

THE MEDIATING ROLE OF RESILIENCE IN THE RELATIONSHIP BETWEEN LIFE SATISFACTION AND DAILY HASSLES IN UNIVERSITY STUDENTS

ÜNİVERSİTE ÖĞRENCİLERİNDE YAŞAM DOYUMU İLE GÜNDELİK SIKINTILAR ARASINDAKİ İLİŞKİDE PSİKOLOJİK SAĞLAMLIĞIN ARACI ROLÜ

ПОСРЕДНИЧЕСКАЯ РОЛЬ УСТОЙЧИВОСТИ В ОТНОШЕНИИ МЕЖДУ УДОВЛЕТВОРЕННОСТЬЮ ЖИЗНЬЮ И ЕЖЕДНЕВНЫМИ ТРУДНОСТЯМИ У СТУДЕНТОВ ВУЗОВ

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ABSTRACT

Life satisfaction is one of the fundamental qualities that individuals must have to reach happiness in life and live a meaningful life. The concept of life satisfaction, which constitutes the cognitive aspect of subjective well-being, includes the individual's cognitive assessments. In this context, it can be said that many factors affect this concept. The main purpose of this research included the examination of the mediating role of resilience in the relationship between life satisfaction and daily hassles in university students. Another aim was to investigate the relationship between the variables of life satisfaction, resilience, and daily hassles. Correlational survey and causal-comparative models were utilized in this quantitative research. The sample group of the research consisted of 712 university students. Data were collected using the Satisfaction with Life Scale, the Daily Hassles Scale, and the Resilience Scale for Adults. Descriptive data analysis techniques, Pearson's Product Moment Correlation Coefficient for independent groups, and path analysis were used to analyze the study data. According to the results of the correlation analysis, there was a negative relationship between daily hassles and life satisfaction, a negative relationship between daily hassles and resilience, and a positive relationship between resilience and life satisfaction. Finally, it was concluded that resilience had a significant

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The Mediating Role of Resilience in the Relationship Between Life Satisfaction...

mediating role in the relationship between life satisfaction and daily hassles. The findings obtained in this research were interpreted and discussed in light of the relevant literature.

Keywords: Life satisfaction, daily hassles, resilience, positive psychology

ÖZ

Yaşam memnuniyeti, bireylerin hayatta mutluluğa ulaşabilmesi ve anlamlı bir yaşam sürdürebilmesi için sahip olmaları gereken temel niteliklerden biridir. Öznel iyi oluşun bilişsel boyutunu oluşturan yaşam memnuniyeti kavramı, bireyin bilişsel değerlendirmelerini içerir. Bu bağlamda, birçok faktörün bu kavramı etkilediği söylenebilir. Bu araştırmanın temel amacı, üniversite öğrencilerinde yaşam memnuniyeti ile günlük stresler arasındaki ilişkide direncin aracı rolünü incelemektir. Bir diğer amaç ise yaşam memnuniyeti, direnç ve günlük stresler değişkenleri arasındaki ilişkiyi araştırmaktır. Nicel araştırma kapsamında korelasyonel tarama ve nedensel-karşılaştırmalı modeller kullanılmıştır. Araştırmanın örneklem grubunu 712 üniversite öğrencisi oluşturmuştur. Veriler Yaşam Memnuniyeti Ölçeği, Günlük Stresler Ölçeği ve Yetişkinler için Direnç Ölçeği kullanılarak toplanmıştır. Araştırma verilerinin analizinde betimsel veri analizi teknikleri, bağımsız gruplar için Pearson Ürün-Moment Korelasyon Katsayısı ve yol analizi yöntemleri uygulanmıştır. Korelasyon analizi sonuçlarına göre, günlük stresler ile yaşam memnuniyeti arasında negatif, günlük stresler ile direnç arasında negatif, direnç ile yaşam memnuniyeti arasında ise pozitif bir ilişki bulunmuştur. Sonuç olarak, dirençliğin yaşam memnuniyeti ile günlük stresler arasındaki ilişkide önemli bir aracı rol oynadığı sonucuna varılmıştır. Araştırmada elde edilen bulgular ilgili literatür ışığında yorumlanmış ve tartışılmıştır.

Anahtar Kelimeler: Yaşam memnuniyeti, günlük stresler, direnç, pozitif psikoloji

АННОТАЦИЯ

Удовлетворённость жизнью является одной из фундаментальных характеристик, необходимых для достижения счастья и ведения осмысленной жизни. Понятие удовлетворённости жизнью, которое формирует когнитивный аспект субъективного благополучия, включает когнитивные оценки индивида. В этом контексте можно утверждать, что на данное понятие влияет множество факторов. Основной целью данного исследования было изучение посреднической роли устойчивости в отношении между удовлетворённостью жизнью и ежедневными трудностями у студентов вузов. Другая цель заключалась в исследовании взаимосвязи между переменными удовлетворённость жизнью, устойчивость и ежедневные трудности. В данном количественном исследовании использовались корреляционное анкетирование и причинно-сравнительные модели. Выборка исследования составила 712 студентов. Данные собирались с помощью Шкалы удовлетворённости жизнью, Шкалы ежедневных трудностей и Шкалы устойчивости для взрослых. Для анализа данных применялись методы описательной статистики, коэффициент корреляции Пирсона для независимых групп и анализ путей. Согласно результатам корреляционного анализа, между ежедневными трудностями и удовлетворённостью жизнью существовала отрицательная связь, между ежедневными трудностями и устойчивостью — отрицательная связь, а между устойчивостью и удовлетворённостью жизнью — положительная связь. В заключение, было установлено, что устойчивость играет значимую посредническую роль в отношении между удовлетворённостью жизнью и ежедневными трудностями. Полученные результаты интерпретированы и обсуждены в свете соответствующей литературы.

Ключевые слова: Удовлетворённость жизнью, ежедневные трудности, устойчивость, позитивная психология

1. Introduction

Social and individual changes throughout history have changed people's needs and expectations. As a result of these changes, the view and approach of the science of psychology toward human beings have also changed. Traditional approaches within psychology have not initially given as much importance to the positive characteristics of humans. However, in religions and philosophical approaches, the significance of virtues such as wisdom, love, justice, gratitude, and spirituality for human beings is emphasized (Seligman, 2004). Positive psychology is seen as an approach that focuses on these neglected aspects of humans and gives a different perspective to psychology (Ümmet, 2020). In this context, it is thought that it is critical for positive psychology to address situations that are neglected in the science of psychology.

In positive psychology, many studies have been conducted on various areas covering the positive characteristics of the individual, such as optimism, hope, subjective well-being, happiness, life satisfaction, and resilience. Today, various problems, such as natural disasters, pandemics, economic problems, global warming, terrorism, and war, affect people's lives. Despite all these problems, it is extremely critical to lead a life that one is satisfied with, achieve personal development, and have well-being. In this context, positive psychology tries to focus on happiness, flow, positive characteristics, imagination, well-being, wisdom, creativity, and the positive characteristics of individuals, groups, and institutions in society. This approach does not only focus on the individual but also carries out studies on the positive impact that increasing individuals' well-being will have on society (Hefferon & Bonivell, 2014). Life satisfaction and resilience variables, which are the subject of this research, are also among the topics that positive psychology focuses on.

From the moment of birth until death, human beings live with expectations from life. Individuals' comparison of their expectations from life with what they have already gained and making an evaluation, as a result, requires us to focus on the concept of life satisfaction.

The concept of life satisfaction was first coined by Neugarten in 1961. It is defined as individuals' positive evaluation of their life, depending on the satisfaction of their needs and desires in line with the criteria they have determined (Neugarten, Havighurst & Tobin, 1961). Individuals compare the conditions they perceive in their life with the criteria they have determined, and as the harmony between the two increases, the level of life satisfaction increases, as well (Pavot, Sandvik & Diener, 2009). In this context, the concept of life satisfaction may be seen as a situation obtained as a result of the assessment between the criteria determined by the individual and the current conditions. Life satisfaction is a concept that emerges as a result of criteria determined by the individual, not standard ones. In this regard, it can be stated that life satisfaction is the result of a subjective evaluation.

Individuals continue their daily lives in various areas, such as home, work, and school. They face many problems related to different issues in life. These distressing situations can have a negative impact on their daily functioning, well-being, and life satisfaction levels. Family, work, and school, where individuals are likely to experience troubles, cover a large part of daily life. Just as many situations in people's daily lives vary individually, the problems encountered in life can also vary similarly. For example, while an individual may encounter problems related to the school environment more frequently during the education process, problems related to work and the business environment may

The Mediating Role of Resilience in the Relationship Between Life Satisfaction...

be encountered more frequently during adulthood. Many different factors such as the environment and the characteristics of the individual's developmental period can be effective in the emergence of the problems encountered in daily life. It is necessary to focus on the concept of daily hassles to explain these negativities that individuals encounter in their daily lives more comprehensively.

Daily hassles are defined as daily life experiences and conditions that are noticeable in individuals' daily lives and are harmful, and negatively affect their well-being (Lazarus, 1984). They may emerge as situations in individuals' daily lives that cause stress and anger. Parents' intervention in their children's social relations, putting pressure on them regarding lessons and expecting high success, adverse events in the family, lessons, homework, negative behavior of teachers, exams, undesirable experiences with friends, problems in commuting to school, traffic problems, and noise pollution are all included in the concept of daily hassles (Yıldırım, 2004).

Recent studies in psychology and psychological counseling and guidance fields show that the approach that focuses on individuals' strengths with the influence of a positive perspective, as opposed to their problems and shortcomings, is increasing (Karairmak, 2006). In addition to the increasing interest in positive psychology, global concerns created by situations that negatively affect human development and well-being, such as diseases, political violence, natural disasters, malnutrition, and maltreatment across the world, also cause the concept of resilience to gain importance (Masten, 2014). The concept of resilience basically refers to positive adaptation, which includes the individual's ability to maintain or regain mental health after an adversity (Herrman, Stewart, Diaz-Granados, Berger, Jackson & Yuen, 2011).

One of the significant points in the concept of resilience is that young people and children are more affected by negative factors or that these individuals are more sensitive to such factors. One of the noteworthy aims of studies on resilience is to identify conditions that may prevent the development of children or young people and may harm them. Then, it is critical to determine and take action to prevent these conditions or minimize possible damages (Önder & Ogelman, 2020). In this context, it is thought that the sample group of this research, which consisted of university students, is notable in terms of preventive studies to be planned for young people.

It is stated that people are born with an innate capacity for resilience, and thanks to this, they acquire problem-solving skills, critical thinking skills, independence, and a sense of purpose (Bernard, 1995). Similarly, Masten (2001) states that resilience does not consist of rare special qualities. On the contrary, the family, body, brain, mind, relationships, and social qualities that a normal individual owns form the basis for the existence and development of resilience. Individuals' environment and their ordinary characteristics can support the emergence of resilience. Extraordinary conditions and characteristics are not required for resilience to occur. This leads to hopes that resilience can be improved by preventing risk factors (Masten, 2001). People encounter various problems, difficulties, and risk factors throughout life. Some studies in the literature have shown that people encounter a potentially negative event, that is, a risk factor, at least once in their lives (Kessler, Sonnega, Bromet, Hughes, & Nelson, 1995). Resilience is seen as a dynamic process and it changes over time. Protective factors in individuals and their environment benefit its development and enrichment (Stewart, Reid & Mangham, 1997).

In conclusion, daily hassles and resilience are thought to be notable predictors of life satisfaction. In addition, it is predicted that resilience has a mediating role in the relationship between life satisfaction and daily hassles. It is thought that daily hassles encountered in life have an impact on life satisfaction. It is predicted that the level of

individuals' resilience has an impact on this relationship and that it will have an impact on their ability to cope with daily hassles, the level of the effects of problems, and leading a life that they get satisfaction despite the problems experienced. In this context, answers to the following two problem statements were sought in this research:

(1) Is there a statistically significant relationship between university students' life satisfaction, daily hassles, and resilience levels?

(2) Does resilience have a mediating role in the relationship between life satisfaction and daily hassles in university students?

2. Methods

2.1. Model of the study

In this study, the mediating role of resilience in the relationship between daily hassles and life satisfaction in university students was examined. Additionally, the relationships between daily hassles, life satisfaction, and resilience were tested. Correlational survey and causal-comparative models were employed in the study, which was based on quantitative research methodology. Quantitative research, which is based on the post-positivist view as its philosophical origin, defends a causal view that argues the results are determined by possible causes. The aim of quantitative research types is to detect the relationship between variables based on numerical and statistical processes (Creswell, 2017). The correlational survey model is used to determine the existence or degree of change between two or more variables. In this model, the goal is to determine whether the variables change together and, if they do, how this change occurs (Karasar, 2011). The goal of the causal-comparative model is to identify reasons for the differences between individuals in certain groups and the consequences of these differences without making any intervention in the situations and participants (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2014).

2.2. Study group

The sample of the research consisted of students in undergraduate programs at a university in the Black Sea Region in the fall semester of the 2021-2022 academic year. Although 968 university students participated in this research, the data of 256 were removed from the data set due to incomplete, incorrect, or missing data, or various statistical procedures in the data analysis stage. Therefore, the research group consisted of 711 university students in total, including 530 (74.5%) females and 181 (25.6%) males.

2.3. Data collection tools

The Satisfaction with Life Scale was used to determine the life satisfaction levels of university students, the Daily Hassles Scale was employed to determine the level of their daily problems, and the Resilience Scale for Adults was utilized to determine their resilience levels.

2.3.1. The Satisfaction with Life Scale

Diener, Emmons, Larsen & Griffin (1985) developed this scale to determine general life satisfaction. It was adapted to Turkish culture by Dağlı & Baysal (2016). It is a five-point Likert-type scale consisting of a total of five items and a single factor. High scores on the scale indicate a high level of life satisfaction. In the adaptation study of the scale to Turkish, the KMO value was found to be .86 and Bartlett's value was found as 528.329 ($p < .001$). Dağlı & Baysal (2016) found Cronbach's alpha internal consistency coefficient of the scale as .88 and the test-retest reliability coefficient as .97 in the

The Mediating Role of Resilience in the Relationship Between Life Satisfaction...

adaptation study. The test-retest reliability coefficient of the scale was calculated as .85 in the previous adaptation study of the scale to Turkish culture by Köker (1991). As a result of this research, Cronbach's alpha internal consistency coefficient of the scale was calculated as .85.

2.3.2. The Daily Hassles Scale (DHS)

This scale was developed by Yıldırım (2004) to determine everyday problems. It is a three-point Likert scale consisting of a total of 52 items and four subscales, namely hassles about family, friends, educational life, and the wider environment. High scores on the scale mean that the person has a higher level of daily hassles. According to Yıldırım (2004), the daily hassles scale has multi-factors as well as a general factor. In the reliability study by Yıldırım (2004), Cronbach's alpha reliability coefficient was found as 0.91 for the total DHS, 0.83 for hassles about family, 0.77 for hassles about friends, 0.83 for hassles about educational life, and 0.75 for hassles about the wider environment. As a result of this research, Cronbach's alpha internal consistency coefficient of the scale was calculated as .88.

2.3.3. The Resilience Scale for Adults (RSA)

This scale was developed by Friborg, Hjemdal, Rosenvinge & Martinussen (2003). It initially consisted of five subscales, namely "personal competence," "structured style," "social competence," "family coherence," and "social resources." However, as a result of subsequent studies, Friborg, Barlaug, Martinussen, Rosenvinge & Hjemdal (2005) stated that the scale would be more functional in explaining resilience with a six-dimensional structure. The scale was adapted to Turkish culture by Basım & Çetin (2011). It consists of 33 items, a five-point Likert-type scale, and six subscales, namely "structured style," "perception of future," "family cohesion," "perception of self", "social competence," and "social resources." The Turkish adaptation of the resilience scale has a five-point Likert-type rating structure, similar to the original scale. Basım & Çetin (2011) found the internal consistency coefficients of the subscales of the scale in the reliability study as follows: 0.82 for perception of self; 0.76 for perception of future; 0.80 for social competence; 0.86 for social resources; 0.84 for family cohesion; 0.75 for structured style. As a result of this research, Cronbach's alpha internal consistency coefficient of the total scale was calculated as .87.

2.4. Data collection

Before the data collection process was initiated, permissions of the authors who had developed or adapted the scales to be used in the research to Turkish culture and Turkish were obtained. Then, the researcher went to the classrooms and made the necessary explanations to volunteer students. Before the scales were given to the students who volunteered to participate in the study, the researcher informed them about the purpose of the research. Application of the data collection tools took approximately 10-15 minutes.

2.5. Data analysis

The analysis of the data obtained in the study was carried out on the SPSS 25.0 statistical software package. Before the analyses were initiated, the accuracy of the data, missing data, outliers, and assumptions of the analyses used were examined (Hinton, McMurray, & Brownlow, 2014; Tabachnick & Fidell, 2014). The Pearson correlation coefficient was used to test the relationships between life satisfaction, daily hassles, and resilience. This coefficient is used to explain the linear relationship between two continuous variables and the power of this relationship (Büyüköztürk, Çokluk & Köklü, 2012). Path

analysis was employed to determine the mediating role of resilience in the relationship between life satisfaction and daily hassles.

3. Results

In this part of the study, the findings obtained in the research were presented. First, findings about the relationships between university students' life satisfaction, daily hassles, and resilience were reported as a response to the first problem statement of the research. Secondly, findings about the examination of the mediating role played by resilience in the relationship between life satisfaction and daily hassles were presented within the scope of the second problem statement.

3.1. Findings about the relationships between life satisfaction, daily hassles, and resilience levels of university students

Pearson product-moment correlation coefficient was calculated between the scores obtained by the students from the scales used in the research to determine the relationships between university students' life satisfaction, daily hassles, and resilience levels. The findings of this analysis are presented in Table 1.

Table 1. Relationships between university students' life satisfaction, daily hassles, and resilience levels

	(1)	(2)	(3)
(1) Life satisfaction	1		
(2) Resilience	.474**	1	
(3) Daily hassles	-.389**	-.486**	1

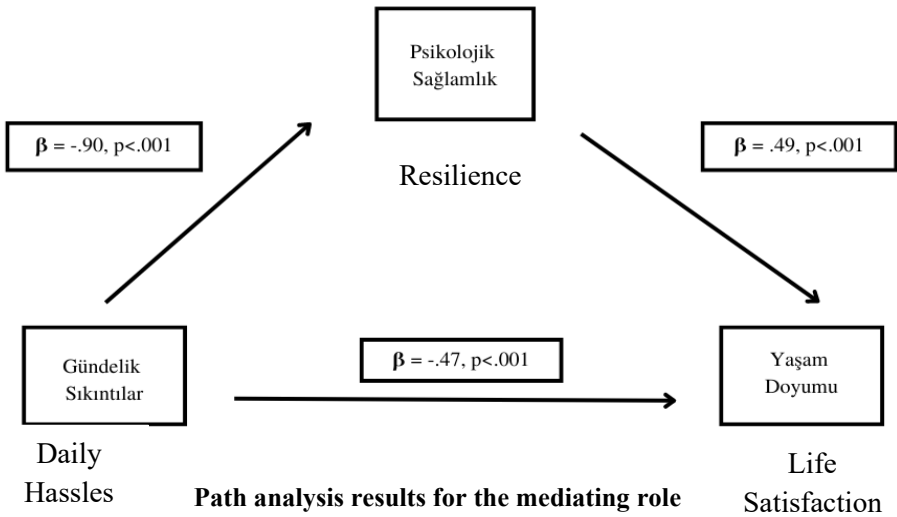
N: 711, ** $p < .01$

As seen in Table 1, there were significant relationships between the study variables: life satisfaction and resilience, .474 ($p < .01$); life satisfaction and daily hassles, -.389 ($p < .01$); daily hassles and resilience, -.486 ($p < .01$). As the level of psychological resilience increased, the level of life satisfaction also increased. As the level of resilience decreased, the level of daily hassles increased, as well. As the level of daily hassles decreased, the level of life satisfaction increased.

3.2. Findings about the mediating role of resilience in the relationship between life satisfaction and daily hassles in university students

Path analysis was used to test the mediating role of resilience in the relationship between daily hassles and life satisfaction in university students. The relationship analyses indicated that the assumptions of the path analysis were met, as the variables were interrelated and there was no multicollinearity problem (correlation coefficients $< .90$). While the mediating role was determined, resilience was added to the model as a mediator variable. The findings and standardized impact coefficients of the models established are presented in Figure 1.

The Mediating Role of Resilience in the Relationship Between Life Satisfaction...



As seen in Figure 1, the effect of daily hassles on resilience ($\beta = -.90, p < .001$) and life satisfaction ($\beta = -.47, p < .001$) and the effect of psychological resilience ($\beta = .49, p < .001$) on life satisfaction was direct and significant. These results pointed to the mediating role of resilience in the relationship between daily hassles and life satisfaction. In addition, the Bootstrap technique was used to examine the indirect effects of daily hassles on life satisfaction through resilience and whether these effects were statistically significant to fully determine the mediation. The results of the analysis are presented in Table 2.

Table 2. Indirect and total effects on life satisfaction

Indirect Effects	Standardized values	Non-standardized values		
	β	SH	GA[%95]	P
DH → R → LS	-.445	.054	-.558 - -.345	.000

As seen in Table 2, the standardized regression coefficient regarding the effect of daily hassles on life satisfaction through resilience was found as -.445. When the non-standardized regression coefficient, confidence intervals, and significance level of this value were examined, it was found that the indirect effect of daily hassles on life satisfaction, mediated by resilience, was statistically significant ($p < .05$).

4. Discussion, Conclusion, and Recommendations

This part of the article presents the findings obtained as a result of the research and their interpretation and discussion within the scope of the literature. First of all, the

relationships between the variables of life satisfaction, daily hassles, and resilience were examined, interpreted, and discussed under the first problem statement of the research. Finally, the findings about the mediating role of resilience in the relationship between life satisfaction and daily hassles were examined, interpreted, and discussed in line with the second problem statement of the study.

According to the results obtained in the study, a significant negative relationship was found between daily hassles and life satisfaction. Accordingly, it can be said that as individuals' daily distress levels increase, their life satisfaction levels decrease. Some studies in the literature have shown similar results, e.g., a negative significant relationship between daily hassles and life satisfaction (Udayar, Urbanaviciute, Morselli, Bollmann, Rossier, & Spini, 2023; Tachon, Shankland, Marteau-Chasserieu, Morgan, Leys & Kotsou, 2021; Lavee & Ben-Ari, 2007; Falconier et al., 2014). According to this result of the research, it can be said that participants get less satisfaction from life when they are exposed to daily hassles. It can be said that the problems that individuals face in their daily lives related to family, wider environment, friends, and education negatively affect life satisfaction. It is thought that these problems, which individuals are exposed to, may cause them to get less satisfaction from life by affecting their functionality in life, focus on the moment, and quality of life.

In addition, university students, who are young adults, go through changes due to the period they are in. These changes include many different difficulties, such as having close relationships, making decisions that will shape their future, living an independent life from the family, making professional choices, and preparing for responsibilities related to adulthood. It is thought that this difficult process that individuals go through affects the level of their life satisfaction.

According to the results of the study, a significant negative relationship was found between daily hassles and resilience. It can be said that as the level of daily hassles of university students increases, the level of their resilience decreases, or as the level of their daily hassles decreases, the level of their resilience increases. In other words, it seems that daily hassles have an impact on resilience. It is thought that individuals should stay away from daily hassles to increase the level of their resilience and achieve stability. It is stated that individuals' ability to maintain their well-being while coping with troubles, to be strong in the face of troubles, and to cope with these situations will support their resilience (Basım & Çetin, 2011).

The results of the study indicated a significant positive relationship between life satisfaction and resilience. This result obtained in the research is consistent with the results obtained from other studies in the literature, indicating that there is a significant positive relationship between life satisfaction and resilience (Uzun & Tortumlu, 2022; Durak, 2021; Akdeniz, Savtekin & Köylü, 2021; Aldridge, McChesney & Afari, 2020; Alibekiroğlu, Akbaş, Ateş & Kırdök, 2018; Cazan & Truta, 2015; Achour & Nor, 2014; Tümlü & Reçepoğlu, 2013; Ye et al., 2012; Beutel et al., 2010).

Individuals with high levels of resilience can adapt to and cope with the negative and stressful events they experience. It is thought that the experiences gained by the individual following these processes effectively contribute to their ability to cope with negative and stressful situations in the later periods of their lives. To sum up, an individual's ability to cope with the difficulties they experience makes them stronger and more developed (Barankin & Khanlou, 2007). Research into the characteristics of individuals with high levels of resilience has highlighted experiencing positive emotions, optimism, participating in physical activities, recreation, and reliable social support

The Mediating Role of Resilience in the Relationship Between Life Satisfaction...

(Hefferon & Boniwell, 2018). It is thought that the characteristics of individuals with high levels of resilience positively affect the level of their life satisfaction.

Finally, it was found in the study that resilience had a significant mediating role in the relationship between life satisfaction and daily hassles. When the literature was examined, no study on the mediating role of resilience in the relationship between life satisfaction and daily hassles was found. In this context, it is thought that the results obtained from the research will fill and contribute to the relevant gap in the literature.

The mediating role of resilience in the relationship between life satisfaction and daily troubles can be explained in light of the study findings as follows. When the resilience level of individuals experiencing daily hassles increases, their coping skills, optimism, self-awareness, self-efficacy, flexibility, and adaptability levels may increase accordingly. As a result, individuals' perceptions of the daily hassles they experience and their impact on their lives may change. This may increase individuals' life satisfaction levels or reduce the effect of daily hassles on life satisfaction. In summary, it can be said that when individuals with a high level of resilience are exposed to daily hassles, the level of their life satisfaction is affected by these negative experiences less.

The following recommendations can be made for future studies.

- Activities and psycho-educational studies intended to increase students' life satisfaction and improve their resilience can be included in guidance programs at schools, starting from the pre-school period.
- Psycho-education programs and practices intended to improve the resilience and life satisfaction levels of university students can be included in programs carried out by psychological counseling and guidance research and application centers of universities.
- The data of this research were obtained and evaluated using a quantitative method. However, a mixed research method can be used, in which qualitative and quantitative methods are used together, to obtain more comprehensive data.
- In future studies, the same variables can be studied with different samples (for example, primary school, secondary school, and high school students, young adults, and elderly people).
- In future studies, other life satisfaction and resilience scales can be used instead of the scales used in this study.
- Life satisfaction, daily hassles, and resilience variables can be examined not only in terms of the general total but also by considering the sub-dimensions of these variables in future research.
- Future studies can focus on whether different variables have a mediating role in the relationship between life satisfaction and resilience.

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Author contributions

This study was produced from a master's thesis prepared at a state university. Both authors made significant contributions to the introduction, conceptual framework, methods, results, and discussion sections of this study.

Conflict of Interest

There is no conflict of interest between the authors or with any person or institution.

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The Mediating Role of Resilience in the Relationship Between Life Satisfaction...

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