

The Mediating Role of Self-Esteem in the Relationship Between Resilience and Satisfaction with Life in Adolescent Students

Pablo Usán Supervía¹, Carlos Salavera Bordás¹, Alberto Quílez Robres²

¹Department of Psychology and Sociology, University of Zaragoza, Zaragoza, Spain; ²Department of Sciences of Education, University of Zaragoza, Zaragoza, Spain

Correspondence: Carlos Salavera Bordás; Alberto Quílez Robres, Email salavera@unizar.es; aquilez@unizar.es

Background: During their school years, adolescents undergo emotional and motivational experiences that can play a key role in their personal and academic development. This study aims to analyse the relationship between self-esteem, resilience and satisfaction with life.

Methods: The study comprised 1592 students. The instruments used were Rosenberg's Self-esteem Scale (RSE), the Brief Resilience Scale (BRS) and the Satisfaction With Life Scale (SWLS). Descriptive statistics, correlations between the variables investigated and investigated and mediation analysis was calculated by SPSS v26.0's MACRO.

Results: The results of this study revealed 1) significant correlations between self-esteem, resilience and satisfaction with life. In addition, 2) it was found that self-esteem plays a mediating role in the relationship between resilience and satisfaction with life in adolescents. For all the operations, a $p \leq 0.05$ level of significance was adopted, with a 95% confidence level.

Conclusion: The self-esteem of the students is decisive in the relationship between resilience and satisfaction with life in adolescents. These results emphasise the importance of promoting self-esteem, as mediating variable between the other two constructs, leading to the adequate personal and academic development of students.

Keywords: self-esteem, resilience, satisfaction with life, students

Introduction

Currently, schools are undergoing significant changes at all levels, and educators and pupils are exposed to a large number of personal, academic and social circumstances in a variety of contexts.¹ The operation of psychological variables and the understanding of the cognitive and motivational processes experience by the student population is a hot research topic.²

In this way, students face numerous personal and contextual situations that can have a significant impact in their personal and academic performance, especially during adolescence, a particularly crucial period in the life-cycle, when adult personality is being forged.³ While most students go through this stage without suffering major personal or academic issues, others may undergo more or less prolonged feelings of lack of motivation, stress, anxiety, pessimism and other variables that can undermine their commitment to their school tasks and even trigger early school dropout.⁴

One of the most widely studied self-referential variables, having a very significant impact on learning processes, is self-esteem, which is defined as the concept that an individual has about herself or himself and about her or his skills and personal qualities.⁵

As pointed out by Lars and Ferguson,⁶ self-esteem has two main dimensions: self-liking and self-competence. The former refers to the individual's positive or negative self-concept; the second refers to the individual's expectations about his or her own ability to meet challenges successfully, that is, their self-efficacy in terms of personal competence.

Self-esteem is an intrapersonal variable that enables the individual to act independently from his or her success or failures. The greater the self-esteem, the more likely it is that the individual will do his or her utmost to adapt to every situation.⁷ Self-esteem is a factor in the process of the individual's personal development, so its characterisation varies depending on the interaction of the individual with the contextual variables in his or her life-cycle. In adolescence, the context is dominated by family, school and the social circle. High levels of self-esteem in the academic context are typically related to good school performance^{8,9} and a widening of the social circle and the positive evaluation of personal relationships,^{10,11} as well as to other psychological variables leading to improved intrapersonal skills and personal wellbeing.^{12–14}

Adolescence, at any rate, is the period in which self-esteem faces greater challenges, mostly in relation to the individual's perception of the opinion of others. For this reason, encouraging self-esteem and other associated variables can be crucial for the adequate academic and personal development of the individual.⁵

Resilience, for its part, is a relatively new construct in the field of psychology.¹⁵ Resilience refers to the human ability to be successful or overcome adverse and stressing situations.¹⁶ In this way, resilience can be seen as a protection mechanism that enables the individual to turn negative conditions into occasions for achievement, a set of personal factors allowing the individual to evolve and achieve capably and confidently.¹⁷

Currently, resilience is regarded as a dynamic (ie non-static) process, which largely results from the way individuals interact with, and adapt to, conflicts arising in his or her immediate environment.¹⁸

The literature on resilience in academic contexts relates this factor to emotional exhaustion,¹⁹ personal and academic self-efficacy,²⁰ emotional intelligence,²¹ self-esteem,²² optimism,²³ social support²⁴ and anxiety.²⁵ In general, in students resilience is positively correlated to life satisfaction and commitment to school tasks.²⁶

As such, resilience is relevant for the personal and psychological development of students, and high levels of resilience have a positive effect on the students' ability to adapt to their social context and its challenges.^{27,28}

Finally, satisfaction with life is the cognitive factor – combined with an emotional one (positive and negative affects) – of the construct known as subjective wellbeing.²⁹ Satisfaction with life reflects the overall perception of different aspects of a person's life. According to Diener,³⁰ wide agreement exists about the basic variables of subjective wellbeing: (1) it springs from personal experiences and their evaluation; (2) it includes positive dimensions, not only the absence of negative ones, and; (3) it includes global evaluations of the individual's life.

Concerning the cognitive component, satisfaction with life refers to the global evaluation that the individual makes about his or her own personal circumstances.³¹ The individual assesses tangible aspects of his or her life, weighing the good and the bad, and reaches a conclusion about how satisfactory the result is.²⁹

Research on satisfaction with life has largely focused on determining psychological and social risks, based on the idea that this variable can be used to predict pathological conditions, and the handling of stressing situations and its possible effect on conduct.^{32,33}

Satisfaction with life in children and adolescents has been paid much less scholarly attention than in adults,³⁴ but the few existing studies agree that this factor presents idiosyncratic characteristics in the early stages of the individual's life-cycle.²⁹

For all of this, and following Méndez,³⁵ more studies are necessary to increase our understanding of the different variables involved in academic performance, and to develop strategies to improve the students' personal development and academic satisfaction, ultimately contributing to reduce early school dropout.³⁶

In this context, and given the absence of studies that directly relate the variables under consideration, the main aim of this study is to analyse the relationship between resilience, self-esteem and satisfaction with life in a sample of adolescent secondary school students. Precisely, the fact that there are no studies that relate these variables is in itself a significant fact of study. Then, as we verified in the introduction, numerous studies study self-esteem but not as a mediating variable between other constructs. Finally, resilience and life satisfaction are two theoretically adaptive variables that we desire to check how they behave by introducing the self-esteem variable as a personal assessment of oneself. All this can give us clues to investigate and act in the educational system and to improve the teaching-learning processes with the students.

The study's two main hypotheses are:

- (a) Self-esteem is related to resilience and satisfaction with life in adolescent students, leading to adaptive behaviours.
- (b) Self-esteem plays a mediating role in the relationship between resilience and satisfaction with life.

Method

Sample

The sample comprises 1592 students. Inclusion criteria were the ability to read and communicate in perfect Spanish (a necessary condition to understand the questionnaires). Incomplete questionnaires (35) and students with cognitive disorders that hampered the full understanding of the questionnaires were excluded. The schools were chosen by random sampling and all students in the chosen schools were furnished with a questionnaire; 98.89% of questionnaires were returned and counted. Simple random sampling is a probability sampling procedure that gives each item in our study population an equal chance of being selected.

Instruments

The following questionnaires were used.

Self-esteem was measured using Rosenberg's Self-esteem Scale (RSE)³⁷ validated for and adapted to Spanish adolescents by Martín, Núñez, Navarro and Grijalva.³⁸ This mono-factorial scale comprises ten items that measure self-esteem in academic contexts (eg "I feel that I'm a person of worth, at least on an equal plane with others"). Answers are expressed in a 5-point Likert scale ranging from "Strongly disagree" (1) to "Strongly agree" (5). In terms of reliability, the translated version of the questionnaire has yielded a Cronbach- α value of 0.79, and of 0.82 in our study.

Concerning resilience, the Brief Resilience Scale (BRS)³⁹ translated and adapted to Spanish adolescents by Rodríguez, Alonso and Hernansaiz⁴⁰ was used. This mono-factorial scale comprises 6 items (eg "I tend to bounce back quickly after hard times"). Answers are expressed in a 5-point Likert scale ranging from "Strongly disagree" (1) to "Strongly agree" (5). The original instrument yields a Cronbach- α value of 0.88, and of 0.89 in our study.

Finally, with regard to satisfaction with life, Diener, Emmons, Larsen and Griffin's Satisfaction With Life Scale (SWLS),⁴¹ translated and validated for Spanish adolescents by Pons, Atienza, Balaguer and García-Merita.⁴² The scale comprises 5 items that measure the degree of satisfaction with life (eg "I am satisfied with life). Answers are expressed in a 5-point Likert scale ranging from "Strongly disagree" (1) to "Strongly agree" (5). The original instrument yields a Cronbach- α value of 0.84, and of 0.85 in our study.

Protocol

The questionnaires were handed out to the students in the classrooms, all students in each school receiving the questionnaire in the same day, set out in advance in coordination with the school's management. The parents/tutors signed informed consent forms. All parents/tutors were informed about the nature of the study, and participation was voluntary, in line with the ethical directives set out in the Declaration of Helsinki.⁴³ The protocol was endorsed by the Ethics Committee of the Psychology and Sociology Department, University of Zaragoza. Questionnaires were anonymous and confidential, and students could opt out at any point in the process.

Data Analysis

Descriptive statistics were undertaken to establish the socio-demographic profile of the sample, including such variables as gender, age, course, type of school and course repeats, as well as the variables analysed in the study. Following this, correlations between the variables were investigated using statistical software IBM SPSS v26.0. Finally, SPSS v26.0's MACRO tool was used to carry out mediation analyses by bootstrapping (10,000 runs). For all the operations, a $p \leq 0.05$ level of significance was adopted, with a 95% confidence level.

Results

Demographic Variables

The sample comprises 1592 students, both male (N=864; 54.27%) and female (N=728; 45.72%), with ages ranging from 12 to 19 years (M=14.84; SD=1.68) from secondary schools (Table 1).

Descriptive Variables

As illustrated in Table 2, self-esteem was found to have a statistically significant but slight effect, being slightly more pronounced in females (Cohen's $d = 0.305$).

The resilience variable yielded slightly higher results in males; in terms of satisfaction with life, females yielded slightly higher results than males.

Correlational Analysis Between Self-Efficacy, Optimism and Academic Performance

Table 3 illustrates correlations between the variables under consideration. They all present significant correlations, but in different ways.

Table 1 Socio-Demographic Characteristics of the Sample

		N	%
Gender	Male	864	54.27
	Female	728	45.72
Age	12 years	189	11.87
	13 years	222	13.94
	14 years	239	15.01
	15 years	331	20.79
	16 years	376	23.61
	17 years	139	8.73
	18 years	77	4.83
	19 years	19	1.19
Academic year	1° ESO*	251	15.76
	2° ESO	306	19.22
	3° ESO	376	23.61
	4° ESO	423	26.57
	1° BACH*	169	10.61
	2° BACH	67	4.20
Repeating course	Yes	359	22.55
	No	1233	77.44
Type of school	Public	1024	64.32
	Private	568	35.67

Notes: *Refers to Spanish stages ESO: 11/12–15/16 years old; BACH 16/17–18/19 years old.

Table 2 Results of Descriptive Variables Self-Esteem, Resilience and Satisfaction with Life

	Total		Male		Female		Cohen's d
	x	sd	x	sd	x	sd	
Self-esteem	3.87	0.77	3.99	0.68	3.76	0.82	0.305
Resilience	2.76	0.96	2.77	0.84	2.75	1.01	0.021
Satisfaction with life	3.01	1.03	3.00	1.10	3.01	0.98	−0.009

Table 3 Correlational Analysis Between Self-Esteem, Resilience and Satisfaction with Life

	1	2	3
Self-esteem	1		
Resilience	0.371**	1	
Satisfaction with life	0.313**	0.160*	1
Mean (X)	3.87	2.76	3.01
SD	0.77	0.96	1.03
Cronbach's alpha	0.82	0.89	0.85

Notes: **Correlation significant at 0.01 level. *Correlation significant at 0.05 level.

Self-esteem was found to be positively correlated with resilience ($r=0.371$) and satisfaction with life, while the correlation between resilience and satisfaction with life was found to be much weaker ($r=0.160$).

Mediation Model Effects of Self-Efficacy in the Relationship Between Optimism and Academic Performance

In order to establish whether the relationship between resilience and satisfaction with life is mediated by self-esteem, Hayes's⁴⁴ MACRO tool in Process 3.0 de SPSS (v 26.0) was used, following the methodology put forth by Tal-Or, Cohen, Tsarfati and Gunther.⁴⁵

As shown in Figure 1, self-esteem was found to mediate in the relationship between resilience and satisfaction with life. The results indicate a mediating effect of resilience (VI) on self-esteem of 0.29, and self-esteem to have a mediating effect on satisfaction with life (VD) of 0.39; in both cases $p>0.001$. Zero was not included in the bootstrap interval, $B=0.11$, $SE=0.02$, 95% [CI 0.06, 0.16] so it can be argued that self-esteem mediates in the relationship between resilience and satisfaction with life.

These results suggest that, in and by itself, resilience has no direct significant effect on satisfaction with life (0.05, $p < 0.10$), but its combination with self-esteem yields a result of 0.17, $p < 0.001$ (direct effect + indirect effect), the proportion of variance being explained by model $R^2=0.16***$. This suggests that self-esteem plays a mediating role in the relationship between the other variables. This has important practical implications.

Discussion

The aim of this study was to analyse the relationship between self-esteem, resilience and satisfaction with life in adolescent secondary school students.

The first hypothesis, that self-esteem is related to resilience and life satisfaction, was fully confirmed; the results show that self-esteem is positively correlated with resilience and with satisfaction with life. Generally, the relationship between self-esteem and resilience has been analysed alongside other variables, with varying results. Moyano⁴⁶ establishes a relationship between these constructs and with other socio-demographic variables in a sample of secondary school students; Wong⁴⁷ reaches similar conclusions, while also considering different types of school; Oñate and García⁴⁸ relate

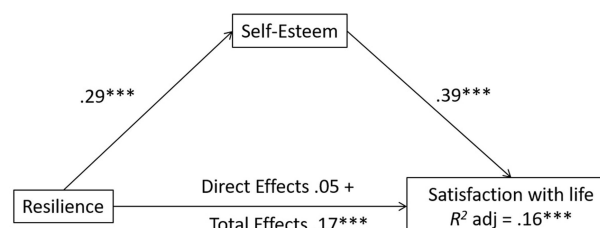


Figure 1 Mediating role of self-esteem in the relationship between resilience and satisfaction with life.

Note: ***The correlation is significant at 0.001 ($p<0.001$).

self-esteem and resilience to positive self-concept; Aydın and Güneri⁴⁹ argue that emotional regulation is a key factor in the relationship between self-esteem and resilience; Martínez, Youssef, Chambel and Marques-Pinto⁵⁰ develop similar arguments, also taking into consideration academic engagement, in their consideration of the factors that affect academic performance. Furthermore, although few in number, some studies find that there is no significant relationship between resilience and self-esteem in adolescent students^{51,52} in contrast with our own conclusions.

On the other hand, there is wide consensus about the reciprocal nature of the relationship between resilience and satisfaction with life in adolescents^{53,54} but also in university students.⁵⁵

Our second hypothesis, that self-esteem plays a mediating role between resilience and satisfaction with life, was also confirmed, as self-esteem was found to have an effect on the other two variables. These results must be examined in detail. On the one hand, the variables under study present bidirectional correlations with one another. On the other hand, the results of mediation analysis suggests that resilience is a poor predictor of satisfaction with life; that is, the effect of the former over the latter is not statistically significant. Various studies describe this relationship in adult populations,^{32,56} but little attention has been paid to it in academic contexts.⁵⁷

At any rate, self-esteem was found to play a significant mediating role in the relationship between the other two constructs. Although numerous studies have examined the mediating role of self-esteem on other academic variables, no previous study has specifically addressed the mediating role of self-esteem in the relationship between resilience and satisfaction with life. However, some studies examine these constructs from different perspectives: Arslan⁵⁸ establishes the mediating role of self-esteem in the relationship between resilience and satisfaction with life in adolescents, and the importance of having high levels of self-esteem are emphasised; González, Domínguez and Valdez⁵⁹ examine the role of self-esteem over resilience and positive affects in a sample of Mexican students; Kapıkıran and Acun-Kapıkıran⁶⁰ present similar arguments, establishing the relationship between self-esteem, resilience and optimism in a sample of university students. Other studies that focus on academic contexts consider that self-esteem is the most reliable variable to predict life satisfaction in adolescents.⁶¹ High levels of self-esteem tend to go hand-in-hand with high levels of satisfaction with life^{62–64} and vice versa.⁶⁵

Limitations of the Study

The limitations of this study are chiefly related to its lateral nature. Data-collection was a one-off event, and as a result the data have not temporal depth, while scores can easily change significantly from year to year, and even within the same school year, depending on personal circumstances. In a similar fashion, the schools were selected randomly, and are not a reliable section of the city in which the study was undertaken in terms of types of school, students and teachers, socio-economic conditions and social/cultural settings.

Conclusions

These results emphasise the importance of self-esteem for adolescent students, specifically in the relationship between resilience and satisfaction with life, with direct implications for educational policies. On the one hand, our results have practical implications for educational strategies, namely the promotion of teaching strategies to promote self-esteem and resilience to confront school tasks, and encouraging self-determined and motivated behaviours from an early age, such as the development of self-efficacy, dedication and intrinsic motivation towards school tasks, helping students to feel more confident at school. Similarly, programmes directed by psychology and educational professionals can also help to improve students' overall experience, decreasing the risk of early school dropout.

On the other hand, future studies should examine the role that self-esteem plays for students as well as its influence in other psychological variables. It is also necessary to undertake longitudinal studies that allow us to examine the evolution of these constructs over a longer time span, although the methodological challenges that these studies pose must be recognised. In addition, it would be interesting to take into consideration other academic tiers, such as primary school (6–11 years) and university (18 years and over). It would also be of interest to take into consideration other socio-demographic variables.

Finally, it is worth emphasising that our results are but one step which encourages us to continue our research in the field of educational psychology and, specifically, in the characterisation of the different variables that affect the personal and academic development of adolescent students.

Author Contributions

All authors made a significant contribution to the work reported, whether that is in the conception, study design, execution, acquisition of data, analysis and interpretation, or in all these areas; took part in drafting, revising or critically reviewing the article; gave final approval of the version to be published; have agreed on the journal to which the article has been submitted; and agree to be accountable for all aspects of the work.

Disclosure

The authors declare no conflict of interests in this research.

References

1. Saiz Á, Ceballos N, Susinos T. Voz del alumnado y mejora docente. Una investigación en centros educativos en Cantabria. *Rev Comp de Educ.* 2019;30(3):713–728. doi:10.5209/iced.58883
2. Palacios X. Adolescencia: ¿una etapa problemática del desarrollo humano? *Rev Cien de la Sal.* 2019;17(1):5–8.
3. Longobardi C, Prino LE, Marengo D, Settanni M. Student-teacher relationships as a protective factor for school adjustment during the transition from middle to high school. *Front Psych.* 2016;7:1–9. doi:10.3389/fpsyg.2016.01988
4. Barreno S, Haro O, Freire P. Relation between academic performance and attendance as factors of student promotion. *Rev Cát.* 2019;2(1):44–59.
5. Orth U, Robins RW. Development of self-esteem across the lifespan. In: McAdams DP, Shiner RL, Tackett JL, editors. *Handbook of Personality Development.* The Guilford Press; 2019:328–344.
6. Lars D, Ferguson R. Why stigmatized adolescents bully more: the role of self-esteem and academic-status insecurity. *Inter J Adol You.* 2019;25(1):305–318. doi:10.1080/02673843.2019.1622582
7. Seema GB, Kumar GV. Impact of social skills training on self-esteem among male and female adolescent students. *Ind J Pos Psych.* 2019;9(1):147–151. doi:10.15614/ijpp.v9i01.11761
8. Duru E, Balkis M. Procrastination, self-esteem, academic performance, and well-being: a moderated mediation model. *Inter J Educ Psych.* 2017;6(2):97–119. doi:10.17583/ijep.2017.2584
9. D'Mello L, Monteiro M, Pinto N. A study on the self esteem and academic performance among the students. *Inter J Health Sci Phar.* 2018;2(1):1–7. doi:10.5281/zenodo.1156448
10. Çiçek İ. Mediating role of self-esteem in the association between loneliness and psychological and subjective well-being in University Students. *Inter J Cont Educ Res.* 2021;8(2):83–97. doi:10.33200/ijcer.817660
11. Price J, Drabick D, Ridenour T. Association with deviant peers across adolescence: subtypes, developmental patterns, and long-term outcomes. *J Clin Child Adol Psycho.* 2019;48(2):238–249. doi:10.1080/15374416.2017.1405351
12. Eakman A, Kinney A, Schierl M, Henry K. Academic performance in student service members/veterans: effects of instructor autonomy support, academic self-efficacy and academic problems. *Educ Psych.* 2019;39(8):1005–1026. doi:10.1080/01443410.2019.1605048
13. Ghahremani L, Kaveh M, Tehrani H, Orooji A, Jafari A. Assessment of the theory of planned behaviour in predicting potential intention and behaviour of positive thinking among a school-based sample of Iranian adolescents: a path analysis. *J Psych Couns Sch.* 2020;1–11. doi:10.1017/jgc.2020.13
14. Kang M, Lee J, Lee A. The effects of college students' perfectionism on career stress and indecision: self-esteem and coping styles as moderating variables. *Asia Pac Educ Rev.* 2020;21:227–243. doi:10.1007/s12564-019-09609-w
15. Caldera J, Aceves B, Reynoso O. Resiliencia en estudiantes universitarios. Un estudio comparado entre carreras. *Psicogente.* 2016;19(36):227–239. doi:10.17081/psico.19.36.1294
16. Moya ME, Cunza DF. Clima social familiar y resiliencia en estudiantes de 3°, 4° y 5° año de secundaria. *Apu Univ.* 2019;9(2):73–82. doi:10.17162/au.v9i2.361
17. Barcelata BE. Resiliencia: una visión optimista del desarrollo humano. En *Adolescentes en riesgo. Una mirada a partir de la resiliencia.* 2015.
18. Ponte A. *Adaptación a la vida universitaria y resiliencia en estudiantes de psicología de una universidad privada de Trujillo.* Perú: Tesis Doctoral: Universidad privada de Antenor Orrego; 2017.
19. Ríos MI, García M, Sabuco EL, Carrillo C, Martínez ME. An exploratory study of the relationship between resilience, academic burnout and psychological health in nursing students. *Contem Nur.* 2016;52:430–439. doi:10.1080/10376178.2016.1213648
20. Feldman DB, Kubota M. Hope, self-efficacy, optimism, and academic achievement: distinguishing constructs and levels of specificity in predicting college grade-point average. *Learn Individ Diff.* 2015;37:210–216. doi:10.1016/j.lindif.2014.11.022
21. Fernández-Berrocal P, Ruiz-Aranda D, Salguero JM, Palomera R, Extremera N. La relación del Test de Inteligencia Emocional de la Fundación Botín (TIEFBA) con el ajuste personal y escolar de adolescentes españoles. *Rev de Psico.* 2018;23(1):1–8. doi:10.1016/j.psicod.2017.07.001
22. Knowlden AP, Hackman CL, Sharma M. Lifestyle and mental health correlates of psychological distress in college students. *Hea Educ J.* 2016;75:370–382. doi:10.1177/0017896915589421
23. Martínez ML, Ruch W. Character strengths predict resilience over and above positive affect, self-efficacy, optimism, social support, self-esteem, and life satisfaction. *J Pos Psych.* 2017;12:110–119. doi:10.1080/17439760.2016.1163403
24. Çiçek İ. Effect of hope on resilience in adolescents: social support and social connectedness as mediators. *J Pos Sch Psych.* 2021b;5(2):136–147. doi:10.47602/jpsp.v5i2.283
25. Pino T, Peñate W, Fumero A, Bethencourt JM, Zambrano S. La eficacia de la reexperimentación emocional: el papel del optimismo y la alexitimia. *Eur J Inv Health Psych Educ.* 2016;6:193–205. doi:10.1989/ejihpe.v6i3.179
26. Rodríguez-Fernández A, Ramos-Díaz E, Madariaga JM, Arrivillaga A, Gelende N. Steps in the construction and verification of an explanatory model of psychosocial adjustment. *Eur J Educ Psych.* 2016;9:20–28. doi:10.1016/j.ejeps.2015.11.002
27. Kocatürk M, Çiçek İ. Relationship between positive childhood experiences and psychological resilience in university students: the mediating role of self-esteem. *J Psych Couns Sch.* 2021;1–12. doi:10.1017/jgc.2021.16

28. González NI. Autoestima, optimismo y resiliencia en niños en situación de pobreza. *Rev Inter de Psic.* **2018**;16(1):2–119.
29. Diener E. Guidelines for national indicators of subjective wellbeing and ill-being. *App Res Qual Life.* **2006**;1(2):151–157. doi:10.1007/s11482-006-9007-x
30. Diener E. Subjective well being the science of happiness and a proposal for a national index. *Amer Psychol.* **2000**;55(1):34–43. doi:10.1037/0003-066X.55.1.5
31. Diener E, Tay L, Oishi S. Rising income and subjective well-being of nations. *J Pers soc Psy.* **2013**;104(2):267–276. doi:10.1037/a0030487
32. Lupano ML, Castro A. Virtudes organizacionales y capital psicológico como predictores positivos de satisfacción y performance laboral. *Rev de Psic.* **2019**;15(29):1–15.
33. Tavakoly-Sany SB, Aman N, Jangi F, Lael-Monfared E, Tehrani H, Jafari A. Quality of life and life satisfaction among university students: exploring, subjective norms, general health, optimism, and attitude as potential mediators. *J Am Coll Health.* **2021**;1–8. doi:10.1080/07448481.2021.1920597
34. Gadermann AM, Guhn M, Zumbo B. Estimating ordinal reliability for Likert-type and ordinal item response data: a conceptual, empirical, and practical guide. *Prac Assess Res Eval.* **2012**;17(3):1–13.
35. Méndez J. Autoconcepto académico y rendimiento académico en estudiantes de la Universidad de la Frontera: análisis comparativo por facultades. *Rev Invest En Educ.* **2016**;26(1):169–188.
36. Vizoso C, Arias O. Resiliencia, optimismo y burnout académico en estudiantes universitarios. *Europ Educ Psych.* **2018**;11(1):47–59. doi:10.30552/ejep.v11i1.185
37. Rosenberg M, Schooler C, Schoenbach C, Rosenberg F. Global self-esteem and specific self-esteem. *Amer Socio Rev.* **1995**;60:141–156. doi:10.2307/2096350
38. Martín J, Núñez J, Navarro J, Grijalva F. The Rosenberg self-esteem scale: translation and validation in university students. *Span J Psych.* **2007**;10:458–467. doi:10.1017/S1138741600006727
39. Smith BW, Dalen J, Wiggins K, Tooley E, Christopher P, Bernard J. The brief resilience scale: assessing the ability to bounce back. *Inter J Beh Med.* **2008**;15(3):194–200. doi:10.1080/10705500802222972
40. Rodríguez R, Alonso J, Hernansaiz H. Reliability and validity of the Brief Resilience Scale (BRS) Spanish version. *Psych Asses.* **2016**;28(5):101–110. doi:10.1037/pas0000191
41. Diener E, Emmons R, Larsen RJ, Griffin S. The satisfaction with life scale. *J Pers Assess.* **1985**;49:71–75. doi:10.1207/s15327752jpa4901_13
42. Pons D, Atienza FL, Balaguer I, García-Merita ML. Satisfaction with life scale: analysis of factorial invariance for adolescents and elderly persons. *Perc Mot Ski.* **2000**;91:62–68. doi:10.2466/pms.2000.91.1.62
43. Asociación Médica Mundial (AMM) Declaración de Helsinki. Principios éticos para las investigaciones con los seres humanos. Seúl (Corea). **2000**.
44. Hayes AF. *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach*. New York, NY: Guilford Press; **2018**.
45. Tal-Or N, Cohen J, Tsarfati Y, Gunther A. Testing causal direction in the influence of presumed media influence. *Sage Open.* **2010**;37(6):801–824. doi:10.1177/0093650210362684
46. Moyano E. *Relación de los factores de resiliencia y los niveles de autoestima en estudiantes del primer año de secundaria de la institución educativa emblemática “Bartolomé Herrera”*. (Tesis de maestría). Lima (Perú): Universidad “Inca Garcilaso de la Vega”; **2016**.
47. Wong L. *Determinar las diferencias de autoestima en adolescentes, según tipo de gestión educativa, de dos colegios de secundaria de Trujillo*. Trujillo (Perú): Universidad “Cesar Vallejo”; **2018**. (Tesis de licenciatura) Facultad de educación.
48. Oñate F, García K. *El autoconcepto en el niño*. España: Paidós Ibérica; **2013**.
49. Aydın Z, Güneri O. The relationship between mindfulness and resilience: the mediating role of self compassion and emotion regulation in a sample of underprivileged Turkish adolescents. *Pers Indiv Diff.* **2019**;139:337–342. doi:10.1016/j.paid.2018.12.009
50. Martínez I, Youssef C, Chambel M, Marques A. Antecedents of academic performance of university students: academic engagement and psychological capital resources. *Educ Psych.* **2019**;39(8):1047–1067. doi:10.1080/01443410.2019.1623382
51. Hajek A, Hans K. The role of optimism, self-esteem, and self-efficacy in moderating the relation between health comparisons and subjective well-being: results of a nationally representative longitudinal study among older adult. *Bri J Health Psych.* **2019**;24:547–570. doi:10.1111/bjhp.12367
52. Rossi D. Relación entre la percepción de la resiliencia y la autoestima en niños de 10 a 12 años de colegios privados y públicos de la ciudad de la paz. *Ajayu.* **2015**;13(2):261–283.
53. Acun I. The relationship among university students’ trust, self-esteem, satisfaction with life and social media use. *Intern J Instr.* **2020**;13(1):35–52. doi:10.29333/iji.2020.1313a
54. Patel AK, Tiwari SK, Singh S, Lindinger S. Self-esteem and life satisfaction among university students of eastern Uttar Pradesh of India: a demographical perspective. *Ind J Pos Psych.* **2018**;9(3):382–386.
55. Ruiz P, Medina Y, Zayas A, Gómez R. Relación entre la autoestima y la satisfacción con la vida en una muestra de estudiantes universitarios. *Inter J Devel Educ Psych.* **2018**;2(1):67–76.
56. Zayas A, Gómez R, Guil R, Gil P, Jiménez E. Relación entre la resiliencia y la satisfacción con la vida en una muestra de mujeres con cáncer de mama. *Revista INFAD de Psicología.* **2018**;3(1):127–136. doi:10.17060/ijodaep.2018.n1.v3.1233
57. Villalba CO, Avello MR. Resiliencia como factor determinante para la satisfacción con la vida en estudiantes universitarios. *Rev Cub de Educ Méd Sup.* **2019**;33(3):1–15.
58. Arslan G. Mediating role of the self-esteem and resilience in the association between social exclusion and life satisfaction among adolescents. *Pers Indiv Diff.* **2019**;151(1):109–114. doi:10.1016/j.paid.2019.109514
59. González NI, Domínguez A, Valdez JL. Autoestima como mediador entre afecto positivo-negativo y resiliencia en una muestra de niños mexicanos. *Acta Universitaria.* **2017**;27(1):88–94. doi:10.15174/au.2017.1140
60. Kapıkıran Ş, Acun-Kapıkıran N. Optimism and psychological resilience in relation to depressive symptoms in university students: examining the mediating role of self-esteem. *Educ Sci.* **2016**;16:2087–2110.
61. San-Martín JL, Barra E. Autoestima, apoyo social y satisfacción vital en adolescentes. *Ter Psicol.* **2013**;31(3):287–291. doi:10.4067/S0718-48082013000300003
62. Cejudo J, López-Delgado ML, Rubio MJ. Inteligencia emocional y resiliencia: su influencia en la satisfacción con la vida en estudiantes universitarios. *Anu de Psic.* **2016**;46(2):51–57.

63. Gutiérrez M, Romero I. Resiliencia, bienestar subjetivo y actitudes de los adolescentes hacia el consumo de drogas en Angola. *Anal de Psic.* 2014;30(2):608–619. doi:10.6018/analesps.30.2.148131
64. Reina MDC, Oliva A. From emotional competence to self-esteem and life-satisfaction in adolescents. *Beh Psych.* 2015;23(2):345–359.
65. López E, Pérez N, Alegre A. Competencia emocional, satisfacción en contextos específicos y satisfacción con la vida en la adolescencia. *Rev de Inves Educ.* 2017;36(1):57–73. doi:10.6018/rie.36.1.273131

Psychology Research and Behavior Management

Dovepress

Publish your work in this journal

Psychology Research and Behavior Management is an international, peer-reviewed, open access journal focusing on the science of psychology and its application in behavior management to develop improved outcomes in the clinical, educational, sports and business arenas. Specific topics covered in the journal include: Neuroscience, memory and decision making; Behavior modification and management; Clinical applications; Business and sports performance management; Social and developmental studies; Animal studies. The manuscript management system is completely online and includes a very quick and fair peer-review system, which is all easy to use. Visit <http://www.dovepress.com/testimonials.php> to read real quotes from published authors.

Submit your manuscript here: <https://www.dovepress.com/psychology-research-and-behavior-management-journal>