



ORIGINAL

Assessment of predictors of satisfaction with life in pre-service teacher education students

Evaluación de los predictores de la satisfacción con la vida en estudiantes de formación inicial docente

Edwin Gustavo Estrada-Araoz¹  , Guido Raúl Larico-Uchamaco²  , Jair Emerson Ferreyros-Yucra³  ,
Silvia María Revilla-Mendoza⁴  , José Octavio Ruiz-Tejada⁵  

¹Universidad Nacional Amazónica de Madre de Dios. Escuela Profesional de Educación. Puerto Maldonado, Perú.

²Universidad Nacional de Cañete. Escuela Profesional de Ingeniería de Sistemas. Cañete, Perú.

³Universidad Andina Néstor Cáceres Velásquez. Escuela Profesional de Ingeniería de Sistemas. Juliaca, Perú.

⁴Universidad Nacional Amazónica de Madre de Dios. Escuela Profesional de Enfermería. Puerto Maldonado, Perú.

⁵Universidad Nacional de Educación Enrique Guzmán y Valle. Escuela Profesional de Administración y Negocios Internacionales. Lima, Perú.

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ABSTRACT

Introduction: satisfaction with life plays a crucial role in students' academic and personal experience as it can influence their academic performance, emotional well-being, and adaptation to the higher education environment.

Objective: to determine whether resilience, perceived social support, and self-esteem predict satisfaction with life in Peruvian pre-service teacher education students.

Methods: a quantitative, observational, analytical, predictive, and cross-sectional study was conducted. The sample consisted of 215 students of both sexes who were administered the Connor-Davidson Resilience Scale Short Form, the Social Support Perception Scale, the Rosenberg Self-esteem Scale, and the Satisfaction with Life Scale, instruments with adequate psychometric properties. Regarding statistical methods, Pearson correlation coefficient was used, followed by multiple linear regression analysis.

Results: multiple regression analysis showed a good fit for the model ($F=78,319$; $p<0,05$), indicating that resilience ($\beta=0,103$; $p<0,05$), perceived social support ($\beta=0,268$; $p<0,05$), and self-esteem ($\beta=0,274$; $p<0,05$) explained 52 % of the total variance of the satisfaction with life variable.

Conclusions: resilience, perceived social support, and self-esteem predict satisfaction with life in Peruvian pre-service teacher education students. Therefore, it is recommended to foster an institutional culture that values and promotes students' emotional well-being, providing psychological and emotional support resources and services.

Keywords: Personal Satisfaction; Psychological Resilience; Social Support; Self-Esteem; Students; Psychological Well-Being.

RESUMEN

Introducción: la satisfacción con la vida tiene un rol crucial en la experiencia académica y personal de los estudiantes, ya que puede influir en su rendimiento académico, bienestar emocional y adaptación al entorno de la educación superior.

Objetivo: determinar si la resiliencia, el apoyo social percibido y la autoestima predicen la satisfacción con la vida en estudiantes peruanos de formación inicial docente.

Métodos: estudio con enfoque cuantitativo, observacional, analítico, predictivo y de corte transversal. La muestra estuvo conformada por 215 estudiantes de ambos sexos a quienes se les aplicó la Escala Breve de Resiliencia Connor - Davidson, la Escala de Percepción de Apoyo Social, la Escala de Autoestima de Rosenberg y la Escala de Satisfacción con la Vida, instrumentos con adecuadas propiedades psicométricas. Respecto a los métodos estadísticos, se utilizó el coeficiente de correlación de Pearson y posteriormente se realizó el análisis de regresión lineal múltiple.

Resultados: el análisis de regresión múltiple demostró un ajuste adecuado para el modelo ($F= 78,319$; $p<0,05$), indicando que la resiliencia ($\beta= 0,103$; $p<0,05$), el apoyo social percibido ($\beta= 0,268$; $p<0,05$) y la autoestima ($\beta= 0,274$; $p<0,05$) explicaron el 52 % de la varianza total de la variable satisfacción con la vida.

Conclusiones: la resiliencia, el apoyo social percibido y la autoestima predicen la satisfacción con la vida en estudiantes peruanos de formación inicial docente. Por ello, se recomienda fomentar una cultura institucional que valore y promueva el bienestar emocional de los estudiantes, brindando recursos y servicios de apoyo psicológico y emocional.

Palabras clave: Satisfacción Personal; Resiliencia Psicológica; Apoyo Social; Autoestima; Estudiantes; Bienestar Psicológico.

INTRODUCTION

Higher education represents for students a period full of opportunities for their personal and professional growth. However, in the midst of these possibilities, there has been a growing awareness of the challenges and demands they face on a daily basis.⁽¹⁾ In this sense, this stage not only implies an increase in academic responsibilities but also brings with it a series of social, economic, and emotional pressures that could have a significant impact on students' mental health.^(2,3)

In the case of initial teacher training, it is a critical period in the preparation of those who aspire to become educators.⁽⁴⁾ This process not only involves the acquisition of pedagogical and disciplinary knowledge but also the development of interpersonal skills, emotional competencies, and the construction of a solid professional identity.⁽⁵⁾ Initial teacher education not only demands a deep understanding of educational theories and pedagogical strategies but also requires an innate capacity for adaptation, resilience, and connection with others, given that these future educators will be fundamental agents in the construction of knowledge and the formation of the coming generations.⁽⁶⁾

Recognizing the complexity of this formative period, we seek to understand how some psychological variables influence the well-being of future educators, highlighting the importance of addressing not only academic competencies but also the emotional and social dimensions crucial for their professional and personal development. In this context, the present research seeks to understand in a predictive way how resilience, perceived social support, and self-esteem influence the life satisfaction of initial teacher education students.

Resilience

Resilience is a problematic term to define, given its richness and variety of interpretations.⁽⁷⁾ Emerging initially in the field of physics to describe the ability of objects to maintain their integrity despite external forces,⁽⁸⁾ resilience has transcended its origin and found fertile ground in the field of psychology. In this context, resilience becomes a crucial focus of study, as it is intrinsically linked to people's mental health and coping strategies to adapt to their environment.⁽⁹⁾ In the field of higher education, where students face academic challenges, significant changes, and social pressures, resilience emerges as a defining quality.

Beyond its original connotation in physics, psychological resilience is manifested as the capacity of individuals to recover and adapt positively to difficult situations.⁽¹⁰⁾ It was also defined as a process that allows people to overcome the negative consequences of their exposure to risky situations, emerging victorious from adverse situations, so they must develop adaptation and self-regulation skills, which the family or school fosters.⁽¹¹⁾

It has been proven that people with the capacity and flexibility to adapt to the changes experienced throughout their lives face these adverse situations constructively and positively, which in turn promotes a satisfactory personal balance due to a learning process.⁽¹²⁾ Therefore, the capacity for resilience helps to improve and facilitates the discovery and use of personal strengths, being relevant in this process, particularly in the interrelationships of people who share similar conditions and lifestyles.⁽¹³⁾

People with high resilience tend to stand out for their optimism, ability to regulate emotions, flexibility in the face of change, strong self-esteem, ability to seek support, and focus on controlling situations.⁽¹⁴⁾ In contrast, those with low resilience may show pessimistic tendencies, emotional difficulties, resistance to change, low self-esteem, lack of support networks, and a sense of lack of control over their lives.⁽¹⁵⁾ These characteristics reflect the ability to face challenges and overcome adversity or difficulties in coping with difficult situations.

Perceived social support

Perceived social support is considered an essential component of a person's social network. It refers to the subjective assessment of the availability and quality of help, understanding, and emotional connection that one perceives one receives from one's social environment, mainly from family, friends, or other close people.⁽¹⁶⁾ This concept goes beyond the simple presence of social relationships and addresses the personal perception of feeling supported and supported in times of need.

Social support theory emphasizes the importance of social relationships and individual perception of support in coping with stressful situations.⁽¹⁷⁾ According to this perspective, the presence of trusted people who offer emotional, instrumental, and informational support can buffer the negative impact of stressful events. On the other hand, self-determination theory and basic psychological needs theory agree that the interaction between people and their environment is an essential factor in people's development, significantly because when the external environment satisfies their basic psychological needs, their well-being and growth can improve.⁽¹⁸⁾ Therefore, perceived social support and the satisfaction of basic psychological needs can influence their level of engagement in the activities they perform.⁽¹⁹⁾

Then, in confronting difficult or stressful situations, the presence of trusted people to whom we can express our emotions, problems, and difficulties plays a crucial role.⁽²⁰⁾ The willingness of others to provide support, listen, and share perspectives can generate positive responses by students in the face of stressful events in academic contexts.⁽²¹⁾ In contrast, the perceived absence of this support can contribute to increased stress, exacerbating the negative experience in challenging situations.⁽²²⁾ This recognition underscores the importance of perceived social support as an influential factor in the ability to cope effectively with academic and emotional demands.

Self-esteem

The understanding of self-esteem has been approached from various theoretical perspectives, one of the most influential conceptualizations being that formulated by Coopersmith.⁽²³⁾ This researcher, dedicated to delving deeper into the construct, defines it as the appraisal that people make of themselves. In this sense, self-esteem manifests itself as an approving attitude that indicates to what extent they consider themselves important, capable, worthy, and successful.⁽²⁴⁾ It is, in essence, a judgment of personal merit that significantly influences individual perception of worth and competence.⁽²⁵⁾

Evidence supports the idea that self-esteem plays a crucial role in various aspects of personal development, motivation, behaviors, and mental health.⁽²⁶⁾ This impact is not limited to the personal domain, as, in the academic context, self-esteem also plays a significant role. It has been observed that it is closely linked to academic performance, motivation for learning, interpersonal relationships, and emotional well-being of students.⁽²⁷⁾ Consequently, its development and strengthening are presented as fundamental elements for success and positive adaptation in the educational environment.

However, it is essential to note that a low level of self-esteem development emerges as a significant risk factor, leading to the presence of various problems at both psychological and social levels.⁽²⁸⁾ These problems range from eating disorders, negative physical self-perception, suicidal ideation, and attempts to feelings of inferiority, social isolation, depression, substance abuse, and school dropout, among others.^(29,30) Fragility in the development of self-esteem, therefore, becomes a potential predictor of multiple difficulties that affect the mental health and overall well-being of individuals.⁽³¹⁾

Satisfaction with life

Life satisfaction in higher education students is a topic of growing interest in psychological and educational research. It is considered a comprehensive method for cognitively self-judging well-being across a broad set of factors related to human life, including work, family, physical and mental health, and the sexual sphere.⁽³²⁾ Research has shown that life satisfaction emerges as one of the most crucial indicators of successful adjustment to life,⁽³³⁾ with potentially significant benefits for health, longevity, and social relationships.⁽³⁴⁾

Among the many factors linked to high life satisfaction, income, job satisfaction, need fulfillment, resilience, and social relationships and support stand out as positive predictors.⁽³⁵⁾ Conversely, unemployment, stress, anxiety, and depression have been found to act as elements that decrease life satisfaction.⁽³⁶⁾

Previous research has emphasized that higher life satisfaction not only anticipates an individual's future mental well-being but also correlates positively with outstanding academic performance and general well-being in higher education students while reducing psychological risks to their health.⁽³⁷⁾ However, lower life satisfaction emerges as a predictor of mental disorders.⁽³⁸⁾ Thus, improved life satisfaction emerges as a critical element for college students to not only adapt effectively to the academic environment but also experience healthy growth in their educational trajectory.

Empirical evidence has highlighted marked disparities in life satisfaction related to variables such as gender and socioeconomic status.^(39,40) However, in terms of age, the results are only partially consistent.⁽⁴¹⁾ Under that

premise, it is observed that younger students, females, and those with higher incomes show higher levels of life satisfaction.⁽⁴²⁾

A previous model has been identified that approximates the present research, which reveals that self-esteem, self-regulation of emotions, the use of emotions to facilitate performance, and resilience can predict life satisfaction.⁽⁴³⁾ However, despite this background, a gap in knowledge persists that motivates the development of the present research. In that understanding, we seek to broaden the understanding of these links in a specific context, thus offering a significant contribution to the field of study.

In the field of initial teacher education, the psychological well-being of students is of utmost importance, as it can influence their academic performance and, ultimately, their future work as educators. Resilience, perceived social support, and self-esteem are critical psychological variables that have been shown to be linked to emotional well-being and adaptability in diverse populations. Under that premise, it is crucial to understand how these psychological variables can act as predictors of life satisfaction. This predictive approach will not only provide deeper insight into the psychological experiences of these students but will also allow for the identification of possible areas of intervention and support. In addition, it will contribute to the development of psychoeducational strategies for psychological support and wellness programs in the field of initial teacher education.

Finally, the present research aimed to determine whether resilience, perceived social support, and self-esteem predict life satisfaction in Peruvian initial teacher education students.

METHODS

A quantitative approach was adopted since numerical data were collected and analyzed with the objective of making an accurate and objective measurement of the variables, facilitating quantification. The research design was non-experimental since no intentional manipulations were made on the variables; instead, they were observed and recorded as they were in their natural environment. In addition, a predictive type of study was chosen since it focused on the identification and evaluation of relationships between the predictor variables and the dependent variable.⁽⁴⁴⁾

The population consisted of 266 students in initial teacher training at a Peruvian public higher education pedagogical institute. In comparison, the sample consisted of 215 students, a number determined by probability sampling with a confidence level of 95 % and a significance level of 5 %. Inclusion criteria were students of both sexes who were enrolled and of legal age. On the other hand, as exclusion criteria, students who did not agree to participate in the research and those who were not in the Whatsapp groups of the different courses were considered.

The data collection technique was the survey, while the instruments were the Connor - Davidson Brief Resilience Scale, the Social Support Perception Scale, the Rosenberg Self-Esteem Scale, and the Satisfaction with Life Scale. The four instruments, as well as some sociodemographic questions, were structured using Google Forms.

The Connor-Davidson Brief Resilience Scale (CD-RISC 10)⁽⁴⁵⁾ assesses different aspects of resilience through questions that address people's perceptions of their ability to cope with and recover from challenging situations. The scale is unifactorial and consists of 10 Likert-type items with five alternatives ranging from 0 (never) to 4 (always). Previous research conducted in the Peruvian context⁽⁴⁶⁾ determined that the scale had adequate psychometric properties ($\alpha = 0,827$; $\Omega = 0,827$).

The Perception of Social Support Scale (EPAS)⁽⁴⁷⁾ assesses the degree to which an individual experiences feelings of appreciation, affection, and belonging to a group, specifically in relation to family members, friends, and other significant people in his or her life. The scale is structured in three dimensions (family, friends, and others), consists of 15 Likert-type items with four response options ranging from 1 (strongly disagree) to 4 (strongly agree), and can be administered individually or collectively. In a previous investigation carried out in Peru,⁽⁴⁸⁾ it was determined that the scale had adequate psychometric properties ($\Omega = 0,820$; $0,840$; $0,720$).

The Rosenberg Self-Esteem Scale (EAR)⁽⁴⁹⁾ measures the perception that a person has of him/herself in terms of self-worth and satisfaction with his/her self. The scale is unifactorial and consists of 10 Likert-type items with four response options ranging from 1 (strongly disagree) to 4 (strongly agree) and can be administered individually or in groups. In previous research developed in the Peruvian context,⁽⁵⁰⁾ it was shown to have an acceptable internal consistency ($\alpha = 0,750$).

Regarding the Satisfaction with Life Scale,⁽⁵¹⁾ it evaluates a person's global perception of his/her own life and his/her satisfaction with it. The scale is unifactorial and is made up of 5 items rated quantitatively by means of a 5-point Likert scale ranging from 1 (totally disagree) to 5 (totally agree). In a previous investigation carried out in Peru,⁽⁵²⁾ it was determined that the scale had adequate internal consistency ($\alpha = 0,780$).

Data collection was carried out after obtaining the pertinent permissions from the corresponding academic authorities. To facilitate student participation, modern means of communication, such as the WhatsApp messaging application, were used. Students were invited to participate, sent the survey link and provided clear instructions for responding to the four instruments. This process, which lasted approximately 25 minutes,

concluded with the confirmed participation of all 266 students, after which access to the surveys was disabled.

Regarding data analysis, descriptive statistics (mean, standard deviation, skewness, and kurtosis) were initially calculated for the study variables. Similarly, the Kolmogorov-Smirnov test was applied to determine whether the data were parametric or not. Subsequently, Student's t-test for independent samples was applied and Cohen's d was used as an indicator of effect size, with the purpose of determining the presence of statistically significant differences in the scores of the variables between men and women. The effects were considered small for values less than 0,30, moderate for those between 0,30 and 0,50, and significant for values greater than 0,50. Then, a Pearson correlation analysis was performed to examine the possible relationship between the variables. Finally, a multiple linear regression analysis was conducted to determine whether resilience, perceived social support, and self-esteem predicted students' life satisfaction. All these analyses were performed with the statistical program SPSS version 25, and a significance level of 0,05 and a confidence level of 0,95 were considered.

The research was conducted following the ethical principles of the Declaration of Helsinki, which safeguards the rights and integrity of the participants. The students received a detailed explanation of the purpose of the research and gave their voluntary consent. Participation was anonymous, ensuring confidentiality. The right to withdraw at any time without negative consequences was emphasized. These ethical measures were essential to preserve the integrity, rights, and confidentiality of the data collected.

RESULTS

Table 1 shows that, of the total number of participants, 52,1 % were women and 47,9 % were men. Regarding the age of the participants, 63,3 % were between 16 and 25 years old, while 36,7 % were over 25 years old. In terms of specialty, 36,3 % were studying Early Education, 28,4 % were studying Primary Education, 24,6 % were studying Physical Education and 10,7 % were studying Intercultural Bilingual Primary Education.

Variables	Sociodemographic and academic characteristics	n= 215	%
Sex	Male	103	47,9
	Female	112	52,1
Age group	Between 16 and 25 years old	136	63,3
	More than 25 years old	79	36,7
Specialty	Initial Education	78	36,3
	Primary Education	61	28,4
	Intercultural Bilingual Primary Education	23	10,7
	Physical Education	53	24,6

Table 2 provides descriptive statistics for the variables life satisfaction, resilience, perceived social support, and self-esteem. It is relevant to highlight that the skewness and kurtosis coefficients of the four variables are within the interval of $\pm 1,5$. This result indicates a possible trend towards a normal distribution of the data. This pattern suggests that the samples collected for these variables exhibit symmetry in their distribution around the mean, which is fundamental for subsequent statistical analysis.

Variables	Media	Standard deviation	Asymmetry	Kurtosis
Satisfaction with life	21,65	2,988	0,481	0,561
Resilience	27,93	3,785	-0,249	-0,952
Perceived social support	42,73	7,808	0,313	0,848
Self-esteem	33,59	5,845	-0,206	-0,932

Table 3 presents the t-test analysis for independent samples. It was found that there are statistically significant differences between men and women with regard to the resilience variable ($t = -1,253$; $p < 0,05$), with a moderate effect size ($d = 0,482$). These results indicate that men show slightly higher levels of resilience than women. However, no statistically significant differences were found between men and women for the variables of life satisfaction, perceived social support, and self-esteem ($p > 0,05$).

Table 3. Life satisfaction, resilience, perceived social support and self-esteem according to sex

Variables	Men		Women		t	p	d
	M	DE	M	DE			
Satisfaction with life	20,74	3,118	22,57	2,801	2,354	0,068	0,101
Resilience	29,50	4,036	26,76	3,284	-1,253	0,012	0,482
Perceived social support	41,12	6,834	43,09	7,995	1,532	0,131	0,094
Self-esteem	33,88	5,392	33,02	5,630	0,938	0,084	0,126

Source: Surveys.

Table 4 shows the results of the correlation analysis between the study variables. In that understanding, it was determined that life satisfaction correlates directly and significantly with resilience ($r = 0,597$; $p < 0,05$), perceived social support ($r = 0,724$; $p < 0,05$), and self-esteem ($r = 0,557$; $p < 0,05$). Similarly, resilience was also found to correlate directly and significantly with perceived social support ($r = 0,708$; $p < 0,05$) and self-esteem ($r = 0,737$; $p < 0,05$). Finally, perceived social support was found to correlate directly and significantly with self-esteem ($r = 0,719$; $p < 0,05$).

Table 4. Correlation between the study variables

Variables	Satisfaction with life	Resilience	Perceived social support	Self-esteem
Satisfaction with life	1	-	-	-
Resilience	0,597**	1	-	-
Perceived social support	0,724**	0,708**	1	-
Self-esteem	0,557**	0,737**	0,719**	1

** $p < 0,01$

Table 5 shows that the adjusted coefficient of determination R^2 was 0,520, meaning that resilience, perceived social support, and self-esteem are variables that explain 52 % of the total variance of the life satisfaction variable. This result suggests that these three predictor variables have a substantial impact on students' life satisfaction. On the other hand, the F-value was equal to 78,319 ($p < 0,05$), which means that there is a significant linear relationship between resilience, perceived social support and self-esteem (predictor variables), and life satisfaction (dependent variable).

Table 5. Multiple correlation coefficient R, R^2 , corrected R^2 , ES and F

Model	R	R^2	R^2	EE	F	p
1	0,726 ^a	0,527	0,520	2,026	78,319	0,000 ^b

^a Predictor variables: (Constant), Resilience, perceived social support and self-esteem.
^b Dependent variable: Satisfaction with life.

In table 6, a multiple linear regression analysis was performed using the stepwise method. In this analysis, the dependent variable was life satisfaction, while the independent or predictor variables were resilience, perceived social support, and self-esteem. The B coefficients obtained (0,103, 0,268, and 0,274) indicate that resilience, perceived social support, and self-esteem have a significant influence on life satisfaction. In addition, the t-values associated with the beta regression coefficients of the predictor variables were found to be statistically significant ($p < 0,05$). This finding reinforces the idea that resilience, perceived social support, and self-esteem are significant predictors of life satisfaction in this multiple-regression model.

Table 6. Multiple linear regression coefficients, B (unstandardized), B (standardized) and t-test

Predictors	B	Standard error	B	T	p-value
(Constant)	5,381	0,669		8,041	0,000
Resilience	0,233	0,036	0,103	2,337	0,000
Perceived social support	0,202	0,026	0,268	4,908	0,000
Self-esteem	0,133	0,033	0,274	1,009	0,000

Dependent variable: Satisfaction with life.

DISCUSSION

Life satisfaction is considered a crucial aspect in the personal and professional development of students in initial teacher education. In the context of preparation to become future teachers, life satisfaction not only influences students' emotional well-being but can also affect their motivation, their commitment to their teaching career, and their ability to face the challenges of the educational environment. Therefore, understanding the factors that contribute to life satisfaction is fundamental to improving their educational experience and promoting an integral development that not only allows them to excel academically but also to be committed to their pedagogical practice.

Preliminarily, it was found that the means of the variables life satisfaction, resilience, perceived social support, and self-esteem reached 21,65, 27,93, 42,73, and 33,59 points, respectively. When contrasting these figures with the upper and lower values of each variable, it is possible to affirm that the life satisfaction, resilience, and self-esteem of the students were valued at a high level, while perceived social support was valued at a medium level. The information presented indicates that students have a positive perception of their emotional well-being, their ability to cope with challenges, and their self-worth. However, they perceive that they have little support from family, friends or people around them to face difficulties. The above could have important implications for the general well-being and adaptation of students in their educational and social environment. Relatively similar results were obtained in some studies.^(43,53,55)

When contrasting the study variables according to the sex of the participants, it was found that there were statistically significant differences between men and women only in the case of resilience. In this sense, it was observed that men presented higher levels of resilience than women. This could be the result of differences in gender socialization, where traditional roles and expectations associated with masculinity promote the expression of characteristics such as emotional strength and the ability to overcome adversity, which could contribute to higher levels of resilience in men. Some research reported similar results;^(56,57) however, it has to be considered that the findings are only partially conclusive. This suggests the need for further studies to confirm and extend these results.

According to the predictive model proposed, resilience, perceived social support and self-esteem predict life satisfaction in Peruvian initial teacher training students. This means that students' ability to overcome challenges and adapt positively to difficult situations, their perception of receiving emotional and practical support from the people around them, and their subjective evaluation of their worth and competence can predict or explain the level of life satisfaction they experience during their professional training. Previous research conducted a similar predictive model and also concluded that self-esteem, self-regulation of emotions, use of emotions to facilitate performance, and resilience can predict life satisfaction.⁽⁴³⁾

Some theories support the above finding. For example, Bandura's Self-Efficacy Theory⁽⁵⁸⁾ postulates that a person's beliefs about his or her ability to face and overcome challenges influence his or her overall well-being and satisfaction with life. In addition, Social Support Theory, proposed by House,⁽⁵⁹⁾ suggests that the presence of social support networks can provide emotional and practical resources that contribute to psychological well-being and life satisfaction. Likewise, various theories of self-esteem, such as that proposed by Rosenberg,⁽⁶⁰⁾ argue that positive self-esteem is associated with greater life satisfaction and better psychological adjustment. Taken together, these theories support the idea that resilience, perceived social support, and self-esteem are significant predictors of life satisfaction in pre-service teacher education students.

The results highlight the importance of considering resilience, perceived social support, and self-esteem as essential aspects that influence life satisfaction in Peruvian pre-service teacher education students. This broader understanding highlights the need to adopt a holistic approach to teacher education, where not only academic performance is valued but also emotional well-being, perceived competence, and student's ability to face the challenges of the educational context. By incorporating these elements into teacher training policies and practices, we will promote a more enriching and conducive environment for the integral development of future teachers, thus strengthening their preparation to face the professional and personal challenges that may arise in their teaching careers.

It is essential to keep in mind the limitations inherent to this research when interpreting its results. Although the sample of participants was adequate for the study, its relatively small size could affect the representativeness and generalizability of the findings. In addition, the use of self-administered instruments could introduce biases and limitations in the measurement of the variables by relying heavily on participants' self-assessments. Also, the cross-sectional design of the study precludes establishing causal relationships between variables and tracking evolution over time. It is suggested that future research expand the sample size, diversify data collection methods, and implement longitudinal designs to explore the dynamic relationships between resilience, perceived social support, self-esteem, and life satisfaction in initial teacher education students. In addition, the inclusion of mixed methods would allow for a more complete and holistic understanding of the phenomena studied by combining quantitative and qualitative data.

CONCLUSIONS

In the context of initial teacher education, life satisfaction is of significant importance as it influences multiple aspects of students' experience in preparing them to become teachers. Beyond the acquisition of pedagogical and didactic knowledge and practical skills, life satisfaction reflects the emotional well-being and overall perception of happiness and fulfillment in the lives of prospective teachers. This aspect is considered crucial, as it can influence their motivation, commitment to the teaching profession, and ability to face the challenges they face during their pedagogical practice.

In the present research, it was preliminarily determined that life satisfaction correlates directly and significantly with resilience, perceived social support, and self-esteem. Similarly, the resulting explanatory model allowed us to determine that resilience, perceived social support, and self-esteem predict life satisfaction in Peruvian initial teacher education students.

Based on the findings, we consider it essential to design interventions aimed at strengthening the resilience, perceived social support, and self-esteem of Peruvian initial teacher-training students. We suggest implementing personal and professional development programs that include activities to cultivate resilience, foster the construction of support networks among students, and promote the development of positive and healthy self-esteem. Likewise, it is recommended to offer spaces for reflection and counseling where students can explore and strengthen their resources to face the challenges of teacher training and their future professional careers. These actions can contribute significantly to improving students' emotional well-being and academic success, as well as preparing them to face the challenges they will encounter in their teaching careers.

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AUTHORSHIP CONTRIBUTION

Conceptualization: Edwin Gustavo Estrada-Araoz, Guido Raúl Larico-Uchamaco.

Data curation: Edwin Gustavo Estrada-Araoz, Guido Raúl Larico-Uchamaco.

Formal analysis: Edwin Gustavo Estrada-Araoz, Jair Emerson Ferreyros-Yucra.

Procurement of funds: Guido Raúl Larico-Uchamaco, Jair Emerson Ferreyros-Yucra.

Research: Edwin Gustavo Estrada-Araoz, Guido Raúl Larico-Uchamaco.

Methodology: Edwin Gustavo Estrada-Araoz, Jair Emerson Ferreyros-Yucra.

Project management: Edwin Gustavo Estrada-Araoz, José Octavio Ruiz-Tejada.

Resources: Jair Emerson Ferreyros-Yucra, Silvia María Revilla-Mendoza.

Software: Edwin Gustavo Estrada-Araoz, Silvia María Revilla-Mendoza.

Supervision: Silvia María Revilla-Mendoza, José Octavio Ruiz-Tejada.

Validation: Guido Raúl Larico-Uchamaco, José Octavio Ruiz-Tejada.

Visualization: Silvia María Revilla-Mendoza.

Editing - original draft: Edwin Gustavo Estrada-Araoz, Guido Raúl Larico-Uchamaco.

Writing - revision and editing: Edwin Gustavo Estrada-Araoz.