Investigation of the Mediating Role of Hope and Self-Respect in the Relationship between Life Satisfaction and Emotional Intelligence among University Students

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A satisfactory degree of life satisfaction is of great importance in developing an optimistic perception about the events and problems encountered throughout life, being satisfied with life, and leading a peaceful life. Important predictors of life satisfaction include self-respect, emotional intelligence, and hope. In this context, this study was primarily conducted to examine the mediating role played by hope and self-respect in the correlation between emotional intelligence and life satisfaction in undergraduate students. Also, we aimed to examine the correlation between the variables of life satisfaction, hope, emotional intelligence, and self-respect. In this quantitative study, correlational analysis and causal-comparative research were used. The sample of the study included 819 university students. The "Original Form of Schutte Emotional Intelligence Scale 33-TR," the "Life Satisfaction Scale," the "State Hope Scale," and the "Rosenberg Self-Esteem Scale" were utilized as data collection tools. Data analysis involved Pearson's correlation and path analysis. Analyses showed significant relationships between the variables of hope, self-respect, life satisfaction, and emotional intelligence. Also, direct and indirect effects were found between that the variables. Finally, it was concluded that the correlation between life satisfaction and emotional intelligence was mediated significantly by hope and self-respect. The research findings were interpreted and discussed in the light of the relevant literature.

Introduction

People's ability to work out solutions to negative occurrences and problems that they encounter in life, as well as developing a positive perspective towards problems in their lives and increasing positive situations and novelties, may not provide a life without problems for them, but it can provide a life in which they can cope with problems. Many variables affect people's ability to cope with problems. One of these variables viz. life satisfaction is explained as an optimistic assessment that one makes about their life due to testing goals and

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gains in line with their internal criteria (Diener, Emmons, Larsen, & Griffin, 1985). Appleton and Song (2008) found that variables, such as unemployment, income level, marital status, gender, health, and age, were decisive in the concept of life satisfaction. Therefore, factors of life satisfaction can vary from person to person (Eryılmaz & Atak, 2011).

Studies have shown that many variables are significant predictors of life satisfaction. One of these variables is emotional intelligence. A significant correlation has been indicated between emotional intelligence and life satisfaction (Ardahan, 2012; Austin, Saklofske, & Egan, 2005; Bakan & Güler, 2017; Bektaş, 2014; Cenkseven-Önder & Yalnızca-Yıldırım, 2020; Dal, 2015; Kartol & Erçevik, 2020; Liu, Wang, & Lü, 2013; Sarıcam, Celik, & Coşkun, 2015; Taşkırmaz, 2020). People with emotional abilities are advantageous in all areas of life. Individuals with well-developed emotional skills acquire habits that will increase their productivity, lead their lives more effectively, and get more satisfaction from their lives. Individuals who are captives of their emotions and cannot control these emotions, on the other hand, wage a war that will undermine their various abilities (Goleman, 2020). Therefore, emotional intelligence can be said to have association with life satisfaction and predict it. Life satisfaction is also significantly predicted by hope, besides emotional intelligence. Hope is related to getting more satisfaction from life (Cole, 2008; Dursun, 2012; Sarıcam, Celik, & Coşkun, 2015; Wrobleski & Snyder, 2005).

Hope is based on a cognitive assessment of an individual's goals and abilities. It is stated that the fact that the concept of hope has a cognitive structure does not mean that it has nothing to do with emotions and that emotions reflect the hope level of the individual. While individuals with high levels of hope focus on approaching the goal, striving for it, and obtaining success with high and positive emotions, those with low levels of hope focus on approaching the goal with low and negative emotions, indecision, and failure (Snyder, 1995). As a matter of fact, hopefulness is considered very important both in terms of life satisfaction and emotional intelligence.

Apart from emotional intelligence and hope, another significant predictor of life satisfaction is self-respect. The result of the research conducted by Diener and Diener (1995) also revealed a significant correlation between life satisfaction and self-respect. Self-respect involves individuals' positive or negative attitudes towards themselves (Rosenberg, 1965). Individuals who have high levels of self-respect make a positive assessment of themselves, notice their weaknesses, and try to overcome them, and therefore they feel good about themselves. In contrast, individuals who have low levels of self-respect may have weak self-confidence, dependency on others, and a shy nature (Reisoğlu, Gedik, & Göktaş, 2013). Therefore, regarding life satisfaction, the level of self-respect is highly influential. Emotional intelligence (Serrat, 2009), which is important in terms of both emotional and social relations, hope that includes life goals and motivation towards these goals (Tarhan & Bacanlı, 2015), and self-respect, which expresses the value and respect of one's own self (Rosenberg, 1965). It is thought to predict life satisfaction at a significant level. However, we envisage that the correlation between life satisfaction and emotional intelligence is mediated by self-respect and hope. Many different variables have been examined for their mediating role in the correlation between life satisfaction and emotional intelligence, but there is no research that examines the mediating part played by hope and self-respect in the correlation between emotional intelligence and life satisfaction. We think life satisfaction is a significant variable in coping with problems of daily life and protecting and improving mental health and that the presence of hope, self-respect, and emotional intelligence positively will increase life satisfaction. Accordingly, this research aimed at examining the mediating role played by hope and self-respect in the correlation between life satisfaction and emotional intelligence in

university students. It is possible to improve and develop the level of emotional intelligence, hope, and self-respect, which may positively affect life satisfaction. Accordingly, this study is of significance in terms of investigating whether a correlation exist between university students' life satisfaction, hope, self-respect, and emotional intelligence and whether the correlation between their life satisfaction and emotional intelligence is mediated by self-respect and hope, and in terms of producing results, recommendations, and alternatives to show how students' emotional intelligence, life satisfaction, hope, and self-respect can be developed. In this study, answers for the following two problem statements were sought:

(1) Is the correlation between university students' life satisfaction, emotional intelligence, hope, and self-respect levels statistically significant?
(2) Is the correlation between life satisfaction and emotional intelligence in undergraduate students mediated by self-respect and hope?

Method

Research Design

In this study, the mediating role played by hope and self-respect in the correlation between life satisfaction and emotional intelligence in university students was examined. Besides, the correlations between life satisfaction, emotional intelligence, hope, and self-respect were tested. Correlational survey and causal-comparative models were used in the study, which was based on quantitative research methodology. Relational screening model aims to determine the change between two or more variables and the degree of this change (if any) (Karasar, 2012). The causal comparison model, on the other hand, is a model used to determine the causes of an existing situation or event and variables that affect these causes or the result of an effect (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2014).

Study Group

The study group consisted of students at a university in the Black Sea Region in the 2021-2022 academic year. Although 989 university students participated in this research, data of 170 participants were excluded from the data set due to incomplete or random completion of the scales, missing data, and various statistical processes in the analysis phase. Therefore, the research group consisted of 819 university students in total. Of the participants, 617 (75.3%) is female and 202 (24.7%) were male.

Data Collection Tools

Data collection tools included the "Original Form of Schutte Emotional Intelligence Scale 33-TR" to determine the levels of undergraduate students' emotional intelligence, the "Satisfaction with Life Scale" to determine the levels of their life satisfaction, the "State Hope Scale" to determine the levels of their hope, and the "Rosenberg Self-Esteem Scale" to find the levels of their self-respect.

The Original Form of Schutte Emotional Intelligence Scale 33-TR (SEIS-33-TR)

This form was developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998) to assess the general emotional intelligence level. Tatar, Tok, Tekin-Bender, and Saltukoğlu (2017) translated it into Turkish language. It has a five-point Likert-type structure. It does not have any sub-dimensions; only the overall score can be obtained. High

scores obtained from the scale show high levels of emotional intelligence. The KMO value in the translation study of the scale into Turkish was found as .91 and the Bartlett value as 12117.55 (p<0.001). The test-retest reliability coefficients, which were obtained as a result of the administration of the scale with 15 and 30-day intervals, were calculated as .81 and .78, respectively, during the translation of the scale into Turkish. The internal consistency coefficient for the total original scale was found to range between .87 and .90. As a result of the translation of the scale into Turkish, the internal consistency coefficient for the total scale was found as .86. Cronbach's alpha of the scale was calculated as .86 in this study.

The Satisfaction with Life Scale

Diener et al. (1985) designed this scale to assess general life satisfaction, and Dağlı and Baysal (2016) adapted it into Turkish. Items on the scale are evaluated on a five-point Likert-type scale. The scale has a single-factor structure and consists of five items. High scores obtained from the measure show high life satisfaction. The KMO value was found as .86 and the Bartlett value as 528.329 (p<.001) in the Turkish adaptation study of the measure. In the adaptation study conducted by Dağlı and Baysal (2016), Cronbach's alpha and the test-retest reliability coefficient of the scale were calculated as .88 and .97, respectively. In the Turkish adaptation study conducted previously by Köker (1991), the test-retest reliability coefficient and Cronbach's alpha of the scale were calculated as .85. Cronbach's alpha of the scale was calculated as .83 in this research.

The State Hope Scale

This scale was designed by Snyder et al. (1991) to measure the level of state hope. The Turkish adaptation study was conducted by Tarhan and Bacanlı (2015). It has an eight-point Likert-type scale, twelve items, and two sub-dimensions, namely pathways thinking and agency thinking. While the total score of the scale is being calculated, no score is assigned to fillers; only the scores obtained from the items of the sub-dimensions are summed. It is possible to get scores between 8 and 64 from the scale. Adaptation studies indicated the scale was an adequate and usable tool in measuring the hope level of university students, as well as distinguishing individuals with and with no mental health. The KMO value in the translation study of the scale into Turkish was found as .86 and the Bartlett value as 760.997 (p<.01). Also, the test-retest reliability coefficient of the scale was found as 0.81 for the agency thinking subscale, .78 for the pathway thinking subscale, and 0.86 for the overall scale score. In the original form, the internal consistency coefficients of the scale were determined to range between .63 and .80 for the pathways thinking sub-dimension, between .71 and .76 for the agency thinking sub-dimension, and between .74 and .84 for the total scale. The internal consistency coefficient for the total scale was found to be .84 in the Turkish adaptation study. Cronbach's alpha of the scale was calculated as .85 in this research.

The Rosenberg Self-Esteem Scale

This scale was created by Rosenberg (1965) to assess the level of general self-esteem. Its Turkish adaptation study was performed by Çuhadaroğlu (1986). It uses a four-point Likert-type scale and had sixty-three items and twelve sub-dimensions (1. self-esteem; 2. continuity of self-concept; 3. trusting people; 4. sensitivity to criticism; 5. depressive affect; 6. daydreaming; 7. psychosomatic symptoms; 8. feeling threatened in interpersonal relationships; 9. degree of participation in discussions; 10. parental relationships; 11. relationship with father; 12. psychic isolation). The self-esteem sub-dimension that includes the first 10 items of the scale was used in the present study. The maximum score on the scale

is 6. The self-esteem level is evaluated according to the scores as follows: 0-1, high level; 2-4, medium level; 5-6, low level. In other words, the higher the scores on the scale are, the lower the self-esteem is, while the lower the scores are, the higher the self-esteem is. In the Turkish adaptation study, the validity coefficient calculated between the scores obtained from psychiatric interviews and the scores on the scale was .71, the test-retest confidence coefficient was .75, and Cronbach's alpha was determined as .84. As a result of this research, Cronbach's alpha of the scale was found as .87.

Data Collection

In the data collection process, first of all, the permission of the researchers who adapted the measurement tools used in the research into Turkish was obtained. After the necessary permissions were obtained from the researchers, first students agreeing to join the research were given information about the study, and then measurement tools were distributed to them and then collected by the researchers. The implementation of the measuring instruments took approximately 10-15 minutes.

Data Analysis

All statistical operations were performed on IBM AMOS 21.0 and IBM SPSS 25.0 data analysis software packages. Before the analyses were conducted, the accuracy of data, missing data, outliers, and the assumptions of the analyses used were examined (Hinton, McMurray, & Brownlow, 2014; Tabachnick & Fidell, 2014). Pearson correlation was employed to test the relationships between life satisfaction, emotional intelligence, hope, and self-respect. This coefficient is employed to explain the linear correlation between two continuous variables (Büyüköztürk, Çokluk, & Köklü, 2012). Path analysis was used to test the mediation. A margin of error of .05 was acknowledged as the upper limit in all analyses.

Results

In this part of the study, findings obtained in the research are presented. First of all, findings related to the examination of the relationships between university students' life satisfaction, emotional intelligence, self-respect, and hope levels are presented under the first problem statement of the study. Finally, findings related to the mediation analysis between the variables of the research and the examination of the mediating role played by hope and self-respect in the correlation between life satisfaction and emotional intelligence in undergraduate students are presented within the scope of the second problem statement.

Findings related to relationships between university students' life satisfaction, emotional intelligence, hope, and self-respect levels

To reveal the relationships between university students' life satisfaction, emotional intelligence, hope, and self-respect levels, the Pearson correlation between the scores obtained from the relevant scales was calculated. Table 1 gives the results.

Table 1. Correlations between university students' emotional intelligence, life satisfaction, hope, and self-respect

|	(1)	(2)	(3)	(4)
(1) Life satisfaction	1			
(2) Emotional intelligence	.223**	1		
(3) Hope	.262**	.662**	1	
(4) Self-respect	-.259**	-.360**	-.423**	1

*N=819, **p<.01*

As seen in Table 1, significant relationship levels were found between the variables as follows: .223 (p<.01) between life satisfaction and emotional intelligence; .262 (p<.01) between life satisfaction and hope; -.259 (p<.01) between self-respect and life satisfaction; .662 (p<.01) between emotional intelligence and hope; -.360 (p<.01) between self-respect and emotional intelligence; -.423 (p<.01) between self-respect and hope. The higher the scores on the self-respect scale are, the lower the self-respect level of the individual is. Low scores on the scale show high levels of self-respect. Due to the scoring of the self-respect scale, the relationships between emotional intelligence and self-respect, and life satisfaction and hope yield negative values. Considering this situation arising from the scoring of the scale, it can be said that there were positive relationships between life satisfaction, emotional intelligence, hope, and self-respect.

Findings regarding the mediating role played by hope and self-respect in the correlation between life satisfaction and emotional intelligence in undergraduate students

The roles of hope and self-respect in mediating the correlation between life satisfaction and emotional intelligence in undergraduate students were tested using a path analysis. In the relationship analyses (See Table 1. Relationships between university students' life satisfaction, emotional intelligence, hope, and self-respect), it was seen that the assumptions of the path analysis were met since the relationships between the variables were determined and there was no multicollinearity problem (correlation coefficients <.90). While determining the mediating role, first, the direct effect coefficient of emotional intelligence on life satisfaction was calculated (Model A). Then, self-respect and hope were included in the model as mediating variables, and the variance in the direct effect coefficient calculated in Model A was examined. The findings of the models established, and the standardized effect coefficients are presented in Figure 1.
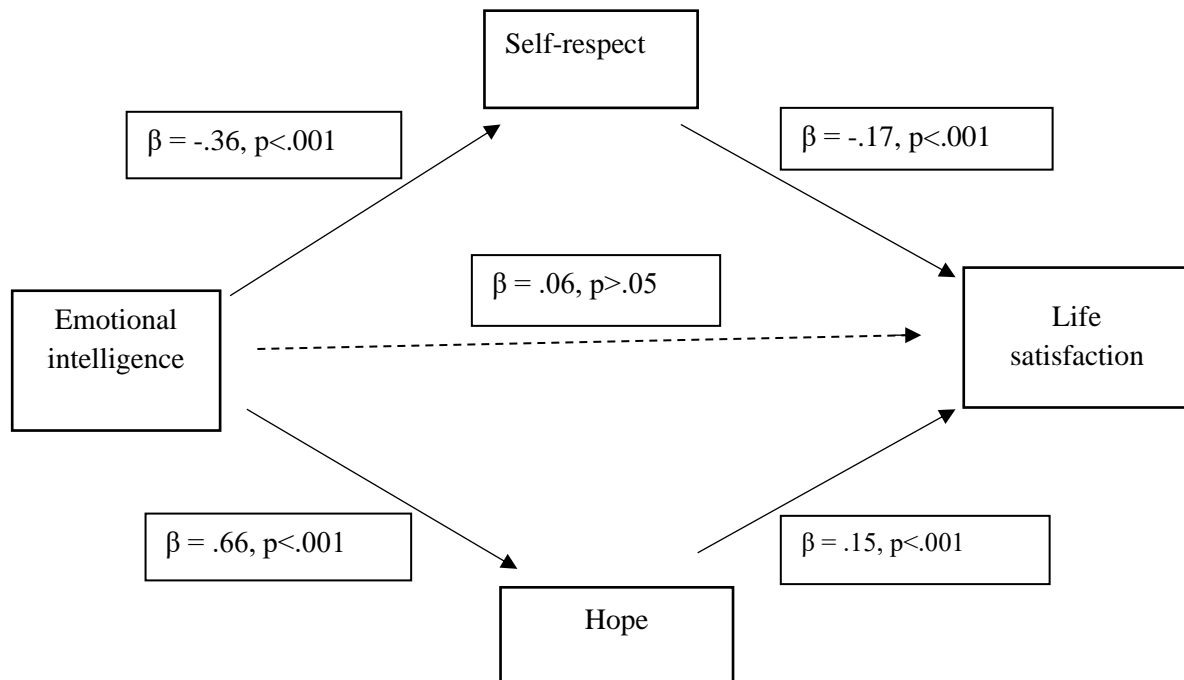
Model A
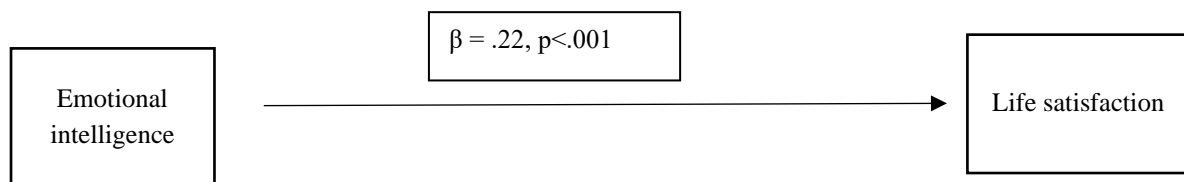
Model B

Figure 1. Path analysis results for the mediating role

As seen in the graphical representations in Figure 1, emotional intelligence affected hope ($\beta =$ .66, p<.001) and self-respect ($\beta = -.36$, p<.001), and self-respect ($\beta = -.17$, p<.001) and hope ($\beta = .15$, p<.001) affected life satisfaction directly and significantly. In Model A, university students' emotional intelligence levels had a statistically significant effect on their life satisfaction at a level of .22 (p<.01), while in Model B, which involved self-respect and hope as mediating variables, the effect of undergraduate students' emotional intelligence levels on their life satisfaction decreased to .06 and this regressed effect was not statistically significant (p<.05). These results highlight the mediating role played by hope and self-respect in the correlation between life satisfaction and emotional intelligence. However, to be able to determine the mediation exactly, the indirect effects of emotional intelligence on life satisfaction via the mediation of self-respect and hope and whether these effects produced a statistical significance were examined separately for each variable at a confidence interval of 95% using the Bootstrap technique. Table 2 gives the results.

Table 2. Indirect and total effects on life satisfaction

Indirect effects	Standardized values B	Non-standardized Values B	SE	CI[%95]	P
EI → SR→ LS	.061	.019	.009	.012 - .030	.007
EI→ H → LS	.099	.030	.005	.006 - .045	.026
Total	.161	.049	.010	.025 - .065	.023

Note: EI= Emotional intelligence; CI=Confidence Interval; SR=Self-Respect; H: Hope; LS= Life Satisfaction; SE=Standard Error

Table 2 shows that the standardized regression coefficient regarding the effect on life satisfaction produced by emotional intelligence through self-respect was .061. The

examination of the non-standardized regression coefficient, confidence intervals, and significance level for this value indicated that the indirect effect on life satisfaction produced by emotional intelligence through the mediation of self-respect was statistically significant ($p<.01$). The regression coefficient for the effect on life satisfaction produced by emotional intelligence through hope was determined as .099. When the non-standardized regression coefficient, confidence intervals, and significance level of this value were examined, it was found that the indirect effect on life satisfaction produced by emotional intelligence through hope was statistically significant ($p<.05$). When the total effects were examined, it was seen that the joint/total effects of hope and self-respect on emotional intelligence and life satisfaction were significant ($\beta=.161$, $p<.05$).

The evaluation of the findings of path analyses indicated that the direct effect on life satisfaction produced by emotional intelligence (See Model A), which was found to be statistically significant, became statistically insignificant when self-respect and hope were included in the model as mediating variables (See Model B). While the direct effect on life satisfaction produced by of emotional intelligence was statistically insignificant, the indirect effects on life satisfaction produced by emotional intelligence through self-respect and hope were found to be statistically significant for each variable separately. These findings showed self-respect and hope had multiple mediating roles in the correlation between life satisfaction and emotional intelligence.

The goodness-of-fit values of the pathway analysis performed after the mediation tests and the detection of the mediation were examined, and some of the fit values were found to be low (X2/df=59.327; RMSEA= .267; SRMR=.059; CFI=919; TLI=.516). Therefore, the question of what the best model could be in this regard was tested by the researcher. The path drawn from life satisfaction to emotional intelligence, which was found insignificant in the model but necessary for the test of mediation, was removed from the model. In addition, the correlation between self-respect and hope was included in the model, taking into account the relevant literature and the relationship analysis. The findings obtained as a result of this new model established are presented in Figure 2.
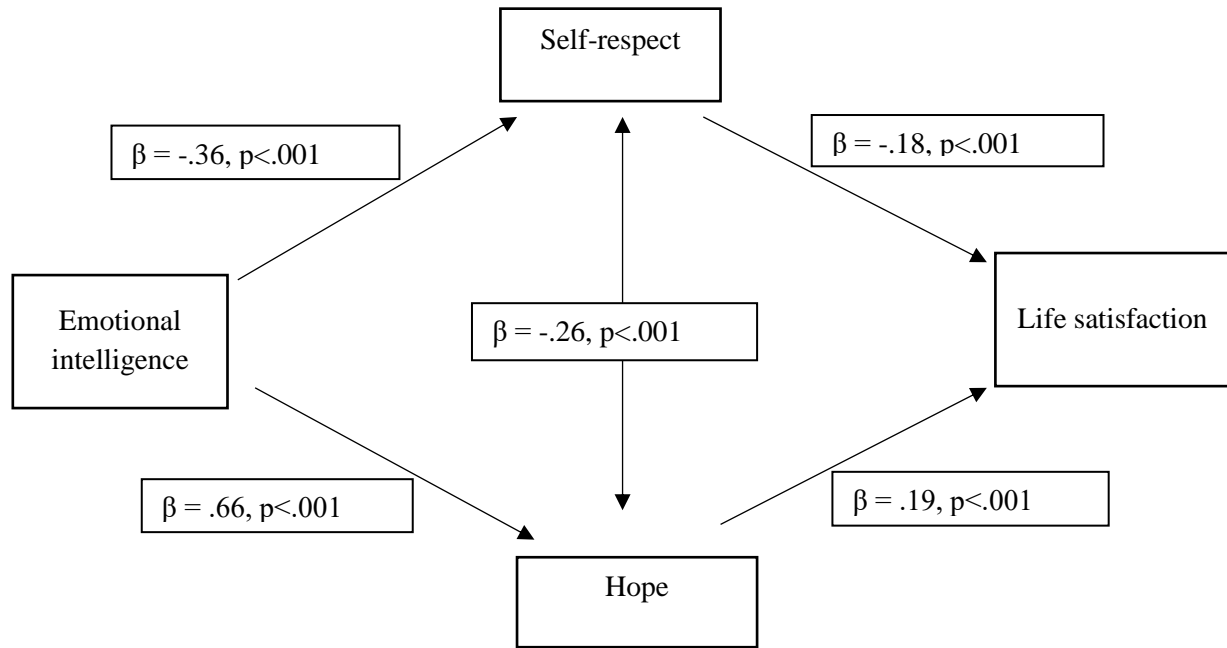
Figure 2. The results of the path analysis for the final model

Figure 2 shows that emotional intelligence affected self-respect (β=-.36, p<.001) and hope (β=-.18, p<.001), and hope (β=.66, p<.001) and self-respect (β= .19, p<.001) affected life satisfaction directly and statistically significantly. In addition, a mutual and statistically significant correlation was determined between hope and self-respect (β=-.26, p<.001). The result of these arrangements indicated that the model established had a perfect fit (X2/df=1.936; RMSEA=.034; SRMR=.010; CFI=.939; TLI=.992). In addition, this model explained 10% of the life satisfaction variable.

Discussion, Conclusion and Recommendations

In this part, we examined, discussed, and interpreted the findings of the research in line with the relevant literature. At first, the relationships between the main variables of the research were discussed and interpreted. Next, the results of the mediation analysis conducted to examine the mediating role of hope and self-respect in the relationship between emotional intelligence and life satisfaction in undergraduate students were examined, discussed, and interpreted.

The results of the study indicated a significant positive correlation between life satisfaction and emotional intelligence. The result of the present study was found consistent with the results of other studies in the literature (Ain, Munir, & Suneel, 2021; Austin et al., 2005; Kartol & Erçevik, 2020; Kong, Zhao, & You, 2012; Özer, Hamarta, & Deniz, 2016; Özdemir & Dilekmen, 2016; Taşkırmaz, 2020). However, our results were not consistent with the result of a study conducted by Koç-Çakan (2013) with white-collar workers in the housing sector, which showed a significant negative correlation between life satisfaction and emotional intelligence. The significant positive correlation between life satisfaction and emotional intelligence in this study can be explained as follows: Emotional intelligence is self-consciousness and the capacity to manage emotions, activate oneself, understand others' emotions, and manage relationships (Goleman, 2020). Life satisfaction is the capacity to do

optimistic evaluations of one's own life as a result of all positive or negative experiences. As a matter of fact, it can be said that people who can manage their emotions and direct their lives positively, can bring solutions to the problems encountered in daily life, can mobilize themselves towards their goals, can empathize with others, and have good social relations will have a positive perspective on their lives. It is stated that this positive perspective that people have towards their lives affects life satisfaction positively. In this respect, we can infer that life satisfaction and emotional intelligence contribute to and nurture each other.

According to the results, a significant positive correlation was found between life satisfaction and hope. The results of this study were consistent with those of some studies (Cole, 2008; Dursun, 2012; Gilman, Dooley, & Flarell, 2006; İnci, 2014; Muyan-Yılık, 2017; Sarıcam, Celik & Coşkun, 2015; Wrobleski & Snyder, 2005). No research results indicating the opposite of this finding of the present study were found. The significant positive correlation between life satisfaction and hope can be explained as follows: Life satisfaction is a multidimensional concept that covers all areas of life. It is stated that finding life meaningful, contentment, and happiness with life, conformity in reaching the determined goals, optimism, economic security, and having social relations are among the factors affecting life satisfaction (Ünal & Şahin, 2013). In addition, people with high hope levels have a more positive psychological health levels than those with low hope levels (Snyder, Rand, & Sigmon, 2002). As a matter of fact, we can infer that life satisfaction, which is a multidimensional concept, is affected by many factors, but being hopeful reduces the negative effects of these factors. Being hopeful expresses the belief that even if there are obstacles in life and on the path to the goal, these obstacles can be overcome. It can be said that this positive perspective provides both a positive evaluation of life by being hopeful and continuing to be hopeful by getting satisfaction from life.

As shown by the results of the research, there was a significant positive correlation between life satisfaction and self-respect. This result of our study was supported by some studies in the literature (Çeçen, 2008; Çivitci & Çivitci, 2009; Joshanloo & Afshari, 2011; Özdemir-Topaloğlu, 2015; Rey et al., 2011; San Martín & Barra, 2013; Yıldız & Baytemir, 2016; Yiğit, 2010). When studies in the literature were examined, no research results that showed the opposite of this result were found. Within the scope of this research, the significant positive correlation between life satisfaction and self-respect can be explained as follows: It has been stated that individuals who have high levels of self-respect have higher self-satisfaction than those who have low levels of self-respect (Burger, 2016). Individuals who have high levels of life satisfaction can make more optimistic evaluations of their lives and have a more positive self-perception (Neugarten, Havighurst, & Tobin, 1961). As a matter of fact, we can infer that self-satisfaction leads to life satisfaction, and in the same way, getting satisfaction from life increases one's self-respect and positive evaluations. In addition, the definitions of life satisfaction and self-respect may differ between individualistic and collectivist cultures when they are considered from a cultural perspective. People living in individualistic cultures can be happy when they think about their independence, individual values, and personal achievements. People living in collectivist cultures can be happy with the feeling of belonging to a culture, adjustment to society, and fulfilling their responsibilities. As a result, the measure of life satisfaction and self-respect may differ by the structure of cultures (Burger, 2016). From this point of view, individuals make assessments about themselves and their own lives under the influence of the society they live in. For this reason, it can be said that individuals evaluate themselves according to the values of their culture and the satisfaction they get from their life is shaped accordingly. In this context, we can say that life satisfaction and self-respect are related to each other.

The results of the study indicated a significant positive correlation between hope and emotional intelligence. It was observed that the result of this research was consistent with the result of the research which was conducted by Sarıcam et al. (2015) with preschool teacher candidates and showed a significant positive correlation between hope and emotional intelligence. When the literature was examined, no research results indicating the opposite of this research result were found. The significant positive correlation between hope and emotional intelligence can be explained as follows: Regarding emotional intelligence, hope means that people do not give up in the face of difficult obstacles and defeats that they experience, or that they do not have negative emotions and anxiety. As a matter of fact, it is stated that hopeful people are less distressed emotionally, less negative, and less anxious than other people on the path to their goals (Goleman, 2020). Therefore, we can infer that people who can control and manage their emotions in line with their goals can produce solutions to problems in the face of obstacles that may be encountered on the path to the goal without having negative feelings.

According to the results of this research, there was a significant positive correlation between self-respect and emotional intelligence. Some research results in the literature were in line with those of this research (Bibi, Saqlain, & Mussawar, 2016; Coşkun, 2017; Gerçek, 2020; Erol, 2004; Karademir, Döşyılmaz, Çoban, & Kafkas, 2010; Kong et al., 2012; Lee & Hwang, 2016; Sa, Ojeh, Majumder, Nunes, Williams, Rao, & Youssef, 2019). However, it was seen that this result of the present research was not consistent with the result of the research that was conducted by Delikoyun (2017) with university students and showed no significant correlation between self-respect and emotional intelligence. The significant positive correlation between self-respect and emotional intelligence found in this study can be explained as follows: High emotional intelligence makes individuals aware of their emotions and manage them positively, thereby getting successful in solving the problems encountered and coping with stress. Considering that self-respect is also related to how positively a person evaluates himself/herself in general (Kağıtçıbaşı & Cemalcılar, 2017), we can infer that success in overcoming problems will increase one's self-respect.

In our study, we found a significant positive correlation between hope and self-respect. This finding of our study was found to be in parallel with the results of the study by Snyder et al. (1991), which showed a significant correlation between self-respect and hope. No research showing the opposite of this finding of our research was encountered in the literature. The significant positive correlation between hope and self-respect found in this study can be explained as follows: Hope is the ability of a person to determine his/her own goals, not to lose motivation in line with his/her goals and develop new ways against obstacles encountered on the path to goals. Accordingly, for the individual to perform effective self-control, it is necessary to decide which goal is more important, know why this goal is important, and behave in line with his/her primary goals. Self-respect is considered very important in terms of an individual's self-control and achieving his/her goals. Considering that the features that increase people's self-respect may be different, individuals generally have more self-control in line with what qualities they base their high self-respect on. If the person's self-respect level is low, the concerns caused by low self-respect prevent the self-control mechanisms that the person will use for reaching his/her goals (Kağıtçıbaşı & Cemalcılar, 2017). In this context, we can infer that people who have positive self-perceptions will have more achievements in motivating themselves towards their personal goals and activating and controlling themselves towards the goal. In addition, being hopeful and purposeful will make the person think that his/her life has meaning. Therefore, it can be said that when individuals think that they strive for meaningful things in their life, this will

increase their satisfaction and self-respect.

According to the results of our research, emotional intelligence had a significant and direct effect on life satisfaction. This result of our research was compatible with some research results indicating that emotional intelligence was a significant predictor of life satisfaction (Ain et al., 2021; Özer et al., 2016; Özdemir & Dilekmen, 2016; Özyer et al., 2011; Tümkaya, Hamarta, Deniz, Çelik, & Aybek, 2008). A review of the literature indicated that no research results showing the opposite of this finding of the study were encountered. In addition, the examination of the results of this study showed that emotional intelligence had a direct and significant impact on self-respect and hope separately. No research on the effect of emotional intelligence on self-respect and hope was found separately. In parallel with the results of this research, the extent to which individuals manage their emotions and therefore themselves and their lives significantly affects the satisfaction they will get from their life, their hope levels, and self-perception depending on the emotional intelligence level. As a result, we can say that the emotional intelligence level is a very critical factor regarding life satisfaction, self-respect, and hope levels.

According to the results of this research, hope had a significant and direct effect on life satisfaction. It was seen that the result of this research was consistent with the result of the research that was conducted by Dursun (2012) with university students and indicated hope had a significant and direct effect on life satisfaction. No research results contrary to the result of our study were encountered in the literature. As a result of this study, the direct and significant effect of hope on life satisfaction can be explained as follows: Life satisfaction includes individuals' goals and evaluations of their life according to the degree to which these goals have been achieved (Diener et al., 1985). Hope includes the intrinsic motivation that enables individuals to find various ways to reach the goals they have set and to go through these ways (Snyder et al., 2002). As a matter of fact, individuals who have high hope levels will have high motivation levels to reach their goals. In this respect, we can say that individuals with high hope levels will be more likely to reach their goals, and individuals who can achieve their goals will have high life satisfaction.

Another finding of our research was that self-respect had a significant and direct effect on life satisfaction. This result of our research was found to be in parallel with the results of studies indicating that self-respect significantly predicted life satisfaction, which were carried out by Yıldız and Baytemir (2016) with married individuals, by San Martín and Barra (2013) with adolescents, and by Çeçen (2008) and Diener and Diener (1995) with undergraduate students. The significant and direct effect of self-respect on life satisfaction in this research can be explained as follows: The self-worth of individuals with low self-respect can often change. We think this situation is related to the stability of the person's self-respect. For example, bad grades, bad comments, or bad results cause self-doubt, whereas good grades, good comments, or good results make the person happy with himself/herself. That is, the level of self-respect does not remain at a fixed and stable level. This imbalance can make individuals with high self-respect levels more open and sensitive to various undesirable emotions, e.g., anger and depression, and minor problems and hindrances (Burger, 2016). As a matter of fact, we can infer that people who have high levels of self-respect will have optimistic perceptions about themselves, accept themselves as they are, and have high self-belief that they can overcome the problems they may encounter in life. As a result, they will have positive evaluations of their own life. Therefore, it can be said that low or high self-respect levels directly affect life satisfaction.

The results of the study indicated that emotional intelligence had an indirect impact on life satisfaction through hope. No research results on the mediating role of hope in the correlation between life satisfaction and emotional intelligence were found in the literature. Accordingly, we think that this result of the study contributes to the literature. The indirect effect on life satisfaction produced by emotional intelligence through hope in this study can be explained as follows: It is thought that with the effective use of emotional intelligence, the individual's use and management of his/her emotions in line with his/her own goals will make it easier for him/her to reach his/her goals, and therefore the person will also have positive evaluations of his/her own life. When the factor of hope mediates the relationship between these two concepts, the hopefulness of the individual who can already manage his/her emotions in line with his/her own goals will enable him/her to find new solutions even if he/she encounters obstacles, and as a result, the probability of reaching the goals will increase even more. Therefore, this indirect effect can be explained as the fact that individuals who are already satisfied with their lives thanks to the effective use of emotional intelligence will have a more positive and hopeful approach to life, and therefore reach life goals and get more life satisfaction.

The examination of the results indicated that emotional intelligence had an indirect impact on life satisfaction through self-respect. This finding of our research was found to be in parallel with the results of studies by Runcan and Lovu (2013) with university students, by Kong et al. (2012) with university students, and by Rey et al. (2011) with adolescents and showed that self-respect played a mediating role in the correlation between life satisfaction and emotional intelligence. Considering studies in the literature, no research results that showed the opposite of this result of the study were found. As a result of this study, the indirect impact on life satisfaction produced by emotional intelligence through self-respect can be explained as follows: Low self-respect has a debilitating effect on setting goals that individuals will be successful at and coping with negative events in life (Gerrig & Zimbardo, 2015). However, a high self-respect level is considered important in terms of creating goals for one's life and overcoming the problems encountered throughout life. In this respect, we can infer that the high self-respect levels of people with capacity to manage their emotions and lives positively with emotional intelligence ensure high life satisfaction.

Finally, it was found that self-respect and hope had a significant mediating role in the correlation between life satisfaction and emotional intelligence. A review of the literature indicated that no research on the mediating role of hope and self-respect in the correlation between life satisfaction and emotional intelligence was found. We think that this result of our research will make a contribution to the literature. The mediating role of self-respect and hope in the correlation between life satisfaction and emotional intelligence and interpretations of this mediating role were discussed in the paragraphs above. Accordingly, in addition to the mediating role of self-respect and hope in this correlation separately, when they were considered together and their mediating role was examined, it was seen that life satisfaction increased even more. Accordingly, we can infer from this finding that the effective use of one's emotional intelligence, being hopeful towards life goals, and having positive self-perceptions lead to success in life and direct the person to positive evaluations of his/her own life, so that he/she gets satisfaction from his/her life.

The following recommendations can be made for research results and future studies:

- Emotional intelligence, life satisfaction, hope, and self-respect are important features in personal and interpersonal relationships and family, school, and professional life,

- briefly in all areas of life. The presence of these features, which are open to development, in students positively is a kind of gain, and these features should be acquired by students. For this reason, for students to gain these characteristics, various courses, education programs, studies, seminars, or conferences should be held at all levels of education, especially in universities.
- It is recommended that university students' life satisfaction, emotional intelligence, hope, and self-respect levels should be determined by the guidance and psychological counseling centers of universities and necessary services should be provided for those with low levels of life satisfaction, emotional intelligence, hope, and self-respect.
- Life satisfaction with emotional intelligence, hope, and self-respect are traits that can be developed. For this reason, raising the awareness of parents and teachers, who are role models for students, about these characteristics can be an important resource for students to gain these features.
- In future studies, it can be examined whether different variables have a mediating role in the relationship between emotional intelligence and life satisfaction.
- In future studies, the effects of different socio-demographic variables on the variables of emotional intelligence, life satisfaction, hope and self-respect can be examined.

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