

The Mediating Role of Emotion Regulation in the Relationship between Self-Compassion and Subjective Well-Being in School in Secondary School Students¹

Lokman KOÇAK²

Elif TERZİ³

Abstract

This study focuses on the mediating role of emotion regulation in the relationship between self-compassion and subjective well-being in school in secondary school students. The Brief Adolescents' Subjective Well-Being in School Scale, Self-Compassion Scale for Adolescents and Emotion Regulation Scale for Adolescents were administered to a sample of 415 adolescents (48.9% females and 51.1% males). The data was analysed with correlation analysis and regression-based mediation analysis to investigate the relationship between emotion regulation, self-compassion and subjective well-being in school. Furthermore, a bootstrap method was used to examine the direct and indirect effects in the mediation model. The findings showed that internal functional and external dysfunctional emotion regulation, which are sub-dimensions of emotion regulation, have a mediating effect on the relationship between self-compassion and subjective well-being at school. The results obtained are discussed in the context of the relevant literature.

Keywords: Adolescence, Subjective Well-Being in School, Self-Compassion, Emotion Regulation

Introduction

The school has a vital role in the lives of individuals. Individuals who meet the school from the early stages of life spend a critical part of their time in schools, which are an important development environment for them. Starting with primary education, the school adventure continues with "secondary school", a transition period. Reasons such as having a different teacher in each course, the processing of a more intensive curriculum than primary school, and the early start of the preparation for the high school admission exam make secondary school a difficult level for individuals. The onset of youth in this period further increases the difficulty of the secondary school process. The most common youth problems teachers encounter with students in the school environment include contradictory behaviors, lack of communication, peer bullying, decreased interest in lessons, the anxiety of being accepted, not accepting teacher authority and disrespect (Arslan, 2018). Additionally, risky behaviors are related to each other. Besides, smoking, alcohol or substance abuse, violent behaviors and risky driving pose a critical risk for adolescents in Türkiye (Karayağız Muslu & Aygün, 2017). Considering Türkiye's sociocultural environment and educational conditions, these findings suggest that comprehensive initiatives are needed (Aras et al., 2007). Also, there are problems such as digital game addiction (Yalçın Irmak & Erdoğan, 2016), internet addiction (Ceyhan, 2008), substance addiction (Erdamar & Kurupınar, 2014), suicidal behavior (Eskin, 2000), criminal behavior (Uygur et al., 1994) and

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²Dr. Bayburt University, Faculty of Education, Turkey, lokmankocak@bayburt.edu.tr, ORCID: 0000-0002-5247-0974

³Bayburt University, Graduate Education Institute, Turkey, elif_trz_19@hotmail.com, ORCID: 0009-0008-0679-1989

peer bullying (Sabuncuoğlu et al., 2006) in adolescents. There has been an increase in negative attitudes and behaviors such as substance abuse, school disparity and behavioral disorders in adolescents recently. Additionally, such behaviors disrupt adolescents' education and affect personality development. Therefore, subjective well-being should be strengthened as one of the ways to prevent such behaviors (Mcknight et al., 2002).

Subjective well-being, which has entered the literature with positive psychology, provides comprehensive explanations for happiness. People's satisfaction with living conditions and frequent positive emotions are considered happiness, expressed as subjective well-being (Eryılmaz & Atak, 2011). In education, subjective well-being is defined as how students personally evaluate and emotionally feel their school life (Tian, 2008). According to the literature, subjective well-being in adolescents predicts the levels of self-esteem and optimism (Eryılmaz & Atak, 2011), having successful identity status (Eryılmaz & Aypay, 2011), social skills (Canbay, 2010), motivation to participate in the lesson (Eryılmaz and Aypay, 2011) and self-efficacy (Telef & Ergün, 2013) positively. On the other hand, it negatively predicts social anxiety (Baş & Dilmaç, 2019), depression (Alim, 2018), eating disorders (Demir and Kumcağız, 2020), irrational belief level (Kabasakal & Emiroğlu, 2020) and peer bullying, victimization of peer bullying (Kılınç & Uzun, 2020).

Students' positive emotions, such as feeling positive in school, relaxed, joyful or happy, indicate subjective well-being. On the other hand, negative emotions in school are students' experiences of negativities such as depression, sadness and boredom in school. In this respect, subjective well-being in school addresses the emotions experienced by individuals in school. One of the concepts associated with subjective well-being in school during youth is "emotion regulation skills." Emotion regulation involves internal and external reaction mechanisms that track, assess, and adjust a person's acute and transitory emotional reactions, particularly when it comes to attaining his or her goals (Thompson, 1994). Koole (2010) considered emotion regulation as active efforts by people to manage their emotional states. Adolescents have to cope with different emotions and use various methods. Zalewski et al. (2011) determined that adolescents who positively evaluated their emotions and coped effectively with their problems regulate them more effectively. However, adolescents who were inadequate in regulating their emotions effectively exhibited a high level of avoidance behavior and evaluated their situation in a threatening way. Silk et al. (2003) found that adolescents who experienced intense negative emotions had difficulty regulating these emotions and had higher levels of problematic behaviors and depressive symptoms. John and Gross (2004) considered regulating emotions effectively as being healthy and not being able to regulate them as unhealthy.

According to the literature, there is a link between emotion regulation and academic motivation. (Demireğen & Şener, 2021), conscious awareness levels (Toprak & Çetiner Bacak, 2019), hope and success orientations (Berber, 2018) in adolescents. Yet, there was a critical adverse correlation between social media addiction (Sağar & Özçelik, 2022), aggression (Cenksever Önder & Canoğulları, 2020) and substance addiction (Erincik et al., 2022). Studies on undergraduate students revealed that there were predictive correlations between emotion regulation and autonomy (Karabacak & Demir, 2017), anxiety (Yüksel, 2014), psychological resilience and cognitive flexibility (Seçim, 2020) in emerging adulthood. Studies conducted with adult individuals showed negative correlations between emotion regulation difficulty and conscious awareness level (Gündüz, 2016), romantic satisfaction (Karataş, 2019), but positive correlations between fragile narcissism (Elibol & Sevi Tok, 2019), smoking addiction (Yavuz, 2020) and emotional eating behavior (Sanlı, 2019).

Furthermore, moods fluctuate during youth, therefore teenagers' emotion control abilities are lacking (Steinberg, 2013). In this context, it will be vital to address the concept of self-compassion (Neff et al., 2007), which affects emotion regulation skills during youth. Self-compassion is the individual's self-love when faced with shortcomings and failures, embracing the circumstance as a natural part of life and forming an understanding viewpoint rather than criticizing oneself (Neff, 2003a; Raes et al., 2011). Self-compassion, which allows the individual to look at himself/herself realistically and develop a healthy attitude towards himself/herself, contributes to the individual's self-perception and acceptance (Neff, 2003a; Neff, 2003b; Neff et al., 2007). The concept of self-compassion is studied more and more in the psychology literature in Türkiye and abroad. Additionally, many studies stated that self-compassion was a key factor for well-being (Bacanlı & Çarkıt, 2020). The study examining the previous studies on compassion in Türkiye in terms of various criteria suggested that 33% of the studies were about nurses and 14% about university students. However, studies about children studying at high school, secondary school and primary school levels weren't adequate (Nas, 2022a). In conformity with the literature, self-compassion positively predicted the levels of forgiveness tendency (Karataş & Uzun, 2021) and hope (Nas, 2022b). Yet, studies on adolescents negatively predicted the levels of negative approach to the problem, insecurity, and not taking responsibility (Sarıkaya, 2019) and test anxiety (Dinç, 2019). Examinations of the studies on adults found a positive association between self-compassion and intrinsic motivation and job satisfaction (Künye & Aydın, 2020), post-traumatic growth (Gökmen & Deniz, 2020) and life satisfaction (Hoşoğlu, 2020). Nonetheless, they identified a negative correlation between social appearance anxiety (Polat & Çiftçi, 2021) and self-obstruction (Barutçu Yıldırım & Demir, 2017).

Mediating Role of Emotion Regulation

Apart from the general well-being of adolescents, their emotional status in school constantly changes according to very different factors (Powdthavee, 2015; Tian et al., 2015). For this reason, determining the subjective well-being levels of adolescents in school will affect students' personal development and school success. In addition, determining subjective well-being levels may reach new ways and resources to increase adolescents' happiness, ensure healthier development and allow them to feel good. School experiences affect students' lives in many ways. They are a source of happiness or unhappiness for them by leaving positive or negative effects on their personality development, which should be emphasized. Identifying the factors that affect students' subjective well-being in the school can shed light on researchers, teachers, and school psychological counsellors in supporting the development of a sense of subjective well-being related to school. Supporting the development of a subjective sense of well-being related to school can also help overcome students' adaptation problems and increase their academic success (Asıcı & İkiz, 2019). Regarding a good school, the basic perception of society, parents, school administrators and teachers are intellectual activities, educational quality and academic success. However, the researchers agree that schools should be approached from a more holistic and developmental perspective and be qualified to respond to and support students' emotional, social and developmental needs. For this reason, school subjective well-being has become one of the increasingly critical issues due to its effects on the school's academic, social and psychological outcomes (Büyükcebeci & Deniz, 2017).

According to the literature, there was a critical increase in studies addressing subjective well-being during youth (Bradshaw et al., 2011; Proctor et al., 2009; Saha et al., 2010; Suldo et al., 2009). However, these studies stated that subjective well-being was evaluated in general, and there is a need for studies examining adolescents' subjective well-being in more private areas such as schools (Tian et al., 2015). The subjective evaluations of adolescents about school and their experiences in school were related to their general quality of life (Huebner & Gilman, 2006). Adolescents' school-related experiences and long-term psychological development were related (Huebner, 2010); however, few studies in the literature examined the subjective well-being levels of adolescents in school. In this case, the number of studies to determine the subjective well-being levels of adolescents in school needs to increase. A research on the correlation between subjective well-being and self-compassion in high school students discovered an almost optimal correlation between self-compassion and the sub-dimensions of subjective well-being, life satisfaction, and pleasant emotions (Solak Şimşek, 2019). Also, an experimental study determined that self-compassion and subjective well-being changed together, and the self-compassion development program effectively increased the levels of self-compassion and subjective well-being of the experimental group (Yıldırım, 2018). In addition, the experimental group's self-compassion and subjective well-being scores were critically higher than the control group in the follow-up examinations. Moreover, a study conducted to predict well-being in adolescents found that those with high levels of self-compassion also had high levels of well-being (Topkaya et al., 2022). Besides, some studies determined that there is a positive correlation between self-compassion and subjective well-being (Wei et al., 2011), psychological well-being (Neff et al., 2008) and psychological resilience (Neff et al., 2007). Yet, they found a negative correlation between post-traumatic stress disorder (Thompson & Waltz, 2008), depression and anxiety (Bayramoğlu, 2011) and alcohol use (Rendon, 2006). According to the findings, self-compassion was a characteristic that might favorably improve subjective well-being in school.

According to the literature examinations, one of the concepts discussed separately with the concepts of subjective well-being and self-compassion was emotion regulation. According to one study that looked at the correlation between narcissistic characteristics, self-compassion, and emotion regulation difficulties, self-compassion ratings declined as emotion regulation difficulty rose (Aktaş & Şahin, 2018). Another study examining the correlation between emotion regulation and self-compassion levels of university students staying in the dormitory found a critical correlation between emotion regulation and self-compassion levels. Additionally, it concluded that the level of self-compassion critically predicted the level of emotion regulation (Gün et al., 2020). Moreover, Sağar (2022a) revealed that emotion regulation determined the subjective well-being level of adolescents in school the most among the variables examined in the study. Youth is one of the most turbulent periods of human development, and emotions are very ups and downs (Duy & Yıldız, 2014). Therefore, adolescents need to regulate their emotions functionally, and it will also be useful to determine the concepts that can be effective in emotion regulation. In this context, the concept of self-compassion, which has a complementary effect on emotion regulation (Neff et al., 2007), can positively affect the individual's psychological health during youth and contribute to the increase in subjective well-being in school. In addition, emotion regulation is associated with self-compassion and subjective well-being in school. It can also serve as a bridge between self-compassion and subjective well-being in the classroom.

In the literature, no study discussed the concepts of self-compassion in adolescents, subjective well-being in school and emotion regulation together. In addition, there were limited studies which

examined these variables bilaterally (Sağar, 2022b; Solak Şimşek, 2019; Topkaya et al., 2022), and the relevant studies were mostly on adults (Akcan & Burçak Taşören, 2020; Aktaş & Şahin, 2018; Gün et al., 2020; Özbay et al., 2012). In this respect, researching the concepts of subjective well-being, emotion regulation, and self-compassion in school on adolescents will contribute to the literature.

Method

The purpose of this relational study was to investigate the correlation among self-compassion, subjective well-being in school, and emotion regulation. The research investigated the associations in depth with the goal of describing the correlations between two or more variables and determining the presence or degree of change (Büyüköztürk et al., 2014).

Participants

The research process started with obtaining the necessary permissions for the research. First, the researchers contacted the authors who adapted the measurement tools for the research to Turkish culture by e-mail and obtained their permission to use the scale. Then, the data collection process started by obtaining a questionnaire usage permit (E-79126184-050.05.04-118739) from the Bayburt University Rectorate Ethics Committee. The researchers collected data face-to-face by applying the questionnaire. The study used an appropriate sampling method. The scales provided directions on how to respond the measuring instruments as well as the research's objective and substance. Before the applications, it was stated to the students that participation in the research was voluntary and that the results obtained from this study would be used in scientific research. Then, measurement tools were applied to the volunteer students. The scales were applied in classroom groups, and each application was completed in about 10 minutes. The application was terminated by stating that they could obtain the results of the applied scale from the researcher. The participants comprised 415 secondary school students, 203 women (48.9%) and 212 men (51.1%), studying in Türkiye's Bayburt and Trabzon provinces in the 2022-2023 academic year. 34.2% (N=142) of the participants were the 6th grade, 34.2% (N=142) were the 7th grade and 31.6% (N=13) were the 8th grade students.

Instruments

Brief Adolescents' Subjective Well-Being in School Scale (BASWBSS)

Özdemir and Sağkal (2016) adapted the scale developed by Tian et al. (2015) to Turkish culture. The scale consisting of 10 items was in a 6-point Likert type. Confirmatory Factor Analysis (CFA) was applied to examine the scale's construct validity. To investigate the criterion-related validity of the scale adapted to Turkish, the researchers employed the Positive and Negative Emotion Scale, Life Satisfaction Scale and School Attachment Scale for Children and Adolescents. Internal consistency coefficients and test-retest reliability were obtained as part of the scale's reliability research. The research findings revealed that the scale's initial two-factor structure was likewise validated in the target sample. The target scale and criteria measurement instruments had moderately critical correlations. In the reliability study, the internal consistency coefficients were 93 in the dimension of School Satisfaction, 57 in the dimension of Emotion in School, and 87 on the whole scale. The test-retest reliability coefficient was calculated as 59, 62, and 73 for the School Satisfaction dimension, the Emotion in School dimension and the scale as a whole, respectively.

Self-Compassion Scale for Adolescents (SCS-A)

Yıldırım and Sarı (2018) adapted the scale by Raes et al. (2011) to Turkish culture. The scale comprises 12 questions and two sub-dimensions and is a 5-point Likert-type measurement tool. The high score obtained from the scale indicates that the level of self-compassion is high. The 10th item, whose factor load from the exploratory factor analysis (EFA) was below 30, was omitted from the scale. CFA results were perfectly compatible (RMSEA = 0.06, RMSR = 0.095, GFI = 0.96, NFI = 0.91, CFI = 0.95, NNFI = 0.94). According to the examination of the internal consistency level of the scale, the Cronbach Alpha coefficient was .75, and the test-retest reliability score was .84. In its final form, the scale consisted of 11 items and one dimension (Yıldırım & Sarı, 2018).

Emotion Regulation Scale for Adolescents (ERSA)

Duy and Yıldız (2014) adapted the scale developed by Phillips and Power (2007) to Turkish culture. The AERQ aims to measure the emotional regulation of individuals during youth. Under the validity and reliability studies, EFA and CFA were performed, and the scale consisted of four factors and 18 items, namely External Functional and External Dysfunctional, Internal Functional and Internal Dysfunctional Emotion Regulation. Internality refers to situations that occur spontaneously without an external stimulus, and externality refers to situations that occur due to external stimuli. Besides, functionality refers to purposeful and dysfunctional ineffective situations. Scale sub-dimensions Cronbach Alpha reliability coefficients were .74, .76, .68 and .57. In addition, test-retest reliabilities were .51, .70, .56, and .52 (Duy & Yıldız, 2014). A high score means that the emotion regulation of the individual towards the relevant sub-dimension was intense. This study repeated reliability analyses and found that the Cronbach Alpha reliability coefficients for the sub-dimensions were .58, .82, .82, and .74.

Data Analysis

Initially, the distribution was assessed for normality and skewness, and kurtosis values were examined to determine the data's appropriateness for normal distribution. The skewness values of the variables were between -.87 and -1.00; kurtosis values were between .61 and .91, and values between -1.5 and +1.5, and they indicated that the data were acceptable in terms of normality (Tabachnick & Fidell, 2020). According to the correlation analysis, there was a critically positive correlation between subjective well-being and self-compassion in school ($r = .31, p < .05$), internal functional emotion regulation ($r = .27, p < .05$), external functional emotion regulation ($r = .19, p < .05$) while there was a critically negative correlation between internal dysfunctional emotion regulation ($r = -.24, p < .05$) and external dysfunctional emotion regulation ($r = -.32, p < .05$). In addition, there was a critically positive correlation between internal functional emotion regulation and self-compassion ($r = .15, p < .05$) while there was a critically negative correlation between internal dysfunctional emotion regulation ($r = -.65, p < .05$) and external dysfunctional emotion regulation ($r = -.32, p < .05$). Moreover, there was not any critical correlation between external functional emotion regulation and self-compassion ($r = .03, p > .05$). The correlation values obtained showed that a mediation model could be established with existing variables (Gürbüz, 2019). Table 1 shows findings related to normality counts.

Table 1

Descriptive Statistics, Reliability and Correlations between Subjective Well-Being in School with Self-Compassion and Emotional Regulation (N=415)

	Self-Compassion	Emotional Regulation				Descriptive Statistics			
		IFER	IDER	EFER	EDER	Mean	SD	Skewness	Kurtosis
SWS	.31**	.27**	-.24**	.19**	-.32**	45.60	8.74	-.87	.61
SC		.15**	-.65**	.03	-.32**	34.84	8.15	-.10	-.43
IFER			.05	.13**	-.22**	14.77	3.01	-.53	.17
IDER				-.04	.31**	13.45	4.21	.15	-.42
EFER					.05	12.19	3.29	-.22	-.35
EDER						8.98	3.49	-1.00	.91

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

Abbreviations: SWS, Subjective Well-Being in School; SC, Self-Compassion; IFER, Internal-Functional Emotional Regulation; IDER, Internal-Dysfunctional Emotional Regulation; EFER, External-Functional Emotional Regulation; EDER, External-Dysfunctional Emotional Regulation; SD, Standard Deviation.

The researchers reviewed the regression analysis counts after the data set met the normality counts. In the findings obtained, the tolerance values of all variables were bigger than .10, and VIF values were lower than 10. So, they indicate the normality of the data set and that there was no multiple connection problem in the data set (Pallant, 2007).

The study examined the mediation model of the factors predicting the subjective well-being of secondary school students in the school with Process Macro developed by Hayes (2013) and working as an add-on in SPSS software. The software, including 5000 resampling methods in regression analysis, can calculate the path coefficients, standard errors, t and p values and bootstrap confidence intervals of all variables in a research model (Hayes, 2013). Using the bootstrap technique, this study interpreted the indirect effects of emotion regulation as a mediator variable. Hence, the mediation was critical if there was no zero between the bootstrap lower (BootLLCI) and upper (BootULCI) values of the mediator variables in the 95% confidence interval. In other words, if the two values were below or above zero (Hayes, 2013; Zhao et al., 2010). The researchers interpreted the fully standardized effect size of the mediation effect (K^2) considering the values "nearly .01 had a low impact, nearly .09 had a moderate effect, and nearly .25 had a high effect", as recommended by Preacher and Kelley (2011). Self-compassion constituted the independent variable of the research, while emotion regulation mediator variable, and subjective well-being in school constituted the dependent variable. Table 2 shows information about the tested intermediary model.

Table 2

Model to Test

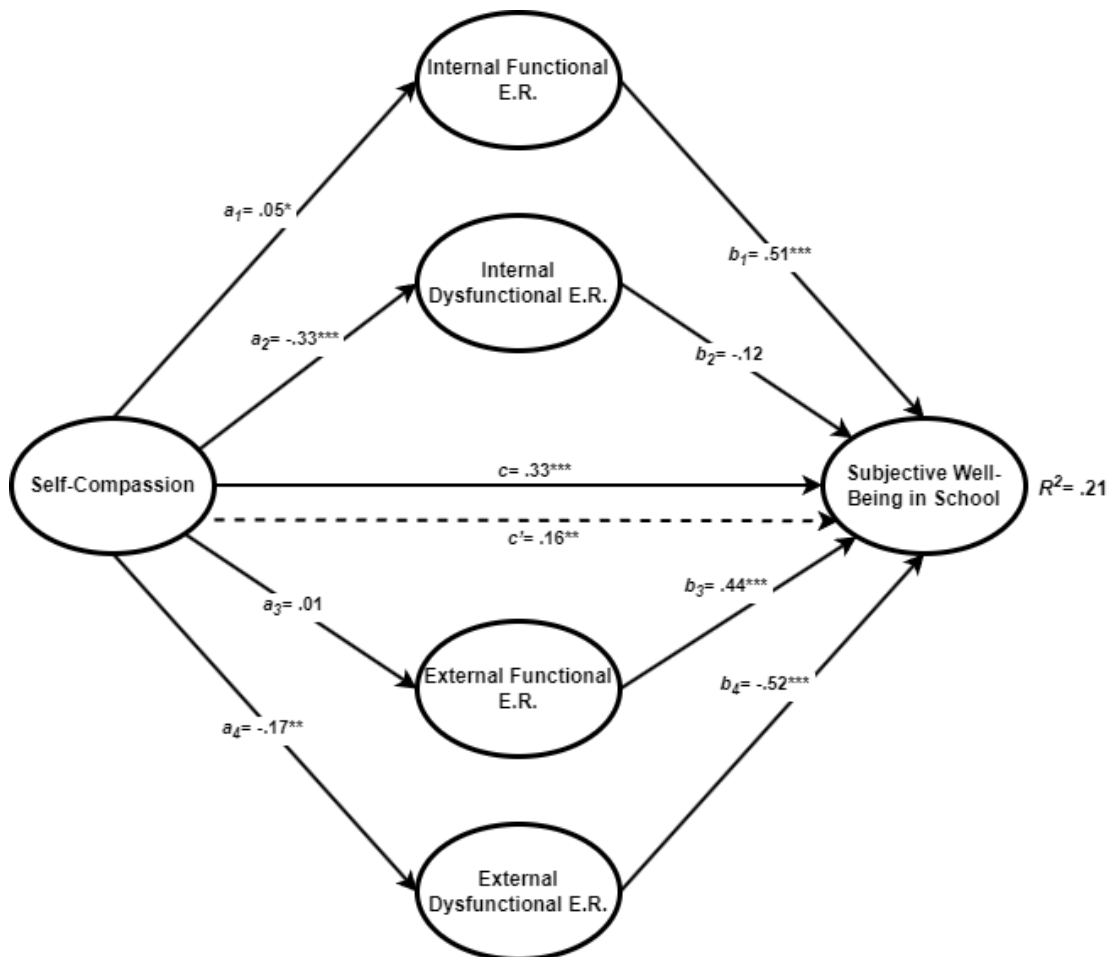
	Independent Variable	Mediator Variable	Dependent Variable
Mediating Model	Self-Compassion	Emotion Regulation	Subjective Well-Being in School

Findings

With the Process macro developed by Hayes (2013), the researchers examined whether self-compassion predicted subjective well-being in secondary school students through emotion regulation. Figure 1 and Table 3 show the intermediary model.

Figure 1

The Mediating Role of Emotion Regulation in the Relationship between Self-Compassion and Subjective Well-Being in School



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

As seen in Figure 1, the total effect of self-compassion on subjective well-being in school ($c = .33$, $SE = 4.31$, $t = 7.64$, $p < .001$) was critical (Step 1). In addition, direct effects of self-compassion on the internal-functional emotion regulation ($\beta = .05$, $SE = .01$, $t = 3.23$, $p < .05$), internal dysfunctional emotion regulation ($\beta = -.33$, $SE = .01$, $t = -17.42$, $p < .001$) and external-dysfunctional emotion regulation ($\beta = -.17$, $SE = .01$, $t = -8.84$, $p < .01$) were critical as a mediator variable. Self-compassion did not have a critical effect on external functional emotion regulation ($\beta = .01$, $SE = .01$, $t = .66$, $p > .05$) (Step 2). According to the examination of the direct effects of mediating variables on subjective well-being in school, internal functional emotion regulation ($\beta = .51$, $SE = .13$, $t = 2.60$, $p < .001$), external functional emotion regulation ($\beta = .44$, $SE = .11$, $t = 3.80$, $p < .001$), external functional emotion regulation ($\beta = .52$, $SE = .12$, $t = -4.30$, $p < .001$) had a critical effect on subjective well-being in school. On the other hand, internal dysfunctional emotion regulation ($\beta = -.12$, $SE = .12$, $t = -1.01$, $p > .05$) had a critical effect on subjective well-being in school (Step 3). When self-compassion and all mediating variables were simultaneously entered into the equation (Step 4), the correlation between self-compassion and subjective well-being in school decreased, and the significance values were at the same level ($c' = .16$, $SE = .06$, $t = 2.60$, $p < .01$).

Table 3

The Comparison of Indirect Effects of Adolescent Self-Compassion on Well-Being Through of Emotion Regulation and its Specific Indirect Effects

Effects	Product of Coefficients				Bootstrapping	
	Point Estimate	SE	z	p	Lower	Upper
Total Indirect Effects	.1678	.0483			.0729	.2606
Internal-Functional E.R.	.0301	.0121	.1327	.0001	.0097	.0566
Internal-Dysfunctional E.R.	.0414	.0438	.1206	.0002	-.0455	.1276
External-Functional E.R.	.0059	.0101	.1180	.3088	-.0127	.0275
External-Dysfunctional E.R.	.0905	.0236	.1226	.0000	.0467	.1387

Table 3 shows the results of regression analysis showing the effect of emotion regulation (M), which is the mediating variable between self-compassion (X) and subjective well-being (Y) in school. Potential indirect effect in the tested model was determined per the confidence intervals obtained by the Bootstrap method. According to Table 3, since the accelerated confidence interval values (BCA CI) did not cover zero (0) value as a result of Bootstrap analysis, the total indirect effect of self-compassion through emotion regulation was statistically critical (point estimation= .1678, 95% BCA CI [.0729, .2606]). Considering the four mediator variables separately about mediation for the indirect effects of self-compassion on subjective well-being in the tested model, intrinsic functional emotion regulation (point

estimation= .0301, 95% BCA CI [.0097, .0566]) and external dysfunctional emotion regulation (point estimation= .0905, 95% BCA CI [.0467, .1387]) were statistically critical. On the other hand, intrinsic dysfunctional emotion regulation (point estimate= .0414, 95% BCA CI [-.0455, .0566]) and external dysfunctional emotion regulation (point estimation= .0059, 95% BCA CI [-.0127, .0275]) were not statistically critical. The values of a fully standardized effect size of the mediation effect $K^2_{iier} = .03$ and $K^2_{eder} = .09$ showed that the mediation effect had a low and close to moderate effect.

Discussion

This study tested whether emotion regulation had a mediating role in the correlation between adolescents and self-compassion and subjective well-being in school and determined that emotion regulation had a partial mediating effect on this correlation. In the literature, there was no research which tested this model. Likewise, no studies addressed three of these variables together. However, there were studies investigating the existing variables with different concepts. Studies found that there were critical correlations between subjective well-being in school and social-emotional development (Bozğün, 2021), self-efficacy (Asıcı & İkiz, 2019), hope (Ciminli, 2022), sense of control (Babalar, 2018), behavioral and affective problems (Kaplan, 2016) and loneliness (Büyükcebeci, 2017). Also, there was a critical correlation between self-compassion and emotional autonomy (Koçak & Çelik, 2021), forgiveness tendencies (Karataş & Uzun, 2021), self-efficacy (Duyar Tunç, 2022), risky behaviors (Sarıgül, 2021) and school burnout (Dinçbaşı et al., 2023) in adolescents. Some studies determined that emotion regulation explained 8% of happiness in adolescents (Ercengiz, 2019) and that there were critical correlations between emotion regulation and psychological resilience (Kır, 2021) and aggression (Cenkseven Önder & Canoğulları, 2020). Another study explained approximately 22% of the total variance for adolescents' life satisfaction by reevaluation and suppression variables within the scope of emotion regulation (Sağar, 2022c).

In addition, there were also studies discussing the variables in the research together. For example, a study examining the correlation between subjective well-being and self-compassion in high school students found that self-compassion explained 23% of the total variance in subjective well-being (Solak Şimşek, 2019). Another study investigating the predictors of well-being in adolescents concluded that adolescents with high levels of self-compassion also had high well-being scores (Topkaya et al., 2022). These findings were consistent with a positive correlation between self-compassion obtained in the current study and subjective well-being in school. Accordingly, the concept of self-compassion was an effective variable in increasing the level of subjective well-being in school. A study examining the predictors of subjective well-being in school, among the variables of emotion regulation, coping and cognitive flexibility, found that subjective well-being in school was predicted by emotion regulation with 43% in the first place (Sağar, 2022a). Studies found a positive correlation between emotion regulation and subjective well-being (Gün et al., 2020); and a negative correlation between emotion regulation difficulty and subjective well-being (Aktaş & Şahin, 2018; Ünal, 2021; Yılmaz & Cenkseven Önder, 2020). These findings were consistent with the critical correlation between emotion regulation and subjective well-being in school obtained in the current study. In this context, emotion regulation skills were important for subjective well-being. Vatan (2020) emphasized that the effect and importance of self-compassion came to the fore in a psychoeducation program aimed at developing emotion

regulation skills. This finding was also consistent with the critical correlation between emotion regulation and self-compassion obtained in the current study.

In the current study, emotion regulation mediated the correlation between self-compassion and subjective well-being in school. Considering the mediating variables one by one, internal functional and external dysfunctional emotion regulation had a critical mediating role in the current correlation. In contrast, internal dysfunctional and external functional emotion regulation did not critically mediate the correlation. Emotion regulation strategies can be classified as internal (personal) and external (environmental), and internal emotion regulation was explained as the individual's examining his/her emotions by experiencing them in his/her inner world. On the other hand, external emotion regulation was explained as the individual's attempt to regulate his/her emotions by reflecting them on the people or things around him/her (Cenkseven Önder & Canoğulları, 2020). Emotions were reviewed and analyzed in internal functional emotion regulation (Ercengiz, 2019). A study determined that 45.3% of adolescents used internal functional emotion regulation, 28.3% used internal dysfunctional emotion regulation, 16.7% used external functional emotion regulation, and 9.7% used external dysfunctional emotion regulation (Hendekçi, 2019). The same study concluded that the emotion regulation method most used by adolescents was the internal functional method, and the least used method was the external dysfunctional emotion regulation method. Another study in the literature found that external functional emotion regulation, external dysfunctional emotion regulation and internal functional emotion regulation were positively critically related to happiness level. It also identified that internal dysfunctional emotion regulation was negatively critically related to happiness level (Ercengiz, 2019). These findings were consistent with current research findings, and internal functional emotion regulation, one of the emotion regulation skills, was a variable that will positively affect self-compassion and subjective well-being in adolescents. In addition, individuals who used external dysfunctional emotion regulation skills may be unable to transfer their emotions to the environment functionally and, therefore, may turn to their internal world. In this case, this emotion regulation skill may have mediated the model in the research.

In the literature, there were models similar to the model in the research. Additionally, a study determined that emotion regulation partially mediated the correlation between self-efficacy and well-being (Koca & Ekşi, 2021). The same study also determined a positive correlation between self-efficacy and well-being total scores and internal functional and external functional emotion regulation, which are the sub-dimensions of emotion regulation. It also identified a negative and critical correlation between internal dysfunctional and external dysfunctional emotion regulation. Another study in the literature examined the mediating role of emotion regulation skills in the correlation between loneliness and positivity in youth individuals. Then, it reported that internal functional emotion regulation, internal dysfunctional emotion regulation and external functional emotion regulation skills were critical mediators in this correlation (Yıldız, 2016). These findings were also consistent with current research findings and revealed that emotion regulation mediated models similar to those in current research.

In the current study, emotion regulation mediated the correlation between self-compassion and subjective well-being in school. Considering this finding and other research results in the literature, the development of emotion regulation skills and the functional regulation of emotions would increase the levels of self-compassion and subjective well-being of adolescents in school, contributing to healthy psycho-social development. In addition, due to the adolescents' use of functional emotion regulation strategies, they could provide more satisfaction in their inner world and interpersonal correlations. In

this direction, comprehensive research can be conducted to determine which other concepts affect youth emotion regulation skills. In addition, it is noteworthy in the literature that subjective well-being, self-compassion and emotion regulation in school are discussed under different headings; however, they are not examined together. In this respect, addressing these concepts with different samples and contents may contribute to the literature. In addition, it may be recommended to implement individual and group psychological counselling sessions and psychoeducation programs focused on emotion regulation skills to increase subjective well-being and self-compassion in youth individuals in the school. In addition, parents can be given information and training on emotion regulation skills, which are thought to be effective in developing subjective well-being and self-compassion in school. Limitations of the research included selecting the study group from adolescents in the 11-14 age group studying in public schools in two provincial centers, the fact that the research is a relational study and the use of an appropriate sampling method. Another limitation was that the researchers obtained the findings in line with the data collected from self-reported scales, and they had the risk of resource bias. In light of this information, there may be some research in the future on larger samples of children and adolescents in the 10-18 age group, private schools and different provinces and regions, and experimental studies to test the effect of emotion regulation skills on self-compassion and subjective well-being in school for the generalizability of these research findings.

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