The Mediating Role of School Satisfaction in the Relationship between Self-Compassion and Attitudes toward Violence in Adolescents

Safa DEMİR [1], Mustafa Selim ALTINIŞIK[2], Ahmet ÖZKAN[3], Ertuğrul YILMAZ[4]

ABSTRACT

Positive psychology approach criticises the problem-oriented attitude of traditional approaches and suggests focusing on the aspects of individuals that can be improved. In this context, the aim of this study is to examine the mechanisms that can help prevent violent behaviour, which is often seen as an important problem in adolescence. Specifically, the study investigates the mediating role of school satisfaction in the relationship between adolescents' attitudes towards violence and self-compassion levels. 310 high school students participated in the study (Male = 59, 19%; Female = 251, 81%). 'Self-Compassion Scale - Short Form', 'Adolescents' Short School Subjective Well-Being Scale' and 'Adolescents' Attitudes Towards Violence Scale' were used as data collection tools. Correlations between variables were calculated using Pearson Product Moment Correlation Analysis. Predictive relationships between variables were examined by regression analyses. In mediation analysis, bootstrap method was applied with 5000 samples and 95% confidence interval. The results of the analyses showed that the related variables were significantly related to each other and adolescents' self-compassion levels significantly predicted their attitudes towards violence. In addition, it was found that adolescents' self-compassion levels significantly predicted their school satisfaction and school satisfaction significantly predicted their violent tendencies. Finally, it was found that school satisfaction played a mediating role in the relationship between self-compassion and attitudes towards violence.

INTRODUCTION

Adolescence is known as a developmental stage characterised by various psychological, physical and social changes (Darjan et al., 2020; Huang et al., 2019; Steiner & Hall., 2015). These changes that occur during this stage can cause problems related to developmental, academic, mental health and social-personal lives of adolescents (Lopez et al., 2022). This situation brings adolescence to the forefront as a fragile and sensitive period (Ahmed et al., 2020). In this fragile and sensitive period, adolescents may exhibit new behaviour patterns in addition to the changes they experience. Indeed, Balvin and Banati (2017) argue that these new behaviour patterns pose some social and health risks. It can be said that one of these risks is violent behaviour. Indeed, interpersonal violence is defined as an important problem among adolescents in the literature (INSPIRE, 2016). A survey study shows that between 2013 and 2017, one in every three adolescents aged 11-15 was involved in physical fights (UNESCO, 2019). In this context, when the literature is examined, it is seen that the violent behaviour among adolescents varies between 23% and 35% in studies conducted in different regions of the world (Mat Reffien et al., 2020; Senanayake et al., 2019). In addition to the prevalence rates among adolescents, violent behaviour can lead to serious health and social consequences in the short and long term. As a matter of fact, according to the World Health Organisation (2023) report, approximately 54000 adolescents lose their lives every year as a result of interpersonal violence. It is estimated that many more than this number are exposed to serious disabilities and injuries (Burrows & Kieselbach, 2024). Apart from physical harm, violent behaviour also negatively affects adolescents' mental health and academic success (Carretero et al., 2022; Diaz-Vargas et al., 2023; Hellfeldt et al., 2019; Meinck et al., 2016; Ratcliff & Burrow-Sanchez, 2022). Studies focusing on specific mental health problems show that being a victim of violence is directly related to depression, anxiety and causes a significant increase in suicidal ideation (Bannink et al., 2014; Le et al., 2019; Ringdal et al., 2020; Zhang et al., 2020).

The existence of violence, which can lead to serious consequences, is becoming an increasing concern in contemporary societies (Munoz, 2017). This concern brings various variables that are thought to be related

[1]Dr., Hacettepe University, Institute of Education Sciences, pd.safademir@gmail.com, orcid.org/0009-0003-4800-8335
[2]Dr., Ondokuz May University, Faculty of Education, mustafaselim.altinisik@omu.edu.tr, orcid.org/0000-0003-1958-3421
[3] Melikgazi Rehberlik ve Araştırma Merkezi, ahmetozkanpdr@gmail.com, orcid.org/0009-0004-2484-1450
[4]Melikgazi Rehberlik ve Araştırma Merkezi, pdrertugrul@gmail.com, orcid.org/0000-0002-9393-0711

to violence to the agenda and various studies continue to be conducted on this issue. As a matter of fact, in recent years, there are many studies investigating the relationship of violent behaviours with self-esteem, social support, impulsivity, problem solving skills and anxiety (Karagöz, 2018; Alquaiz, 2024; Atalay et al., 2024; Olave et al., 2024). Another construct that may be related to violent behaviours is thought to be 'self-compassion'. As a matter of fact, Bayram and Kıran (2023) emphasised a negative relationship between men's violent tendencies and self-compassion levels in their study. Self-compassion is defined as the ability of an individual to evaluate it as a part of human life rather than a deficiency in case of feeling inadequacy or failure and to develop an understanding perspective rather than a judgemental attitude towards oneself (Neff, 2003). As a matter of fact, there are studies in the literature showing that self-compassion has a negative relationship with mental health problems, depression, anxiety, alcohol use and suicidal behaviour, especially in adolescents (Krieger et al., 2013; MacBeth & Gumley, 2012; Marsh et al., 2018; Tanaka et al., 2011). Similarly, there are studies showing that self-compassion has a positive relationship with well-being and psychological functioning (Kelly et al., 2014; Neff et al., 2007; Neff & Germer, 2013; Neff & Vonk, 2009; Yarnell et al., 2015). Indeed, Inwood and Ferrari (2018) emphasise that self-compassion has a critical importance for emotion regulation. It is also suggested in the literature that self-compassion reduces dysfunctional behaviours by enabling individuals to manage uncomfortable emotions and stress (Cai et al., 2024; Leary et al., 2007; Sirois, 2015). Similarly, it is emphasised in the literature that it activates functional coping mechanisms by increasing positive emotional experience and has an effect on students' communication skills (Long & Neff, 2018; Sirois, 2015, Sirois et al., 2015). Based on all these, it is thought that the concept of self-compassion can be considered as an important protective structure in adolescents. For this reason, this study aims to reveal the relationship between self-compassion and attitudes towards violence.

Asıcı (2013) argues that individuals need supportive and helpful mechanisms in coping with personal or social problems and in the healthy development of personality. The relationship of self-compassion, which is considered as one of these supportive and supportive mechanisms within the scope of the study, with other psychological structures has been the subject of various studies. In this direction, the relationship of self-compassion with psychological resilience (Bluth et al., 2018), self-esteem (Zhang et al., 2023), self-regulation (Terry & Leary, 2011), psychological functioning (Neff et al., 2018), meaning of life (Delkhah, 2023) and self-efficacy (Liao et al., 2021) has been examined in recent years. In this direction, it is thought that one of the structures that self-compassion may be related to may be psychological well-being. As a matter of fact, there are many studies in the literature showing the positive relationship of self-compassion with psychological well-being (Campayo et al., 2024; Solms et al., 2024; Tendhar et al., 2024). Zessin (2015), on the other hand, proves the important relationship between self-compassion and well-being by analysing 79 studies with a total of over 16000 participants in his meta-analysis study. The construct of psychological well-being is a concept shaped in the positive psychology approach that advocates a new approach against traditional psychological currents (Seligman & Csikszentmihalyi, 2000). Although there is no clear definition of psychological well-being, the common point of the agreed definitions is summarised as 'feeling good and functioning well' (Huppert & Johnson, 2010). Seligman (2011), who conceptualised the structure of well-being as PERMA, summarises the dimensions of well-being as positive emotions, participation, relationships, meaning and success. Subjective well-being levels of adolescents, especially in school age, can be an indicator for academic and personal-social situations. Indeed, Gutman and Vorhaus (2012) draw attention to the relationship between adolescents' subjective well-being and academic self-confidence and motivation. In addition, there are studies in the literature that draw attention to the negative relationship between subjective well-being in adolescence and mental health problems and that it may lead to positive life outcomes in the long term (Bartels et al., 2013; Karagöz, 2016; Diener et al., 2018; Hoyt et al., 2012). There are also studies in the literature that emphasise that adolescent subjective well-being reduces risk-taking behaviours (Goudie et al., 2012), increases prosocial behaviour tendencies (Aknin et al., 2013; Morrison et al., 2012; Oishi et al., 2007) and leads to quality interactions by increasing interest in social activities (Diener & Seligman, 2002; Lyubomirsky et al., 2005; Mehl et al., 2010; Myers, 2000). Considering that the studied group is adolescents, an important dimension of this subjective well-being is actually school satisfaction (Casas et al., 2013; Katja et al., 2000; Konu et al., 2002; Telef, 2020; Tian et al., 2014). As a matter of fact, in the literature, adolescent subjective well-being is related to school satisfaction (Fernandes, 2011; Haranin et al., 2007; Kalaycı & Özdemir, 2013). Therefore, within the scope of this study, adolescents' school

satisfaction was considered as a part of their subjective well-being. Again, the literature emphasises that school satisfaction is an important dimension of adolescents' subjective well-being at school (Özdemir & Sağkal, 2016; Tian et al., 2015). It is thought that another structure that school satisfaction is related to is the tendency to violence. Studies in the literature also support this idea and draw attention to the negative relationship of individuals' school satisfaction and positive school climate with violent behaviour (Tijmes, 2012; Varela et al., 2020; Zaykowski & Gunter, 2012). Based on all these, it is thought that adolescents' school satisfaction may play a mediating role between self-compassion and violent tendencies.

In summary, violent behaviour is a common problem (UNESCO, 2019) among adolescents (Ahmed et al., 2020), which marks a fragile and sensitive period in the transition from childhood to adulthood. From this point of view, it is thought that it would be valuable to address various concepts that are thought to be related to violent behaviour. As a matter of fact, since this issue is of critical importance at the national level, there is a parliamentary research commission in the Turkish Grand National Assembly to determine the measures that can be taken against the increasing tendency towards violence among adolescents (TBMM, 2007). To understand the context of violent behaviour that threatens the physical and mental health of adolescents (Burrows & Kieselbach, 2024; WHO, 2023), this study aims to determine the relationship between violent behaviour and self-compassion and school satisfaction. These concepts are conceptualised within the positive psychology approach, which criticises the traditional psychology approach as problem-oriented (Seligman & Csikszentmihalyi, 2000). Especially in recent years, there has been increasing interest in these structures even in functional individuals (Dolan & Metcalfe, 2012). In this direction, global projects such as 'Adolescents 2030' aim to increase the subjective well-being of adolescents. Similarly, the UK Government is also running a similar programme to increase the subjective well-being of its citizens (Office for National Statistics, 2020). It is thought that it will be very important to reveal the relationship between these concepts, which seem to be very important both nationally and globally, and violent behaviour, which is one of the biggest problems in adolescence. Therefore, in this study, it is aimed to examine the relationship between self-compassion and school satisfaction, which are thought to be a protective factor for adolescents, and violent behaviour. The hypotheses to be tested for this purpose are presented below.

H1-The self-compassion levels of adolescents significantly predict their violence tendency levels.

H2-The self-compassion levels of adolescents significantly predict their school satisfaction levels.

H3-Adolescents' school satisfaction levels significantly predict their violence tendency levels.

H4-School satisfaction has a mediating role in the relationship between adolescents' self-compassion levels and violent tendencies.

METHOD

AIM AND METHODOLOGY OF THE RESEARCH

This study examined the relationship between self-compassion, which is considered a protective factor for adolescents, and school satisfaction and violent behaviour. To this end, the study was conducted using a correlational survey model. This model involves research conducted to determine whether two or more variables change together and, if so, to determine the severity of this change (Karasar, 2016). The study group consisted of 310 high school students attending state high schools in Kayseri during the 2024-2025 academic year. Of the participants, 251 (81%) were female students and 59 (19%) were male students. Of these high school students, 85 (27.4%) were in the ninth grade, 89 (28.7%) were in the tenth grade, 73 (23.5%) were in the eleventh grade, and 63 (20.3%) were in the twelfth grade. Additionally, the majority of participants (65.2%) identified their socioeconomic status as 'middle class,' and the majority (90.3%) indicated that their parents lived together.

DATA COLLECTION PROCESS

Within the scope of the research, "self-compassion scale short form" was used to measure students' self-compassion levels, "short school subjective well-being scale for adolescents" was used to measure their school satisfaction levels, and "attitude towards violence scale for adolescents" was used to measure their attitudes towards violence. Information about the related scales is presented below. Then, information about the data collection process and data analysis is given.

Self-compassion Scale Short Form: The short form of the original scale developed by Neff (2003) was developed by Raes et al. The Turkish adaptation of the short form was carried out by Yıldırım and Sarı (2018). The scale consists of 11 five-point Likert-type items and one dimension. In addition, when the validity measurements of the related scale were examined, it was found that it showed a good fit (RMSEA=0.06, RMSR= 0.095, GFI= 0.96, NFI= 0.91, CFI= 0.95 and NNFI= 0.94) and had a sufficient correlation (.43) for criterion validity. In addition, in the reliability values of the scale, it was determined that the alpha internal consistency coefficient was sufficient (.75) and the test-retest reliability was good (.84). It is assumed that the high total score obtained indicates the high self-compassion level of the individual (Yıldırım & Sarı, 2018).

Brief School Subjective Well-Being Scale for Adolescents: The scale was developed by Tian et al. (2015) to assess adolescents' subjective well-being at school. The scale, which was adapted into Turkish by Özdemir and Sağkal (2016), consists of 10 items in six-point Likert type and two sub-dimensions as school satisfaction and emotion at school. Within the scope of this study, the school satisfaction dimension was addressed. In addition, when the construct validity studies of the scale were examined, it was seen that the fit values were in the acceptable range (RMSEA= .078, NFI= .96, NNFI= .97; CFI= .98; GFI= .94, AGFI= .90; SRMR= .045) and the criterion validity was good (.63). Furthermore, the alpha value of the school satisfaction dimension of the scale was found to have very high reliability (.93), and the item-total correlations for the school satisfaction dimension were found to be between (.63 & .86).

Attitude towards Violence Scale for Adolescents: The scale developed by Çetin (2011) consists of a total of 10 items and one dimension. High scores obtained from the five-point Likert scale mean that physical violence is approved by the individual. In addition, when the construct validity studies of the scale were examined, it was seen that the fit values were in the acceptable range (RMSEA= .06; CFI= .95; GFI= .96, AGFI= .94; SRMR= .037) and in addition, the item-total correlations of the scale were between (.47 & .67). It was also found that the alpha value of the scale had a sufficient reliability (.85) (Çetin, 2011).

In order to carry out the research, firstly, Ethics Committee Permission was obtained from Kayseri University. Then, in line with the Ethics Committee Permission, the necessary permissions were obtained from Kayseri Provincial Directorate of National Education and the school psychological counsellors of the schools determined by the researchers were contacted. The parents of the volunteer participants of the study, which was announced at the school through the school psychological counsellors, were interviewed on the day and time determined by the school administration, and information about the research was conveyed to both parents and students. Participant and parental consent forms were obtained and the scales were sent online to the students. In the online form, information about the voluntary participation in the study, the purpose of the study and the researchers was presented.

In order to test the hypotheses of the study, the relationships between self-compassion, school satisfaction and violence tendency are revealed through Structural Equation Modelling (SEM). In addition to the relationship between the independent and dependent variables, the direct or indirect explanations of each other can also be analysed through SEM (MacCallum & Austin, 2000). Therefore, in this study, in addition to examining the relationship between self-compassion and violence tendency, it was also examined whether school satisfaction has a mediating role in this relationship. SPSS 25 package programs were used to analyse the data (IBM Corp, 2021).

DATA ANALYSİS

Within the scope of data analyses of the research; missing data were checked by frequency analysis and no missing data were found. After the missing data were identified, the outliers were analyzed. For the analysis of univariate outliers, Z score values were examined and 2 data with Z score values outside the ±4 range (Mertler & Vannatta, 2005) were excluded from the study. After the data were removed, it was observed that the Z score values of the data ranged between -2.71 and +3.42. After the univariate outliers were identified and cleaned, multivariate outlier analysis was started. According to Mahalanobis Distance values, 24 data were excluded from the analysis according to the p<.01 significance criterion (Akbaş & Koğar, 2020). After the data set was organized, some assumptions were tested for the suitability of the data for analysis. Accordingly, the normality assumption was evaluated using the skewness-kurtosis coefficient. Accordingly, skewness values vary between -.751 and +2.19, while kurtosis values vary between -1.33 and +4.18. In the literature, ±3 for skewness and ±8 for kurtosis are accepted as threshold values (Kline, 2011). Accordingly, it is accepted that the data are normally distributed. In addition, whether there is a

multicollinearity problem in the data set was analyzed through VIF and Tolerance Values. Accordingly, the highest VIF value of the data set was found to be 3.62 and the lowest tolerance value was found to be .276. In the literature, <5 for VIF value and >.20 for tolerance value are emphasized as critical values (Belsley, 1991). Accordingly, it is accepted that there is no such problem in the data set. Again in the literature, it is argued that the DW coefficient should be <2.5 in order to accept that the errors do not have autocorrelation (Kalaycı, 2014). As a result of the analysis, the DW value of the data was determined as 1.99. As a result of all these analyzes, the data set was made suitable for conducting the relevant tests. In addition, Hayes Process Macro analyses were used in the regression analyses of the study. In this context, the analyses were performed by considering 5000 bootstrap and 95% confidence interval. Accordingly, the remaining analyzes were conducted on 284 data. In the study, the mediating role of school satisfaction (M) in the relationship between self-compassion (X) and violent tendency (Y) was investigated. For this purpose, firstly, the relationships between the variables (H1, H2, H3) were analyzed, and then the mediating role of school satisfaction (H4) was examined.

FINDINGS

This section of the study begins with the presentation of the findings on the correlational relationships between the variables. Then, the findings of the regression analyses are presented. The chapter ends with the findings on the significance of the mediating role of school satisfaction.

FINDINGS ON THE RELATIONSHIPS BETWEEN VARIABLES

Within the scope of the study, the relationship between self-compassion, school satisfaction and violence tendencies was analyzed. Correlation coefficients for these relationships are presented in Table-1.

Table 1.

Findings on correlations between variables

Variables	Self-compansion	School satisfaction	Attitudes toward violence
Self-compansion	-	.26**	-.22**
School satisfaction	-	-	-.25**

p<.001

When the relationship between self-compassion, school satisfaction and violent tendencies was analyzed within the scope of the study, there was a negative and significant relationship between self-compassion and attitudes toward violence (r=-.22, p<.001). In addition, there is a positive and significant relationship between self-compassion and school satisfaction (r=.26, p<.001). There is also a negative and significant relationship between school satisfaction and violence tendency (r=-.25, p<.001). After determining the correlations between the variables in this way, the regression analyses of the variables are presented in Table 2.

Table 2.

Regression analysis for the predictions between variables

Variables	B	(β)	R²	S.E.	p
Self-compansion → Attitudes toward violence	-,218	-,216	,05	,06	,00**
Self-compansion → School satisfaction	,202	,259	,07	,05	,00**
School satisfaction → Attitudes toward violence	-,327	-,253	,06	,07	,00**

p<.001

As seen in Table-2, the direct effect of adolescents' self-compassion levels on violence tendency (β=−.22; p<.00) and school satisfaction (β=−.26; p<.00) was found significant. Accordingly, hypotheses H1 and H2 are confirmed. In addition, it was seen that the level of self-compassion explained 3% of the level of attitudes toward violence and 5% of school satisfaction. Again, as seen in the table, the effect of school satisfaction on propensity to violence (β=−.25;p<.00) was found significant. This means that hypothesis H3 is confirmed. Accordingly, school satisfaction explains 4% of the propensity to violence.

FINDINGS ON THE MEDIATING EFFECT

After addressing the prediction relationships with regression analyses, the data were analyzed using AMOS to test hypothesis H4. As can be seen, the direct effect of self-compassion level on attitudes toward

violence (c path) was found to be -.22 (p<.001). Then, how the effect will change when school satisfaction comes into play (c' path) is analyzed in Figure-2. Accordingly, 5000 bootstrap sampling was used in the analysis and 95% confidence interval was taken as a basis. The results of the analysis are shown below as Figure-1.

Figure 1.The mediating role of school satisfaction in the relationship between self-compassion and attitudes towards violence
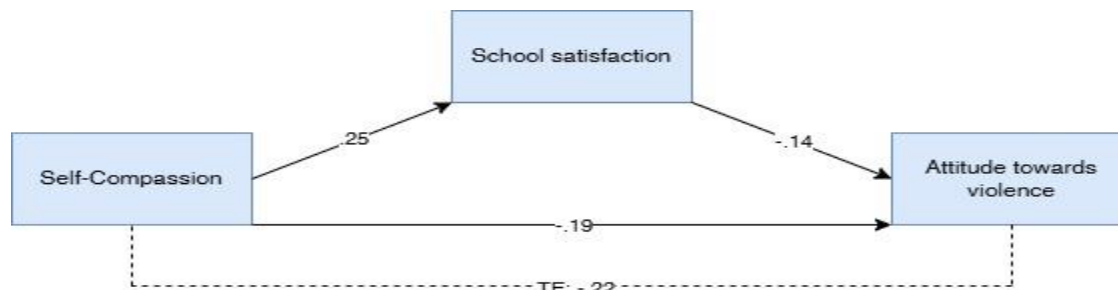
(TE: Total effect; CMIN/DF: 2,46; CFI: ,85; GFI: ,82; RMSEA: ,072; SRMR: ,000)

According to the analysis, the path values between the relevant variables are statistically significant (p<.05). Then, when the model goodness of fit values were examined, the CMIN/DF value was found to be 2.46. As a matter of fact, it is emphasized in the literature that a value <5 is sufficient for an acceptable model (Uzun et al., 2010). Again, as a result of the analyzes, the RMSEA value was determined as .072, while the SRMR value was determined as .000. When the literature is examined in terms of relevant values, <.08 seems to be accepted as a threshold value (Browne & Cudeck, 1993; Hu & Bentler, 1999). As a result of the analyses, the CFI value of the model was determined as .85, while the GFI value was determined as .82. While the threshold value for GFI is accepted as >.80 in the literature, this value is considered as >.90 for CFI (Uzun et al., 2010). By examining the relevant values and analysis results, it was accepted that the CMIN/DF, GFI, RMSEA, SRMR values of the model met the values indicated in the literature and the CFI value was at an acceptable level, although not perfect. After examining the goodness of fit values of the model in this way, the next step is to examine whether the partial mediation role in the relevant model is significant. Accordingly, the results obtained with 95% confidence interval using the bootstrap technique are presented in Table 3.

Table 3.

Examination of mediation role table

	School satisfaction		Attitudes toward violence	
	β	SE	β	SE
Self-compassion (c path)			-,216**	< .001
R²			,081	
Self-compassion (a path)	.245*	,002		
R²	.043			
Self-compassion (c' path)			-.193**	< .001
School satisfaction (b path)			-,140*	<.001
R²			,132	
Indirect Effect			-,023* (-,078 & -,006)	

p<.001

According to Table 3, self-compassion has a significant effect on school satisfaction (a) (β=.25, p<.05). Similarly, it is seen that school satisfaction affects attitudes toward violence (b). (β=-.14, p<.001). Again, according to the findings, the total effect of self-compassion level on attitudes toward violence (c) is β=--.216, p<.001. However, when school satisfaction was included as a mediating variable, the effect of self-compassion on propensity to violence (c') seemed to decrease (from -.216 to -.193). The indirect effect between self-compassion and propensity to violence is -.023 and the 95% confidence interval is -.078 to -.006. Since the relevant interval does not include the value 0, the indirect effect is statistically significant. Based on all these, it is seen that school satisfaction plays a mediating role in the relationship between self-compassion

and violence tendency in adolescents and this role is statistically significant. This finding confirms the H4 hypothesis of the study.

RESULTS, DISCUSSION, and SUGGESTIONS

In this study, it was aimed to examine the mediating role of school satisfaction in the relationship between adolescents' self-compassion levels and violent tendencies. In the analyses conducted for this purpose, firstly, the suitability of the data collected for the relevant variables for the analysis was examined, then the correlations of the relevant variables with each other were revealed, the prediction status of the variables was handled by regression analysis, and the mediating role of school satisfaction was examined in the last stage in accordance with the final purpose.

After the data were made suitable for analysis, the correlations of the variables with each other were examined. When the values were analyzed, a negative and significant relationship was found between individuals' self-compassion levels and their attitudes towards violence. Similarly, Bayram and Kıran (2023) mention a negative relationship between self-compassion and violence tendency in the literature. In the literature, one of the concepts that self-compassion is related to is psychological functioning and well-being (Kelly et al., 2014; Neff et al., 2007; Neff & Germer, 2013; Neff & Wonk, 2009; Yarnell et al., 2015). Therefore, it is understandable that the relationship between self-compassion and attitudes towards dysfunctional behaviors such as violence is negative.

The study also found a positive and significant relationship between self-compassion levels and school satisfaction. This situation is interpreted as both variables increase and decrease together. There are similar studies emphasizing this relationship in the literature (Bluth & Blanton, 2014; Booker & Dunsmore, 2019; Neff, 2003a; Neff 2003b, Neff & McGehee, 2010; Solak-Şimşek, 2019; Tekinarslan & Tok, 2023; Zessin et al., 2015). Similar to the finding, it is reported that individuals with high levels of self-compassion have higher life satisfaction, are prone to more positive affect, and have lower symptoms such as anxiety and depression (MacBeth & Gumley, 2012; Marsh et al., 2018; Muris & Petrocchi, 2017; Zessin et al., 2015). Based on the relationship between self-compassion and the aforementioned variables, its positive relationship with school satisfaction seems understandable.

Another finding of the study is that there is a negative and significant relationship between students' school satisfaction and their attitudes towards violence. This is interpreted as an increase in one of the two variables and a significant decrease in the other. In the literature, there is no study directly investigating the relationship between school satisfaction and attitudes towards violence. However, there are many studies examining the positive relationships of subjective well-being with academic achievement, school belonging, school adjustment, social support, self-esteem and psychological needs (Liu et al., 2016; Shoshani & Slone, 2013; Tian et al., 2015; Tian et al., 2016; Yang et al., 2019). In the literature, it is emphasized that school satisfaction constitutes an important dimension of adolescents' subjective well-being (Casas et al., 2013; Fernandes, 2011; Haranin et al., 2007; Kalaycı & Özdemir, 2013; Katja et al., 2000; Konu et al., 2002; Özdemir & Sağkal, 2016; Telef, 2020; Tian et al., 2014; Tian et al., 2015). In addition, Seligman and Csikszentmihalyi (2000), who conceptualize subjective well-being as PERMA, examine participation and positive relationships under a separate heading. Although there is no study directly addressing the relationship between school satisfaction and attitudes towards violence, the negative relationship between school satisfaction and attitudes towards violence seems to be understandable due to both the variables studied and the topics Seligman and Csikszentmihalyi (2000) refer to in their conceptualization.

In the analyses conducted for the final purpose of the study, it is seen that school satisfaction plays a mediating and significant role in the relationship between self-compassion and attitudes towards violence. Accordingly, the increase in individuals' self-compassion levels affects their school satisfaction levels and their attitudes towards violence decrease with the increase in these two variables. There is no study on this issue in the literature. Although it is not considered as an attitude towards violence, Muzquiz et al. (2023) define both well-being and self-compassion as a psychological structure that will function as a buffer against bullying. As a matter of fact, in recent studies on self-compassion and bullying, it has been emphasized that adolescents with high levels of self-compassion are less likely to be victims or aggressors compared to others (Aledeh et al., 2024; Fasihi & Abolghasemi, 2017; Geng & Lei, 2021; Zăbavă, 2020). School satisfaction plays a mediating role in this relationship. Considering that adolescents spend most of their days at school, it is thought that this mediating role is understandable in both their development of self-compassion and their attitudes towards violence.

LIMITATIONS AND SUGGESTION

In addition to the valuable findings presented below, this research also has some limitations. First of all, the fact that the majority of the participants were female students and random sampling was not conducted is a limitation regarding the generalizability of the study. Another limitation of the study is that the study is based on self-report. Although it is a preferred method because it is economical, it can be thought that students' attitudes towards violence can be better understood with methods such as in-depth interviews or observations. It would be useful to evaluate the results of the research by taking these limitations into consideration. Based on the results of the research, it is thought that developing self-compassion levels in students will be an important criterion in preventing adolescent violence, which is becoming a bigger problem. A Both policy makers and school psychological counsellors in the field are recommended to focus on areas where they can empower students rather than problematic situations by taking into account the 'positive psychology' approach. It is predicted that students who learn to show self-compassion in these empowerment activities will increase their school satisfaction levels and decrease their attitudes towards violence. In this direction, it is thought that strengthening school climates for high school students who spend most of their day at school and increasing the positive affect they will experience at school will be an important building block in combating the problem of violence. In addition, based on the results of the study, it can be suggested that future researchers should focus on measuring the effect of self-compassion development psycho-education programmes on attitudes towards violence.

Declarations

Conflict of Interest

The author(s) declare no potential conflicts of interest related to the research, authorship and/or publication of this article.

Ethics Approval

This research was conducted in accordance with the Ethics Committee Permission dated 28/11/2024 and numbered E.118923 obtained from Kayseri University.

Funding

No specific grant was given to this research by funding organizations in the public, commercial, or not-for-profit sectors.

Research and Publication Ethics Statement

Hereby, we as the authors consciously assure that for the manuscript "The Mediating Role of School Satisfaction in the Relationship between Self-Compassion and Attitudes toward Violence in Adolescents" the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

REFERENCES

Ahmed, S., Foulkes, L., Leung, J. T., Griffin, C., Sakhardande, A., Bennett, M., Dunning, D. L., Griffiths, K., Parker, J., Kuyken, W., Williams, J. M. G., Dalgleish, T., & Blakemore, S. J. (2020). Susceptibility to prosocial and antisocial influence in adolescence. *Journal of Adolescence*, 84, 56–68. https://doi.org/10.1016/j.adolescence.2020.07.012

Aknin, L. B., Barrington-Leigh, C. P., Dunn, E. W., Helliwell, J. F., Burns, J., Biswas-Diener, R., Kemeza, I., Nyende, P., Ashton-James, C. E., & Norton, M. I. (2013). Prosocial spending and well-being: Cross-cultural evidence for a psychological universal. *Journal of Personality and Social Psychology*, *104*(4), 635–652. https://doi.org/10.1037/a0031578

Aledeh, M., Sokan-Adeaga, A. A., Adam, H., Aledeh, S., & Kotera, Y. (2024). Suggesting self-compassion training in schools to stop cyberbullying: A narrative review. Discover *Psychology*, *4*(1), 1. https://doi.org/10.1007/s44202-023-00110-5

Alquaiz, A. M., Kazi, A., Almeneessier, A., Alhalal, E., Almuneef, M., & AlHabib, Y. (2024). Relationship between violence against women, social support, self-esteem, and mental health in Riyadh, Saudi Arabia. *Journal of Interpersonal Violence, 39*(1-2), 431–457. https://doi.org/10.1177/08862605231197135

Asıcı, E. (2013). *Öğretmen adaylarının affetme özelliklerinin öz-duyarlık ve benlik saygısı açısından incelenmesi.* [Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi]. Ulusal Tez Merkezi.

Atalay, M., Güngörmüş, Z., & Koçak, H. S. (2024). Examination of state anxiety, self-esteem and problem-solving skills of women victims of violence. *International Journal of Caring Sciences, 17*(1), 346-359.

Balvin N., & Banati P. (2017). *The adolescent brain: A second window of opportunity- A compendium.* United Nations Children's Fund UNICEF.

Bannink, R., Broeren, S., van de Looij-Jansen, P. M., de Waart, F. G., & Raat, H. (2014). Cyber and traditional bullying victimization as a risk factor for mental health problems and suicidal ideation in adolescents. *Plos One, 9*(4), e94026. https://doi.org/10.1371/journal.pone.0094026

Bartels, M., Cacioppo, J. T., van Beijsterveldt, T. C. E.M., & Boomsma, D. I. (2013). Exploring the association between well-being and psychopathology in adolescents. *Behavior Genetics, 43*(3), 177–190. https://doi.org/10.1007/s10519-013-9589-7

Bayram, N., & Kıran, B. (2023). *Erkeklerin şiddet eğilimi ve öz-şefkat düzeylerinin incelenmesi.* T. Şener-Kılıç (Ed.) Yaşamboyu psikolojik süreçler içinde. BİDGE.

Bluth, K., & Blanton, P. W. (2014). Mindfulness and self-compassion: Exploring pathways to adolescent emotional well-being. *Journal of Child and Family Studies, 23*(7), 1298- 1309. https://doi.org/10.1007/s10826-013-9830-2

Bluth, K., Mullarkey, M., & Lathren, C. (2018). Self-compassion: A potential path to adolescent resilience and positive exploration. *Journal of Child and Family Studies*, 27, 3037–3047. https://doi.org/10.1007/s10826-018-1125-1

Booker, J. A., & Dunsmore, J. C. (2019). Testing direct and indirect ties of self-compassion with subjective well-being. *Journal of Happiness Studies*, 20, 1563-1585. https://doi.org/10.1007/s10902-018-0011-2

Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen & J. S. Long (Eds.), *Testing structural equation models* (ss. 136–162). Sage Publications.

Burrows, S., & Kieselbach, B. (2024). Adolescent health ındicators: Violence measures are critical to include. *The Journal of Adolescent Health : Official Publication of the Society for Adolescent Medicine, 74*(6S), S29–S30. https://doi.org/10.1016/j.jadohealth.2024.02.009

Cai, R. Y., Edwards, C., Love, A. M., Brown, L., & Gibbs, V. (2024). Self-compassion improves emotion regulation and mental health outcomes: A pilot study of an online self-compassion program for autistic adults. *Autism: The International Journal of Research and Practice*, 13623613241235061. https://doi.org/10.1177/13623613241235061

Carretero B. R., Nolasco H. A., & Sánchez L. G. (2022) Study of the relationship of bullying with the levels of eudaemonic psychological well-being in victims and aggressors. *Sustainability*, *14*(9), 5609. https://doi.org/10.3390/su14095609

Casas, F., Bălțătescu, S., Bertran, I, González, M., & Hatos, A. (2013). School satisfaction among adolescents: Testing different indicators for its measurement and its relationship with overall life satisfaction and subjective well-being in Romania and Spain. *Social Indicators Research*, *111*(3), 665–681. https://doi.org/10.1007/s11205-012-0025-9

Çetin, H. (2011). Ergenler için şiddete yönelik tutum ölçeğinin geçerlik ve güvenirlik çalışması. *İlköğretim Online, 10* (1), 68-79.

Darjan, I., Negru, M., & Ilie, D. (2020). Self-Esteem-The Decisive difference between Bullying and assertiveness in adolescence?. *Journal of Educational Sciences*, 21, 19-34. https://doi.org/10.35923/JES.2020.1.02

Delkhah, Z., Vafa, M. A., & Moheb, N. (2023). Fear of aging in older adults: The role of meaning in life, self-compassion and perceived social support. *Aging Psychology, 9*(3), 311–326.

Diaz-Vargas C., Tapia-Figueroa, A., Valdebenito-Villalobos, J., Gutiérrez-Echavarria, M.A., Acuña-Zuñiga, C.C., Parra, J., Arias, A. M., Castro-Durán, L., Chávez-Castillo, Y., & Cristi-Montero, C. (2023). Academic performance according to school coexistence ındices in students from public schools in the South of Chile. *Behavioral Sciences, 13*(2), 154. https://doi.org/10.3390/bs13020154

Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science, 13*(1), 81–84. https://doi.org/10.1111/1467-9280.00415

Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behaviour, 2*(4), 253–260. https://doi.org/10.1038/s41562-018-0307-6

Dolan, P., & Metcalfe, R. (2012). Measuring subjective wellbeing: Recommendations on measures for use by national governments. *Journal of Social Policy*, *41*(2), 409–427. https://doi.org/10.1017/S0047279411000833

Dünya Sağlık Örgütü. (2021). *Adolescent well-being*. https://pmnch.who.int/news-and-events/campaigns/adolescents2030

Fasihi, A., &Abolghasemi, A. (2017). The comparison of emotional processing and self compassion in bully and victim students. *International Journal of Advanced Studies in Humanities and Social Science, 6*(2), 86-95.

Fernandes, H. M., Raposo, J. V., Bertelli, R., & de Almeida, L. (2011). Satisfação escolar e bem-estar psicológico em adolescentes portugueses. *Revista Lusófona de Educação, 18*(18), 155-172.

Finch, W. H., Immekus, J. C., & French, B. F. (2016). *Applied psychometrics using SPSS and AMOS* (1nd ed). Information Age Publishing.

García-Campayo, J., Barceló-Soler, A., Martínez-Rubio, D., Navarrete, J., Pérez-Aranda, A., Feliu-Soler, A., Luciano, J. V., Baer, R., Kuyken, W., & Montero-Marín, J. (2024). Exploring the relationship between self-compassion and compassion for others: the role of psychological distress and wellbeing. *Assessment, 31*(5), 1038–1051. https://doi.org/10.1177/10731911231203966

Geng, J., & Lei, L. (2021). Relationship between stressful life events and cyberbullying perpetration: Roles of fatalism and self-compassion. *Child Abuse & Neglect,* 120, 105-176.

Goudie, R. J., Mukherjee, S., De Neve, J. E., Oswald, A. J., & Wu, S. (2012). *Happiness as a driver of risk-avoiding behavior: A conceptual framework with an application to seatbelt wearing and automobile accidents.* Under submission.

Gutman, L. M., & Vorhaus, J. (2012). *The impact of pupil behaviour and wellbeing on educational outcomes. Department for Education.* Research Paper DFE-RR253.

Haranin, E. C., Huebner, E. S., & Suldo, S. M. (2007). Predictive and incremental validity of global and domain-based adolescent life satisfaction reports. *Journal of Psychoeducational Assessment, 25*(2), 127–138. https://doi.org/10.1177/0734282906295620

Heiberger, R. M., & Holland, B. (2009). *Statistical analysis and data display an ıntermediate course with examples in R* (7th ed). Springer.

Hellfeldt, K., López-Romero, L., & Andershed, H. (2019). cyberbullying and psychological well-being in young adolescence: The potential protective mediation effects of social support from family, friends, and teachers. *International Journal of Environmental Research and Public Health, 17*(1), 45. https://doi.org/10.3390/ijerph17010045

Hoyt, L. T., Chase-Lansdale, P. L., McDade, T. W., & Adam, E. K. (2012). Positive youth, healthy adults: Does positive well-being in adolescence predict better perceived health and fewer risky health behaviors in young adulthood? *Journal of Adolescent Health, 50*(1), 66–73. https://doi.org/10.1016/j.jadohealth.2011.05.002

Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6*(1), 1–55. https://doi.org/10.1080/10705519909540118

Huang, C. C., Chen, Y., Greene, L., Cheung, S., & Wei, Y. (2019). Resilience and emotional and behavioral problems of adolescents in China: Effects of a short-term and intensive mindfulness and life skills training. *Children and Youth Services Review*, 100, 291–297. https://doi.org/10.1016/j.childyouth.2019.03.015

Huppert, F. A., & Johnson, D. M. (2010). A controlled trial of mindfulness training in schools: The importance of practice for an impact on well-being. *The Journal of Positive Psychology, 5*(4), 264–274. https://doi.org/10.1080/17439761003794148

IBM Corp. (2021). *IBM SPSS Statistics for Windows (Version 25.0)* [Computer software]. IBM Corp.

INSPIRE. (2016). Seven strategies for ending violence against children. Geneva: World Health Organization.

Inwood, E., & Ferrari, M. (2018). Mechanisms of change in the relationship between self-compassion, emotion regulation, and mental health: A systematic review. *Applied Psychology: Health and Well-Being, 10*(2), 215–235. https://doi.org/10.1111/aphw.12127

Kalaycı, H., & Özdemir, M. (2013). Lise öğrencilerinin okul yaşamının niteliğine ilişkin algılarının okul bağlılıkları üzerine etkisi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, 33*(2), 293-315.

Karagöz, S. (2018). *İkinci meşrutiyetten harf inkılabına süreli yayınlarda eğitim (1908-1928)*. Ankara: Vize Yayıncılık.

Karagöz, S. (2016). Opinions and Suggestions Regarding Various Subjects on the Educational Guidance in the Second Constitutional Era. *Journal of Family Counseling and Education, 1*(1), 1-9. https://doi.org/10.32568/jfce.238412

Karasar, N. (2016). *Bilimsel araştırma yöntemleri* (31. Baskı). Nobel Akademik.

Katja, R., Päivi, A. K., Marja-Terttu, T., & Pekka, L. (2002). Relationships among adolescent subjective well-being, health behavior, and school satisfaction. *The Journal of School Health, 72*(6), 243–249. https://doi.org/10.1111/j.1746-1561.2002.tb07337.x

Kelly, A. C., Carter, J. C., & Borairi, S. (2014). Are improvements in shame and self-compassion early in eating disorders treatment associated with better patient outcomes? *International Journal of Eating Disorders, 47*(1), 54–64. https://doi.org/10.1002/eat.22196

Konu, A. I., Lintonen, T. P., & Autio, V. J. (2002). Evaluation of well-being in schools-A multilevel analysis of general subjective well-being. *School Effectiveness and School Improvement, 13*(2), 187–200. https://doi.org/10.1076/sesi.13.2.187.3432

Krieger, T., Altenstein, D., Baettig, I., Doerig, N., & Holtforth, M. G. (2013). Self-Compassion in depression: Associations with depressive symptoms, rumination, and avoidance in depressed outpatients. *Behavior Therapy, 44*(3), 501–513. https://doi.org/10.1016/j.beth.2013.04.004

Le, H. T. H., Tran, N., Campbell, M. A., Gatton, M. L., Nguyen, H. T., & Dunne, M. P. (2019). Mental health problems both precede and follow bullying among adolescents and the effects differ by gender: A cross-lagged panel analysis of school-based longitudinal data in Vietnam. *International Journal of Mental Health Systems*, 13, 35. https://doi.org/10.1186/s13033-019-0291-x

Leppink, J. (2019). *Statistical methods for experimental research in education and psychology* (1st ed). Springer.

Liao, K. Y.-H., Stead, G. B., & Liao, C.-Y. (2021). A meta-analysis of the relation between self-compassion and self-efficacy. *Mindfulness, 12*(8), 1878–1891. https://doi.org/10.1007/s12671-021-01626-4

Liu, W., Mei, J., Tian, L., & Huebner, E. S. (2016). Age and gender differences in the relation between school-related social support and subjective well-being in school among students. *Social Indicators Research, 125*(3), 1065–1083. https://doi.org/10.1007/s11205-015-0873-1

Long, P., & Neff, K. D. (2018). Self-compassion is associated with reduced self-presentation concerns and increased student communication behavior. *Learning and Individual Differences, 67*, 223-231. https://doi.org/10.1016/j.lindif.2018.09.003

López, D. P., Llor-Esteban, B., Ruiz-Hernández, J. A., Luna-Maldonado, A., & Puente-López, E. (2022). Attitudes towards school violence: A qualitative study with Spanish children. *Journal of Interpersonal Violence, 37*(13-14), NP10782–NP10809. https://doi.org/10.1177/0886260520987994

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success?. *Psychological Bulletin, 131*(6), 803–855. https://doi.org/10.1037/0033-2909.131.6.803

MacBeth, A., & Gumley, A. (2012). Exploring compassion: A meta-analysis of the association between self-compassion and psychopathology. *Clinical Psychology Review, 32*(6), 545–552. https://doi.org/10.1016/j.cpr.2012.06.003

MacCallum, R. C., & Austin, J. T. (2000). Applications of structural equation modeling in psychological research. *Annual Review of Psychology, 51*, 201–226. https://doi.org/10.1146/annurev.psych.51.1.201

Marsh, I. C., Chan, S. W. Y., & MacBeth, A. (2018). Self-compassion and psychological distress in adolescents—A Meta-analysis. *Mindfulness, 9*(4), 1011–1027. https://doi.org/10.1007/s12671-017-0850-7

Mehl, M. R., Vazire, S., Holleran, S. E., & Clark, C. S. (2010). Eavesdropping on happiness: Well-being is related to having less small talk and more substantive conversations. *Psychological Science, 21*(4), 539–541. https://doi.org/10.1177/0956797610362675

Meinck, F., Cluver, L. D., Boyes, M. E., & Loening-Voysey, H. (2016). Physical, emotional and sexual adolescent abuse victimisation in South Africa: Prevalence, incidence, perpetrators and locations. *Journal of Epidemiology and Community Health, 70*(9), 910–916. https://doi.org/10.1136/jech-2015-205860

Miranda, C. (2019). *Exploring the lived experiences of foster youth who obtained graduate level degrees: Self-efficacy, resilience, and the impact on identity development.* (Publication No. 27542827) [Doctoral dissertation, Pepperdine University]. PQDT Open.s.791537

Morrison, M., Tay, L., & Diener, E. (2012). *Subjective well-being across the lifespan worldwide.* Paper submitted for publication, University of Western Ontario.

Munoz, N. G. (2017). Investigaciones sobre el acoso escolar en espana: Implicacines psicoeducativas. *Revista Espanola De Orientación Psicopedag*, 28, 104-118.

Muris, P., & Petrocchi, N. (2017). Protection or vulnerability? A meta-analysis of the relations between the positive and negative components of self-compassion and psychopathology. *Clinical Psychology & Psychotherapy*, 24(2), 373–383. https://doi.org/10.1002/cpp.2005

Múzquiz, J., Pérez-García, A. M., & Bermúdez, J. (2022). Relationship between direct and relational bullying and emotional well-being among adolescents: The role of self-compassion. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*. Advance online publication. https://doi.org/10.1007/s12144-022-02924-3

Myers D. G. (2000). The funds, friends, and faith of happy people. *The American Psychologist, 55*(1), 56–67. https://doi.org/10.1037//0003-066x.55.1.56

Neff, K. D. (2003). Self-Compassion: An Alternative conceptualization of a healthy attitude toward oneself. *Self and Identity, 2*(2), 85–101. https://doi.org/10.1080/15298860309032

Neff, K. D. (2003). The development and validation of a scale to measure self-compassion. *Self and Identity*, 2(3), 223–250. https://doi.org/10.1080/15298860309027

Neff, K. D., & Germer, C. K. (2013). A pilot study and randomized controlled trial of the Mindful Self-Compassion Program. *Journal of Clinical Psychology, 69*(1), 28–44. https://doi.org/10.1002/jclp.21923

Neff, K. D., & McGehee, P. (2010). Self-compassion and psychological resilience among adolescents and young adults. *Self and Identity, 9*(3), 225–240. https://doi.org/10.1080/15298860902979307

Neff, K. D., & Vonk, R. (2009). Self-compassion versus global self-esteem: two different ways of relating to oneself. *Journal of Personality, 77*(1), 23–50. https://doi.org/10.1111/j.1467-6494.2008.00537.x

Neff, K. D., Long, P., Knox, M. C., Davidson, O., Kuchar, A., Costigan, A., Williamson, Z., Rohleder, N., Tóth-Király, I., & Breines, J. G. (2018). The forest and the trees: Examining the association of self-compassion and its positive and negative components with psychological functioning. *Self and Identity, 17*(6), 627–645. https://doi.org/10.1080/15298868.2018.1436587

Neff, K. D., Rude, S. S., & Kirkpatrick, K. L. (2007). An examination of self-compassion in relation to positive psychological functioning and personality traits. *Journal of Research in Personality, 41*(4), 908–916. https://doi.org/10.1016/j.jrp.2006.08.002

Office for National Statistics. (2020). *Young people's well- being measures.* https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/youngpeopleswellbeingmeasures

Oishi, S., Diener, E., & Lucas, R. E. (2007). The Optimum level of well-being: Can people be too happy? *Perspectives on Psychological Science*, 2, 346-360. https://doi.org/10.1111/j.1745-6916.2007.00048.x

Olave, L., Iruarrizaga, I., Herrero, M., Macía, P., Momeñe, J., Macía, L., Muñiz, J.A., & Estevez, A. (2024). Exercise addiction and ıntimate partner violence: The Role of impulsivity, self-esteem, and emotional dependence. *Behavioral Sciences, 14*(5), 420. https://doi.org/10.3390/bs14050420

Özdemir, Y., & Sağkal, A. S. (2016). Ergenler için okulda öznel iyi oluş ölçeği'nin Türkçe'ye uyarlanması: Geçerlik ve güvenirlik çalışması. *Ege Eğitim Dergisi, 17*(2), 333-350.

Raes, F., Pommier, E., Neff, K. D., & Van Gucht, D. (2011). Construction and factorial validation of a short form of the Self-Compassion Scale. *Clinical Psychology & Psychotherapy*, 18(3), 250–255. https://doi.org/10.1002/cpp.702

Ratcliff, B. R., & Burrow-Sánchez, J. J. (2022). The Influence of perceived reason for being bullied on the relation between type of bullying and depressive symptoms. *Journal of School Violence, 21*(2), 161–174. https://doi.org/10.1080/15388220.2022.2033983

Reffien, M. A. M., & Shah, S. A. (2020). Violence-related behaviors among school going adolescents in Peninsular Malaysia. *Malaysian Journal of Public Health Medicine, 20*(2), 65-73.

Ringdal, R., Espnes, G. A., Eilertsen, M.-E. B., BjØrnsen, H. N., & Moksnes, U. K. (2020). Social support, bullying, school-related stress and mental health in adolescence. *Nordic Psychology, 72*(4), 313–330. https://doi.org/10.1080/19012276.2019.1710240

Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. Free Press.

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1), 5–14. https://doi.org/10.1037/0003-066X.55.1.5

Senanayake, S. J., Gunawardena, S., Wickramasinghe, S., Wickramasinghe, C., Gunawardena, N. S., Lokubalasooriya, A., Peiris, R., Agarval, N., & Rani, M. (2019). Prevalence and correlates of interpersonal violence among in-school adolescents in Sri Lanka: Results from the 2016 Sri Lankan global school-based health survey. *Asia-Pacific Journal of Public Health, 31*(2), 147–156. https://doi.org/10.1177/1010539519825600

Shoshani, A., & Slone, M. (2013). Middle school transition from the strengths perspective: Young adolescents' character strengths, subjective well-being, and school adjustment. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being, 14*(4), 1163–1181. https://doi.org/10.1007/s10902-012-9374-y

Sirois F. M. (2015). A self-regulation resource model of self-compassion and health behavior intentions in emerging adults. *Preventive Medicine Reports*, 2, 218–222. https://doi.org/10.1016/j.pmedr.2015.03.006

Sirois, F. M., Kitner, R., & Hirsch, J. K. (2015). Self-compassion, affect, and health-promoting behaviors. Health psychology: Official journal of the Division of Health Psychology. *American Psychological Association, 34*(6), 661–669. https://doi.org/10.1037/hea0000158

Solak-Şimşek, N. (2019). *Lise öğrencilerinde öznel iyi oluş ve öz şefkat arasındaki ilişki* [Yayımlanmamış Yüksek Lisans Tezi]. Akdeniz Üniversitesi.

Solms, L., van den Heuvel, M., Nevicka, B., & Homan, A. C. (2024). *Be a hero, be your own best friend: A self-compassion-based PsyCap intervention improves PhD students' well-being*. Higher Education. https://doi.org/10.1007/s10734-024-01257-3

Steiner, H., & Hall, R. E. (2015). *Treating adolescents*. John Wiley & Sons.

Tanaka, M., Wekerle, C., Schmuck, M., Paglia-Boak, A., & The MAP Research Team. (2011). The linkages among childhood maltreatment, adolescent mental health, and self-compassion in child welfare adolescents. *Child Abuse & Neglect, 35*(10), 887–898. https://doi.org/10.1016/j.chiabu.2011.07.003

TBMM Araştırma Komisyonu. (2007). *Çocuklarda ve gençlerde artan şiddet eğilimi ile okullarda meydana gelen olayların araştırılarak alınması gereken önlemlerin belirlenmesi amacıyla kurulan meclis araştırması komisyonu*. https://www.tbmm.gov.tr/sirasayi/donem22/yil01/ss1413_BOLUM%20I%20(0001-0150).pdf

Tekinarslan, F. G., & Sevi Tok, E. S. (2023). Engelli çocuğu olan annelerde öz-şefkat, sosyal destek ve psikolojik dayanıklılığın öznel iyi oluşla ilişkisi. *AYNA Klinik Psikoloji Dergisi, 10*(1), 145-164. https://doi.org/10.31682/ayna.1145256

Telef, B. (2014). Turkish adaptation study of overall school satisfaction scale for children / Çocuklar için kapsamlı okul doyumu ölçeği'nin Türkçeye uyarlama çalışması. *Eğitimde Kuram Ve Uygulama, 10*(2), 478-490. https://doi.org/10.17244/eku.43152

Tendhar, T., Marcotte, M. A., Saikia, M. J., & de Mesquita, P. B. (2024). Relationship of compassion for self and others to sense of well-being of college students. *Journal of American College Health: J of ACH, 72*(4), 1246–1254. https://doi.org/10.1080/07448481.2022.2074276

Terry, M. L., & Leary, M. R. (2011). Self-compassion, self-regulation and health. *Self and Identity, 10*(3), 352-362. http://dx.doi.org/10.1080/15298868.2011.558404

Tian, L., Chen, H., & Huebner, E. S. (2014). The longitudinal relationships between basic psychological needs satisfaction at school and school-related subjective well-being in adolescents. *Social Indicators Research, 119*(1), 353-372. https://doi.org/10.1007/s11205-013-0495-4

Tian, L., Wang, D., & Huebner, E. S. (2015). Development and validation of the Brief Adolescents' Subjective Well-Being in School Scale (BASWBSS). *Social Indicators Research, 120*(2), 615–634. https://doi.org/10.1007/s11205-014-0603-0

Tian, L., Zhang, L., Huebner, E. S., Zheng, X., & Liu, W. (2016). The longitudinal relationship between school belonging and subjective well-being in school among elementary school students. *Applied Research in Quality of Life, 11*(4), 1269–1285. https://doi.org/10.1007/s11482-015-9436-5

Tijmes, C. (2012). Violencia y clima escolar en establecimientos educacionales en contextos de alta vulnerabilidad social de Santiago de Chile. *Psykhe (Santiago), 21*(2), 105-117.

UNESCO. (2019). *Behind the numbers: Ending school violence and bullying*. https://www.unicef.org/documents/behind-numbers-ending-school-violence-and-bullying

Uzun, N.B., Gelbal, S., & Öğretmen, T. (2010). TIMMS-R Başarı ve duyuşsal özellikler arasındaki ilişkinin modellenmesi ve modelin cinsiyetler bakımından karşılaştırılması. *Kastamonu Eğitim Dergisi, 18*(2), 531-544.

Varela, J. J., Zimmerman, M. A., Ryan, A. M., Stoddard, S. A., Heinze, J. E., & Alfaro, J. (2018). Life satisfaction, school satisfaction, and school violence: A mediation analysis for Chilean adolescent victims and perpetrators. *Child Indicators Research*, 11, 487-505. https://doi.org/10.1007/s12187-016-9442-7

World Health Organization (WHO). (2019). *Global database on the prevalence of violence against women.* https://vaw-data.srhr.org/

World Health Organization (WHO). (2023). *Adolescent mortality rateetop 20 causes (global and regions). Maternal, newborn, child and adolescent health and aging data portal.* https://platform.who.int/data/maternal-newborn-child-adolescent-ageing/indicator-explorer-new/mca/adolescent-mortality-rate—top-20-causes-(global-and-regions)

Yang, Q., Tian, L., Huebner, E. S., & Zhu, X. (2019). Relations among academic achievement, self-esteem, and subjective well-being in school among elementary school students: A longitudinal mediation model. *School Psychology (Washington, D.C.), 34*(3), 328–340. https://doi.org/10.1037/spq0000292

Yarnell, L. M., Stafford, R. E., Neff, K. D., Reilly, E. D., Knox, M. C., & Mullarkey, M. (2015). Meta-analysis of gender differences in self-compassion. *Self and Identity, 14*(5), 499–520. https://doi.org/10.1080/15298868.2015.1029966

Yıldırım, M., & Sarı, T. (2018). Öz-şefkat ölçeği kısa formu'nun Türkçeye uyarlaması: Geçerlilik ve güvenilirlik çalışması. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 18*(4), 2502-2517. https://doi.org/10.17240/aibuefd.2018.18.41844-452171

Zăbavă, T. (2020). The Compassion Dimension in Bullying in High School Students. *Journal of Experiential Psychotherapy/Revista de PSIHOterapie Experientiala, 23*(3), 25-37.

Zaykowski, H., & Gunter, W. (2012). Youth victimization: School climate or deviant lifestyles? Journal of Interpersonal Violence, 27(3), 431–452. https://doi.org/10.1177/0886260511421678

Zessin, U., Dickhäuser, O., & Garbade, S. (2015). The relationship between self-compassion and well-being: Meta-analysis. Applied Psychology. *Health and Well-being, 7*(3), 340–364. https://doi.org/10.1111/aphw.12051

Zhang, R., Zhang, X., Yang, M., & Zhang, H. (2023). Self-Compassion moderates the effect of contingent self-esteem on well-being: Evidence from cross-sectional survey and experiment. *International Journal of Mental Health Promotion, 26*(2), 117-126. https://doi.org/10.32604/ijmhp.2023.045819

Zhang, T., & Wang, Z. (2020). The Effects of family functioning and psychological suzhi between school climate and problem behaviors. *Frontiers in Psychology, 11*, 212. https://doi.org/10.3389/fpsyg.2020.00212