

Assessing Self-Esteem, Self-Compassion, and Subjective Well-being of the College of Arts, Sciences, and Education (CASE) Students of the University of Santo Tomas-Legazpi (UST-L)

Alvin A. Sario, PhD

Fredelito Don John A. Vallesteros, PhD

Danilo N. Keh Jr., PhD

QlickHealth QFZ LLC

Abstract

Background: Well-being is an essential hallmark of health-promoting schools. Academic institutions must prioritize sustainable well-being programs to help undergraduate students transition to the world of work and help them cope with the demands of the rigors of higher education. **Objective:** The study's primary goal is to assess the different constructs of subjective well-being for CASE undergraduate students. **Methods:** The study is explorative in nature as it quantitatively explores the affective domain of the respondents along the constructs of self-esteem, self-compassion, and subjective well-being. Data from the students were gathered from the administration of self-report measures using the QlickHealth mobile application. Three scales were administered to the respondents, with a response rate of approximately 63%. These scales are as follows: Rosenberg Self-Esteem Scale (RSES), College Student Subjective Well-being Questionnaire (CSSWQ), and Self-Compassion Scale Short Form (SCS-SF). **Results:** Data interpretation followed the scale developers' recommended cut-off points. Results showed that at least 43% of the students have low self-esteem, while self-compassion and subjective well-being (and its subscales) were rated moderately higher. Charts then were provided to show that a student well-being program,

anchored on these mental health assets, is not only desirable but necessary. **Conclusion:** The importance of self-esteem, self-compassion, and subjective well-being are essential for optimal growth. Given the challenges that higher education students encounter as they prepare for the field of work, it becomes necessary to imprint and strengthen these mental health assets. It is recommended, therefore, to create a student well-being program and craft new strategies that promote self-esteem while further enhancing self-compassion and subjective well-being to help in human flourishing. Post-test is recommended to evaluate the strategies that will be included in the action plan for further reflection and analysis.

Key Words: Self-Esteem, Self-Compassion, Subjective Well-being, Well-being Program

1. Introduction

College students stand at the crossroad of their lives. They face a future of uncertainties as they enter the world of work while overcoming the stress and nostalgia of leaving behind familiar faces and old habits. "Research shows that college students are increasingly stressed and ill-equipped to manage the rigors of higher education (Martin, 2021, 208). Furthermore, they often find themselves overwhelmed "with the need to balance work, school, family, and other life responsibilities in addition to their academic work (Crowley, Kapitula, & Munk, 2022, 493)." As a result, "the pressures of transitioning to adulthood compounded by the pressures from school can lead to a decline in student health and

well-being (Baur, 2022, 377).” In this regard, educational institutions are enjoined to pay attention to helping them take care of themselves and apply strategies to cope with stress and the demands of college life.

The World Health Organization and the United Nations Educational, Scientific, and Cultural Organization encourage countries and organizations to make every school a health-promoting school (HPS). The global standards for HPS are designed to create schools that nurture education and health, where students possess the knowledge and skills for their future health and well-being, employability, and life prospects (WHO website, 2021). In addition, the Geneva Charter for Well-being (2021) argues the urgency of creating sustainable well-being for all members of current and future generations as they become stewards of a flourishing future. It posits that well-being is a political choice, an outcome of policies, institutions, economies, and ecosystems in which people live. Hence, well-being becomes a commitment that engages all stakeholders to support and promote well-being initiatives on school and community levels.

While addressing physical inactivity, addiction, unhealthy eating habits, absenteeism, communicable and non-communicable diseases, and health inequities are essential, health and well-being are more than just the absence of diseases and conditions. Therefore, it is also essential that educational institutions provide avenues for honing the mind and opportunities for developing social skills, healthy eating habits, emotional intelligence, self-worth, and well-being.

Even one of the seventeen Sustainable Development Goals (SDGs) underscores the importance of good health and well-being (United Nations Development Programme, 2022).

It should be noted, however, that health and well-being are not just the absence of physical and mental illnesses. It will not suffice, therefore, for academic institutions to understand the mental health challenges afflicting students. Removing these afflictions may decrease the problems but may not necessarily promote well-being. There is also a need to “emphasize human excellence, goodness, character strengths, and building the best in life (Rhein & McDonald, 2022, 50).” In fact, subjective well-being is more than the absence of psychopathology. It is also essential to inculcate the skills to flourish and thrive in this ever-changing world. Hence, the present study aims to assess the salient features of the following mental health assets: self-compassion, self-esteem, and subjective well-being and pave the way for creating an action plan which will define the direction that the University of Santo Tomas-Legazpi College of Arts, Sciences, and Education (USTL-CASE) will take.

The present study is anchored on the initial assessment of three mental assets. First is self-esteem. It is “defined as the thoughts and feelings of the individual about their own value and importance (Rosenberg, 1965;).” Studies showed its correlation with openness and satisfaction in life (Marcionetti & Rossier, 2021; Szczesniak et al., 2022) and its significant and negative association with loneliness (Çiçek, 2021), binge eating (Lo Coco et al., 2020), and depression (Lin et al., 2020;

Lin, 2021). Schacter, Gilbert and Wegner (2012) reported that people with high self-esteem tend to live happier and healthier lives and better cope with stress, compared to those with low self-esteem, who are more likely to interpret controversial feedback from a third party as a rejection (as cited in Syropoulou, 2021). Furthermore, high self-esteem has been considered an important buffer against anxiety (Millings et al., 2012; Morley & Moran, 2011; O'Brien, Bartoletti, & Leitzel, 2006; Bairagi, 2021). This perceived self-worth is assessed by the Rosenberg Self-Esteem Scale (RSES).

Second, self-compassion is a crucial variable that leads to student flourishing. Its leading proponent, Dr. Neff (2003a, 2003b), defined it as self-understanding, treating oneself gently, especially in the face of one's inadequacies, limitations, difficult emotions, and failures. She underscores a three-component structure for self-compassion. The first component is self-kindness, with its converse quality of self-judgment. The second component is composed of common humanity vs. isolation, while the third pair of conflicting characteristics is mindfulness and overidentification.

Self-compassion plays a vital role in well-being and self-development. It plays a mediating role in the relationship between maladaptive perfectionism and life satisfaction (Wang & Wu, 2022). It also represents a personal resource and protective factor for personnel in palliative care (Trifu, 2022). Moreover, cultivating self-compassion may help foster parents' ability to respond to emotional distress and improve their well-being (Golan, Gur, & Yatzkar, 2022). It can

also help people adopt healthy coping strategies given drastic changes (e.g. Covid-19 pandemic), as college students who scored high in self-compassion reported experiencing post-traumatic growth and positive youth development than those in the lower spectrum that reported negative adjustment indicators (Chi et al., 2022). There is a strong association between self-compassion and compassion for others as well (Rashid, et al., 2021). To assess self-compassion, the study utilized the Self-Compassion Scale Short Form (SCS-SF).

Another relevant variable that can increase mental health is subjective well-being. The study used the College Student Subjective Well-being Questionnaire (CSSWQ) with the subscales of college gratitude, academic efficacy, academic satisfaction, and school connectedness. These first-order constructs account for covitality, which has been contrasted with comorbidity and defined as "the synergistic effect of positive mental health resulting from the interplay among multiple positive-psychological building blocks (Furlong et al. 2014, 3, as cited in Renshaw & Bolognino, 2016)." It is an individual's cumulative subjective well-being, a combination of emotional, cognitive, social, and behavioral components. The questionnaire represents college-grounded positive psychology traits: college gratitude (emotional domain), academic self-efficacy and academic satisfaction (cognitive domain), school connectedness (social domain), and academic grit (behavioral domain) (Renshaw & Bolognino, 2016). When schools pay attention to these positive mental health

indicators, covitality is achieved, and subjective well-being is realized.

Given the importance of these assets in the university students' lives, it becomes imperative that schools conduct an initial assessment of these constructs. As a consequence, baseline scores that reflect the USTL-CASE well-being climate can be collected. The evaluation can also serve as the stepping stone towards crafting interventions and designing programs and activities to strengthen good practices and address insufficiencies as necessary. While a Guidance and Testing Office exists in the university, a departmental-wide evaluation of self-esteem, self-compassion, and subjective well-being has yet to be realized. Hence, the university has partnered with QlickHealth to make the administration of surveys easier with viewing of the results done in real time.

The present study's main objective is to assess these mental well-being assets. To achieve this essential goal, the following specific objectives are cited:

- To explore the self-compassion, self-esteem, and subjective well-being of UST-Legazpi CASE students through the QlickHealth Mobile Application Survey Portal;
- Interpret the results based on the cut-off points provided by the scale developers; and
- Provide analysis for each self-report measure for possible plans of action and interventions.

Since students spend most of their time in school, "childhood and adolescence offer opportunities for health gains through

both prevention and early clinical intervention. Preventive interventions undertaken in developmental phases often have greater benefits than interventions to reduce risk and restore health in adults (WHO, 2015, 2)." It is hoped that the analysis of the scores can strengthen their perceived notions of self-compassion, self-esteem, and subjective well-being and serve as a buffer and protective factor against stress, anxiety, depression, and other mental conditions.

Below is the conceptual framework of the study:

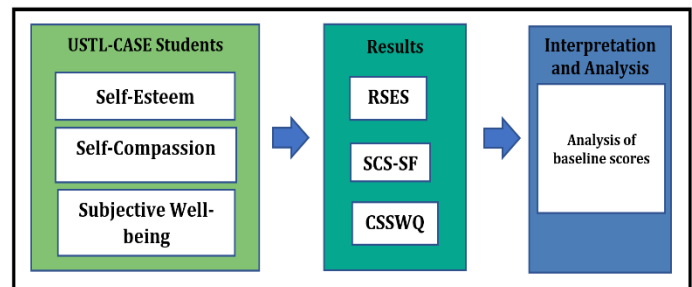


Figure 1: Conceptual Framework
2. Methods

2.1 Research Design

The study utilized an exploratory and descriptive design using the QlickHealth Education Wellbeing Portal Application. Out of the total 327 students registered in the system, an average of 63% completed the questionnaires (RSES, SCS, and CSSWQ) before the published survey expired. The set of data was then retrieved from the UST-Legazpi QlickHealth account. Using descriptive statistics and the cut-off points suggested by the scale developers, the demographic variables and the set of data incurred were treated, interpreted, and presented graphically. Moreover, the data discussion and analysis

included in each interpretation connected the present study to related literature.

minutes and 11 seconds for SCS-SF, and 2 minutes and 7 seconds for CSSWQ.

2.2 Research Locale and Sample

The present study was conducted at the University of Santo Tomas-Legazpi, a Catholic higher educational institution in the Bicol Region, Philippines. Since its inception in 1948, it has remained true to its tripartite mission to form students through academic excellence, moral formation, and emotional maturity. At present, the university offers pre-elementary, elementary, high school, senior high school, and 23 college programs.

Specifically, the research respondents were from the following participating majors, across 4-year levels for AY 2021-2022: Bachelor of Arts in Philosophy, Bachelor of Arts in Political Science, Bachelor of Science in Psychology, Bachelor of Arts in Communication, Bachelor of Secondary Education Major in English, and Bachelor of Elementary Education. In addition, purposive sampling was utilized since all students in the department were given a chance to complete the activated measures. Only those students (mean percentage of 63%) who were able to complete the scales before their expiration date were included in the interpretation and analysis.

Moreover, among the sample size, 73% were females and 27% were males for SCS-SF, 74% and 26% for CSSWQ, and 73% and 27% for RSES. The average time responses for the scales are as follows: 3 minutes and 16 seconds for RSES, 3

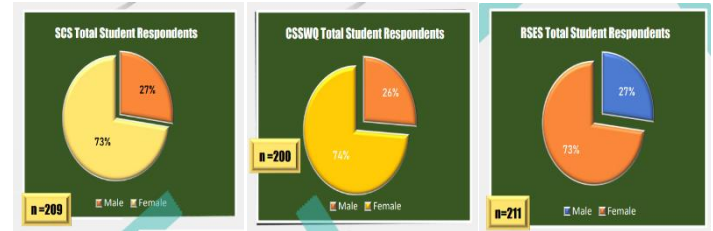


Figure 2: Graphical Presentation of the Respondents Based on Gender

2.3 Data Gathering Tools and Techniques

Data were collected through the QuickHealth Mobile Application. The student respondents were asked to complete the SCS, RSES, and CSSWQ using their QuickHealth mobile accounts. The scales are composed of closed questions where the respondents were asked to choose from a fixed number of options. Data collection started by writing a letter to the Dean of the College to conduct the study as part of the Memorandum of Agreement between the university and QuickHealth. Following the permission, instructions were sent to orient the students on how to operate the mobile application and complete the surveys as efficiently and foolproof as possible.

2.4 Tools of Analysis

The data collected were analyzed using the QuickHealth algorithm, which used descriptive statistics to reflect count, frequencies, and percentages. Then the

recommended cut-off scores were used to interpret the subscales and composite mean scores. Finally, the treated data presented the sample’s notion of subjective well-being, self-esteem, and self-compassion that can pave the way for the creation of a department-based strategic plan of action to address insufficiencies and strengthen growth areas.

2.5 Research Instrument

The present study utilized three related scales. First, the Rosenberg Self-Esteem Scale (RSES) is a 10-item uni-dimensional measure of global self-esteem (Rosenberg, 1965). The items are answered on a 4-point scale, with certain items reverse-scored. The range score is 0-30.

Moreover, the Self-Compassion Scale Short Form (SCS-SF) is a reiteration of the original SCS. It comprises 12 items corresponding to the six elements of self-compassion (Raes et al., 2011; Neff et al., 2019). Respondents must choose from a 5-point Likert-type scale ranging from almost never-almost always. The range score is 12-60.

Finally, the College Student Subjective Well-being Questionnaire (CSSWQ) is a brief, multidimensional, and domain-specific measure of college students’ covitality (Renshaw, 2018; Renshaw & Bolognino, 2016). It is composed of 16 items, with a range score of 16-112. It is a self-report questionnaire measuring four classes of college-specific well-being behavior: academic efficacy, academic satisfaction, school connectedness, and college gratitude. These were developed from general life satisfaction, self-efficacy,

gratitude, and social connectedness scales (Zhang & Carciofo, 2021). Respondents would have to choose from a 7-point Likert-type scale.

Category	Scale Used	Developer
Self-Esteem	Rosenberg Self-Esteem Scale (RSES)	Dr. Morris Rosenberg
Self-Compassion	Self-Compassion Scale Short Form (SCS-SF)	Dr. Kristin Neff
Subjective Well-being	College Student Subjective Well-being Questionnaire (CSSWQ)	Dr. Tyler Renshaw

Table 1: Information on the Research Instruments Used

2.6 Research Ethics

Prior to the publishing of the scale in the QlickHealth mobile application, permission was sought first from the Dean of the college and the university administrators. The research coordinator then was oriented on how to use the application for dissemination purposes to students. Established research protocols were followed, and QlickHealth ensured that the respondents’ answers, including their demographics, were safe and secured and that confidentiality and anonymity were given high priority.

3. Results and Discussions

Below are the graphical presentations of the data incurred from the student respondents.

3.1 Self-Esteem

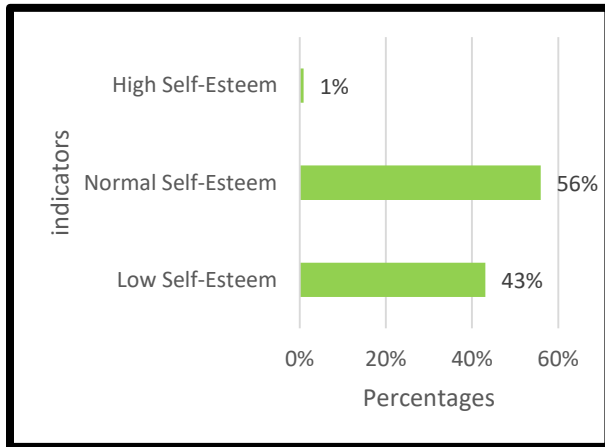


Figure 3: RSES Total Respondents

The chart below mirrored the students' collective responses. It can be seen that 56% displayed average self-esteem, while it is alarming that at least 43% have exhibited low self-esteem. It should be noted, as well, that only 1% have shown high self-esteem.

Self-esteem is a vital resource factor for university students. Therefore, schools must pay attention to students' perceptions of their worth and value, as negative perceptions of the self may undermine their academic, personal lives, and prospects. However, while more than half of the students displayed average self-esteem, it becomes alarming that 43% of the sample size does not view themselves positively.

It should be noted that building self-esteem among university students will significantly impact their life choices and increase their well-being. Arshad, Zaidi, & Mahmood's study (2015) revealed a significant relationship between self-esteem and academic performance. High levels of self-esteem lead to good academic

performance. Moreover, Mohammad (2010) argued that high self-esteem is essential and strengthens the prediction of academic achievement for pre-university students. The study by Abdullah (2000, as cited in Arshad, Zaidi, & Mahmood, 2015) examined the relationship between factors (e.g., self-esteem) and academic performance. The data showed that the lack of achievement motivation and low self-esteem creates a lack of interest in striving for high academic performance and zeal to contribute positively and efficiently to national development. Moreover, Akbay and Aktas (2020) underscored the importance of self-esteem and life satisfaction in predicting the academic responsibility behavior of university students.

In addition, self-esteem is an excellent indicator of well-being. For example, the research by Diengdoh and Ali (2022) described self-esteem and anxiety as a contributor to the prediction of body image and satisfaction among university students. Furthermore, Çiçek (2021) posited that self-esteem is positively associated with psychological and subjective well-being. Karatas and Tagay (2012) argued a positive relationship between subjective well-being and self-esteem in 4th-year graduating students. Li, Lan, and Ju's (2015) study showed that self-esteem moderated the association between extraversion and subjective well-being. They found out that across all participants, subjective well-being was low when self-esteem was low. Furthermore, self-esteem acts as a moderator between perceived jealousy and subjective happiness (Fazaldad, Iqbal, & Hassan, 2020). They argued that enhancing of self-esteem is crucial in

helping students deal with negative emotions of jealousy and experience positive feelings of happiness.

Moreover, the longitudinal study by Shchebetenko, De-Marchis, & Lozhnikova (2022) revealed that self-esteem stabilizes during emerging adulthood, both in the mean-level and rank-order terms. They argued, however, that self-esteem could increase on average in an environment where opportunities prevail over failures. In such circumstances, self-esteem can grow with the help of the window of opportunity. Conversely, in some environments, the disadvantages of the transition to adulthood can balance the advantages, which could hinder an average self-esteem increase during this period.

Given the importance of self-esteem as both resource and protective factor, it is optimal that UST-L focuses not only on honing the mind but also on the enhancing of students' self-worth and positive image. Departmental plans must also prioritize the promotion of self-esteem, and activities and programs that will be designed must be driven toward a greater appreciation of the self. It is the university's prerogative to prepare the students for the world of work, while equipping them with the necessary skills and self-belief to help them thrive in this postmodern setting.

3.2 Self-Compassion

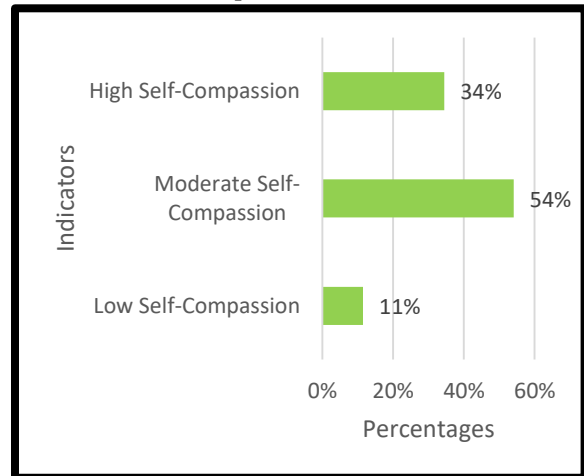


Figure 4: SCS-SF Total Respondents

The chart below exhibited that 11% of the student respondents have low self-compassion, while 54% and 34% have moderate to high self-compassion.

Given the results of the SCS-SF and accounting for the reverse-scored items, most of the students scored high on self-compassion. While this is the case, some students still claim to have low self-compassion. It is crucial, therefore, that the school sustain high levels of self-compassion. More importantly, programs and strategies should help the CASE students to transition from moderate to high levels. At the same time, interventions can be done to assist those students who identified themselves as having a low level of self-compassion.

Self-compassion is an important predictor of mental health. There is a strong association between well-being and self-compassion among adolescents as well as adults (Neff & McGehee, 2010). Shin and Lim (2019) argued that the specific components of self-compassion are strongly related to specific dimensions of

mental health (psychological, social, and emotional) among Korean university students. In addition, Quang et al. (2021) posited that increased psychological well-being and self-compassion could decrease students' anxiety. At the same time, higher levels of compassion were significantly linked to more perspective taking, less personal distress, and greater forgiveness (Neff & Pommier, 2012).

Relating self-compassion to motivation and learning, the research by Long and Neff (2018) revealed that students with higher self-compassion exhibited lower classroom participation avoidance and reported a higher tendency to ask questions, seek help, and speak with their instructors outside the classroom. In addition, Akin (2014) discovered that the positive factors of self-compassion (self-kindness, common humanity, and mindfulness) were positively correlated with proactivity among university students, while the negative aspects showed the opposite.

It should be noted that while self-esteem is an important mental asset that schools should prioritize, academic institutions should also heed the critical role that self-compassion plays in holistic well-being. Neff (2011) believes that self-compassion provides greater emotional resilience and stability than self-esteem, but involves less self-evaluation, ego-defensiveness, and self-enhancement. Whereas self-esteem entails evaluating oneself positively and often involves the need to be special and above average, self-compassion does not entail self-evaluation or comparisons with others.

In the study spearheaded by Smeets, Neff, Alberts, and Peters (2014), the researchers found out that self-compassion interventions led to significantly greater increases in self-compassion, mindfulness, optimism, and self-efficacy as well as significantly greater decreases in rumination. In a way, crafting strategies that promote self-compassion may improve the CASE students' well-being and decrease stress, anxiety, and other mental conditions.

3.3 Subjective Well-being

3.3.1 School Connectedness

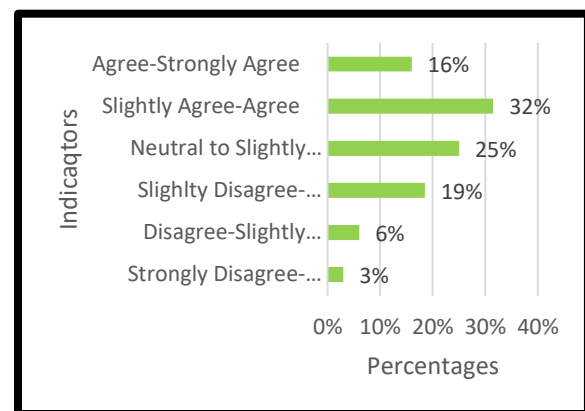


Figure 5: School Connectedness

About 73% of the students feel they are an essential part of the school community, while 28% feel otherwise. The data collected makes more sense in the context of the Covid-19 pandemic. The university has adopted online and modular learning to follow community protocols. Ebrahim et al. (2022) created a meta-analysis of 90 original articles on the Covid-19 pandemic and found out that the situation has a significant impact on students' psychological well-being. Moreover, the study by Perkins et al. (2021) revealed that school connectedness is consistently

associated with adolescent mental health and well-being and negatively associated with depression and anxiety. Furthermore, school connectedness could effectively alleviate the social maladjustment caused by the alienation of shy university students (Gao, et al., 2022). In this regard, schools engaged in remote/blended learning should consider fostering school connectedness as a means of academic and psychological development, even in the presence of challenges.

enhances the individual’s well-being and resilience levels (Kardas & Yalcin, 2021). Moreover, the study by Tolcher, Cauble, & Downs (2022), Wu (2021), and Gabana et al. (2019) revealed that gratitude interventions improved well-being and affective functioning over time and decreased negative affect, stress, and anxiety. In addition, described gratitude as a significant predictor of subjective well-being and less suicide risk (Kaniuka, 2021; Lin, 2021). Moreover, the study done by Shine et al., (2021) underscored the importance of a university environment that improves students’ quality of experiences and affective aspects. They argued that mattering and institutional resources affect their overall attitudes toward their college experience.

3.3.2 College Gratitude

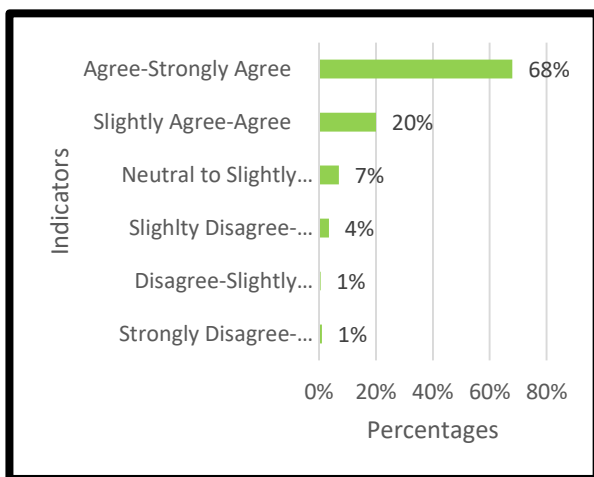


Figure 6: College Gratitude

Almost 95% of the student respondents are thankful for their professors, the school community, lessons learned, and overall college experience. The results seem promising as developing and sustaining an attitude of gratitude is associated with well-being (Wang, 2020; Kumari & A.V.S., 2016) and school well-being (Sun, Jiang, Chu, & Qian, 2014). Gratitude as a positive emotion and a general life orientation contributes to psychological needs satisfaction and

3.3.3 Academic Satisfaction

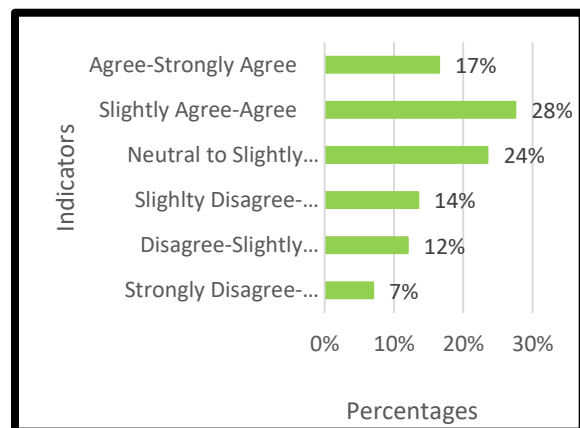


Figure 7: Academic Satisfaction

About 69% of the students are satisfied with their academic experience. But, notably, at least 33% have shown dissatisfaction with their academics. Hence, USTL-CASE must consider academic satisfaction not only as a predictive indicator of the university’s

quality of education but also as a significant reflection of student well-being. Tran et al. (2022) and Franzen et al. (2021) investigated the relationship between psychological health and academic satisfaction. The researchers found that academic satisfaction played a more substantial role in students' learning experience, more than the stress caused by Covid-19.

Moreover, the study done by Zalar-Jaime, Moretti, & Mendrano (2022) argued the importance of academic satisfaction judgments, not only because of their significance in academic terms but also because of their impact on university students' subjective well-being and health. In addition, academic satisfaction, together with school connectedness, predicted satisfaction with life (Wilcox & Nordstokke, 2019).

Since academic satisfaction is crucial, the university must continuously enhance it regardless of the learning modality it will be implementing. Therefore, programs, policies, and activities must ensure students' quality and adequate learning experiences. As recommended by the research of Franzen et al. (2021), academic institutions should address the underlying factors that can improve students' satisfaction with their studies while ensuring that they have access to psychosocial services that help them cope with mental distress and enhance their psychological well-being.

3.3.4 Academic Efficacy

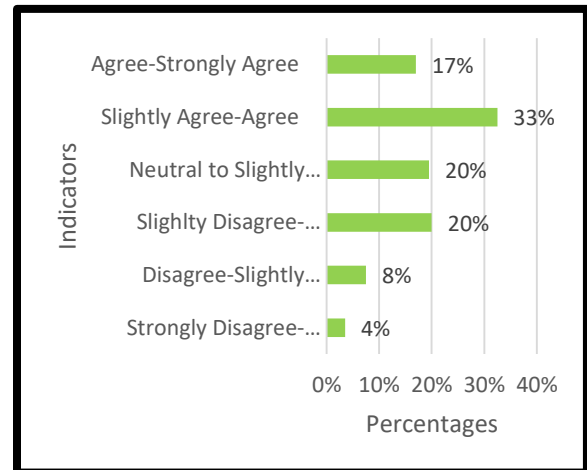


Figure 8: Academic Efficacy

Almost 70% of the students display a neutral to high academic efficacy. The result is a significant indicator that students believe they possess the capacity and skill to do well in school. However, approximately 30% of the student respondents lack academic self-efficacy. This is haphazard as academic efficacy, coupled with an educational purpose, positively predicted academic achievement (Arslan, 2016), emotional intelligence, and resilience (Cuartero & Tur, 2021). As argued by Bandura et al. (1996), the children's beliefs in their efficacy in regulating their learning and academic attainments, in turn, contributed to scholastic achievement both independently and by promoting high educational aspirations and prosocial behavior and reducing vulnerability to feelings of futility and depression.

The research by García-Álvarez, Hernández-Lalinde, & Cobo-Rendón (2021) underscored emotional intelligence and academic efficacy as protective resources of psychological well-being that should be promoted to mitigate

negative effects (pandemic). Moreover, academic efficacy and an educational purpose positively predicted academic achievement. Therefore, USTL-CASE must provide programs and craft policies to arouse and sustain student curiosity, engagement, creativity, and critical thinking skills.

4. Limitations

The limitations of the study are methodological in nature. First, it is exploratory as the study's primary aim is to assess the different variables to create a student well-being program. Moreover, the scales used were self-report measures, and certain biases may have affected the student responses. In addition, the study could have benefited greatly if the response rate had been higher, more well-being variables had been measured, or other colleges had been included in the research.

5. Conclusion and Recommendation

Given the results and discussion, the study recommends the creation of an action plan that would address the concepts, factors, and constructs related to subjective well-being. Prime importance must be given to the cultivation of self-esteem. Strategies and programs must be created to help the students gain self-worth. Moreover, the university ought to help the students create positive and compelling images of themselves not only to help them navigate the contours of college life but also to prepare them for their future careers. The matrix that would be created must also strengthen compassion for the self, school connectedness, college gratitude,

academic satisfaction, and academic efficacy. QlickHealth recommends that the same tests be administered at the end of the semester/year. In this way, baseline scores can be compared with post-intervention results to evaluate if created programs are appropriate and relevant.

6. References

- Abdullah, O. E. (2000). Relationship Among Achievement Motivation, Self-Esteem, Locus of Control and Academic Performance of Nigerian. *The Nigerian Journal Of Guidance And Counselling*, 7 (1), 130-141.
- Akbay, S. E., & Aktas, M. (2020). Academic Responsibility of University Students According to Gender: The Role of Self-Esteem and Life Satisfaction. *International Online Journal of Educational Sciences*, 12(4), 100-110. <https://doi-org.eres.qnl.qa/10.15345/iojes.2020.04.007>
- Akin, U. (2014). Self-Compassion as a Predictor of Proactivity. *International Online Journal of Educational Sciences*, 6(1), 103-111.
- Arshad, M., Zaidi, S., & Mahmood, K. (2015). Self-Esteem & Academic Performance among University Students. *Journal of Education and Practice*, 6(1), 156-162.
- Arslan, G. (2016). Relationship between Sense of Rejection, Academic Achievement, Academic Efficacy, and Educational purpose in High School Students. *Education & Science / Egitim ve Bilim*, 41(183), 293-304. <https://doi->

- org.eres.qnl.qa/10.15390/EB.2016.5562
- Bairagi, A., Saha, A. K., Muhammad, N., Tiwari, R. K., & Rubel, A. Z. M. (2021). Self-esteem and Anxiety among University Students: Comparison between Public versus Private University in Bangladesh. *Journal of Psychosocial Research*, 16(1), 153–162. <https://doi-org.eres.qnl.qa/10.32381/JPR.2021.16.01.14>
- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted Impact of Self-Efficacy Beliefs on Academic Functioning. *Child Development*, 67(3), 1206–1222. <https://doi-org.eres.qnl.qa/10.2307/1131888>
- Baur, J. (2022). Campus community gardens and student health: A case study of a campus garden and student well-being. *Journal of American College Health*, 70(2), 377-384. DOI: 10.1080/07448481.2020.1751174
- Chi, X., Huang, L., Zhang, J., Wang, E., & Ren, Y. (2022). Latent profiles of multidimensionality of self-compassion predict youth psychological adjustment outcomes during the COVID-19: A longitudinal mixture regression analysis. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*, 1-12.
- Çiçek, I. (2021). Mediating Role of Self-Esteem in the Association between Loneliness and Psychological and Subjective Well-Being in University Students. *International Journal of Contemporary Educational Research*, 8(2), 83-97.
- Crowley, C., Kapitula, Laura Ring, & Munk, D. (2022) Mindfulness, happiness, and anxiety in a sample of college students before and after taking a meditation course. *Journal of American College Health*, 70(2), 493-500. DOI: 10.1080/07448481.2020.1754839
- Cuartero, N. & Tur, A. (2021). Emotional intelligence, resilience and personality traits neuroticism and extraversion: predictive capacity in perceived academic efficacy. *Nurse Education Today*, 102, 1-6.
- Diengdoh, I., & Ali, A. (2022). Body Image and Its Association with Depression, Anxiety, and Self-esteem among College going Students: A Study from Northeast India. *Indian Journal of Community Medicine*, 47(2), 218-222. <https://doi-org.eres.qnl.qa/10.4103/ijcm.ijcm.881.21>
- Ebrahim, A. H., Dhahi, A., Husain, M. A., & Jahrami, H. (2022). The Psychological Well-Being of University Students amidst COVID-19 Pandemic: Scoping review, systematic review and meta-analysis. *Sultan Qaboos University Medical Journal*, 22(2), 179–197. <https://doi-org.eres.qnl.qa/10.18295/SQUMJ.6.2021.081>
- Fazaldad, G., Iqbal, S., & Hassan, B. (2020). Relationship Between Jealousy and Subjective Happiness Among University Students: Moderating Role of Self-Esteem. *Pakistan Journal of Psychological Research*, 35(2), 493–509. <https://doi->

- org.eres.qnl.qa/10.33824/PJPR.2020.35.2.21
- Franzen, J., Jermann, F., Ghisletta, P., Rudaz, S., Bondolfi, G., & Tran, N. T. (2021). Psychological Distress and Well-Being among Students of Health Disciplines: The Importance of Academic Satisfaction. *International Journal Of Environmental Research And Public Health*, 18(4), 2151. <https://doi-org.eres.qnl.qa/10.3390/ijerph18042151>
- Gabana, N. T., Steinfeldt, J., Wong, Y. J., Svetina, D., & Chung, Y. B. (2019). Attitude of Gratitude: Exploring the Implementation of a Gratitude Intervention with College Athletes. *Journal of Applied Sport Psychology*, 31(3), 273–284.
- Gao, Y., Zhang, W., Deng, Q., Sun, C., Gao, F., & Chen, Y. (2022). Shyness and social adjustment in Chinese college students: A moderated mediation of alienation and school connectedness. *Current Psychology*, 41, 1006-1014.
- García-Álvarez, D., Hernández-Lalinde, J., & Cobo-Rendón, R. (2021). Emotional Intelligence and Academic Self-Efficacy in Relation to the Psychological Well-Being of University Students During COVID-19 in Venezuela. *Frontiers in Psychology*, 12, 759701. <https://doi-org.eres.qnl.qa/10.3389/fpsyg.2021.759701>
- Ju, C., Li, Y., Lan, J. (2015). Self-Esteem, Gender, and the Relationship between Extraversion and Subjective Well-Being. *Social Behavior & Personality: An International Journal*, 43(8), 1243–1254.
- Kaniuka, A., Rabon, J., Brooks, B., Sirois, F., Kleiman, E., & Hirsch, J. (2021) Gratitude and suicide risk among college students: Substantiating the protective benefits of being thankful. *Journal of American College Health*, 69(6), 660-667. DOI: 10.1080/07448481.2019.1705838
- Kardaş, F., & Yalçın, İ. (2021). The Broaden-and-Built Theory of Gratitude: Testing a Model of Well-Being and Resilience on Turkish College Students. *Participatory Educational Research*, 8(1), 141–159. <https://doi-org.eres.qnl.qa/10.17275/per.21.8.8.1>
- Karatas, Z. & Tagay, O. (2012). Self Esteem, Locus of Control and Multidimensional Perfectionism as the Predictors of Subjective Well Being. *International Education Studies*, 5(6), 131-137.
- Kumari, M. H., & A. V. S, M. (2016). Gratitude and forgiveness as a predictor of well-being among female college students. *Indian Journal of Positive Psychology*, 7(4), 511–514.
- Lin, C., Yang, W., Zhang, J., Chen, S., Hennessy, D., & Liu, Y. (2020). Relationship between Perfectionism and Depression Among Chinese College Students with Self-Esteem as the Mediator. *OMEGA-Journal of Death and Dying*, 80(3), 490-503.
- Lin, C. (2021). Self-Esteem and Depression as Mediators of the Effects of Gratitude on Suicidal Ideation Among Taiwanese College

- Students. *OMEGA-Journal of Death and Dying*, 84(2), 399-413.
- Lo Coco, G., Salerno, L., Ingoglia, S., & Tasca, G. A. (2021). Self-esteem and binge eating: Do patients with binge eating disorder endorse more negatively worded items of the Rosenberg Self-Esteem Scale? *Journal of Clinical Psychology*, 77(3), 818-836. <https://doi.org/eres.qnl.qa/10.1002/jclp.23065>
- Long, P. & Neff, K. (2018). Self-compassion is associated with reduced self-presentation concerns and increased student communication behavior. *Learning and Individual Differences*, 67, 223-231.
- Marcionetti, J. & Rossier, J. (2021). A Longitudinal Study of Relations Among Adolescents' Self-Esteem, General Self-Efficacy, Career Adaptability, and Life Satisfaction. *Journal of Career Development*, 48(4), 475-490.
- Martin, E. M. (2021). College Student Self-Care: A Journey, Not a Destination. *College Student Journal*, 55(2), 208-218.
- Mohammad, A. (2010). Relationship Between Self-esteem and Academic Achievement Amongst Pre-University Students. *Journal of Applied Sciences*, 12. DOI: 10.3923/jas.2010.2474.2477
- Millings, A., Buck, R., Montgomery, A., Spears, M., and Stallard, P. (2012). School connectedness, peer attachment, and self-esteem as predictors of adolescent depression. *Journal of Adolescence*, 35, 1061-1067
- Morley, T. E., and Moran, G. (2011). The origins of cognitive vulnerability in early childhood: Mechanisms linking early attachment to later depression. *Clinical Psychology Review*, 31, 1071- 1082.
- Neff, K. (2003a). Self-Compassion: An Alternative Conceptualization of a Healthy Attitude Toward Oneself. *Self Identity*, 2, 85-101. <https://doi.org/10.1080/152988603090322>
- Neff, K. (2003b). The Development and Validation of a Scale to Measure Self-Compassion. *Self Identity*, 2, 223-250. <https://doi.org/10.1080/15298860309027>
- Neff, K. (2011). Self-Compassion, Self-Esteem, and Well-being. *Social and Personality Psychology Compass*, 5(1), 1-12.
- Neff, K. & McGehee, P. (2010). Self-Compassion and Psychological Resilience among Adolescents and Adults. *Self and Identity*, 9, 225-240.
- Neff, K. & Pommier, E. (2012). The Relationship between Self-Compassion and Other-focused Concern Among College Undergraduates, Community Adults, and Practicing Mediators. *Self and Identity*, 1-17.
- Neff, K. D., Tóth-Király, I., Yarnell, L., Arimitsu, K., Castilho, P., Ghorbani, N., & Mantios, M. (2019). Examining the Factor Structure of the Self-Compassion Scale using exploratory SEM bifactor analysis in 20 diverse samples: Support for use of a total score and six subscale scores. *Psychological Assessment*, 31 (1), 27-45

- O'Brien, E. J., Bartoletti, M., and Leitzel, J. D. (2006). Self-esteem, psychopathology and psychotherapy. In M. Kernis, *Self-esteem issues and answers: A source book of current perspectives*. New York: Psychology Press.
- Perkins, K., Carey, K., Lincoln, E., Shih, A., Donalds, R., Schneider, S., Holt, M., & Green, J. (2021). School Connectedness Still Matters: The Association of School Connectedness and Mental Health During Remote Learning Due to COVID-19. *The Journal of Primary Prevention*, 42, 641-648.
- Quang, A., Pham, M., Mai, T., Le, G., & Song, G. (2021). Self-compassion and Students' Well-Being Among Vietnamese Students: Chain Mediation Effect of Narcissism and Anxiety. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*.
- Raes, F., Pommier, E., Neff, K. D., & Van Gucht, D. (2011). Construction and factorial validation of a short form of the Self-Compassion Scale. *Clinical Psychology & Psychotherapy*, 18, 250-25.
- Rashid, S., Jehan, N., Khan, N. A., Gul, S., & Khan, H. M. (2021). Relationship between self-compassion and Compassion for others. *Ilkogretim Online*, 20(6), 440-447. <https://doi-org.eres.qnl.qa/10.17051/ilkonline.2021.06.046>
- Rhein, D., & McDonald, I. (2022). Reflecting on Criticisms of Positive Psychology: A Rebalancing Act. *Human Behavior Development & Society*, 23(1), 50-58.
- Renshaw, T. (2015). Psychometrics of the Revised College Student Subjective Wellbeing Questionnaire. *Canadian Journal of Psychology*, 33(2), 136-149.
- Renshaw, T. & Bolognino, S. (2016). The College Student Subjective Wellbeing Questionnaire: A Brief, Multidimensional Measure of Undergraduate's Covitality. *J Happiness Stud*, 17, 463-484.
- Rosenberg, M. (1965). *Society and the Adolescent Self-Image*. Princeton, NJ: Princeton University Press.
- Schacter, D. L.; Gilbert, D. T., & Wegner, D. M. (2012). *Psychology*. Athens: Gutenberg.
- Shchebetenko, S., De-Marchis, G., & Lozhnikova, A. (2022). Is self-esteem increasing during emerging adulthood? A two-wave case from Russia. *Personality and Individual Differences*, 194.
- Shenaar-Golan, V., Gur, A., & Yatzkar, U. (2022). Emotion regulation and subjective well-being among parents of children with behavioral and emotional problems – the role of self-compassion. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*, 1-12. <https://doi-org.eres.qnl.qa/10.1007/s12144-022-03228-2>
- Shin, N. Y., & Lim, Y. (2019). Contribution of self-compassion to positive mental health among Korean university students. *International Journal of Psychology*, 54(6), 800-806.
- Shine, D., Britton, A. J., Dos Santos, W., Hellkamp, K., Ugartemendia, Z., Moore, K., & Stefanou, C. (2021).

- The Role of Mattering and Institutional Resources on College Student Well-Being. *College Student Journal*, 55(3), 281–292.
- Smeets, E., Neff, K., Alberts, H., & Peters, M. (2014). Meeting Suffering with Kindness: Effects of a Brief Self-Compassion Intervention for Female College Students. *Journal of Clinical Psychology*, 20(10), 1-15.
- Sun, P., Jiang, H., Chu, M., & Qian, F. (2014). Gratitude and School Well-Being among Chinese University Students: Interpersonal Relationships and Social Support as Mediators. *Social Behavior & Personality: An International Journal*, 42(10), 1689–1698.
- Syropoulou, A., Vernadakis, N., Papastergiou, M., & Kourtessis, T. (2021). Dimensionality of the Rosenberg Self-Esteem Scale among Greek Primary School Students. *International Journal of Instruction*, 14(4), 933–944. <https://doi-org.eres.qnl.qa/10.29333/iji.2021.14453a>
- Szcześniak, M., Bajkowska, I., Czaprowska, A., & Sileńska, A. (2022). Adolescents' Self-Esteem and Life Satisfaction: Communication with Peers as a Mediator. *International Journal of Environmental Research & Public Health*, 19(7), 3777–N.PAG. <https://doi-org.eres.qnl.qa/10.3390/ijerph19073777>
- Tolcher, K., Cauble, M., & Downs, A. (2022). Evaluating the effects of gratitude interventions on college student well-being. *Journal Of American College Health*. <https://doi-org.eres.qnl.qa/10.1080/07448481.2022.2076096>
- Tran, N. T., Franzen, J., Jermann, F., Rudaz, S., Bondolfi, G., & Ghisletta, P. (2022). Psychological distress and well-being among students of health disciplines in Geneva, Switzerland: The importance of academic satisfaction in the context of academic year-end and COVID-19 stress on their learning experience. *PLoS ONE*, 17(4), 1–13. <https://doi-org.eres.qnl.qa/10.1371/journal.pone.0266612>
- Trifu, R., Miclea, B., Herța, D. C., & Coman, H. (2022). Self-compassion for palliative care personnel – the effect of specific training. *Psihiatru.Ro*, 68(1), 36–41.
- United Nations Development Programme. (2022). *The SDGs in Action*. Retrieved from <https://www.undp.org/sustainable-development-goals>.
- Wang, Y. (2020). College students' trait gratitude and subjective well-being mediated by basic psychological needs. *Social Behavior & Personality: An International Journal*, 48(4), 1–10.
- Wang, Q. & Wu, H. (2022). The mediating role of self-compassion and its components in the relationship between maladaptive perfectionism and life satisfaction among Chinese medical students. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*.
- Wilcox, G., & Nordstokke, D. (2019). Predictors of University Student Satisfaction with Life, Academic

- Self-Efficacy, and Achievement in the First Year. *Canadian Journal of Higher Education*, 49(1), 104–124. <https://doi-org.eres.qnl.qa/10.47678/cjhe.v49i1.188230>
- World Health Organization. (2015). *Global school health initiatives: achieving health and education outcomes*. Report of a meeting, Bangkok, Thailand, 23–25. Geneva: World Health Organization; 2017 (WHO/NMH/PND/17.7). Licence: CC BY-NC-SA 3.0 IGO.
- World Health Organization. (2021). *UNESCO and WHO urge countries to make every school a health-promoting school*. Retrieved from <https://www.who.int/news/item/22-06-2021-unesco-and-who-urge-countries-to-make-every-school-a-health-promoting-school>
- World Health Organization. (2021). *The Geneva Charter for Well-being*. Retrieved from <https://www.who.int/publications/m/item/the-geneva-charter-for-well-being>
- Wu, S. (2021). Affect mediates the influence of the “Three Good Things” intervention on depression and well-being. *Social Behavior & Personality: An International Journal*, 49(11), 1–16.
- Zalazar-Jaime, M. F., Moretti, L. S., & Medrano, L. A. (2022). Contribution of Academic Satisfaction Judgments to Subjective Well-Being. *Frontiers in Psychology*, 13, 772346. <https://doi-org.eres.qnl.qa/10.3389/fpsyg.2022.772346>
- Zhang, Y. & Carciofo, R. (2021). Assessing the well-being of Chinese university students: validation of a Chinese version of the college student subjective well-being questionnaire. *BMC Psychol*, 9(69), 1-10. <https://doi.org/10.1186/s40359-021-00569-8>