during adolescence are observed to have NEET status (not in education, employment, or training) in young adulthood.

Sümeyra N. Tayfur, Susan Prior, Anusua Singh Roy, Linda Irvine Fitzpatrick conducted research on four articles and identified different approaches. According to the results of the meta-analysis, in three articles it was determined that peer relationships have a significant impact on students' academic results and even future employment, while in another article this impact was found to be small and remained at a manageable level (Tayfur et al., 2021).

Researchers believe that such interventions may reduce the risks of exclusion from the educational process and marginalization in the labor market in the future (Bania et al., 2019; Moore et al., 2015). However, the majority of studies emphasize the necessity of systematically and purposefully supporting socially vulnerable adolescents, those in risk groups, and those in need of psychological support within the education environment. Longitudinal research shows that such negative situations in peer relationships not only negatively affect young people's academic achievements but also cause psychological consequences. Therefore, most specialists have proposed specific supportive suggestions that encourage positive behavior and socio-emotional learning approaches (Espelage, 2013).

Along with psychological and social factors, economic factors are also considered one of the main determinants of the educational behavior and academic results of young people (18–25 years old). Existing literature shows that in addition to socio-psychological well-being, students' financial capabilities directly influence their motivation level, attendance, and overall academic achievement. Research in this direction shows that children from families with better financial opportunities have a more comfortable learning environment at home, opportunities for personal development, and additional educational tools. On the other hand, students with stable economic support can more easily use educational resources, preparatory courses, and online platforms, which positively affect their results.

According to the Organisation for Economic Co-operation and Development (OECD), academic achievements at school are closely related not only to institutional factors but also to the socio-economic environment in which students grow up. Since the mid-1960s, research on this topic has shown that family socio-economic status is one of the important factors influencing students' educational achievements and overall academic development (Tomul & Polat, 2013). In addition, limited or low financial opportunities often create additional stress for students. High tuition fees in higher education and increasing daily living expenses sometimes force young people to both study and work. This reduces the time they devote to classes, which may weaken academic results (Callender & Jackson, 2005). Psychological fatigue and loss of motivation are also observed among students who cannot create a balance between work and education.

Research shows that cases of dropping out of education are more frequently observed among students with weak socio-economic status. These students sometimes cannot fully realize their potential solely due to financial reasons (Sosu & Pheunpha, 2019). At the same time, economic factors also shape young people's outlook toward the future. Fear of unemployment and competition in the labor market influence their choice of specialization and in many cases cause them to turn toward practical and more quickly income-generating fields (Maringe & Gibbs, 2009). Overall, economic conditions seriously affect the educational behavior of young people not only in the short term but also in the long term. Students with strong financial support can continue their education with less stress, while those facing economic difficulties are forced to choose between studying and earning income. Considering all these aspects, investigating the effects of economic factors on young people's academic results is one of the current research issues.

2 METHODOLOGY

This research aims to identify the factors affecting the academic achievement level of students studying at various universities in Azerbaijan and to measure the relationship between these factors. An online survey was conducted on the basis of a 5-point Likert scale, and the data obtained were analyzed using the SPSS program. For this purpose, 500 undergraduate and graduate students studying at various universities of Baku took part in the survey and each student answered all questions in full.

A convenience sampling method was used in the study, and 500 students voluntarily participated in the survey. The survey was designed using Google Forms and presented to survey participants online.

The questionnaire consisted of three main sections:

- Demographic characteristics (e.g., age, gender, level of study);
- Determinants of educational behavior, including socio-psychological and economic factors;
- Items related to research hypotheses, designed to measure the relationships between variables.

The study examined three main categories of independent variables:

- Social factors (e.g., peer rejection, social isolation);
- Psychological factors (e.g., self-confidence, self-esteem);
- Economic and institutional factors (e.g., family financial status, access to educational resources, job-related concerns, and the higher education environment and infrastructure).

During the study, a range of social (peer rejection or social isolation of young people), psychological (high self-confidence and self-esteem), and environmental (and indirectly economic) factors (school/university environment and infrastructure; economic-family financial situation; job search problems and economic difficulties) were selected to measure the factors affecting academic performance and their level of impact. The dependent variable of the study was students' academic motivation and performance. The constructs included in the questionnaire were operationalized based on prior studies in the literature, ensuring conceptual consistency with existing research.

The collected data were analyzed using SPSS statistical software. Descriptive statistics were used to summarize the sample characteristics, while multiple regression analysis was applied to examine the impact of independent variables on the dependent variable. Regression analysis was selected as an appropriate method to assess the strength and direction of relationships between variables.

To assess the internal consistency of the measurement instrument, a reliability analysis was conducted using Cronbach's alpha coefficient, which ranges from 0 to 1, with higher values indicating greater reliability. The obtained results confirm the acceptable level of internal consistency of the scale (see Table 1). In addition, the questionnaire items were developed based on established literature, which supports the content validity of the instrument.

Tab. 1 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.662	.695	10

Source: Compiled by the author using SPSS software based on a questionnaire survey

In our sample this indicator is 0.7. This shows that our test is reliable.

Limitations of this research that the use of a convenience sampling method and self-reported cross-sectional data may limit the generalizability of the findings. These limitations should be considered when interpreting the results.

3 RESULTS AND DISCUSSION

The following tables provide the respondents' areas of expertise, as well as indicators that affect self-confidence and self-esteem, and questions aimed at determining their impact. Before moving on to the tables, we will look at the gender and age composition of the respondents.

3.1 Analysis of demographic and research-related questions

Tab. 2 Group of your field of study?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Economics and Management	382	76.4	76.4	76.4
	Humanities and Social	12	2.4	2.4	78.8
	Technical and Technological	7	1.4	1.4	80.2
	Natural Sciences	6	1.2	1.2	81.4
	Other	93	18.6	18.6	100.0
	Total	500	100.0	100.0	

Source: Compiled by the author using SPSS software based on a questionnaire survey

Based on the distribution of students participating in the survey by specialty groups, 382 were students studying in "Economics and Management"; 12 in "Humanitarian and Social"; 7 in "Technical and Technological"; 6 in "Natural Sciences" and finally 93 in other specialties.

Tab. 3 What is your current educational institution?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Azerbaijan State University of Economics	462	92.4	92.4	92.4
	Baku State University	8	1.6	1.6	94.0
	Azerbaijan State Oil and Industry University	1	.2	.2	94.2
	Azerbaijan Technical University	5	1.0	1.0	95.2
	Azerbaijan State Pedagogical University	16	3.2	3.2	98.4
	Baku Engineering University	8	1.6	1.6	100.0
	Total	500	100.0	100.0	

Source: Compiled by the author using SPSS software based on a questionnaire survey

The table shows that the vast majority of respondents (462 people) are students of the Azerbaijan State University of Economics. They constitute 92.4% of the total survey participants. The next in line are Azerbaijan State Pedagogical University (16 people), Baku Engineering and Baku State Universities (8 people each), Azerbaijan Technical University (5 people), Azerbaijan State Oil and Industry University (1 person).

Tab. 4 Who is the person who gives you the most self-confidence and self-esteem?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	My family	204	40.8	40.8	40.8
	My teachers	10	2.0	2.0	42.8
	My friends	49	9.8	9.8	52.6
	Myself	218	43.6	43.6	96.2
	None	19	3.8	3.8	100.0
	Total	500	100.0	100.0	

Source: Compiled by the author using SPSS software based on a questionnaire survey

Based on the answers given to the question "Who creates a sense of high self-confidence and self-esteem in you?" given to the students, it is clear that the main party that creates a sense of self-confidence and self-esteem in the students is themselves. Thus, 218 people answered "Myself" to this question. The next option is "My family" with 204 answers. 49 people answered "My friends", 10 people answered "My teachers", and 19 people answered "None". As can be seen, the lowest indicator here was recorded for the answer "My teachers".

Tab. 5 How would you rate the support (if any) from these people?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	24	4.8	4.8	4.8
	2	6	1.2	1.2	6.0
	3	50	10.0	10.0	16.0
	4	109	21.8	21.8	37.8
	5	311	62.2	62.2	100.0
	Total	500	100.0	100.0	

Source: Compiled by the author using SPSS software based on a questionnaire survey

Students rated the support from parties that created their sense of self-confidence and self-esteem by choosing answers on a scale of 1-5. The majority chose option "5". This allows us to determine whether the environment or themselves have a significant impact on their sense of self-confidence and self-esteem.

3.2 Regression model

As mentioned at the beginning of the article, in foreign studies, the educational behavior of young people is shaped by the complex interaction of social, psychological, and economic factors. To examine this idea in the case of Azerbaijan, hypotheses were formulated and regression analysis was performed based on the survey results. A multivariate linear regression

model was used here. This is because it allows us to simultaneously measure the effect of independent variables on the dependent variable and to separate these effects from each other.

The following are designated as an influencing factor here:

- Environmental;
- psychological;
- social.

For this purpose, the following hypotheses have been put forward:

H_1: Environmental factors have a positive effect on students' motivation to study;

H_2: High self-confidence and self-esteem in young people positively affect the improvement of students' academic results;

H_3: Peer rejection or social isolation experienced by young people directly and negatively affects their academic performance.

According to hypothesis H1, "students' desire to study" is the dependent variable, and "difficulties in employment and economic problems", "university environment and infrastructure", and "family financial situation" are defined as independent variables. Thus, we will indirectly determine how economic indicators affect students' desire to study.

In accordance with hypothesis H2, indicators of high self-confidence and self-esteem are analyzed as psychological factors. Here, indicators of students' resilience in the face of difficulties and students' stress management are independent variables.

In accordance with the H3 hypothesis, rejection or social isolation of young people by their peers is considered as a social factor. Here, students ' integration into society, self-esteem skills are analyzed as dependent variables.

According to the Multiple Linear Regression type of regression model, the model equation is as follows:

$$Y = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + \varepsilon \quad (1)$$

The meaning of the formula is as follows:

Y - is the predicted value of the dependent variable (y) for any given value of the independent variable (x);

β_0 - is the intercept, the predicted value of y when x = 0;

β_1, β_2, β_3 - are the regression coefficients (indicating how much Y will change as X increases);

X - is the independent variable;

ε - is the error of the estimate, or how much variability there is in our estimate of the regression coefficient.

The empirical analysis according to the conceptual model, hypotheses and variables of the study is as follows:

H_1: Environmental factors have a positive effect on students' motivation to study.

Tab. 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.423[a]	.179	.174	.96556	.179	36.027	3	496	.000

Source: Compiled by the author using SPSS software based on a questionnaire survey

Tab. 7 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	100.765	3	33.588	36.027	.000[b]
	Residual	462.427	496	.932		
	Total	563.192	499			

Note: a. Dependent Variable: Desire to study; b. Predictors: (Constant): Job search problems and economic difficulties; University environment and infrastructure; Family financial situation. Source: Compiled by the author using SPSS software based on a questionnaire survey

Multiple R. Correlation coefficient is a measure of the strength of a linear relationship between two variables. The correlation coefficient can be any value between -1 and 1, and its absolute value indicates the strength of the relationship. The larger the absolute value, the stronger the relationship.

In the example it is considering that, the value of Multiple R (Table 6) is equal to 0.423. This means that there is a moderate relationship between the environmental factors are analyzing and students' motivation for education.

R Square. A coefficient of determination used as an indicator of the goodness of fit. It indicates how many points on the regression line overlap. The R2 value is calculated from the total sum of squares.

In our example, the R2 value (Table 6) is 0.179. This means that 18% of our values fit the regression analysis model. In other words, 18% of the dependent variables (y-values) are explained by the independent variables (x-values).

df1=3, df2=496 - these indicators indicate the number of variables in the model and also the sample size, meaning there are 3 independent variables and 496 observations.

Sig. F Change=0.000. Here the p value is very small. This indicator is less than 0.05, which means that the result is not random and the model is statistically significant ($p < 0.05$). It turns out that the effect of these variables on students' motivation to study is not random, but rather significant.

Based on the analysis, environmental factors - economic factors, infrastructure, family support and financial status - have a positive effect on students' motivation to study. The strength of the relationship is medium (R=0.423) and explains 18% of the variation (R2=0.179). Although this shows that the aforementioned factors affect students' motivation to study, it allows us to conclude that other factors also affect this variable. In other words, hypothesis H1 is correct, meaning that environmental factors have a positive effect on the change in students' motivation to study.

In the next stage, a regression analysis was conducted to determine the effects of high self-confidence and self-esteem in young people on their academic outcomes, proposing the following hypothesis:

H2: High self-confidence and self-esteem in young people positively affect the improvement of students' academic results.

Tab. 8 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.533[a]	.284	.281	.64262	.284	98.516	2	497	.000

Source: Compiled by the author using SPSS software based on a questionnaire survey

Tab. 9 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	81.367	2	40.683	98.516	.000[b]
	Residual	205.241	497	.413		
	Total	286.608	499			

Note: a. Dependent Variable: Academic performance; b. Predictors: (Constant): High self-confidence and self-esteem. Source: Compiled by the author using SPSS software based on a questionnaire survey

In the example it is considered that, the value of Multiple R (Table 8) is 0.533. This means that there is a significant relationship between the psychological factors analyzed and students' academic performance. The R^2 value (Table 8) is 0.284. This means that 28.4% of our values fit the regression analysis model. In other words, 28.4% of the dependent variables (y-values) are explained by the independent variables (x-values). This means that 28.4% of the changes in academic performance are explained by factors such as self-confidence, stress management, and coping with difficulties.

df1 = 2, df2 = 497 – these indicators show the number of variables in the model and the sample size, meaning there are 2 independent variables and 497 observations.

Sig. F Change = 0.000. Here too, the p-value is less than 0.05 ($p < 0.05$). This indicates that the model is statistically significant. This means that the effect of these variables on students' academic performance is not random but significant.

Tab. 10 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.697[a]	.486	.484	.76072	.486	235.240	2	497	.000

Source: Compiled by the author using SPSS software based on a questionnaire survey

Finally, we conclude that hypothesis H2 is correct, meaning that high self-confidence and self-assessment skills in young people have a small, but positive effect (28.4%) on their academic performance. This can be considered a moderate indicator.

H3: Peer rejection or social isolation experienced by young people directly and negatively affects their academic performance.

Here, the value of Multiple R (Table 10) is 0.697. This means that there is a significant strong relationship between the social factors analyzed and students' academic performance.

The R^2 value (Table 10) is 0.486. This means that 48.6% of our values fit the regression analysis model. In other words, 48.6% of the dependent variables (y-values) are explained by the independent variables (x-values). This means that approximately 49% of the changes in academic performance are explained by factors such as social isolation, rejection, integration into society, and self-esteem skills.

df1 = 2, df2 = 497 – these indicators show the number of variables in the model and the sample size, meaning there are 2 independent variables and 497 observations.

Sig. F Change = 0.000. Here too, the p-value is less than 0.05 ($p < 0.05$). This indicates that the model is statistically significant that the independent variables have an effect on Y, and that the result is not random.

Thus, the SPSS analysis supports H3. The findings indicate that H3 is correct, meaning that social isolation and peer rejection experienced by young people have a significant negative impact on their academic performance.

Tab. 11 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	272.262	2	136.131	235.240	.000[b]
	Residual	287.610	497	.579		
	Total	559.872	499			

Note: a. Dependent Variable: Academic performance; b. Predictors: (Constant): Rejection of young people by their peers' social isolation. Source: Compiled by the author using SPSS software based on a questionnaire survey

After examining the socio-psychological factors affecting young people's educational behavior, we conclude that several factors influence behavior. These factors influence behavior both positively and negatively. Peer rejection and social isolation are the factors with the most significant influence. This indicator is approximately 49%. Self-confidence and self-esteem skills have an influence of 28.4%, and environmental factors – economic factors, infrastructure, family support, and financial situation – have an influence of 18%. Thus, the highest influence belongs to social factors, namely peer rejection and social isolation.

CONCLUSION

The results of this study conducted on the example of Azerbaijan show that the three main factors that shape the educational behavior of young people – psychological, social and Economic – are closely related and have a complex impact. Accordingly, by looking at the analysis of the results obtained, during the research conducted among 500 students in the country sample, it is observed that although psychological factors (self-confidence, emotional intelligence) also have a significant share in academic results in Azerbaijan, social factors –

especially peer relationships and social isolation – have the strongest impact (R^2=0.486). This shows that students are most dependent on the social environment.

Based on the results of theoretical research on world practice, it is observed that the dynamics of teacher-student relationships play a decisive role, but in this study conducted on the example of Azerbaijan, it is determined that the teacher-student relationship, as one of the parties that creates a sense of self-esteem and self-confidence, has the lowest impact on students' academic performance. Thus, according to the survey results, only 2% of students said that teachers instilled self-confidence in them. This indicates that pedagogical support in the academic environment is insufficient, and student-teacher dynamics remain weak. This negative result necessitates a review of the role and approaches of teachers in the educational process. A number of steps should be taken to improve these relationships. To do this, first, an open communication environment should be created and the root causes of the problem should be identified through surveys. This could be the main topic of another study.

Overall, the findings indicate that high self-confidence and self-assessment skills in young people have a small, but positive impact on their academic performance (28.4%). The conducted study in the Azerbaijani sample shows that economic factors have a moderate level of influence. Family financial situation, university infrastructure, and access to additional educational resources increase students' motivation, but this effect has only an explanatory power of 18%. However, fear of unemployment and concerns about future economic stability negatively affect young people's educational behavior.

An important contribution of this study lies in demonstrating that these factors should not be considered in isolation. Instead, their combined and interactive effects provide a more comprehensive explanation of students' educational behavior. This integrated perspective contributes to the existing literature by offering empirical evidence from the context of Azerbaijan, where such multidimensional analyses remain limited.

From a practical perspective, the findings suggest that higher education institutions should adopt a holistic approach to student support. This includes not only improving academic infrastructure but also fostering supportive social environments and providing psychological and financial support mechanisms to enhance student success.

Despite its contributions, the study has several limitations. The use of a convenience sampling method and self-reported cross-sectional data may limit the generalizability of the findings and restrict the ability to establish causal relationships. Additionally, the sample is limited to universities in Baku, which may not fully represent students in other regions.

In general, it can be concluded that psychological support and increasing economic resources alone are not enough to ensure the academic success of young people. The most important issue is improving the quality of social relationships. This is possible through students supporting each other, creating an inclusive environment, and teachers providing more active support to students.

Future research could address these limitations by employing probability sampling methods, expanding the geographical scope, and using longitudinal designs to better capture causal dynamics. Further studies may also explore additional variables, such as cultural factors, digital learning environments, or institutional differences, to deepen the understanding of educational behavior.

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