Benlik Saygısı ve Psikolojik Sağlamlık İlişkisinde Anlamlı Yaşamın Aracılık Rolü

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Öz

Bu araştırmanın amacı, benlik saygısı ile psikolojik sağlamlık arasındaki ilişkide anlamlı yaşamın aracı rolünün olup olmadığını incelemektir. Araştırmanın çalışma grubu farklı üniversitelerde eğitim gören 190 erkek (%45,6) ve 227 kadın (%54,4) olmak üzere 417 üniversite öğrencisinden oluşmaktadır. Araştırmada kolay ulaşılabilir örnekleme yöntemi kullanılmıştır. Araştırmada veriler Kısa Psikolojik Sağlamlık Ölçeği, İki Boyutlu Benlik Saygısı Ölçeği ve Anlamlı Yaşam Ölçeği kullanılarak toplanmıştır. Verilerin analizi için korelasyon analizleri ve Yapısal Eşitlik Modellemesi kullanılmıştır. Elde edilen bulgulara göre, benlik saygısı ile psikolojik sağlamlık ve anlamlı yaşam arasında pozitif yönlü anlamlı ilişkiler olduğu tespit edilmiştir. Ayrıca anlamlı yaşamın benlik saygısı ile psikolojik sağlamlık arasındaki ilişkide kısmi aracı rolü olduğu saptanmıştır. Anlamlı yaşam, benlik saygısının psikolojik sağlamlık üzerindeki etkisinin düşmesinde anlamlı bir etkiye sahiptir. Son olarak çalışmanın bulguları ile olası bazı açıklamalar, sınırlılıklar ve bazı öneriler tartışılmıştır.

Anahtar Kelimeler: Anlamlı yaşam, benlik saygısı, psikolojik sağlamlık, yapısal eşitlik modellemesi

Genişletilmiş Özet

Giriş

Genç yetişkinlik dönemi üniversite öğrencilerinin yerine getirmesi gereken birçok görevi barındırmaktadır. Ergenlik döneminden çıkıp genç yetişkinlik dönemine girilmesiyle beraber üniversite öğrencisinin gelişim görevleri bir anda karmaşıklaşmakta ayrıca yeni bir ortamın ortaya çıkardığı kompleks bir durum oluşmaktadır. Üniversite öğrencisinden, yeni okul ortamı ve sosyal çevre, sınavlar, yeni sorumluluklar, işe girmek, eş seçmek, aile kurmak gibi sıralanabilecek bazı sorumlulukları üstlenmesi beklenmektedir. Ancak tüm bu süreçleri yerine getirmesi beklenen genç yetişkinlerin bazısı bu süreci problem yaşamadan geçirirken bazısı önemli diyebileceğimiz farklı sorunlar yaşamakta kendilerinden beklenen görevleri tam anlamıyla yerine getirememektedir. Bu durumda akla şu soru gelmektedir: Neden bazı öğrenciler üniversite yaşantısını daha sağlıklı bir şekilde geçirirken bazıları çeşitli problemler yaşamaktadır? Elbette ki bu sorunun birçok cevabı olabilir. Ancak bu araştırmada psikolojik sağlamlık, benlik saygısı ve anlamlı yaşam kavramları bağlamında bu soruya cevap verilmeye çalışılmıştır.

Bireyin çevreyle girmiş olduğu etkileşim, iletişim ya da karşılaşmış olduğu olaylar ve yaşamış olduğu istenmedik durumlara karşı psikolojik sağlamlığını koruyucu faktörlerin önemi çok büyüktür. Psikolojik sağlamlık düzeyi yüksek olan bireylerin karşılaşmış oldukları bazı olumsuz yaşam olayları ile başa çıkmada bir takım içsel ve dışsal kaynaklar kullandıkları bilinmektedir. Bu kaynaklar içsel ve dışsal koruyucu faktörler olarak tanımlanmaktadır (Karairmak, 2006; Pooley & Cohen, 2010). İçsel korucu faktörler yüksek benlik saygısı, akademik performans, güçlü problem çözme becerileri, pozitif mizaç, zeka; dışsal koruyucu faktörler ise aile ve okul çevresi gibi etmenlerden oluşmaktadır (Murray, 2003; Sarkar & Fletcher, 2014). O halde benlik saygısı, bireyin yaşayabileceği olumsuz yaşam olaylarına karşı koymasında güçlü bir içsel faktör olarak düşünülebilir. Nitekim benlik saygısı alanyazında psikolojik danışma ve psikoloji alanında en çok araştırılan değişkenlerden biridir. Benlik saygısı, kendini genel olarak değerli hissetmek (Rosenberg, 1965), kendinden hoşnut olma ve kendini değerli görme düzeyi (Adams, 1995), kişinin imgesel benliği ile ideal benliği arasındaki farkın değerlendirilmesi şeklinde tanımlanmaktadır.

Psikolojik sağlamlığa ilişkin içsel koruyucu faktörlerden biri de anlamlı yaşamdır. Çok sayıda çalışma anlamlı yaşamın ruh sağlığı ve sağlıkla ilgili davranışlarda koruyucu bir rol üstlendiğini göstermektedir (Du, Li, Chi, Zhao, & Zhao, 2017). Anlamlı yaşam kavramı ilk olarak Victor Frankl tarafından ortaya atılmıştır. Frankl, İkinci Dünya Savaşında toplama kampında tüm olumsuzluklara rağmen bazı insanların göstermiş olduğu hayatta kalma becerilerine ilgi duyarak anlamlı yaşam kavramının keşfedilmesi konusunda öncü olmuştur (Frankl, 2018). Frankl'a (1985) göre, insanların hayattaki anlam arayışları farklılık göstermekte ve zorlu süreçlerde (hastalık, savaş vb.) yaşam anlamı ve amacı olanlar olmayanlara göre çok daha uzun süre hayatlarını sürdürebilmektedir. Ayrıca en kötü durumda bile yaşamda kalabilme becerisi gösterebildikleri ifade edilmektedir. Anlamlı yaşam, psikoloji ve psikiyatride çok önemli bir yere sahiptir. Yapılan araştırmalar bireyin yaşamındaki anlam arayışının psikolojik sağlığın neredeyse tüm yönleriyle ilişki olduğunu, anlamsızlığın ise psikolojik rahatsızlıklarla ilişkili olduğunu göstermektedir (De Klerk, Boshoff, & Van Wyk, 2009)

Bireyin psikolojik sağlamlık düzeyi zamanla değişebilir, çevrede ve bireyde var olan koruyucu faktörler ile güçlenebilmektedir (Arslan, 2015). Dolayısıyla psikolojik danışma sürecinde ya da üniversitelerde psikolojik danışma birimlerince üniversite öğrencilerinin koruyu faktörler olarak kabul edilecek benlik saygısı ve anlamlı yaşamın arttırılmasına yönelik önleyici ve müdahale edici çalışmaların etkililiğinin artırılmasında bu çalışma sonucunda elde edilecek sonuçların alan yazına önemli katkılar sunacağı düşünülmektedir. Bu nedenle, bu araştırmada üniversite öğrencilerinin benlik saygısı ve anlamlı yaşam düzeylerinin psikolojik sağlamlık düzeyleri üzerindeki etkisine bakmak ayrıca benlik saygısı ve psikolojik sağlamlık arasındaki ilişkide anlamlı yaşamın aracı rolünü incelemek bu araştırmanın temel hipotezlerini oluşturmuştur.

Yöntem

Araştırmanın çalışma grubu farklı üniversitelerde eğitim gören 190 erkek (%45,6) ve 227 kadın (%54,4) olmak üzere 417 üniversite öğrencisinden oluşmaktadır. Araştırmada kolay ulaşılabilir örnekleme yöntemi kullanılmıştır. Araştırmada veriler Kısa Psikolojik Sağlamlık Ölçeği, İki Boyutlu Benlik Saygısı Ölçeği ve Anlamlı Yaşam Ölçeği kullanılarak toplanmıştır. Verilerin analizi için korelasyon analizleri, Yapısal Eşitlik Modellemesi ve Bootstrapping İşlemi kullanılmıştır.

Tartışma ve Sonuç

Araştırmanın ilk bulguları incelendiğinde, benlik saygısı ile psikolojik sağlamlık arasında pozitif yönlü anlamlı bir ilişki olduğu görülmektedir. Yapılan araştırmaların benlik saygısı ile psikolojik sağlamlık arasındaki pozitif ilişkiyi vurgulamaları (Dumont ve Provost, 1999; Fergusson ve Lynskey, 1996; Güloğlu ve Karaırmak, 2010; Karaırmak, 2007; Karaırmak ve Siviş Çetinkaya 2011; Öner, 2019; Sameroff ve Seifer, 1990) açısından bu araştırmanın bulgularıyla paralellik göstermektedir. Bununla birlikte araştırmada benlik saygısı ile anlamlı yaşam arasında anlamlı bir ilişki olduğu bulgusuna ulaşılmıştır. Zhang ve arkadaşlarının yürüttüğü çalışmada yaşamda anlam ile ölüm kaygısı ilişkisine benlik saygısı aracılık etmiştir. Yaşamda anlam arayışı ve yaşamda anlam varlığı benlik saygısını olumlu yönde etkilemektedir. (Zhang ve diğ., 2019). Araştırmanın bir diğer bulgusunda anlamlı yaşam ile psikolojik sağlamlık arasında pozitif anlamlı ilişki bulunmuştur. Yapılan araştırmalar, anlamlı yaşamın psikolojik sağlamlık üzerinde olumlu yönde yordayıcı etkiye sahip olduğu göstermiştir (Arslan, Yıldırım ve Wong, 2020; Batmaz, Doğrusever ve Türk, 2021).

Araştırmanın son bulgusu ise benlik saygısı ile psikolojik sağlamlık arasındaki ilişkide anlamlı yaşamın aracı role sahip olduğudur. Benlik saygısı ile psikolojik sağlamlık arasındaki ilişki (Dumont ve Provost, 1999; Fergusson ve Lynskey, 1996; Güloğlu ve Karaırmak, 2010) anlamlı yaşam kavramı ile değerlendirilmiştir. Benzer bir araştırmada benlik saygısı ve psikolojik sağlamlık arasındaki ilişkide duyguların kısmi aracı rolünün olduğu tespit edilmiştir (Karairmak ve Siviş-Çetinkaya, 2011). Bu bulgular araştırmanın sonucunda elde edilen sonuçlarla benzerlik göstermektedir. Farklı olarak bu araştırmada aracı değişken olarak anlamlı yaşam kavramı kullanılmıştır.

The Mediating Role of Meaningful Life in the Relationship Between Self-Esteem and Psychological Resilience

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Abstract

 The purpose of this research was to examine whether meaningful life has a mediating role in the relationship between self-esteem and psychological resilience. The study group of the research consisted of 417 university students, 190 male (45.6%) and 227 female (54.4%) studying at different universities. The convenience sampling method was used in the research. In the study, data were collected using the Brief Psychological Resilience Scale, the Two-Dimensional Self-Esteem Scale, and the Meaningful Life Scale. Correlation analysis and Structural Equation Modeling were used for data analysis. According to the findings, positive and significant relationships were found between self-esteem, psychological resilience, and meaningful life. In addition, it was determined that there is a partial mediating role of meaningful life between self-esteem and psychological resilience. Meaningful life had a significant effect on decreasing the effect of self-esteem on psychological resilience. Finally, the implications of the study, some possible explanations, limitations, and some suggestions were discussed.

Introduction

Young adulthood includes many tasks that university students must fulfill. With the exit from the adolescence period and entering the young adulthood period, the developmental tasks of the university students suddenly become more complex, and a complex situation arises from a new environment. University students are expected to take on responsibilities such as a new school environment and social environment, exams, new responsibilities, getting a job, choosing a spouse, and starting a family. However, while some of the young adults who are expected to fulfill all these processes go through this process without any problems, some experience different problems that we can call important and cannot fully fulfill the tasks expected from them. The main problems are that students who start university experience separation anxiety, low cognitive flexibility, and social anxiety levels (Çiftçi, 2019), and this situation causes depression (Yıldırım, 2019). It has been revealed that depression causes problems such as guilt and adaptation to the university environment, emotional adjustment, adjustment with the opposite sex, academic adjustment, and social adjustment (Eken, 2018). In addition to these basic adjustment problems (Usta et al., 2017), students' stress levels increase when they start university (Kreig, 2013), they face economic problems (Mercan & Yıldız, 2011), they experience loneliness (Gerdes & Mallinckrodt, 1994), and their suicidal thoughts get stronger (American College Health Association [ACHA], 2015). In this case, the following question comes to mind: Why do some students spend their university life in a healthier way while others experience various problems? Of course, there can be many answers to this question. However, in this study, it was tried to answer this question in the context of the concepts of psychological resilience, self-esteem, and meaningful life.

Psychological resilience, successful adaptation to difficulties in life (Zautra & Murray, 2010), has been defined as an effective coping and adaptation process in the face of loss, difficulty, or strain that an individual has experienced (Hartmann et al., 2022; Tugade & Fredrickson, 2004). Although many definitions of the concept of psychological resilience have been reached in the literature, staying strong in the face of negative experiences (Bryan et al., 2019; Fletcher & Sarkar, 2013; Karairmak, 2006) is expressed as the common point of all definitions. Psychological resilience is not a character trait that protects the individual from the negative effects of the environment (Gizir, 2007). It reflects the interaction between the individual and the environment, which some individuals have and some do not (Helmich et al., 2021). In the literature, three basic features, namely risk factors, protective factors, and adaptation that emerge at the end of the process, are emphasized in explaining psychological resilience (Murray, 2003). When we look at the mechanisms that protect people against psychological risk factors, it is seen that situations such as reducing the risk effect and the chain of negative events that the individual is exposed to, increasing self-esteem, and being open to innovations and opportunities are protective factors (Batmaz & Meral, 2022).

The factors that protect the psychological resilience of the individual against the communication she has established with her environment, the events she/he has encountered, and the undesirable situations she/he has experienced become even more important. It is known that individuals with high levels of psychological resilience use some internal and external resources to cope with some negative life events they have encountered. These resources are defined as internal and external protective factors (Karairmak, 2006; Pooley & Cohen, 2010). Internal protective factors are high self-esteem, academic

performance, strong problem-solving skills, positive temperament, intelligence; external protective factors consist of factors such as family and school environment (Murray, 2003; Sarkar & Fletcher, 2014). Therefore, self-esteem can be considered a strong internal factor in the individual's ability to resist negative life events. As a matter of fact, self-esteem is one of the most researched variables in the field of counseling and psychology literature. Self-esteem is defined as feeling valuable in general (Rosenberg, 1965), self-satisfaction and self-worth (Adams, 1995), and evaluating the difference between one's imaginary self and ideal self (Yalom, 2018; Yavuzer, 2016). However, Tafarodi and Swann (2001) discussed self-esteem in two dimensions: self-liking and self- competence. While self-liking is defined as the individual's self-worth and self-satisfaction, self-efficacy means that the individual sees himself as successful, skillful and competence in achieving his goals (Doğan, 2011).

Psychological resilience is affected by individuals' social, emotional, and cognitive personality traits (Arıcı, 2013). Considering the emotional dimension, it is stated that individuals with high levels of psychological resilience have high self-esteem (Arslan, 2015; Batmaz et al., 2021). In studies conducted with both adolescents and university students, self-esteem significantly predicts psychological resilience (Arslan, 2019; Camadan & Kirac, 2020). In a study, it was shown that self-esteem is the most important source of protection that young people can use against daily negative life events (Gao et al., 2019). In addition, hope and self-esteem were found to be two important variables in increasing psychological resilience in adolescents (Batmaz et al., 2021; Karatas & Cakar, 2011). The results of this research and the theoretical background show that self-esteem has a significant effect on psychological resilience.

Another internal protective factor for resilience is meaningful life. Numerous studies show that meaningful living plays a protective role in mental health and health-related behaviors (Du et al., 2017). The concept of meaningful life was first introduced by Victor Frankl. Frankl was a pioneer in the discovery of the concept of meaningful life by being interested in the survival skills that some people showed despite all the adversities in the concentration camp in the Second World War (Frankl, 2018). According to Frankl (1985), people's search for meaning in life differs, and in difficult processes (illness, war, etc.), those who have meaning and purpose in life can lead their lives for a much longer time than those who do not. It is also stated that they can show the ability to survive even in the worst situation. Meaningful life has a very important place in psychology and psychiatry. Studies show that the search for meaning in an individual's life is related to almost all aspects of psychological health, and meaninglessness is related to psychological disorders (De Klerk et al., 2009). As a matter of fact, in the studies carried out; It has been observed that the meaning of life has significant relationships with resilience (Sappington et al., 1990), hope (Feldman & Snyder, 2005), psychological well-being (Melton & Schulenberg, 2008), self-esteem and happiness (Sezer, 2012).

It is seen that there are studies in the literature to examine the relationships between psychological resilience and meaningful life. Looking at these studies; that there are positive and significant relationships between psychological resilience and meaningful life in individuals who have experienced a traumatic life event, both variables significantly predict low post-traumatic stress scores (Aiena et al., 2016); that meaningful life is an important predictor of psychological resilience in older individuals (Mohseni et al., 2019). In addition, in a study conducted to determine the protective factors for improving psychological resilience in

adolescents, it was observed that meaningful life significantly strengthens psychological resilience (Kim et al., 2005).

As mentioned above, meaningful life and self-esteem are seen as variables that have important effects on psychological resilience. The developmental tasks that an individual must fulfill in young adulthood become more complex with university life. This complexity causes the individual to enter into some questions about his self-perception. Self-esteem, which can be expressed as the balance that is tried to be established between self-perception and ideal self, is included in the model as a predictor variable. Besides, just as meaning in life predicts self-esteem (Zhang et al., 2019), in this study, on the contrary, self-esteem is expected to predict meaningful life. In addition, meaningful life is included in the hypothetical model as it can mediate between self-esteem and psychological resilience as a result of the theoretical and logical inferences mentioned above. Although there are studies in the literature on psychological resilience that have a mediating role in meaningful life (Eker et al., 2020), no research has been found in which meaningful life is used as a mediator variable between self-esteem and psychological resilience. For all these reasons, the mediation of meaningful life in the relationship between self-esteem and psychological resilience was tested in this study.

An individual's level of psychological resilience may change over time, and may be strengthened by the protective factors in the environment and the individual (Arslan, 2015). Therefore, it is thought that the results of this study will provide important contributions to the literature in increasing the effectiveness of preventive and intervention studies aimed at increasing the self-esteem and meaningful life of university students, which will be accepted as protective factors in the counseling process or universities. Therefore, in this study, examining the effects of university students' self-esteem and meaningful life levels on their levels of psychological resilience, and examining the mediating role of a meaningful life in the relationship between self-esteem and psychological resilience formed the main hypotheses of this research.

Method

This research is a descriptive study with a relational screening model conducted to examine whether meaningful life has a mediating effect on the relationship between self-esteem and psychological resilience. "While descriptive studies describe a given situation as precisely and carefully as possible" (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2013, 22), "relational survey models are research models that aim to determine the existence and/or degree of co-variance between two or more variables" (Karasar, 2012, 81). Structural Equation Modeling (SEM) was used to determine the predictive relationships between variables.

Participants

The study group of the research consists of students attending different departments of Karabük University, Atatürk University, and Siirt University. Data were collected online in the 2020-2021 academic year. The convenience sampling method was used to determine the study group. The study was conducted with a total of 417, aged between 18 and 39 [M= 21.60, sd = 2.48] volunteer university students, 227 females (54.4%) and 190 males (45.6%). Ethics committee approval of the study was obtained at Siirt University's session number 36, dated 03.02.2021.

Measures

In the study, data were collected using the Brief Psychological Resilience Scale, the Two-Dimensional Self-Esteem Scale, the Meaningful Life Scale, and the Personal Information Form. Detailed information on data collection tools is presented below.

Brief Psychological Resilience Scale

It was developed by Smith et al. (2008) to measure the psychological resilience of individuals. The scale, adapted to Turkish by Doğan (2015), is a 5-point Likert-type measurement tool consisting of 6 items. On the scale, the option "I strongly disagree" is scored as 1, and the option "I completely agree" is scored as 5. A high score from the scale indicates high psychological resilience. In Doğan's (2015) study, the Cronbach alpha reliability coefficient of the scale was calculated as .81. The findings showed that the scale is a valid and reliable measurement tool that can be used in Turkish culture. In this study, the Cronbach Alpha internal consistency coefficient of the scale was calculated as .77.

Self-Liking/Self-Competence Scale

Self-Liking/Self-Competence Scale (SLCS) is a 16-item self-report scale developed by Tafarodi and Swann (2001). The scale measures self-esteem in two dimensions called "self-liking" and " Self-competence ". The Turkish adaptation of the SLCS was made by Doğan (2011). Accordingly, the internal consistency coefficients for the "self-liking" and "self-competence" sub-dimensions were found to be .83 and .74, respectively. The two-factor structure of the scale was examined by confirmatory factor analysis and the goodness-of-fit indices were found to be AGFI= 0.91, GFI= 0.94, CFI= 0.97, NFI= 0.95, and RMSEA= 0.49. In this study, the Cronbach Alpha internal consistency coefficient of the scale was .85 for the self-love sub-dimension; It was calculated as .77 for the self-efficacy sub-dimension.

Meaningful Life Scale

The scale was developed by Arslan (2020). Within the scope of the reliability study of the scale, latent construct reliability and internal consistency values were examined. Reliability analysis results calculated the internal consistency value of the scale as .83 for the first sample (item-total correlation= between .54 and .72) and .80 (item-total correlation= between .43 and .67) for the second sample. It was also observed that the scale had a strong latent construct reliability (H= .83). When the DFA fit values of the scale were examined, it was seen that the CFI value was .99, the TLI value was .98, the SRMR and RMSEA values were .030 and .051 (RMSEA 90% CI= .00, .10). These results showed that the measurement model produced strong fit values. In this study, the Cronbach's alpha internal consistency coefficient was calculated as .83 over the total score of the scale.

Procedures

The data in the research were collected online using Google Forms. Informed consent was given in the first part of the data collection form, and the participants were asked to tick the box indicating that they voluntarily filled in the scales. In the process of filling out the research data, a separate statement was made regarding the right of withdrawal. In this way, data were collected from a total of 459 university students in the study. The data of 42 students who filled more than half of the scales incompletely or left blank were not included in the analysis. Analyzes were made with a total of 417 data sets.

Data Analysis

In this study, which aims to examine the mediating role of a meaningful life in the relationship between self-esteem and psychological resilience, correlation analysis was first

performed with the SPSS 25.0 program, and descriptive statistical values were calculated. Then, Structural Equation Modeling (SEM) was made using AMOS 24 Program. SEM is stated as a very powerful quantitative analysis method because it provides the opportunity to make decisions according to more than one parameter (Kline, 2011).

In the study, it was first examined whether the variables exhibited a normal distribution. As a general rule, by looking at the skewness and kurtosis coefficients of the data group whose normality is to be tested, their values between +1 and -1 are accepted as the measure of the normal distribution (Morgan et al., 2004, s.49). Since the skewness and kurtosis coefficients of all the variables used in the study were between +1 and -1 (Table 1), it was accepted that the distribution exhibited a normal distribution. In order to examine whether the research data are suitable for establishing a structural equation model, it was examined whether there was a multicollinearity problem between the variables. Multicollinearity is defined by Tabachnick and Fidel (2001) as a situation where there is a very high correlation (.90 and/or above) between the variables. When the correlation between the variables in Table 1 is examined, it is seen that there is no very high correlation between any pair of variables. Based on these findings, there was no multicollinearity problem between the variables. can be said.

In the study, two-stage SEM was used in line with the recommendations of Kline (2011). In the first stage, the measurement model was tested. After the verification of the measurement model, the hypothetical structural model was tested. In order to evaluate the results of SEM, the goodness of fit indices recommended by Hu and Bentler (1999) were discussed. In this context, CFI, GFI, NFI, SRMR and RMSEA values were calculated. As critical values, CFI, NFI and GFI values higher than 0.90 and SRMR and RMSEA values lower than 0.80 were considered (Hu & Bentler 1999; MacCallum, Browne & Sugawara, 1996; Tabachnick & Fidell, 2001).

In studies where the measured structures and the number of items are high, the parcelling method was used as an analytical technique that facilitates the adaptation of the data to the model used in SEM analysis (Bandalos, 2002; Little et al., 2013). When plots are created carefully, they can be used as effective, reliable and valid indicators of latent variables (Little et al., 2013). In this study, item parcellation method was used since the scales of meaningful life and psychological resilience were unidimensional. Two-dimensional plots were created for meaningful life and two-dimensional plots for psychological resilience. Two parcels were created by parceling out two sub-dimensions of the self-esteem scale.

In addition to SEM, the bootstrapping process, which is becoming increasingly common today and provides additional evidence for the significance of mediation, was also used (Preacher & Hayes, 2008). With the bootstrapping process, the number of samples was increased to 10,000 and the bootstrap value and confidence intervals (G.A.) were created. The absence of zero between the confidence intervals reveals that the mediation tested is also significant (Hayes, 2013). The analyzes of this research were carried out using IBM SPSS® Amos 2400 and IBM SPSS® Statistics 25.00.

Findings

In this section, firstly, the results of correlation analysis between plots and descriptive statistics were examined. Then, the results of the measurement model and the structural model are given. Finally, the results of the bootstrapping process are stated.

Correlation and Descriptive Statistics

The correlation analysis between plots and descriptive statistics (mean and standard deviation) are given in Table 1. When Table 1 is examined, it is seen that there is a significant positive correlation between all plots *(p <0.01).*

Table 1. Correlation and descriptive statistics (N=417)

Değişken	1	2	3	4	5	6
1. Psychological resilience Par1	-					
2. Psychological resilience Par2	.61**	-				
3. Meaningful life Par1	.43**	.40**	-			
4. Meaningful life Par 2	.36**	.32**	.73**	-		
5. Self-Esteem Par1	.42**	.46**	.47**	.43**	-	
6. Self-Esteem Par2	.36**	.42**	.37**	.37**	.65**	-
Average	10.40	9.77	12.42	12.64	29.96	26.12
Standard deviation	2.43	2.56	2.56	2.47	5.68	4.50
Skewness	-.02	-.26	-.26	-.24	-.43	.29
Kurtosis	-.50	-.21	-.21	-.27	-.02	.51

Note: **$p<.001$; Par Parcel

When the correlation results in Table 1 are examined, it is seen that all variables have significant relationships with each other. Psychological resilience shows positive significant relationships with the meaning of life (r=36 to r=43) and self-esteem (r=36 to r=42).

Structural Equation Modeling

Measurement Model

The measurement model consists of 3 latent variables, namely psychological resilience, self-esteem, and meaningful life, and six observed variables, two each for self-esteem, psychological resilience, and meaningful life. The goodness of fit index values obtained as a result of the measurement model analysis were found as $\chi2$ 11,043, df 6, $\chi2/df$ 1.84, RMSEA 0.045, GFI 0.991, IFI 0.995, and CFI 0.995. Since the calculated $\chi2/df$ value was below 5, the model was found to be statistically significant. If we look at the IFI, CFI, and GFI values, the model fit is seen (IFI>0.90, CFI>0.90, GFI>0.90). Considering these values, it can be said that the measurement model is confirmed.

Structural Model

In the Structural Model, firstly, the model in which the meaningful life is the full tool between the self-esteem and psychological resilience of university students (Model 1) was tested. In the full mediator model, no direct path is established between self-esteem and psychological resilience. Predicting psychological resilience of self-esteem through meaningful life is discussed. When the goodness of fit indices of the model, in which the meaningful life is the full tool, are examined, it can be said that all values are at an acceptable level; CFI = .99; GFI= .99; TLI = .98; SRMR = .01; RMSEA = .044 G.A. [.00, .086].

In order to reveal the best model, it was examined in the model that meaningful life is a partial tool. In other words, a direct path from self number to psychological resilience has been added. As a result of the analysis, it is understood that the goodness of fit indices in the partial mediator model are at an acceptable level; CFI = .95; GFI = .96; TLI = .90; SRMR = .042; RMSEA = = .044 G.A. [.00, .086]. All path coefficients were found to be significant in both models. However, this model was preferred because the goodness of fit indices of the model, in which meaningful life is a partial tool, are better. Path coefficients for this model are given in Table 2.

Table 2.

Goodness of Fit Indices of Structural Models

	CFI	GFI	TLI	SRMR	RMSEA
Model 1[**]	.99	.99	.98	.01	.044
Model 2	.95	.96	.90	.042	.044

[**] Preferred Model
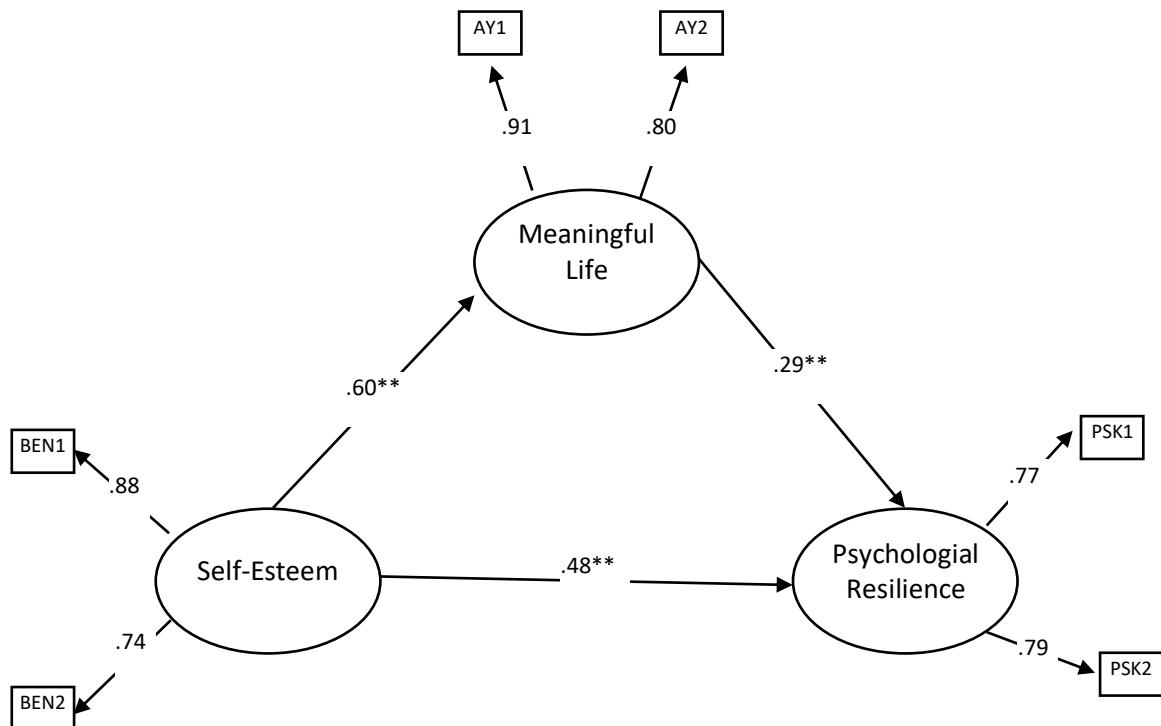
Figure 1. Standardized path coefficients of the partial intermediary model. Note. BEN self-esteem plots; AY Meaningful life plots; PSK Psychological resilience plots

Bootstrapping Process

The coefficients for the direct and indirect paths resulting from the bootstrapping process and the confidence intervals for these coefficients are given in Table 3

Table 3.

Bootstrapping results

Model pathways	Estimated	%95 CI	
		Lower	Upper
Direct effect			
self-esteem??? psychological resilience	.48	0.30	0.63
self-esteem??? meaningful life	.60	0.52	0.68
meaningful life??? psychological resilience	.29	0.14	0.45
Indirect effect			
self-esteem??? meaningful life??? psychological	0.18	0.089	0.27

resilience

When Table 3 is examined, it is understood that all direct path coefficients were statistically significant (p<0.001) after bootstrapping. Similarly, the indirect path coefficient also appears to be significant, (bootstrap coefficient = 0.18, 95% CI = 0.089, 0.27). Preacher and Hayes (2004, 2008) state that in order to decide that the indirect effect is significant, the lower and upper limits of the 95% confidence interval of the point estimation of the mediating variable should not contain zero. Considering all these results, it can be said that individuals' meaningful life levels play a partial mediating role between their self-esteem and psychological resilience.

Discussion, Conclusion & Suggestions

The purpose of this research is to examine the mediating role of meaningful life in the relationship between self-esteem and psychological resilience. When the first findings of the study are examined, it is seen that there is a positive and significant relationship between self-esteem and psychological resilience. Rosenberg stated that individuals with self-esteem are satisfied with themselves, they are aware of their mistakes or deficiencies and they want to correct them (Rosenberg 1976). The concept of psychological resilience, on the other hand, is defined as the strength to resist events that may pose a risk in the psychosocial context (Batmaz et al., 2021). It can be expected that the basic characteristics of individuals who are aware of their deficiencies and mistakes include the ability to resist events that may pose a risk. Emphasizing the positive relationship between self-esteem and psychological resilience (Fergusson & Lynskey, 1996; Gao et al., 2019; Güloğlu & Karaırmak, 2010; Karaırmak, 2007; Karaırmak & Siviş Çetinkaya, 2011; Öner, 2019; Sameroff & Seifer, 1990) parallels the findings of this study.

In the study, it was found that there is a significant relationship between self-esteem and meaningful life. In the study conducted by Zhang et al. (2019), the relationship between meaning in life and death anxiety was mediated by self-esteem. The search for meaning in life and the existence of meaning in life affect self-esteem positively. Again, in a study by Park and Peterson (2010), they concluded that individuals have high levels of intrinsic well-being if they have a meaningful life. Supporting these results, it was revealed that life goals partially mediated the relationship between self-esteem and social support and depression symptoms. It is thought that the self-esteem levels of individuals have an important effect on this search while searching for the meaning of life. It can be said that the search for meaning can occur as a result of a certain level of self-respect and self-acceptance.

In another finding of the study, a positive and significant relationship was found between meaningful life and psychological resilience. Studies have shown that meaningful life has a positive predictive effect on psychological resilience (Arslan et al., 2020; Batmaz et al.,2021). In addition to the determining effect of individuals' psychological resilience levels in the formation of a meaningful life, it is thought to be a feature that must be present for the search for meaning in life. In another finding, a significant relationship was found between self-esteem and psychological resilience. This result is supported by the results of the study of Özdemir and Adıgüzel (2021).

There are many features that a person should have in his journey to search for the reason for existence. Perhaps one of the most important of these traits is self-esteem. The fact that self-esteem is related to using different coping resources makes it valuable in terms of

psychological well-being (Ye et al.,2012; Miller, 2000; Moksnes & Reidunsdatter, 2019). The fact that self-esteem affects psychological resilience and indirectly a meaningful life reveals its importance in the path of existential quest. The last finding of the study is that meaningful life has a mediating role in the relationship between self-esteem and psychological resilience. The relationship between self-esteem and psychological resilience (Fergusson & Lynskey, 1996; Gao et al., 2019; Güloğlu & Karaırmak, 2010) was evaluated with the concept of meaningful life. In a similar study, it was determined that emotions have a partial mediating role in the relationship between self-esteem and psychological resilience (Karairmak & Siviş-Çetinkaya, 2011). These findings are similar to the results obtained as a result of the research. Differently, the concept of meaningful life was used as a mediating variable in this study.

It can be said that both the academic intensities of university-age individuals and their preparation to step into business life may have an impact on their psychological resilience, and that their psychological resilience levels have a determining function in coping with difficulties (Batmaz et al., 2021). It is expected that individuals with a good level of psychological resilience while passing this intense process will also have high levels of self-esteem (Camadan & Kirac, 2020). It is seen that the results of this research also support the current expectation. Along with the academic and work intensity of individuals, thoughts such as how a meaningful life should be may emerge. Their expectations and efforts for the future are activities in the search for ways of a meaningful life. In this study, it is seen that the effect of self-esteem on psychological resilience decreases with the inclusion of meaningful life in the model as a mediator variable. These results show that as the level of meaningful life of individuals increases, the level of psychological resilience is positively affected (Eker et al., 2019), that meaningful life is an important predictor of psychological resilience (Mohseni et al., 2019) and that meaningful life is a protective factor in mental health-related behaviors. It overlaps with studies showing that it plays a role (Du et al., 2017).

This research has some limitations. This research was conducted with university students continuing their undergraduate education. This situation suggests that it is necessary to evaluate it in terms of adults. Conducting this study with adults from different socioeconomic and educational levels suggests that it may be useful to consider the results in terms of adults. Another limitation is that the study was conducted with students who continue their education at several universities. It can be said that conducting the research with university students from different regions in terms of external validity will also be beneficial in terms of the validity of the results.

In this study, the self-esteem levels of university students in general were taken into account. This is another limitation of the study. Self-esteem levels of university students can be examined with different variables such as academic success, future expectations and life satisfaction. It can be said that these studies can enrich the literature in terms of their relationship with psychological resilience and meaningful life situations. According to the results of the research, it can be said that the planning of psychosocial and psychoeducational activities in order for university students to develop positive self-esteem and sufficient psychological resilience levels can make significant contributions to their academic, professional and personal development. Besides, considering the reinforcing aspect of the meaningful life obtained in this study, it can be said that it would be valuable for field experts who plan protective-preventive-developing-educational studies for university students to plan studies that will enable students to have a meaningful life

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