

## The impact of life satisfaction on Self-Esteem among primary school teachers

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### **Abstract**

*This study aimed to explore the relationship between life satisfaction and self-esteem and to verify the extent of the impact of life satisfaction on the level of self-esteem among primary school teachers. The study sample amounted to (170) teachers; we applied the Life Satisfaction Scale of Diener et al. (Diener et al., 1985) and the Rosenberg Self-Esteem Scale (Rosenberg, 1965). The researcher used the descriptive approach in processing the data, and the results showed a correlation coefficient of (0.770), indicating a strong direct relationship between life satisfaction and self-esteem. The coefficient of determination was (0.593), indicating that 59.3% of the changes in self-esteem are attributed to the effect of life satisfaction. In comparison, the remaining percentage (40.7%) is due to other factors not included in the study model. , which confirms that the effect of life satisfaction on ( $p = 0.001$ ) at the level of significance ( $F = 244.44$ ) and the value of self-esteem was statistically significant, and the regression coefficient showed that every one-unit increase in life satisfaction leads to an increase in self-esteem by (1.446). The study's results confirm that life satisfaction is important in improving self-esteem, as individuals who are more satisfied with their lives have higher self-esteem. These results support many previous studies that found a positive relationship between the two variables, highlighting the importance of enhancing the level of life satisfaction as one of the factors influencing the improvement of self-esteem.*

**Keywords:** Educational Environment, Life Satisfaction, Primary School Teachers, Psychological Health, Self-Esteem.

# L'impact de la satisfaction de la vie sur l'estime de soi chez les enseignants du primaire

## *Résumé*

*Cette étude avait pour objectif d'explorer la relation entre la satisfaction de vie et l'estime de soi, et de vérifier l'ampleur de l'impact de la satisfaction de vie sur le niveau d'estime de soi chez les enseignants du primaire. L'échantillon de l'étude était de (170) enseignants, nous avons appliqué l'échelle de satisfaction de vie de Diener et al. (Diener et al., 1985) et l'échelle d'estime de soi de Rosenberg (Rosenberg, 1965). La chercheuse a utilisé l'approche descriptive dans le traitement des données, et les résultats ont montré un coefficient de corrélation de (0,770), indiquant l'existence d'une forte relation directe entre la satisfaction de vie et l'estime de soi. Le coefficient de détermination était de (0,593), indiquant que 59,3 % des changements dans l'estime de soi sont attribués à l'effet de la satisfaction de vie, tandis que le pourcentage restant (40,7 %) est dû à d'autres facteurs qui n'étaient pas inclus dans le modèle d'étude. , ce qui confirme que l'effet de la satisfaction de vie sur ( $p = 0,001$ ) au niveau de signification ( $F = 244,44$ ) et la valeur de l'estime de soi était statistiquement significatif et le coefficient de régression a montré que chaque augmentation d'une unité de la satisfaction de vie conduit à une augmentation de l'estime de soi de (1,446). Les résultats de l'étude confirment que la satisfaction de vie joue un rôle important dans l'amélioration de l'estime de soi, car les personnes les plus satisfaites de leur vie ont une meilleure estime de soi. Ces résultats corroborent de nombreuses études antérieures qui ont trouvé une relation positive entre les deux variables, soulignant l'importance d'améliorer le niveau de satisfaction de vie comme l'un des facteurs influençant l'amélioration de l'estime de soi.*

**Mots-clés :** *Environnement éducatif, Satisfaction de vie, Enseignants du primaire, Santé psychologique, Estime de soi.*

## Introduction

Life satisfaction is one of the basic concepts in positive psychology, as it expresses individuals' general assessment of their lives and the extent to which they feel satisfied with their living conditions and daily experiences (Diener et al., 1985). Life satisfaction is "the individual's acceptance of himself and the lifestyle he lives in the vital field surrounding him" (Al-Deeb, 1998, p. 45). It is one of the indicators that show the extent to which an individual enjoys psychological health, as Majd Al-Desouki indicated that:

Life satisfaction is an important sign that indicates the extent to which a person enjoys psychological health, as life satisfaction means the individual's enthusiasm for it, acceptance of it and genuine desire to live it, so it includes a group of diverse qualities such as optimism, expectation of good, optimism, satisfaction with reality, self-acceptance, respect for it, and cognitive and emotional independence. If these qualities are achieved in an individual, he will feel more satisfied than at any other time." (1998, p. 6).

The satisfaction or dissatisfaction with life is related to the individual's ambition, achievements, and what he may aspire to and want to achieve (Mikhael, 2010). On the other hand, self-esteem is a fundamental psychological factor affecting the individual's behaviour and adaptation to his environment, as it reflects the individual's evaluation of himself and the extent of his sense of value and importance. Self-esteem is an individual's assessment of his or her worth, which reflects the extent of his or her respect and appreciation for himself (Rosenberg, 1965). Suleiman (1992) sees self-esteem as: "an individual's view of himself or herself and his or her evaluation of himself or herself, which is influenced by life experiences and social interactions." Many studies

have indicated a positive relationship between life satisfaction and self-esteem, as a study by Diener (1995) showed that individuals who enjoy high levels of life satisfaction also show higher levels of self-esteem. A study by Joshanloo and Afshari (2011) found that life satisfaction plays an important role in shaping an individual's self-evaluation, which is positively reflected in general mental health. In the same context, a study by Moksnes and Espnes (2013) showed that enhancing life satisfaction among individuals, especially in professional environments such as teaching, contributes significantly to improving their self-esteem, which helps them face challenges and work pressures.

In a study conducted by Al-Khatib (2021) on teachers, a direct relationship was found between life satisfaction and self-esteem, as the results showed that teachers who enjoy higher satisfaction with their lives show higher levels of self-esteem. The study (Al-Sabbagh, 2020) also confirmed that life satisfaction contributes to improving self-esteem among primary school teachers, and the study recommended developing programs that enhance life satisfaction to improve self-esteem. The study's results (Al-Kilani, 2019) showed that psychological factors such as life satisfaction play an essential role in determining the level of self-esteem among teachers, and the study recommended the importance of paying attention to the factors that affect life satisfaction. Based on the above, this research explores the relationship between life satisfaction and self-esteem among primary school teachers, focusing on how much life satisfaction affects their self-esteem.

Life satisfaction is a basic indicator of mental health, as it contributes to achieving psychological adaptation and social harmony. It is one of the factors influencing self-esteem. The study of (Magdy El-Dessouki, 1991) indicated a positive rela-

tionship between life satisfaction and its various dimensions (social happiness, reassurance, psychological stability, social appreciation, and contentment) and self-esteem among adults. In light of the rapid transformations witnessed by the education sector, professional pressures on female teachers are increasing, which may affect their life satisfaction and self-esteem. Given the pivotal role female teachers play in the educational process, it becomes necessary to understand the factors that contribute to enhancing their mental health, as this directly affects the quality of teaching and the efficiency of professional performance. The study of Abdul Razzaq (2024) showed a relationship between self-esteem among teachers and achieving competitive advantage in Jordanian private schools, indicating the importance of enhancing self-esteem to improve job performance. In addition, Suleiman's study (2019) confirmed the relationship between life satisfaction and self-esteem among school principals. It concluded that there is a positive association between the two variables, which confirms the impact of life satisfaction on self-esteem in the educational environment. Despite the many studies that have addressed both life satisfaction and self-esteem separately, the relationship between them is still a topic that deserves further research, especially in professional contexts that require psychological and physical effort such as the teaching profession. We find a lack of studies that focus on this relationship among primary school teachers. This professional category is important because it is vital in shaping future generations. However, they may face professional challenges and pressures that affect their life satisfaction and self-esteem. Therefore, there is a need for an in-depth study that explores the nature of this relationship and its impact on primary school teachers. The question

is whether the level of life satisfaction among primary school teachers directly affects their self-esteem. Accordingly, this study seeks to explore the relationship between life satisfaction and self-esteem among primary school teachers by using theoretical frameworks and previous studies to understand this relationship better. It also aims to reveal the extent to which life satisfaction affects self-esteem and whether enhancing this satisfaction can contribute to raising their level of self-esteem.

Hence, the problem of the study arises in the following question: **To what extent does life satisfaction affect self-esteem among primary school teachers?**

This study aims to:

- Explore the relationship between life satisfaction and self-esteem among primary school teachers.
- Determine the extent of the impact of life satisfaction on the level of self-esteem.
- Provide recommendations to enhance life satisfaction to improve self-esteem.

## **1. Study terms and operational definitions:**

### **1.1. Life satisfaction:**

Diener (1984) defines life satisfaction as the overall cognitive assessment that individuals make towards their lives, based on comparing them to their standards and the extent to which they achieve their personal goals and expectations. Life satisfaction is measured operationally by the score obtained by the elementary school teacher on the Diener Life Satisfaction Scale used in the study.

### **1.2. Self-esteem**

Rosenberg (1965) defines self-esteem as a sense of value and an attitude towards the self, either positive or negative.

Self-esteem is represented by the individual's feeling that he is valuable and respects himself for what he is. Self-esteem is measured operationally by the score obtained by the elementary school teacher on the Rosenberg Self-Esteem Test used in the study.

These concepts were defined based on the tools used in the study, which facilitates the measurement process and clarifies how to evaluate each variable accurately.

## **2. Methodological procedures of the study**

### **2.1. Study method**

The researcher relied on the descriptive analytical method, which is compatible with the study's nature and objectives: to describe the relationship between life satisfaction and self-esteem and determine the impact of life satisfaction on self-esteem among primary school teachers.

### **2.2. Study sample**

The study sample consisted of 170 primary school teachers in Oran, selected randomly from several primary schools, to ensure appropriate representation of the study community and objectivity in the results.

### **2.3. Study tools**

#### **2.3.1. *Life Satisfaction Scale***

The researcher used the Satisfaction With Life Scale (SWLS) prepared by Diener et al. (1985). The scale consists of five items designed to measure individuals' general cognitive judgments about life satisfaction without focusing on negative and positive effects. These five items are on a seven-point scale ranging from (7) strongly agree to (1) disagree

entirely. The scale was used on many different samples in the study by Grande et al. (2011).

### **2.3.2. Psychometric properties:**

Previous studies have proven its validity and reliability. The original version of the scale revealed good psychometric properties (Diener et al., 1985), and a large number of studies showed high-reliability coefficients ranging between 0.79 and 0.87 (Diener et al., 1985; Pavot & Diener, 1993). Its high validity and reliability properties also distinguished the Arabic version after testing it in several Arab countries (Abdul Khaleq, 2008; Talmisani, 2014; Al-Zaabi, 2015; Abdul Khaleq & Fares, 2019). The correlations ranged between (0.34 and 0.73), and the alpha coefficients ranged between (0.71 and 0.86). The reliability of the reapplication was calculated after a week. It reached (0.86, 0.89 and 0.91) high coefficients (Abdul Khaliq, 2008).

The researcher recalculated the internal consistency of the scale statements, and the correlation coefficients ranged between (0.60 and 0.81), while Cronbach's alpha coefficient reached (0.72). These results confirm what previous studies have reached.

### **2.3.3. Self-esteem scale:**

The Rosenberg self-esteem scale, which was prepared by Rosenberg (1965), was used. This scale is one of the most widely used self-esteem scales by researchers worldwide, and one of its greatest strengths is its application and use in various research with large samples for many years (Moqaddam, 2003). It measures the individual's feelings towards himself and his feelings compared to others. It was chosen because it is the most widely used and appropriate for the sample and consists of ten phrases divided to meas-

ure positive and negative feelings, graduated on a four-point Likert scale (reject = 1, completely reject = 2, agree = 3, agree = 4) for the positive items, which are numbers (1, 3, 4, 7, 10). The correction is reversed for the remaining negative items (2, 5, 6, 8, 9). Thus, we obtain the total scale value of 40 degrees, and the maximum and minimum values are estimated at 10 degrees. It measures a general factor, which is self-esteem. The scale is divided into five positive items and five negative items. The total score on the scale ranges between (10 points and 40 points). The evaluation is as follows:

From 10 to 16 points, low self-esteem.

From 17-33, moderate self-esteem.

From 33-40, high self-esteem.

#### • **Psychometric Properties:**

Previous studies on Rosenberg's Self-Esteem Scale have shown that it has adequate levels of validity and reliability. In its original version, the scale showed high-reliability coefficients ranging from (0.77 - 0.88) using Cronbach's alpha test-retest method (Rosenberg, 1965). Subsequent studies confirmed similar results, as several samples' reliability coefficients ranged between (0.72 - 0.87) (Blascovich & Tomaka, 1991; Robins et al., 2001).

As for the translated and modified versions, the Arabic version of the scale showed good psychometric properties after testing it in several Arab countries, as the reliability coefficients using the Cronbach's alpha method ranged between (0.71 - 0.85), while the internal consistency validity coefficients ranged between (0.40 - 0.78) (Abdul Khaliq, 2008; Al-Zaabi, 2015; Fares, 2019). The reliability of the retest after two weeks to a month ranged between (0.81 - 0.89), indicating the scale's stability over time.

In this study, the researcher recalculated the internal consistency of the Rosenberg scale, as the correlation coefficients between the items and the total score ranged between (0.45 - 0.63), while the overall Cronbach's alpha coefficient was (0.54), indicating acceptable reliability but lower than some previous studies. However, these results support previous research findings on the scale's validity for assessing self-esteem.

### **3. Statistical procedures**

The data were analyzed using SPSS version 27:

- 1) Calculating the correlation coefficient (R) to determine the strength of the relationship between life satisfaction and self-esteem,
- 2) Calculating the coefficient of determination ( $R^2$ ).
- 3) A simple linear regression analysis test was performed to determine the effect of life satisfaction on self-esteem.

### **5. Presentation and discussion of the results**

The general hypothesis states, "Life satisfaction affects self-esteem." The hypothesis was verified through simple linear regression analysis, so we will test the effect of life satisfaction on self-esteem, as shown in the table.

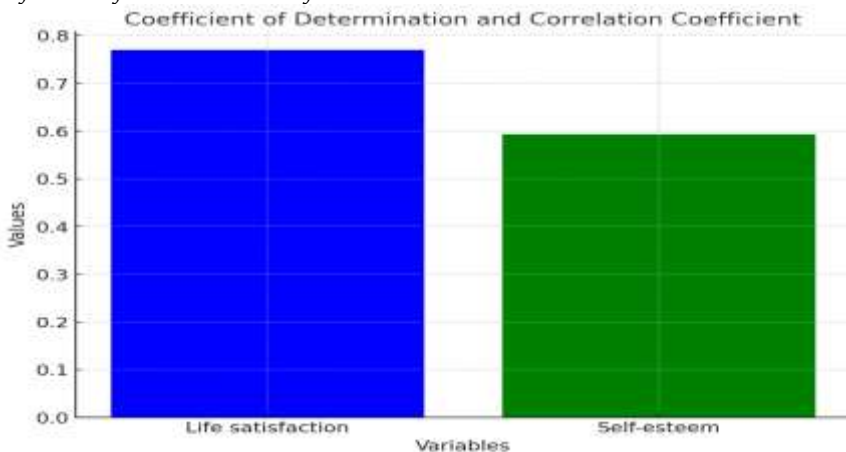
**Table 01**

*Results of simple linear regression analysis of the effect of life satisfaction on self-esteem*

Variables	Correlation Coefficient	Coefficient of determination	F-value	F-significance	/	value	T-value	T-significance
Life Satisfaction	0.770	0.593	244.44	0.001	Regression coefficient (a)	1.446	15.63	0.001
Self-Esteem					Constant (b)	9.189	6.425	0.001

*Source: Prepared by the researcher based on the outputs of SPSS V27.*

**Graph 1:** *Correlation and Coefficient of Determination Between Life Satisfaction and Self-Esteem*



From Table No. (01), we note that the value of the correlation coefficient is (0.770), indicating a strong direct relationship between life satisfaction and self-esteem. The value of the coefficient of determination was (0.593), which indicates that (59.3%) of the changes in self-esteem resulted from the impact of life satisfaction. At the same time, the remaining percentage is due to other variables that were not included in the study model. The value of (F) was (244.44) at a significance level of (0.001), which is less than (0.05), which confirms the significance of the impact of life satisfaction on self-esteem.

The value of the regression coefficient was (1.446), which is significant according to the value of the (T) test, which reached (15.63) and a significance level estimated at (0.001), which means that a one-unit increase in life satisfaction leads to an increase in self-esteem with a value of (1.446), and the value of the constant (b) was (9.189) which is significant according to the value of the (T) test, which reached (6.425) and a significance level estimated at (0.001).

Thus, the equation of the regression line is as follows:

$$Y = ax + b$$

$$Y = 1.446x + 9.189$$

From the above, we conclude that the hypothesis is achieved, i.e., Life satisfaction affects self-esteem.

The study's results showed a strong direct relationship between life satisfaction and self-esteem among primary school teachers, as the correlation coefficient reached (0.770) which is statistically significant at the level ( $p = 0.001$ ). This means that an increase in self-esteem accompanies an increase in life satisfaction. The coefficient of determination also showed that 59.3% of changes in self-esteem are attributed to life satisfaction, while 40.7% are due to other factors. The regression coefficient indicates that every one-unit increase

in life satisfaction leads to an increase of 1.446 in self-esteem, which is a statistically significant effect. These results were interpreted based on Rosenberg's theory (1965), which confirms that self-esteem is affected by external factors, including the individual's satisfaction with his life. These results are consistent with many previous studies that indicated the positive effect of life satisfaction on self-esteem, as Rosenberg's study (Rosenberg, 1965) focused on the importance of self-esteem as a psychological factor affected by several aspects, including the level of life satisfaction. The results confirmed that people with high life satisfaction show higher levels of self-esteem, as self-esteem is positively related to positive life experience and overall sense of satisfaction. This is consistent with the results of our analysis, as the correlation coefficient between the two variables was high ( $R = 0.770$ ), indicating a strong correlation between life satisfaction and self-esteem.

Diener et al. (1985) showed that life satisfaction is one of the main factors that affect self-esteem, as individuals who feel satisfied with their lives tend to have a positive image of themselves. This is consistent with the results of our study, as it appeared that 59.3% of the variance in self-esteem can be explained by life satisfaction, which reinforces the hypothesis of the effect of life satisfaction on self-esteem. This result is consistent with many Arab studies, including the study (Abdul Khaliq, 2010) conducted on a sample of Arab youth. The researcher concluded that life satisfaction directly predicts self-esteem, as the results showed that people who express higher satisfaction with their lives enjoy higher self-esteem. These results are consistent with the outputs of our analysis, as the results of  $p = 0.001$  and  $T = 15.63$  indicated that the effect of life satisfaction on self-esteem is statisti-

cally significant at the 0.001 level. Al-Shennawy's study (2015) also indicated that self-esteem is affected by several factors, including life satisfaction, social support, and academic achievement. Although other factors have an impact, life satisfaction was the most influential factor, consistent with our results, which showed that 59.3% of the variance in self-esteem is due to life satisfaction. These results also support the study of Ahmed (2020), which found a positive association between life satisfaction and self-esteem among teachers, and the study of Youssef (2019), which confirmed that teachers who are more satisfied with their lives have higher self-esteem. Both found a positive relationship between the two variables. These results are consistent with the findings of Abdullah et al. (2018), who indicated that social support and life satisfaction contribute significantly to enhancing self-esteem among educators. This study supports the idea that positive interventions that enhance an individual's life satisfaction can improve his self-esteem. This result is consistent with other results from Algeria, where a study (Tlemsani, 2014) on a sample of 311 male and female students from the Higher School of Oran found a positive and statistically significant correlation between life satisfaction and self-esteem, which means that increasing the level of life satisfaction is associated with increasing the level of self-esteem among students. The current research results also support the study by (Ben Zina, 2017), which investigated the relationship between life satisfaction and self-esteem among 300 university students in Algeria. The study found a positive and strong correlation between life satisfaction and self-esteem. This reinforces the validity of the hypothesis that individuals who feel more satisfied with their lives enjoy higher levels of self-esteem. Also, a study by Bouguerra (2021) examined the effect of life satisfaction on self-esteem

among 250 young Algerians between 18 and 30 years old. It found a positive effect on life satisfaction and self-esteem. This confirms that life satisfaction directly affects self-esteem, especially among young people. The study by Qadri and Ben Yahya (2019) on the level of life satisfaction and its relationship to self-esteem among employees in Algerian institutions showed a positive relationship between life satisfaction and self-esteem. Although the interpretation rate was lower than ours, this study confirms that individuals who enjoy higher satisfaction with their lives have higher self-esteem, even in work environments. The study of Boutrara (2020) confirmed the role of life satisfaction in enhancing self-esteem among university youth, as the results of the study showed that life satisfaction plays a major role in improving self-esteem, which is consistent with the results of our study, as the effect was substantial and statistically significant.

All previous Algerian studies confirmed a positive relationship between life satisfaction and self-esteem. The interpretation ratio in all studies was close to the results of our study ( $R^2 = 0.593$ ), which enhances the reliability of the results. The relationship between the two variables may be stronger among young people and students than workers, which may be related to the difference in life priorities. Therefore, it can be concluded that the results of our study are consistent with most previous Algerian studies, and this agreement enhances the validity of the hypothesis that life satisfaction directly and positively affects self-esteem among individuals. Based on these results, the study recommends enhancing life satisfaction by including psychological support programs in the educational work environment to im-

prove teachers' satisfaction with their lives and thus raise their self-esteem.

## **6. Study limits**

- Spatial limits: The study was limited to several primary schools in Oran.
- Temporal limits: The study was conducted during the academic year 2024-2025.
- Human limits: The study was limited to a sample of 170 female primary school teachers.
- Objective limits: The study focused on only two variables: life satisfaction and self-esteem.

## **7. Study recommendations**

- - Develop training programs to enhance life satisfaction through positive thinking and managing personal expectations.
- Enhance the school environment with psychological support programs for primary school teachers, with the aim of increasing life satisfaction and, thus, self-esteem.
- - Include workshops and training courses on developing self-esteem and improving mental health.
- - Provide a stimulating and supportive work environment in schools that improves teachers' professional life satisfaction.
- - Encourage further studies on the impact of psychological and social factors on self-esteem in different educational environments.

## Conclusion

This study explored the relationship between life satisfaction and self-esteem among primary school teachers, focusing on how much life satisfaction impacts self-esteem. The research findings provide valuable insights into the positive and significant relationship between these two psychological factors. The results revealed a strong correlation (0.770) between life satisfaction and self-esteem, with life satisfaction explaining 59.3% of the variance in self-esteem, highlighting its pivotal role in shaping self-esteem among teachers.

The regression analysis further confirmed that each unit increase in life satisfaction leads to a significant increase in self-esteem, thereby emphasizing the crucial influence of life satisfaction on personal well-being. These findings align with previous studies that have established a positive link between life satisfaction and self-esteem, underscoring the importance of enhancing life satisfaction to improve self-esteem, especially in professional environments like education. Given the central role that primary school teachers play in shaping future generations, it is vital to address their psychological well-being. The study advocates implementing programs that improve teachers' life satisfaction through psychological support, positive thinking, and professional development initiatives. These measures would enhance their self-esteem and promote a more positive and effective educational environment.

In short, this research confirms that improving life satisfaction can be a key strategy for boosting self-esteem among teachers. Future studies must better explore the impact of other psychological and social factors on self-esteem within

various educational settings to support educators' mental health and professional performance.

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