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Abstract

In the present study, we explored the role of resilience in predicting self-esteem in Nicaraguan adolescents, as well as the impact of poverty on the relationship between self-esteem and resilience for this unique population. Our sample consisted of 1,673 high school students (863 females, 810 males) who completed self-report surveys measuring various aspects of wellbeing, self-esteem, resilience, and general socioeconomic class. For the entire sample, social skills was the strongest predictor of self-esteem ($\beta = .18$, $p < .001$), followed by family ($\beta = .13$, $p < .001$), and belonging ($\beta = .12$, $p < .001$). For those above the poverty line, social skills, family, and belonging still contributed most to self-esteem, however coefficients for each factor were stronger for this subgroup ($\beta = .21$, $p < .001$, $\beta = .18$, $p < .001$, and $\beta = .18$, $p < .001$, respectively). For those self-reported below the poverty line, while social skills ($\beta = .19$, $p < .001$) and belonging ($\beta = .14$, $p < .001$) remained strong predictors of self-esteem, family was not included in the model. This could suggest that adolescents living in poverty are relying more on peer relationships and less on family for self-esteem, as poverty is known to disrupt family cohesiveness (Vázquez et al., 2007). Ultimately, more research is needed to investigate the relationship between self-esteem and resilience for adolescents and families living in Nicaragua.

Keywords: resilience, self-esteem, belonging, Nicaragua, adolescence, poverty

Adolescent Resilience and Self-Esteem in Nicaragua

Previous research indicates that both poverty and low self-esteem may be predictors of common mental disorders (Jani, 2010; Patel et al., 1999). In Nicaragua, the poorest country in Central America, this threat is two-fold. With a struggling economy, mental health services are unavailable to most, and often the poorest individuals live in the most stressful, unsupportive environments, making it difficult to develop resilience or self-esteem (Patel et al., 1999; Vázquez et al., 2007). During adolescence, a period in which developing agency and identity is a primary psychological goal, it is possible that conditions of poverty have an especially crippling effect on the development of self-esteem. For this reason, an investigation into the impact of poverty on self-esteem and resilience for Nicaraguan youth was a meaningful endeavor.

Poverty

Nicaragua is the poorest country in Central America, with a gross domestic product (GDP) of just $2,020.57 USD per capita in 2018 (World Bank, 2019). Such stark conditions of poverty create a stressful and unpredictable environment for families and communities in the area. It is well documented that conditions of poverty and socioeconomic disadvantage contribute to a greater likelihood of experiencing stressful life events (Hackett et al., 2000; Lantz et al., 2005; Vázquez et al., 2007). Among other factors, insufficient social capital, inadequate public services, and meager public security—which often characterize countries of lower economic development, such as Nicaragua—contribute to the likelihood of stressful life events for such communities (Vázquez et al., 2007). Vázquez and colleagues (2007) noted that citizens of Nicaragua were significantly more likely than citizens of Chile or Spain—countries of much higher socioeconomic status— to experience stressful life events. Through this lens, it is easy to

identify why resilience would be an advantageous trait for children and adolescents living in Nicaragua, who are more viable to experience a greater dose of stressors throughout their lifetime than those in a more economically advantaged area.

Peer and Family Relationships

Belonging often derives from a sense of community, centered around meaningful relationships with family and friends (Rabinovich, 2009). According to Rabinovich, to belong is both the intrinsic and communal process of being identified with. During adolescence, social identity becomes increasingly important in the form of friendships, peer acceptance, and social adjustment (Wentzel et al., 2004). Furthermore, meaningful peer relationships provide feelings of belonging that contribute to self-esteem (Connell & Wellborn, 1991). Strong social ties may be a valuable asset for youth undergoing difficulty; a socially connected individual is more likely to have access to both instrumental and emotional resources that can help them to thrive.

Family relationships are also an important contributor to belonging and ultimately resilience during adolescence and childhood. Previous research suggests that parents' response to stressors in times of crisis can dramatically impact the psychological effects for children who were exposed to the event (McFarlane, 1988; Rutter, 1985). McFarlane suggests that a prolonged parental maladjustment following a stressful event can have a more detrimental influence on children than the event itself. Similar to strong social connections, a healthy and supportive family can be a protective factor for youth.

Unfortunately, findings by Vázquez and colleagues (2007) indicate that families in Nicaragua may be contributing to youth distress, rather than health. Their findings show less family stability and higher rates of domestic violence compared to families in Chile or Spain. In

countries of lower economic development, marriages tend to occur at an earlier age, which they suggest could be related to poor family cohesiveness. Additionally, adolescents from less developed countries were more likely to experience parental separation or divorce, with nearly half of Nicaraguan participants reporting having experienced parental separation of some kind. In a study conducted near Nicaraguan capital, Managua, only 59% of families surveyed had fathers living at home (Peña et al., 2007). Findings from this study also revealed that in 51% of Nicaraguan households, the mother served as the primary decision maker, suggesting that the mother-child relationship may be especially influential in helping children and adolescents to develop self-esteem and resilience.

Self-Esteem and Resilience

There is a large body of research supporting the notion that positive self-identity, self-image, or for our purposes, self-esteem, greatly contributes to well-being (Chang et al., 2012; Chen, 2019; Jani, 2010; Ungar & Liebenberg, 2011). Self-esteem is considered the global evaluative dimension of the self with regard to one's abilities, characteristics, and value (Harter, 2006). Current literature overwhelmingly suggests that self-esteem may serve as a protective factor for children and adolescents against negative social and emotional outcomes (Chang et al., 2012; Kidd & Shahar, 2008). Self-esteem has also emerged as a major protective factor against mental disorders in many contexts, including Argentina (Gongora, 2009), Spain (Cervera et al., 2003), Nigeria (Salami, 2010), and Nicaragua (Jani, 2010). In Nicaragua, self-esteem was found to be a protective factor against the effects of abuse for female youth who had been born into poverty (Chang et al., 2012).

Generally, resilience can be described as the capacity for an individual to cope with and recover from periods of hardship or crisis. Resilience is a multifaceted concept, including individual and contextual characteristics as risk and protective factors, and processes by which individuals experience positive outcomes despite adversity. One of the authors (Ungar, 2008) of the Child and Youth Resilience Measure, in efforts to develop culturally and contextually sensitive instruments, define resilience this way:

> In the context of exposure to significant adversity, whether psychological, environmental, or both, resilience is both the capacity of individuals to navigate their way to health-sustaining resources, including opportunities to experience feelings of well-being, and a condition of the individual's family, community and culture to provide these health resources and experiences in culturally meaningful ways. (p. 225)

It is possible that some aspects of resilience facilitate positive outcomes through high self-esteem. Garmezy (1973) noted that resilient children have high expectations, display an internal locus of control, and among other qualities, exhibit high self-esteem. According to Rabinovich (2009), belongingness may serve as another protective factor that coincides with self-esteem to aid in the development of resilience. Self-esteem and resilience are critical factors in the development of healthy adolescent mental health. These traits support the ability to succeed in life and help children to overcome obstacles (Chen, 2019). In Nigeria, resilience, self-esteem, and social support each moderated the effect of exposure to violence on PTSD symptoms (Salami, 2010).

Current Study

The purpose of the current study is to explore the relationship between self-esteem and other resilience factors for adolescents living in Nicaragua. Based on existing literature, it is possible that poverty plays a significant role in determining not only how self-esteem is bolstered in adolescence, but also how self-esteem interacts with other factors of resilience. We anticipated that self-esteem would correlate differently with other factors of resilience for those above the poverty line than for those below. Additionally, we expected that family relationships would be a stronger predictor of self-esteem for adolescents above the poverty line.

Method

Sample

Consultation

The questionnaires were first analyzed by several experts, including Nicaraguan psychology faculty, a professional translator of Nicaraguan origin, and students in the pilot study. The psychology faculty were consulted over the course of several meetings, examining the instructions, questions, and answer format of each questionnaire, as well as the relevance of each construct in this culture. Each of the selected questionnaires already have undergone translation, back-translation, and validation with a Spanish-speaking population, whether in the United States, Spain, or a Latin American country like Colombia.

Data collection

To obtain a large sample that matches the majority population of Nicaraguan youth, data were collected from both public and private high schools and universities in four major cities: León, Managua, Chinandega, and Granada. Permission was obtained from directors of the

programs to administer paper-and-pencil questionnaires in the classrooms. In large high schools, classrooms were selected randomly. In small high schools, all classrooms were visited.

Participants

After removing university participants and respondents under age 11, as well as participants who had unusually high total scores on more than one reverse-scored scale, the resulting sample consisted of 1,673 high school students (863 females, 810 males). They ranged in age from 11 to 20 years (M = 14.83, SD = 1.95). In the high school group, 20% (n = 329) reported being below the poverty line, 42% (n = 677) reported being above the poverty line, and 38% (n = 619) reported not knowing.

Measures

Wellbeing

The Personal Wellbeing Index is designed to assess satisfaction in seven quality-of-life domains (PWI-A; International Wellbeing Group, 2006; Lau, Cummins, & McPherson, 2005). The PWI-A version in Spanish is suggested for use with ages 12 and above (Kelly Chang and Ferran Casas, personal communication), and has been validated in Chile with adolescents 14–16 (Alfaro, et al., 2013). The PWI-A typically consists of seven items, but we utilized two alternative items asking for participants to rate their level of satisfaction with family relationships and satisfaction with peer relationships. The original seven items were not analyzed in this study. Responses range from 0 (*No satisfaction at all*) to 10 (*Complete satisfaction*). Higher scores indicate greater satisfaction with that domain.

Self-esteem

Rosenberg's Self-Esteem Scale is a 10-item measure of self-esteem (RSE; Rosenberg, 1965; Atienza, Moreno, & Balaguer, 2000). Self-esteem is an individual's sense of personal value. Participants respond to items such as "On the whole, I am satisfied with myself" on a scale from 1 (*extremely disagree*) to 4 (*extremely agree*). Five items are reverse-scored. A single index score is calculated by summing the 10 items. Higher scores indicate greater self-esteem. While there is a Spanish translation (Gongora & Casullo, 2009) that was used in Argentina with adults and adolescents over 12 years old, our committee chose a less-published version (Atienza et al., 2000) because the language was simpler and they thought one of the questions in the Gongora and Casullo (2009) version could be insulting. Reliability for this scale was adequate ($\alpha = .64$, $\omega = .67$).

Resilience

The Child and Youth Resilience Measure is a 28-item scale designed to assess resilience in cross-cultural youth populations (CYRM-28; Ungar & Liebenberg, 2011). Participants respond to items such as "If I am hungry, there is enough to eat" on a response scale from 1 (*not at all*) to 5 (*a lot*). Scores for each factor are calculated by averaging the items belonging to that factor. Higher scores indicate greater resilience. The CYRM-28 is the result of an 11-country pilot study of resilience, including Colombia, with 1,451 youths. The CYRM-28 was validated using a sample of Canadian youth who were identified as using concurrent social services (Liebenberg, Ungar, & Van de Vijver, 2012). The current study utilized the CYRM-21, a reduced version with an alternative factor structure that was identified for use in Nicaragua (Chang & Buckles, 2018; Stumpf & Chang, 2020). The factor structure of the CYRM-21 differs

from the original Canadian version in that it has six factors: *Belonging, Cultural Context, Family, Social Skills, Spirituality,* and *Responsibility*. See Stumpf and Chang (2020) for more details. Reliability estimates for the factors in this sample were low to adequate (α = .52–.72, ω = .52–.73).

Poverty

Participants were asked who they depended on economically. Additionally, they were asked whether that person makes less or more than 3,000 cordobas monthly (the locally understood amount necessary for basic needs to be met, according to a panel of psychology professors, confirmed via informal conversations with teachers, interpreters, humanitarian workers, and a pastor). This amount was equivalent to about $115/month (USD) at the time the data were collected. Responses options included *less*, *more,* and *I don't know*.

Results

All analyses were completed in JASP (JASP Team, 2020). Missing values for the CYRM, RSE, and PWI items were minimal (0–2%). Listwise deletion was applied to participants with more than 20% missing data (Peng et al., 2006). The remaining missing values were imputed via the linear trend at point method. Descriptive statistics are shown in Table 1. All variables displayed moderate to high negative skew and a departure from normality (Shapiro-Wilk p-values < .001).

Differences by Economic Group

Independent samples t tests were run to explore poverty-group differences in the CYRM factors and self-esteem. For belonging, those above the poverty line (M = 3.62, SD = 0.77) scored higher than those below the poverty line (M = 3.46, SD = 0.84), $t(994) = -2.86$, p = .004,

$d = -0.19$, 95% CI [−0.33, −0.06]. For culture, those above the poverty line ($M = 4.00$, $SD = 0.75$) scored higher than those below the poverty line ($M = 3.90$, $SD = 0.73$), $t(994) = -1.99$, $p = .047$, $d = -0.14$, 95% CI [−0.27, −0.00]. For social skills, those above the poverty line ($M = 3.93$, $SD = 0.59$) scored higher than those below the poverty line ($M = 3.75$, $SD = 0.60$), $t(994) = -4.67$, $p < .001$, $d = -0.32$, 95% CI [−0.45, −0.18]. For responsibility, those above the poverty line ($M = 3.85$, $SD = 0.72$) scored higher than those below the poverty line ($M = 3.65$, $SD = 0.77$), $t(994) = -3.89$, $p < .001$, $d = -0.26$, 95% CI [−0.40, −0.13]. For self-esteem, those above the poverty line ($M = 31.47$, $SD = 4.16$) scored higher than those below the poverty line ($M = 30.34$, $SD = 4.10$), $t(898) = -3.87$, $p < .001$, $d = -0.28$, 95% CI [−0.42, −0.14]. No significant differences were observed in the family and spiritual factors.

Self-Esteem and Resilience

Three stepwise linear regressions were conducted predicting self-esteem from the resilience factors in the whole sample, those above the poverty line, and those below the poverty line (see Tables 2, 3, and 4). The final model of the first regression using the whole sample was significant, $R^2 = .19$, $F(5, 1476) = 68.94$, $p < .001$. Social skills was the strongest predictor ($\beta = .18$, $p < .001$), followed by family ($\beta = .13$, $p < .001$), belonging ($\beta = .12$, $p < .001$), responsibility ($\beta = .09$, $p = .004$), and culture ($\beta = .06$, $p < .023$). The spiritual factor was not included in the regression.

The final model of the second regression using the sample of those above the poverty line was significant, $R^2 = .20$, $F(3, 603) = 50.78$, $p < .001$. Social skills was the strongest predictor ($\beta = .21$, $p < .001$), followed by family ($\beta = .18$, $p < .001$), and belonging ($\beta = .18$, $p < .001$). The culture, spiritual, and responsibility factors were not included in the regression. The final model

of the third regression using the sample of those below the poverty line was significant, $R^2 = .15$, $F(3, 289) = 16.82$, $p < .001$. Social skills was the strongest predictor ($\beta = .19$, $p < .001$), followed by culture ($\beta = .16$, $p < .001$), and belonging ($\beta = .14$, $p < .001$). The family, spiritual, and responsibility factors were not included in the regression.

Resilience and Satisfaction with Relationships

To see if the belonging factor may depend more on friendships, pearson correlation coefficients were estimated between the CYRM factors and two experimental items from the PWI (see Table 5). These items measured satisfaction with family relationships (one item, 0–10) and friend relationships (one item, 0–10). Unsurprisingly, satisfaction with family relationships correlated most strongly with the family factor, $r(1600) = .46$, $p < .001$, 95% CI = [.43, .50]. Satisfaction with family was also correlated with the remaining five factors. Satisfaction with friend relationships correlated most strongly with the belonging factor, $r(1599) = .45$, $p < .001$, 95% CI = [.41, .48]. Satisfaction with friends was also correlated with the remaining five factors. These results suggest that individuals with higher resilience, particularly in the family and belonging factors, tend to have greater satisfaction in their family and friend relationships. Although these results are only correlational, they do support the wealth of research that links resilience with positive relationship outcomes.

Discussion

The aim of the present study was to explore which resilience factors correlated most substantially with adolescent self-esteem, as well as to investigate the association between poverty and self-esteem for adolescents in Nicaragua. Somewhat unsurprisingly, social skills remained the strongest predictor of self-esteem for the entire sample of high school students,

regardless of poverty level. However, the relationship between self-esteem and other resilience factors became more variable when examined with different subsamples of individuals self-reported above or below the poverty line.

For individuals who self-reported being above the poverty line, social skills, family, and belonging were the most significant predictors of self-esteem. This is somewhat contrasted with those below the poverty line, for whom social skills, culture, and belonging were the significant predictors of self-esteem. Interestingly, those self-reported below the poverty line do not appear to be deriving self-esteem from family, whereas family was a significant predictor of self-esteem for the sample as a whole. This may suggest that family cohesiveness is disrupted enough by conditions of poverty that adolescents start to separate their identity and self-worth from their family situation (Rabinovich, 2009; Vázquez et al., 2007). However, social skills and belonging remained the predictors of self-esteem for those below the poverty line.

It is possible, then, that self-esteem is impacted more significantly by meaningful friend relationships and less by family for adolescents living in poverty. This is partially supported by the higher correlation of satisfaction with friendships with the belonging factor, which in turn contributed more to self-esteem than the family factor for those below the poverty line. These results do not suggest that family is unimportant under the poverty level, however. Our findings simply suggest that family is not one of the strongest contributors to self-esteem for this population. Since there was no significant difference between the economic groups in mean scores for the family resilience factor, it is also possible that regardless of family condition, self-esteem may be tied more to perceived economic status.

Limitations to this study include lack of representative sampling and differences in psychometrics. While attempts were made to gather a large representative sample of adolescents in Nicaragua via sampling of public and private high schools from four major municipalities, this sample is not randomly selected and is therefore not ideally representative. Adolescents on the east side of the country, those from more rural towns, and those who had dropped out of high school did not have an opportunity to participate. The factor structure and number of items of the original CYRM-28 had to be adjusted to fit the data (see Stumpf & Chang, 2020).

Future research on the relationship between self-esteem and resilience, as well as the effect of poverty on this relationship, may benefit from a longitudinal design. This could potentially fill a hole in the literature regarding how the relationship between these factors varies over longer periods of time. A longitudinal design would also greatly benefit the still-growing body of literature on self-esteem and resilience in periods of transition, such as the shift from middle school to high school. Transition periods such as these have been found to have a threatening effect on self-esteem for many adolescents, although research in this area has been conducted primarily in North American contexts (Wentzel et al., 2004). Research should also explore further whether resilience factors protect against mental illness through self-esteem, and what other mediators may exist. Further research could also analyze adolescents' relationships with family and peers in more detail, especially regarding differences based on economic group.

Implications for youth outreach programs may also be drawn from these findings. Social skills are important for youth self-esteem, regardless of economic situation, and therefore efforts to help youth achieve positive outcomes should focus on developing these skills. This finding is consistent with research on the impact of emotional intelligence on higher well-being

(Guerra-Bustamante et al., 2019) and lower depressive mood (Balluerka et al., 2013). Several models and methods for social and emotional learning have been developed to enhance student outcomes (Weissberg et al., 2015), which may be helpful to programs targeting the social skills of adolescents. Additionally, based on the finding that youth in poverty may derive self-esteem more from peers than family, interventions could focus on helping these youth to choose and maintain healthy peer relationships. Besides these psychological approaches, efforts to improve the real economic situation of this population, such as educational and employment support, are also important for overall well-being.

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Table 1

Descriptive Statistics for Variables

Scale	*M*	*SD*	Range	Reliability (α/ω)
RSE	30.96	4.14	16–40	.64/.67
PWI				
Satisfaction w/ family	8.29	2.38	0–10	
Satisfaction w/ friends	8.45	2.21	0–10	
CYRM-21				
Belonging	3.54	0.79	1–5	.70/.71
Family	3.66	0.84	1–5	.72/.73
Social skills	3.84	0.61	1–5	.57/.58
Spiritual context	3.52	0.88	1–5	.63/.64
Cultural context	3.97	0.74	1–5	.56/.58
Responsibility	3.76	0.74	1–5	.52/.52

Note. Reliability information is not shown for single items.

Table 2

Stepwise Regression Predicting Self-Esteem from Resilience in the Whole Sample

Variable	*B*	95% CI for *B*		*SE B*	β	R^2	ΔR^2
		LL	UL				
Step 2						.13***	.13***
Constant	21.61***	20.36	22.86	0.64			
Social skills	2.44***	2.12	2.76	0.16	.36		
Step 3						.16***	.03***
Constant	20.20***	18.92	21.47	0.65			
Social skills	1.87***	1.52	2.22	0.18	.28***		
Family	0.99***	0.74	1.24	0.13	.20***		
Step 4						.18***	.02***
Constant	19.47***	18.19	20.76	0.66			
Social skills	1.52***	1.16	1.89	0.19	.23***		
Family	0.78***	0.52	1.04	0.13	.16***		
Belonging	0.80***	0.52	1.09	0.15	.15***		
Step 5						.19***	.01**
Constant	19.05***	17.73	20.36	0.67			
Social skills	1.31***	0.92	1.70	0.20	.19***		
Family	0.68***	0.42	0.95	0.14	.14***		
Belonging	0.70***	0.41	0.99	0.15	.13***		
Responsibility	0.52**	0.19	0.84	0.17	.09**		
Step 6						.19***	< .01*
Constant	18.57***	17.19	19.94	0.70			
Social Skills	1.24***	0.84	1.63	0.20	.18***		

Family	0.62***	0.35	0.89	0.14	.13***
Belonging	0.63***	0.33	0.93	0.15	.12***
Responsibility	0.48**	0.15	0.80	0.17	.09**
Culture	0.35*	0.05	0.66	0.16	.06*

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit. The following covariate was considered but not included: Spiritual. Step 1 (including only the intercept) was omitted from this table.

*$p < .05$, **$p < .01$, ***$p < .001$.

Table 3

Stepwise Regression Predicting Self-Esteem from Resilience in those Below the Poverty Line

Variable	*B*	95% CI for *B*		*SE B*	β	R^2	ΔR^2
		LL	UL				
Step 2						.10***	.10***
Constant	22.60***	19.80	25.39	1.42			
Social skills	2.07***	1.34	2.81	0.38	.31***		
Step 3						.13***	.04***
Constant	19.83***	16.71	22.95	1.59			
Social skills	1.57***	0.79	2.34	0.39	.23***		
Culture	1.20***	0.55	1.86	0.33	.21***		
Step 4						.15***	.02*
Constant	19.54***	16.42	22.65	1.58			
Social skills	1.30**	0.50	2.11	0.41	.19**		
Culture	0.90*	0.20	1.60	0.36	.16*		
Belonging	0.71*	0.09	1.33	0.32	.14*		

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit. The following covariates were considered but not included: Spiritual, Family, and Responsibility. Step 1 (including only the intercept) was omitted from this table.

*$p < .05$, **$p < .01$, ***$p < .001$.

Table 4

Stepwise Regression Predicting Self-Esteem from Resilience in those Above the Poverty Line

Variable	*B*	95% CI for *B*		*SE B*	β	R^2	ΔR^2
		LL	UL				
Step 2						.14***	.14***
Constant	21.06***	18.98	23.14	1.06			
Social skills	2.70***	2.13	3.18	0.27	.38***		
Step 3						.18***	.04***
Constant	19.76***	17.67	21.85	1.07			
Social skills	1.97***	1.40	2.55	0.29	.28***		
Family	1.08***	0.68	1.45	0.20	.22***		
Step 4						.20***	.02***
Constant	18.94***	16.84	21.04	1.07			
Social skills	1.51***	0.90	2.12	0.31	.21***		
Family	0.86***	0.46	1.27	0.21	.18***		
Belonging	0.95***	0.50	1.40	0.23	.18***		

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit. The following covariates were considered but not included: Spiritual, Culture, and Responsibility. Step 1 (including only the intercept) was omitted from this table.

*$p < .05$, **$p < .01$, ***$p < .001$.

Table 5

Correlation Matrix for Resilience Factors, Satisfaction, and Self-Esteem

Variable	1	2	3	4	5	6	7	8	9
1. Belonging	—								
2. Culture	.44***	—							
3. Family	.43***	.42***	—						
4. Social skills	.46***	.42***	.43***	—					
5. Spiritual	.30***	.37***	.42***	.40***	—				
6. Responsibility	.42***	.39***	.44***	.53***	.35***	—			
7. Satisfaction w/ family	.28***	.26***	.47***	.28***	.23***	.23***	—		
8. Satisfaction w/ friends	.45***	.23***	.24***	.23***	.18***	.25***	.37***	—	
9. Self-esteem	.32***	.28***	.32***	.36***	.20***	.32***	.30***	.25***	—

Note. The coefficients shown are Pearson correlation coefficients.

$^{*}p < .05$, $^{**}p < .01$, $^{***}p < .001$.