

**PAISII HILENDARSKI UNIVERSITY OF PLOVDIV
FACULTY OF PEDAGOGY
Department of Psychology**

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Study of Well-being Experience in Early Adulthood

ABSTRACT OF PhD THESIS

**of the dissertation for the award of the educational
and scientific degree “PhD”**

Field of higher education: 3. Social, Economic and Legal Sciences

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The dissertation comprises a total of 239 pages, of which 172 pages constitute the main text. The bibliography spans 28 pages and includes 337 references – 6 in Cyrillic, 327 in Latin script, and 4 websites. The appendices occupy the remaining 38 pages. The main text contains 7 figures, 6 charts, and 52 tables. The structure of the dissertation includes an introduction, three chapters, a bibliography, and appendices. The first chapter provides a theoretical overview and conceptual framework, analyzing the studied constructs and their philosophical and religious foundations. The second chapter covers the design of the empirical study, including the methods, instruments, and procedures used. The third chapter focuses on the analysis and interpretation of the study results.

The doctoral research was conducted at the Faculty of Pedagogy, Department of Psychology, Paisii Hilendarski University of Plovdiv.

The dissertation was presented and approved for defense by the academic unit of the Department of Pedagogy at the Faculty of Education of Plovdiv University "Paisii Hilendarski" on October 16, 2024. The defense of the dissertation will take place at an open session, which will be held on February 18, 2025, at 11:00 AM in the conference hall of the New Building at Plovdiv University "Paisii Hilendarski". The committee for the defense will include: Prof. Dr. Kirilka Simeonova Tagareva, Assoc. Prof. Ph.D. in Psychology Manol Nikolov Manolov, Prof. Dr. Velislava Atanasova Chavdarova, Assoc. Prof. Ph.D. in Psychology Stoil Lyubenov Mavrodiev, Assoc. Prof. Dr. Doncho Stoyanov Donev. The materials for the defense are available in the university library.

Introduction

Improving well-being requires not only material relief but also personal development, self-improvement, the formation of meaningful social connections, and commitment to goals that transcend individual interests. This necessitates a multidisciplinary approach that integrates personal aspirations for self-improvement with societal efforts to create a supportive environment. Consequently, this dissertation focuses on the impact of various aspects of human experience – future expectations, present moment awareness, and reflections on the past – on well-being.

Expectations for the future, encompassing optimism and hope, are critically important for well-being, achievements, and positive emotions, playing a decisive role in personal and professional development. Hope and optimism form the foundation for setting personally significant goals and discovering multiple alternative pathways to achieve them, which in turn strengthen motivation and empower individuals to act. Thus, future expectations become a driver for personal and professional growth, leading to an enhancement of overall well-being and its various components according to the researched model.

The next aspect, which promotes healthy psychological functioning and is the focus of this dissertation, is the mindful experience of the present moment. Mindfulness, or the non-judgmental awareness of the present moment, is fundamental for maintaining mental health, resilience, and stress management. This approach allows for an authentic experience of the moment, unclouded by preoccupations with the future or the past.

Finally, we consider the reflection on recent emotional experiences or events in the near future. Experiencing positive emotions can significantly impact an individual's emotional state for an extended period following the event. Examples of such experiences include feelings of gratitude and forgiveness, whose positive effects continue for months after participating in relevant interventions. Conversely, evaluating and reevaluating emotional experiences also provides an opportunity to develop a more positive attitude towards what has happened, which in turn can lead to a sense of more positive emotions in the present moment.

This dissertation focuses on exploring well-being and its most significant prognostic dimensions. There is a rich array of empirical research and theoretical concepts showing the substantial impact of the aforementioned aspects of experience on individuals' happiness or unhappiness. The main goal of the empirical study is to determine which aspect has the strongest influence on well-being and whether this influence varies among different age groups.

The primary research question in the dissertation is: How do the predictors of flourishing, such as hope, cognitive-affective mindfulness, and quality of life, change with age, and how do they influence the components of flourishing such as positive emotions, engagement, relationships, meaning, and achievements?

The purpose of this empirical study in the dissertation is to identify the levels of the investigated constructs: flourishing, hope, cognitive-affective mindfulness, and quality of life among the subjects, and to establish potential interdependencies between them.

The objectives of the study are:

1. To determine the overall level of flourishing among the subjects and to analyze the levels of its components, including positive emotions, engagement, relationships, meaning, and achievements.
2. To determine the levels of hope, cognitive-affective mindfulness, and quality of life among the subjects and to analyze the configurations of their components.
3. To compare the levels of flourishing, hope, cognitive-affective mindfulness, and quality of life between the study groups – students and adults.
4. To perform a correlational analysis between the specified constructs (flourishing, hope, cognitive-affective mindfulness, and quality of life) to establish the presence of interrelationships between these variables.
5. To conduct a regression analysis to check the influence of hope, cognitive-affective mindfulness, and quality of life on flourishing and its elements among the subjects.

The empirical study involves respondents divided into two age groups: The first group includes participants in early adulthood, aged between 18 and 30 years.

The second group consists of older respondents, aged from 30 to 60 years.

The subject of the current study is the analysis of the relationships between the selected variables and their components, as well as comparing the results of these variables between the two groups of subjects.

The hypotheses in the study aim to identify and analyze statistically significant differences and correlations between key psychological constructs such as flourishing, hope, cognitive-affective mindfulness, and quality of life.

Structure and Content of the Dissertation: The dissertation is structured into the following main parts: introduction, three chapters, and conclusion. The “Appendices” section includes the questionnaires used and tables from the statistical analyses.

First Chapter: Theoretical Overview and Conceptual Framework This chapter presents the theoretical foundation by analyzing the main theories and concepts related to flourishing, hope, cognitive-affective mindfulness, and quality of life.

Second Chapter: Design of the Scientific Study Describes the methodology used and the specific stages of conducting the study. It presents the approaches and techniques for data collection, as well as the criteria for participant selection.

Third Chapter: Results and Analysis of the Collected Data Presents and analyzes the collected data, focusing on the interrelationships between flourishing, hope, cognitive-affective mindfulness, and quality of life. The results are analyzed in the context of the set hypotheses and research questions.

CHAPTER ONE

Theoretical Overview and Conceptual Framework

1.1. Historical Overview of Well-being

The theme of happiness has always been central to the deliberations of philosophers and theologians, laying the foundations for contemporary research in the field of well-being. It is important to note the philosophical and religious roots of the concept of happiness, which range from achieving happiness through pleasures to considering it as the result of a life devoted to virtues and higher purposes. Common to these interpretations is the belief that happiness is a fundamental pursuit in human life.

1.1.1. Philosophical and Religious Perspectives on Well-being

The history of the study of happiness is touched upon by ancient Greek philosophers, among whom Aristotle holds a key position with his concepts of “eudaimonia” (virtuous life) and “virtue”. About 2400 years ago, he articulated the view of happiness as the ultimate goal of human existence, highlighting the importance of a life filled with virtues, honor, and activity. In his “Nicomachean Ethics,” Aristotle defines happiness as an end in itself, not as a means to another end, and emphasizes that virtues are pursued not only for the achievement of happiness but as an end in themselves. This perspective presents happiness as the supreme good, combining an active life with intellectual development – a key characteristic of human beings.

The hedonistic perspective, in contrast to the eudaimonic approach, emphasizes the pursuit of pleasure as the primary path to happiness. Epicurus, a leading representative of hedonism, highlights pleasure as the supreme goal, striving for ataraxia (psychological tranquility), distinguishing natural from artificial desires, and the importance of friendship. He emphasizes moderation and self-control, distinguishing kinetic pleasure associated with activities from katastematic – deep satisfaction derived from a tranquil mind. The hedonistic approach is fundamental to contemporary concepts of subjective well-being, focusing on the importance of positive emotions and life satisfaction.

Daoist teachings, presented by Zhuangzi, hold a central place in Eastern philosophy of happiness and harmony. These teachings emphasize following the natural order of the Universe and living in harmony with nature. Zhuangzi highlights the importance of following Dao (The Way), where true happiness is achieved through accepting the world as it is. He argues that freeing oneself from material desires and passions and embracing life with ease and humor are keys to profound inner happiness. Confucius also emphasizes the importance of ethical principles and self-realization in achieving true well-being.

Christianity and Judaism offer different perspectives on achieving spiritual happiness, which is closely linked to one's relationship with God and adherence to His laws. In Judaism, especially in the Old Testament, happiness is often associated with obedience to the Law and the insights that lead to spiritual fulfillment and prosperity. In Christianity, especially in the New Testament, happiness is depicted as bliss, attainable through the application of spiritual principles and virtues, often associated with hardships and trials. This religion places a strong emphasis on the idea that true happiness cannot be achieved in earthly life. The differences in perceptions of happiness between the two religions also manifest in their approaches to suffering and life satisfaction. Christianity recognizes the value of suffering as a means for spiritual growth, reflected in the teachings of the Beatitudes, where trials are seen as opportunities to strengthen faith.

1.2. Well-being in Psychology

1.2.1. Well-being in Humanistic Psychology

Humanistic psychology is often regarded as a precursor to positive psychology, sharing a common focus on the positive aspects of human experience. Although some critics view this as a limitation (Macdonald & O'Callaghan, 2008; Taylor, 2001), it is important to note that positive psychology also draws

inspiration from cognitive psychology and other scientific disciplines (Downey & Henderson, 2021). Abraham Maslow, one of the early humanistic psychologists, first introduced the term “positive psychology” in his book “Motivation and Personality” (1954), proposing a new approach to understanding human nature. Carl Rogers also significantly contributed with his ideas on developing human potential and promoting self-actualization, which highlights attention to the positive aspects of human existence (Rogers, 1961). The ideas of Maslow and Rogers have greatly influenced positive psychology, as evidenced by later studies that continue to explore and develop these themes. Martin Seligman and Mihaly Csikszentmihalyi (2000) are among those who continue to study potential and well-being in relation to psychological theories and practices. Furthermore, the importance of humanistic psychology in the development of psychotherapeutic methods and educational practices cannot be underestimated, as both areas emphasize personal development and the promotion of positive qualities, which is central to positive psychology (Waterman, 2013). The significance of humanistic psychology in the context of contemporary positive psychology continues to be recognized, highlighting the importance of fundamental humanistic principles for developing theories and methods that support understanding and promoting human well-being (Friedman, 2008; Linley & Joseph, 2004; McDonald & O’Callaghan, 2008).

1.2.2. Theoretical Construct “Well-being”

1.2.3. Definition and Theories of Well-being

Carol Ryff emphasizes that psychological well-being involves active engagement with life's existential challenges, defining it through six dimensions: purpose in life, autonomy, personal growth, mastery of the environment, positive relations, and self-acceptance (Keyes, Shmotkin, & Ryff, 2002).

Corey Keyes expands this concept, introducing the notion of social well-being, which focuses on assessing human condition and functioning within society. He divides social well-being into five dimensions: social integration, social acceptance, social contributions, social actualization, and social coherence (Keyes, 1998).

Ed Diener, in his theory of subjective well-being, examines people's lives through affective and cognitive methods, emphasizing the significance of subjective experience (Diener, 2000).

Martin Seligman proposes a theory of flourishing, encompassing five key elements: positive emotions, engagement, meaning, relationships, and accomplishments. This model presents an integrative approach to well-being, combining hedonic and eudaimonic aspects.

1.2.4. Flourishing Model – Martin Seligman

The flourishing model developed by Martin Seligman is a significant theoretical framework in the field of positive psychology, integrating eudaimonic and hedonic elements to assess well-being. **Positive Emotions:** This component reflects the pursuit of pleasures characteristic of the hedonic approach. Maintaining positive emotions requires self-regulation and impulse control skills, protecting against excessive or destructive desires (Fredrickson & Branigan, 2001; Tugade, Shiota, & Kirby, 2016). **Engagement:** Involves experiencing “flow,” where the individual is fully absorbed in activities that match their capabilities and strengths, leading to a sense of fulfillment and self-efficacy (Csikszentmihalyi, 1990). **Meaning:** Gives purpose to one’s existence by dedicating life to a goal greater than oneself. This can involve engagement in religious, community, or family endeavors, recognized as primary sources of meaning (Steger et al., 2013). **Positive Relationships:** The importance of connections and relationships with others is central to well-being. Quality social relationships support emotional health and are a key factor for long-term happiness (Reis et al., 2000). **Accomplishments:** Achievements or success are important for a sense of competence and self-confidence. They do not always lead directly to positive emotions but are an essential part of feeling self-sufficient and personally satisfied (Seligman, 2011). Seligman emphasizes that achieving true well-being requires a balanced combination of all these elements. The theory of flourishing encourages understanding that full human functioning requires both personal development and the achievement of meaning, as well as experiencing positive emotions and building healthy interpersonal relationships.

1.2.5. Subjective Well-being – Ed Diener

Subjective well-being, defined by Ed Diener, represents a cognitive and emotional assessment of a person's life as a whole. These assessments are based on the individual's emotional reaction to life events and the cognitive evaluation of their satisfaction, highlighting the importance of experiencing more positive than negative emotions and focusing on levels of life satisfaction. Studies by Oishi, Diener, and Lucas (2007) suggest that subjective well-being depends on traits such as extraversion, neuroticism, and cognitive attitudes like hope and optimism. The stability of subjective well-being correlates with both genetic and ecological factors. There is evidence for the relationship between subjective well-being and income, both at individual and national levels (Diener, Sandvik, Seidlitz, & Diener, 1993; Johnson & Krueger, 2006). Age also affects subjective well-being, with different age groups experiencing varying levels of satisfaction and positive emotions (Diener & Suh, 1998).

1.2.6. Psychological Well-being – Carol Ryff

Carol Ryff's concept of psychological well-being includes six main aspects that describe optimal functioning and individual development. This model explores how a deep sense of meaning and value of life differs from superficial satisfaction (Gilovich & Ross, 2016). The elements of the model are: autonomy, purpose in life, personal growth, mastery of the environment, positive relationships, self-acceptance. Research shows that psychological well-being is associated with improved health, personal resilience, and positive social interactions, highlighting the importance of eudaimonia for individual and societal prosperity (Ryff, 2014; Delle Fave & Negri, 2021).

1.2.7. Well-being in Early Adulthood

Early adulthood is a critical period in development when young adults face significant life decisions related to education, careers, and family. Instead of being perceived as a time of egocentrism or passivity, as some theories suggest (Cote, 2000; Twenge, 2006; Smith, 2011), this stage should be viewed as a pivotal moment that can define the future. Well-being during this period includes emotional, psychological, and social aspects that are crucial for personal flourishing (Keyes, 2002; Diener et al., 2010). Characteristic of successfully adapted young people is a sense of happiness, meaning, and optimism, successful social adaptation, and coping with environmental challenges. Well-being encompasses not only more positive emotions and satisfaction but also considers significant objective measures that influence personality development.

1.2.8. Psychosocial Theory – Erik Erikson

Erik Erikson defines early adulthood as a critical period in personality development when the individual faces the conflict between intimacy and isolation. This stage is particularly important for forming long-lasting intimate relationships and creating a family. Success in resolving this conflict depends on successfully resolving the previous stage – identity versus role confusion. A well-established identity facilitates successful navigation through early adulthood and prepares the individual for later life stages, which include generativity and raising the next generation (Erikson, 1964).

1.2.9. Career Development

Career development is a critical aspect of young adults' lives, requiring them to choose a professional path aligned with their personal goals and aspirations. This choice often represents a challenge due to limited social experience and uncertainty about the appropriate profession for long-term satisfac-

tion. Many young people change or even fail to complete their university majors due to these hesitations. Entering a new work environment requires young adults to not only learn how to effectively perform their tasks but also to successfully navigate interpersonal relationships and corporate structures. Support from mentors and understanding from management are essential for their emotional well-being, sense of competence, and self-identification.

1.2.10. Relationships

Forming intimate relationships is crucial for the well-being of young adults. Successful establishment of such relationships depends on a well-developed identity and the ability to maintain an emotional connection. Similarity between partners in terms of personality traits, values, social status, and intelligence increases the likelihood of long-term relationships. Indicators of warmth, respect, and other positive feelings are among the factors that improve the quality of intimate relationships. However, the decision to remain single is not always an indication of an inability to create close bonds. Family relationships and perceived social support also play a significant role in overall well-being. The quality of marital relationships, for example, is crucial for an individual's mental health.

1.3. The Relationship Between Well-being and Other Psychological Constructs.

1.3.1. Hope. Conceptual Framework

The theory of hope, created by Charles Snyder in 1989, defines hope as the individual's ability to identify pathways to desired goals and to self-motivate to follow them. According to Snyder, hope consists of two main components: pathways and agency. Pathways (strategic thinking) are the belief that one can find ways to achieve their goals. This component includes the ability to plan and be flexible in thinking, as well as the ability to identify and utilize available resources. Agency (motivational thinking) refers to the motivational energy and personal confidence that one can execute their plans. This is what keeps an individual motivated to act despite challenges and difficulties. Psychological benefits of hope: Improved mental health: Hope is associated with a reduction in symptoms of depression and anxiety, as it provides a sense of control and initiative in overcoming life's difficulties. Increased resilience: Individuals with high hope typically have better stress coping strategies, leading to better adaptation under changing circumstances. Academic and professional successes: Hope correlates with better academic achievements and work performance, as it promotes persistence and diligence in achieving goals. The the-

ory of hope can be used to develop psychological interventions aimed at increasing coping strategies and overall life resilience. These interventions can be particularly useful in the educational and clinical spheres, where strengthening hope can contribute to better personal and social outcomes.

1.3.2. Well-being and Mindfulness

Mindfulness, understood as conscious presence in the current moment, occupies a central place in positive psychology and is closely related to increasing personal well-being. This practice emphasizes the importance of intention, attention, and attitude in focusing the mind on current experiences, without prejudice and automatic emotional reactions. Main aspects of mindfulness: Intention (awareness of the goals behind our actions and the motivations that drive us); Attention (the ability to maintain focus on the present moment and manage our attention effectively); Attitude (the approach with which we accept experiences, open and without biases). Mindfulness helps reduce symptoms of depression, increasing the ability to cope with emotional difficulties. Practitioners of mindfulness develop greater resilience against stress and challenges, contributing to their overall well-being.

1.3.3. Well-being and Quality of Life

Quality of life is a fundamental concept in psychology and medicine, encompassing a wide range of factors, including physical health, psychological well-being, personal beliefs, and social interactions. The concept is often measured using instruments such as SF-36, SF-12, SF-8, and PedsQL™ 4.0, which analyze both objective and subjective aspects of an individual's life. The application of the SF-8 scale provides an opportunity to assess physical and mental health, offering reliable data on the well-being of the subjects. Correlations and predictors of quality of life: Studies show interactions between optimism, spiritual well-being, and quality of life, highlighting how positive psychological attributes can improve the perception of individual health and overall prosperity. There are theoretical grounds to assume that positive emotions play a key role in improving quality of life through their ability to expand cognitive abilities and support psychological resilience and flexibility. These processes can be expressed through the broaden-and-build theory proposed by Barbara Fredrickson, which explains how positive emotions lead to an increase in psychological resources.

1.3.4. Summary

Early adulthood is a period filled with numerous challenges and opportunities, which significantly influences an individual's well-being. The transition

to maturity includes career development, starting a family, and adapting to new social, psychological, and economic conditions. The stress and uncertainty that often accompany these changes can harm psychological well-being and life satisfaction, especially if previous conflicts have not been successfully resolved. Measuring well-being at this critical life stage requires a comprehensive approach, including aspects of hedonic and eudaimonic well-being, adaptation, and development of personal and professional skills. The social environment plays a crucial role in the adaptation and development process, requiring young people to continue their education and develop new skills for successful integration into the professional sphere. Creating a family and raising children are also key aspects that can contribute to or hinder the sense of satisfaction and well-being. By analyzing hope, mindfulness, and quality of life, measured using various psychological instruments, this study aims to identify and analyze the key factors that affect the well-being of young adults.

CHAPTER TWO

Design of the Empirical Study

2.1. Purpose of the Empirical Study

- **The aim** of this study is to identify the levels of the constructs under investigation: flourishing, hope, cognitive-affective mindfulness, and quality of life among participants. Additionally, it seeks to establish potential interdependencies among these constructs.

2.2. Tasks of the Empirical Study

- 1) To establish the overall level of flourishing among the study participants and analyze the levels of its components, including positive emotions, engagement, relationships, meaning, and achievements.
- 2) To determine the levels of hope, cognitive-affective mindfulness, and quality of life among the participants, while also analyzing the configurations of their forming components.
- 3) To compare the levels of flourishing, hope, cognitive-affective mindfulness, and quality of life between the studied groups – students and adults.
- 4) To perform a correlational analysis between the constructs (flourishing, hope, cognitive-affective mindfulness, and quality of life) to establish the existence of interrelationships among these variables.
- 5) To conduct a regression analysis to test the influence of hope, mindfulness, and quality of life on the flourishing and its elements among the study participants.

2.3. Subject of the Empirical Study

The subject of the empirical study includes respondents divided into two age groups:

Group 1: The primary group consists of students from the Faculty of Pedagogy at Plovdiv University “Paisii Hilendarski”. This group includes 136 participants, of whom 86 (63.2%) are women and 50 (36.8%) are men. The average age of the participants is 20.39 years, with a standard deviation of 2.354.

Group 2: The second group consists of respondents aged between 30 and 60 years, intended to serve as a comparison of the results on the studied scales. This group includes 97 participants, composed of 86 (88.7%) women and 11 (11.3%) men. The average age of the participants is 41.92 years, with a standard deviation of 8.433.

Overall Sample Description: The study involves a total of 233 respondents, of whom 172 (73.8%) are women and 61 (26.2%) are men. The average age of the participants is 29.35 years ($SD = 12.073$), with variations from 18 to 60 years.

2.4. Object of the Empirical Study

The object of the study is the analysis of the relationships between the following variables: flourishing, positive emotions, engagement, relationships, meaning, achievements, hope in various areas such as social hope, academic hope, romantic hope, family hope, work hope, and leisure hope, cognitive-affective mindfulness, and quality of life. Furthermore, it aims to compare the results of these variables among the two groups of study participants.

2.5. Hypotheses of the Empirical Study

Hypothesis 1: It is assumed that statistically significant differences in the levels of the studied constructs (flourishing, hope, cognitive-affective mindfulness, and quality of life) will be established depending on socio-demographic factors such as sex, age, marital status, and monthly income.

Hypothesis 2: It is assumed that statistically significant differences in the levels of flourishing, hope, cognitive-affective mindfulness, and quality of life will be established between the studied groups – students and adults.

Hypothesis 3: It is expected that positive correlations will be established between the level of flourishing and the levels of the following variables: hope, mindfulness, and quality of life among the study participants.

Hypothesis 4: It is assumed that each subscale of flourishing (positive emotions, engagement, relationships, meaning, and achievements) will

correlate positively with at least one subscale of hope in significant life areas among the study participants.

Hypothesis 5: It is assumed that the levels of hope, mindfulness, and quality of life will positively influence the level of flourishing and its components (positive emotions, engagement, relationships, meaning, and achievements) among the study participants.

2.6. Procedure of the Study

After defining the main research question and reviewing the current academic literature, the following instruments were selected that best meet the research objectives and help to test the hypotheses:

- 1) PERMA Profile (Butler & Kern, 2016) (Appendix 1), adapted by Margarita Bakracheva (2020).
- 2) Hope Scale (optimistic attitude) in significant life areas, Domain Specific Hope Scale (Simpson, 1999) (Appendix 2), adapted by Margarita Bakracheva (2020).
- 3) Cognitive and Affective Mindfulness Scale – Revised (CAMS-R) (Feldman, Hayes, Kumar, Greeson & Laurenceau, 2007) (Appendix 3), adapted by Margarita Bakracheva (2020).
- 4) 8-item Quality of Life Scale, SF-8TM Health Survey (Appendix 4), adapted by Milena Grigorova and Dimitar Obreshkov (2014).

Sociodemographic data were collected using a specially designed questionnaire card (Appendix 5). The main stage of the study took place from September 2023 to May 2024, with surveys completed online via Google Forms. Completion time varied between 10 and 15 minutes. Participants were pre-informed about the purposes of the study and assured of anonymity and the right to withdraw at any time. After data collection was completed, all surveys that did not meet the age criteria were excluded from the analysis. The information was processed and organized in Microsoft Excel 2024 for ease of statistical analysis in IBM SPSS Statistics 26. Conclusions were formulated based on variance analysis, internal consistency check, correlational and regression analysis, allowing a detailed study of the relationships between flourishing, hope, mindfulness, and quality of life.

2.7. Instruments

1) **PERMA Profile (Butler & Kern, 2016):** This multidimensional instrument measures five main aspects of well-being – Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments (PERMA), each assessed with three items. Additionally, the profile includes eight more items that evaluate negative emotions, loneliness, and physical

health, bringing the total number of items in the English version of the scale to 23. The scale has demonstrated good internal consistency and validity, making it a reliable tool for measuring well-being. In the Bulgarian adaptation of the instrument, carried out by Margarita Bakracheva in 2020 (Appendix 1), the scale includes 22 items, divided into five main and several additional aspects of flourishing, including the assessment of loneliness, physical health and negative emotions. Items are rated on a Likert scale from 1 (never/terrible/little) to 5 (always/excellent/much), allowing a detailed analysis of the degree of flourishing.

2) Domain Specific Hope Scale (Snyder, 1999): Following Snyder's concept of hope, this scale extends his original Hope Scale by assessing motivational and strategic thinking. The DSHS consists of a total of 48 items, distributed across 8 for each of the life domains studied: social hope, academic hope, romantic hope, family hope, work hope, and leisure hope. The scale shows high internal consistency with a Cronbach's alpha of $\alpha = 0.93$ for the overall scale and from $\alpha = 0.86$ to $\alpha = 0.92$ for the individual subscales, as reported in the original study by Snyder (1999). The Bulgarian adaptation of the scale, carried out by Margarita Bakracheva in 2020 (Appendix 2), preserves the structure of the original version, including 8 items for each life domain. This structure provides the opportunity for an in-depth and specific study of hope, measuring its impact in various contexts, which is essential for understanding the interrelationships between hope and other key psychological variables in the dissertation research. Items in the scale are rated on a Likert scale from 1 to 5, where 1 means “strongly disagree” and 5 means “strongly agree.”

3) Cognitive and Affective Mindfulness Scale – Revised (CAMS-R) (Feldman, Hayes, Kumar, Greeson & Laurenceau, 2007): This scale consists of 12 items and is characterized by acceptable internal consistency, making it particularly suitable for studies related to the interrelationships between mindfulness and other psychological constructs, such as well-being. In its original version, CAMS-R has a high Cronbach's alpha ($\alpha = 0.76$), highlighting the reliability of the scale. The Bulgarian adaptation of CAMS-R, carried out by Margarita Bakracheva in 2020 (Appendix 3), includes 10 items, after two of the original items were removed due to their insufficient importance for assessing mindfulness. Items on the scale are rated on a Likert scale from 1 to 4, where 1 means “almost never” and 4 means “almost always.”

4) **8-item Quality of Life Scale – SF-8™ Health Survey:** The SF-8 Health Survey is a condensed version of the more comprehensive SF-36 Health Survey developed in the 1980s by RAND Corporation and Medical Outcomes Study (MOS). Created for quick and effective assessment of health-related quality of life, it is widely used internationally. Translated into over 30 languages, the SF-8™ is a valuable tool for monitoring public health and the quality of life on a large scale. The SF-8™ includes 8 items that cover fundamental aspects of physical and psychological health: overall health, physical activity, limitations due to physical or emotional problems, pain, energy, emotional well-being, and social functioning. The items are formulated to reflect the respondent's retrospective perception of their health over the past four weeks, with responses given on a 5-point and 6-point Likert scale. Higher scores on the scale indicate better overall quality of life.

CHAPTER THREE

Analysis and Interpretation of Empirical Study Results

The analysis of the empirical study's results includes several stages, encompassing the presentation of socio-demographic data, psychometric processing of the instruments, comparison of results between groups, and both correlation and regression analyses of the constructs' interrelations.

3.1. Analysis of the Socio-Demographic Profile of Respondents. Descriptive Statistics

For the purposes of the dissertation research, an additional survey card was created and included with the other used instruments. The purpose of the survey card was to investigate the socio-demographic characteristics of the participants, including sex, age, marital status, and monthly income.

3.2. Analysis of Results from the Butler and Kern (2016) Flourishing Scale – Bulgarian Adaptation (Bakracheva, 2020)

This section presents the structure of the Flourishing Scale, psychometric characteristics (3.2.1), nonparametric analysis for individual groups (3.2.4), and correlational analysis for individual factors within the scale (3.2.10). Cronbach's alpha is $\alpha = 0.870$ for the entire sample (3.2.2), 0.886 for Group 1, and 0.843 for Group 2, demonstrating excellent internal consistency for studying both groups. Regarding the individual factors, the results show the following: Positive Emotions: $N = 233$, $\alpha = 0.762$; Group 1 – $\alpha = 0.759$, Group 2 – $\alpha = 0.770$. Engagement: $N = 233$, $\alpha = 0.266$; Group 1 – $\alpha = 0.466$, Group 2 – $\alpha = 0.035$. Relationships: $N = 233$, $\alpha = 0.650$; Group 1 – $\alpha = 0.661$, Group 2 – $\alpha = 0.634$. Meaning: $N = 233$, $\alpha = 0.766$;

Group 1 – $\alpha = 0.843$, Group 2 – $\alpha = 0.595$. Accomplishments: $N = 233$, $\alpha = 0.747$; Group 1 – $\alpha = 0.755$, Group 2 – $\alpha = 0.740$. Negative Emotions: $N = 233$, $\alpha = 0.657$; Group 1 – $\alpha = 0.657$, Group 2 – $\alpha = 0.564$. Health: $N = 233$, $\alpha = 0.857$; Group 1 – $\alpha = 0.857$, Group 2 – $\alpha = 0.767$. The next stage is the analysis of item contributions in the scale, Cronbach's alpha if individual items were removed (3.2.3). The analysis showed that removing items was unnecessary as all contribute equally to the overall reliability of the scale. The following step (3.2.5) presents the comparative analysis between the studied groups, mean values, standard deviations, and nonparametric analysis for the entire scale and individual subscales, as well as the distribution of the PERMA index among the studied groups (3.2.9). Lastly, a correlational analysis was conducted between individual factors in the scale (3.2.10).

3.3. Analysis of Results from the Domain Specific Hope Scale (DSHS) Developed by Sympson (1999) – Bulgarian Adaptation (Bakracheva, 2020)

This section presents the structure of the Hope Scale, psychometric characteristics (3.3.1), nonparametric analysis for individual groups (3.3.4), and correlational analysis for individual factors in the scale (3.3.10). Cronbach's alpha is $\alpha = 0.938$ for the entire sample (3.3.2), 0.930 for Group 1, and 0.946 for Group 2, demonstrating excellent internal consistency for studying both groups. Regarding individual subscales, the results show the following: social relationships ($\alpha = 0.891$ for $n = 233$, $\alpha = 0.896$ for Group 1 and $\alpha = 0.876$ for Group 2), academic success ($\alpha = 0.805$ for $n = 233$, $\alpha = 0.782$ for Group 1 and $\alpha = 0.845$ for Group 2), romantic relationships ($\alpha = 0.887$ for $n = 233$, $\alpha = 0.881$ for Group 1 and $\alpha = 0.893$ for Group 2), family ($\alpha = 0.867$ for $n = 233$, $\alpha = 0.875$ for Group 1 and $\alpha = 0.853$ for Group 2), work ($\alpha = 0.815$ for $n = 233$, $\alpha = 0.814$ for Group 1 and $\alpha = 0.827$ for Group 2), and leisure hope ($\alpha = 0.850$ for $n = 233$, $\alpha = 0.813$ for Group 1 and $\alpha = 0.865$ for Group 2). The next stage is the analysis of item contributions in the scale, Cronbach's alpha if individual items were removed (3.3.3). The results show that all items contribute almost equally to the scale's reliability, indicating that item removal is unnecessary. As for individual subscales, all demonstrate high to satisfactory internal consistency, underscoring the importance of all items. The following step (3.3.5) presents the comparative analysis between the studied groups, mean values, standard deviations, and nonparametric analysis for the entire scale and individual subscales, as well as the distribution of the Hope index among the studied groups (3.3.9).

3.4. Analysis of Results from the Cognitive and Affective Mindfulness Scale – Revised (CAMS-R), Developed by Feldman, Hayes, Kumar, Greeson & Laurenceau (2007) – Bulgarian Adaptation (Bakracheva, 2020)

This section presents the structure of the Mindfulness Scale, psychometric characteristics (3.4.1), and nonparametric analysis for individual groups (3.4.4). Cronbach's alpha is $\alpha = 0.563$ for the entire sample (3.4.2), 0.493 for Group 1, and 0.619 for Group 2, demonstrating satisfactory internal consistency for studying both groups. The next stage is the analysis of item contributions in the scale, Cronbach's alpha if individual items were removed (3.4.3). The results indicate that items M/5 and M/6 correlate negatively with the overall score ($r = -0.320$ and $r = -0.161$ respectively), and alpha would significantly increase if these items were excluded ($\alpha = 0.663$ and $\alpha = 0.648$). However, it was decided not to remove items from the Bulgarian adaptation of the questionnaire. The following step (3.4.5) presents the comparative analysis between the studied groups, mean values, standard deviations, and nonparametric analysis for the entire scale and individual subscales, as well as the distribution of mindfulness levels among the studied groups (3.4.9).

3.5. Analysis of Results from the Quality of Life Scale (SF-8).

This section presents the structure of the Quality of Life Scale, psychometric characteristics (3.5.1), and nonparametric analysis for individual groups (3.5.6). Cronbach's alpha is $\alpha = 0.868$ for the entire sample (3.5.2), $\alpha = 0.843$ for Group 1, and $\alpha = 0.880$ for Group 2, demonstrating high internal consistency for studying both groups. The next stage is the analysis of item contributions in the scale, Cronbach's alpha if individual items were removed (3.5.3). The following step (3.5.5) presents the comparative analysis between the studied groups, mean values, standard deviations, and nonparametric analysis for the entire scale and individual subscales, as well as the distribution of quality of life levels among the studied groups (3.5.7).

3.6. Correlation Analysis

The correlation analysis is structured into two main parts. The first part (3.6.1-4) presents and analyzes the interdependencies and influences of socio-demographic factors on the studied constructs (flourishing, hope, cognitive-affective mindfulness, and quality of life), while the second part addresses the interdependencies and effects of hope, mindfulness, and quality of life on flourishing and its components. The influence of socio-demo-

graphic factors on the studied constructs was determined through correlation analysis, which showed statistically significant results for many of the individual scales and subscales, particularly confirming the influence of the independent factors of sex and age on the studied constructs. The results can be found in Tables 37, 38, 39, 40, 110, 111, and 112. Regarding the interdependencies between flourishing and the other constructs, the correlation analysis revealed numerous positive and statistically significant correlations, both for overall indicators and for individual subscales. The results can be found in Tables 41, 42, 43, 84, 85, 86, 104, 105, 106, 107, 108, and 109.

3.7. Regression Analysis

Regression analyses were applied for both Group 1 and Group 2, with results for Group 1 in the main part of the dissertation and data for Group 2 in Appendices 12 and 13.

The analysis for the overall flourishing indicator reveals that the variables accounted for 55.8% of the variation ($\Delta R^2 = 0.558$). Psychological health (SF8) stands out with a standardized beta coefficient (β) of 0.274, which is the highest among all variables included in the analysis. This highlights that improving psychological health can significantly increase the overall flourishing of individuals, with this variable having a strong and statistically significant influence with $p < 0.001$. In the final model, Model 5, included are: social hope with $\beta = 0.162$, academic hope with $\beta = 0.271$, psychological health (SF8) with $\beta = 0.274$, work hope with $\beta = 0.195$, and family hope with $\beta = 0.170$. All these coefficients demonstrate a significant influence of the respective variables on well-being, with all showing statistical significance with p -values lower than 0.015, highlighting the strength of these effects in the model.

The analysis for components of flourishing revealed the following results: Positive Emotions – Model 3, which includes psychological health (SF8), work hope, and social hope, explains 41.9% of the variation in the positive emotions indicator ($\Delta R^2 = 0.419$). The standardized beta coefficients for the variables in the model are: psychological health (SF8) $\beta = 0.401$, work hope $\beta = 0.250$, and social hope $\beta = 0.236$. All coefficients show statistical significance with $p \leq 0.001$ for SF8 and work hope, and $p = 0.001$ for hope in social hope. Psychological health (SF8) $\beta = 0.401$ shows the greatest impact on positive emotions, which is not surprising given that the SF8 scale measures emotional state over the last month. Engagement – Model 3 shows that engagement is significantly influenced by leisure hope. The standardized coefficient for leisure hope is $\beta = 0.213$. The statistical

significance of this contribution is with a value of $p = 0.022$. Additionally, the standardized beta coefficients for other variables in the model are: β for work hope is 0.175 and β for social hope is 0.201. These results testify to engagement in activities that lead to a state of flow, most often in leisure time (hobbies), work, and family, which corresponds to the most frequently reported activities in which people experience flow. Relationships – Model 3 includes SF8 physical health, academic hope, and family hope. The standardized beta coefficients for the model are: $\beta = 0.314$ for academic hope, $\beta = 0.303$ for family hope, and $\beta = 0.225$ for SF8 physical health. The most significant predictor in the model is academic hope, suggesting that academic success has the strongest influence on relationships, likely due to the social group of the study participants in Group 1 being students. Meaning – Model 3 includes social hope, academic hope, and family hope. The standardized beta coefficients for the model are: $\beta = 0.352$ for hope in academic hope, $\beta = 0.274$ for family hope, and $\beta = 0.198$ for social hope, highlighting the significant contribution of these variables to the overall sense of meaning. Again, the most significant predictor is academic hope, again emphasizing the specifics of the study group and their social environment – students. Accomplishments – Model 3 includes mindfulness, academic hope, and physical health. The standardized coefficient for mindfulness is $\beta = 0.226$, with statistical significance $p = 0.001$, highlighting its significant contribution to increasing achievements. The standardized beta coefficients for other variables in the model are: $\beta = 0.431$ for academic hope and $\beta = 0.240$ for physical health, all with statistical significance $p < 0.001$, emphasizing their importance to the model. Here again, the greatest influence is seen for academic hope, again a trend and evidence that the studied group is in a social environment – students, and the most significant achievements in this period are related to their academic activities.

3.8. Hypothesis Testing and Summaries from the Conducted Dissertation Research

Hypothesis 1:

It is assumed that statistically significant differences will be established in the levels of the studied constructs (flourishing, hope in significant life areas, mindfulness, and quality of life) depending on the socio-demographic factors of sex, age, marital status, and personal income.

The testing of Hypothesis 1 revealed that there are statistically significant differences in the levels of flourishing, hope, mindfulness, and quality of life depending on the socio-demographic factors. The analysis showed the presence of multiple significant positive and negative correlations. The

results are detailed in Table 51. These findings support the assumption of a significant influence of the chosen socio-demographic factors on psychological and health indicators, substantially **confirming Hypothesis 1**.

Table 51. Correlation Matrix between Sociodemographic Factors and Psychological and Health Indicators

	Flourishing	Hope	Mindfulness	Quality of life
Whole Sample N = 233 Sex	r = .171*, p = .009	r = .203*, p = .002		r = 0,346**, p < 0,001
Group 1 N = 136 Sex	r = .230*, p < .007	r = .217*, p = .011		r = 0,292**, p < 0,001
Group 2 N = 97 Sex				r = 0,323**, p < 0,001
Whole Sample N = 233 Age		r = -0.217**, p < 0.001	r = 0.254**, p < 0.001	r = -0.276**, p < .001
Group 2 N = 97 Age		r = -0.243*, p = 0.016		r = 0,113**, p = .271
Whole Sample N = 233 Income			r = 0.202**, p = 0.002	
Group 1 N = 136 Income	r = 0.172, p = 0.046	r = 0.273**, p = 0.001		
Whole Sample N = 233 Marital Status			r = 0.144*, p = 0.028	
Group 1 N = 136 Marital Status		r = 0.214*, p = 0.012		
Group 2 N = 97 Marital Status		r = 0.247*, p = 0.015		

Hypothesis 2:

It is assumed that statistically significant differences will be found in the levels of flourishing, hope in significant life areas, mindfulness, and quality of life between the studied groups – students and adults.

The testing of Hypothesis 2 was conducted through non-parametric analysis using the Mann-Whitney U test. The analysis results showed no

statistically significant differences between the groups in terms of flourishing and its components, as well as academic hope and family hope. Statistically significant differences were found in: the overall indicator of hope, social hope, romantic hope, work hope, leisure hope, cognitive-affective mindfulness, and the overall indicator of quality of life, psychological and physical health. Since statistically significant differences were found in the overall indicator of hope, cognitive-affective mindfulness, and quality of life, **Hypothesis 2 is confirmed.**

Hypothesis 3:

It is assumed that positive correlations will be established between the level of flourishing and the levels of each of the following variables: hope, mindfulness, and quality of life among the subjects.

The hypothesis was tested through correlation analysis. The data showed that flourishing positively correlates with the other variables, and the relationships are statistically significant: A strong positive and statistically significant relationship was observed between flourishing and the overall levels of hope, with a correlation coefficient $r = 0.670$, and $p < 0.001$. A moderate positive and statistically significant relationship was observed between flourishing and cognitive-emotional mindfulness, with a correlation coefficient $r = 0.357$, and $p < 0.001$. A moderate positive and statistically significant relationship was observed between flourishing and quality of life, with a correlation coefficient $r = 0.488$, $p < 0.001$. These results indicate that as the levels of hope, cognitive-affective mindfulness, and quality of life increase, so do the levels of flourishing among the subjects, **confirming Hypothesis 3.**

Hypothesis 4:

It is assumed that each of the sub-scales of flourishing (positive emotions, engagement, relationships, meaning, and achievements) will correlate positively with at least one sub-scale of hope among the subjects.

The testing of Hypothesis 4 was carried out through correlation analysis. Empirical data confirmed the hypothesis that there is a statistically significant relationship between the sub-scales of flourishing and hope in significant life areas. It was found that each sub-scale of flourishing positively correlates with each sub-scale of hope. These results show that as the levels of hope increase, so do the levels of individual elements of flourishing among the subjects, **confirming Hypothesis 4.**

Hypothesis 5:

It is assumed that the levels of hope in significant life areas, mindfulness, and quality of life will positively influence the level of flourishing and its components (positive emotions, engagement, relationships, meaning, and achievements) among the subjects.

Hypothesis 5 assumes a significant positive impact of the levels of hope in significant life areas, mindfulness, and quality of life on the level of flourishing and its components, including positive emotions, engagement, relationships, meaning, and achievements. The testing of the hypothesis through stepwise regression analysis reveals that the variables account for 55.8% of the variation in the overall flourishing indicator ($\Delta R^2 = 0.558$) in Group 1. The main predictors contributing to an increase in flourishing include: academic hope ($\beta = 0.271$), psychological health ($\beta = 0.274$), work hope ($\beta = 0.195$), family hope ($\beta = 0.170$), and social hope ($\beta = 0.162$). These results partially confirm Hypothesis 5, demonstrating significant influence of hope and quality of life on flourishing, although cognitive-affective mindfulness was not identified as a significant predictor in the model. Regarding the influence on individual components of flourishing, the models reveal:

Positive Emotions: The main predictors are psychological health ($\beta = 0.401$), work hope ($\beta = 0.250$), and social hope ($\beta = 0.236$), explaining 41.9% of the variation.

Achievements: Physical health, academic hope, and mindfulness explain 41.3% of the variation, with academic hope as the strongest predictor ($\beta = 0.431$).

Meaning: Hope in academic hope ($\beta = 0.352$), family hope ($\beta = 0.274$), and social hope ($\beta = 0.198$) explain 37.7% of the variation.

Relationships: The factors academic hope ($\beta = 0.314$), family hope ($\beta = 0.303$), and physical health ($\beta = 0.225$) explain 33.7% of the variation.

Engagement: Work hope ($\beta = 0.175$), social hope ($\beta = 0.201$), and leisure hope ($\beta = 0.213$) explain 20.3% of the variation. These results prove the strong influence of hope in various life areas and the quality of life on the different aspects of flourishing, **confirming Hypothesis 5.**

3.9. Discussion

The study aims to identify the interdependencies between flourishing, hope, mindfulness, and quality of life, focusing on differences between age groups. The data show statistically significant correlations between these variables, confirming the hypotheses. The theoretical review supports these findings, specifying that high levels of these variables contribute to in-

creased flourishing, with varying degrees of influence. The strongest correlations are associated with levels of hope, followed by quality of life and mindfulness.

The analysis reveals significant correlations between the components of flourishing and the various sub-scales. For the first group, the strongest links are between “achievements” and “academic hope,” followed by “positive emotions” and “psychological health.” In the second group, the highest correlation is between flourishing and hope. The regression analysis explains 55.8% of the variations in flourishing for the first group and 54% for the second, with “psychological health” and “academic hope” as primary predictors. The data highlight the significant impact of “academic hope” and “psychological health” on flourishing, supported by studies showing the role of hope in personal development. The differences between the groups relate to the presence of mindfulness in the second group, where the non-parametric analysis shows no statistically significant differences between the groups regarding the overall indicator of flourishing.

The study underscores the strong correlations between “psychological health,” work hope, and “positive emotions,” as well as the significant role of mindfulness among the older individuals. The regression analyses show the impact of socioeconomic status on “engagement,” particularly across different age groups. For “engagement” and “relationships,” significant relationships were found with hope, academic hope, social hope, and others, highlighting the impact of academic hope and social hope.

Furthermore, the “sense of meaning” is associated with multiple factors, including academic hope and work hope, with mindfulness and quality of life among older individuals supporting this sense. The regression analysis results for achievements show the key role of academic hope, “physical health,” and mindfulness.

The differences in the impact of physiological factors between age groups, especially the lack of a relationship between academic hope and “achievements” in the second group, point to the need for further research. These findings underscore the importance of hope, quality of life, and mindfulness in enhancing flourishing and related aspects such as “positive emotions,” “engagement,” “meaning,” “relationships,” and “achievements.”

The study emphasizes the importance of understanding flourishing not only as an individual difference but also as a process affecting different age groups, enriching the theoretical foundation and providing practical guidelines for enhancing well-being. Additionally, the analyses reveal significant differences in the predictors of flourishing between the groups, with

cognitive-affective mindfulness being key in the second group. This reflection of the increased influence of mindfulness with advancing age is supported by studies linking mindfulness with affective and cognitive empathy, highlighting how mindfulness contributes to increased well-being and empathy in older ages.

Analyses show that hope, a major predictor in the first group, decreases with age, with statistically significantly higher values among the younger individuals. This is consistent with previous studies linking hope with perceived social support. Thus, social support from teachers and parents helps strengthen hope, which is important for well-being and adaptive abilities. Also, the roles of affective and cognitive empathy change with age, as young people often receive care, while older individuals often provide it, leading to differences in empathy levels and flourishing. Understanding these dynamics is critical for a detailed examination of the components of flourishing and their modification according to age and social dynamics.

The study results confirm the assumed hypotheses and identify significant differences between psychological and health indicators. This motivates us to explore the reasons for these differences and investigate possible ways to modify them. Additional studies focused on the observed phenomena are necessary. Among the possible reasons for the decrease in hope with age are reduced social support and the accumulation of negative experiences. This may reflect key components in the Full Hope Model that affect the achievement of personal goals depending on the social environment. Additionally, studies should determine whether cognitive-affective mindfulness moderates well-being and whether its relationships with age are related to increased empathy. Moreover, it is important to analyze other demographic and temperamental characteristics, as well as the extent to which social support and empathy manifest in people from atypical age groups, for a fuller understanding of these dynamics.

Therefore, to establish whether there is indeed a compensatory relationship between hope and mindfulness, further studies focused specifically on this topic are necessary. These studies could offer empirically based methods and interventions aimed at maintaining high levels of hope and mindfulness throughout different life stages.

3.10. Conclusions from the Dissertation Research

Theoretically, the research has analyzed and systematized both contemporary and earlier scientific discussions about well-being, its components, and related factors such as hope, mindfulness, and quality of life. Various interpretations of the nature of the predictors of well-being and

their mechanisms of action depending on age groups have been explored. The reliability of the used tools – PERMA Profile Scale, Domain Specific Hope Scale, 8-item Quality of Life Scale, and Cognitive-Affective Mindfulness Scale, has been confirmed. The data from this study largely confirm previous findings by researchers regarding the correlational interdependencies between the constructs studied. The independent factor “age” affects the levels of cognitive-affective mindfulness, hope, and quality of life, with an observed increase in these indicators with advancing age.

3.11. Limitations of the Study and Future Directions

The study identifies several aspects for optimization in future research. First, it is advisable to improve the size and demographic distribution of the study sample to ensure better generalization of the results. Second, combining qualitative and quantitative methods would contribute to a deeper understanding of the motivations and personal histories of participants, especially for complex constructs like hope and mindfulness. Third, future studies could include additional factors that may influence flourishing processes. This would allow for deeper exploration of hidden or secondary influences. Additionally, it is important to develop interventions that address the reduced levels of hope and quality of life among the elderly. Programs to increase social activity and participation could improve the well-being of older individuals by strengthening social connections.

3.13. Conclusion

This research significantly contributes to understanding the relationships between hope, cognitive-affective mindfulness, quality of life, and their impact on flourishing. The results highlight significant statistical relationships between these constructs and explore their dynamics across different age stages. Particular attention is given to how cognitive-affective mindfulness and hope affect various life stages, underscoring the need for age-specific strategies to maintain high levels of these qualities. Further research is needed for a more in-depth understanding of these dynamics. Such studies could enrich both the academic literature and practical approaches in the fields of positive psychology and public health. The scientific findings offer important practical guidelines for developing strategies to enhance well-being, particularly through promoting social support and strengthening interpersonal connections. This study emphasizes that adapting psychological approaches to specific age groups is critical and serves as a basis for future studies that could more closely analyze changes in factors affecting hope, mindfulness, and quality of life.

3.12. Contributions and Applicability of the Results

The research expands the theoretical frameworks for well-being by thoroughly examining the impact of hope, mindfulness, and quality of life. Moreover, it considers age differences concerning these factors, which aids in identifying the dynamics of well-being throughout different life stages. This information is valuable for developing age-adapted psychological interventions. Practical: Strategies for interventions in psychological counseling: The strategies aim to enhance well-being, incorporating methods to boost resilience and improve emotional health. Multidisciplinary approaches to health: The integration between the physical and psychological aspects of health is emphasized, contributing to a more comprehensive improvement of overall health status. These contributions not only enrich the scientific knowledge in the field of positive psychology but also provide practical guidelines for implementing the principles of well-being in various contexts.

List of publications

1. **Александров, С. (2021).** Проблеми и предизвикателства при измерване на субективното благополучие чрез използване на скали за самоотчет. В Сборник доклади от Десети студентски научен форум (Том 1, стр. 137 – 143). Пловдивско университетско издателство, 2021. ISSN 2738-8859.
2. **Aleksandrov, S. (2022).** Using causometry in attempt to increase one's optimism and meaning in life. In International Scientific Conference dedicated to the 40th Anniversary of Causometry: Psychological Time and Human Life Path: Causometry and Other Approaches (p. 13). Kazanlak, Rose Valley, Bulgaria, June 1–3, 2022.
3. **Александров, С. (2023).** Изкуствен интелект и оценяване на есета: Сравнение на способностите на ChatGPT и човешки преподаватели. В Сборник доклади от Дванадесети студентски научен форум (Том 1, стр. 97 – 104). Университетско издателство Пловдивски университет, 2023. ISSN 2738-8859.

