

Social Support as a Moderator of the Relationship between Self-Compassion and Flourishing in College Students

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ABSTRACT

This study aims to examine the role of Social Support as a Moderator of the Relationship between Self-Compassion and Flourishing in College Students. The study population consisted of 386 final-year students in Surabaya who were writing their theses. The sampling technique used the snowball sampling method. The instruments in this study consisted of three psychological scales, namely: the self-compassion scale ($\alpha = 0.872$), the development scale ($\alpha = 0.950$), and the social support scale ($\omega = 0.890$) which showed a high level of reliability. Data analysis used Moderated Regression Analysis (MRA) with the help of Jamovi software. The results showed that self-compassion had a significant positive relationship with student development ($\beta = 0.261$; $Z = 8.46$; $p < 0.001$). In addition, social support was proven to strengthen the relationship as a moderator ($\beta = 0.00285$, $Z = 2.17$; $P = 0.030$). These findings indicate that self-compassion and social support play an important role in improving the progress of final-year students. The implication is that psychological interventions focused on enhancing self-compassion and strengthening social support through counseling, social training, and mentoring programs are needed. It is recommended to develop a group-based well-being support system that integrates social support and self-awareness within the campus environment.

INTRODUCTION

Final-year students often face significant pressure to complete their theses due to internal challenges such as time management and motivation, as well as external challenges such as limited guidance and limited resources. This pressure can diminish psychological well-being, one indicator of which is flourishing, a state in which individuals are able to develop optimally and experience a meaningful life. A high level of flourishing plays a crucial role in students' academic success, careers, and happiness, yet numerous studies show that most students still experience moderate to low levels of flourishing.

Flourishing encompasses aspects of positive emotions, engagement, social relationships, meaning in life, and achievement (PERMA). National and local survey data indicate that students often experience academic, social, and emotional stress that hinders optimal development in these areas. The researchers' survey of students in Surabaya also revealed that many students experience anxiety, difficulty focusing, have poor social relationships, and are inconsistent in organizational activities all of which indicate suboptimal flourishing. This situation emphasizes the need for supporting factors that can improve student well-being.

One important internal factor is self-compassion, the ability to accept oneself with compassion, especially when faced with failure. Previous research has shown that students with high self-compassion are better able to manage stress, think positively, and achieve greater flourishing. Conversely, low self-compassion makes individuals more prone to frustration and dissatisfaction with themselves. Thus, self-compassion is a key variable in supporting students' psychological well-being.

In addition to internal factors, external factors such as social support also significantly influence flourishing. Social support from family, friends, and the campus environment can provide a sense of security, appreciation, and acceptance, ultimately enhancing an individual's ability to develop optimally. Several studies have shown that social support is not only directly related to flourishing but can also amplify the positive effects of psychological variables such as self-compassion on individual well-being.

Based on previous theoretical studies and research, the relationship between self-compassion and flourishing has been widely studied, but the role of social support as a moderating variable in this relationship is still rarely studied, especially in the Indonesian student population. Therefore, this study aims to examine the role of social support in strengthening the relationship between self-compassion and flourishing in college students. The results are expected to provide theoretical contributions to the development of positive psychology and serve as a practical basis for universities in designing programs to improve student well-being by strengthening self-compassion and social support.

LITERATURE REVIEW

Flourishing

According to Seligman (2011), flourishing is a condition in which an individual is able to demonstrate optimal self-development and function well based on their strengths. Fowers and Owenz (2010) define flourishing as a depiction of a complete life, demonstrated by the achievement of beneficial goodness through meaningful activities within high-quality friendships. Aspects of flourishing include commitment, forgiveness, harmony, justice, and accommodation.

Fredrickson and Losada (2005) state that flourishing is a condition for achieving optimal functioning, synonymous with goodness, generativity, growth, and resilience. (Diener et al., 2009) define flourishing as a condition in which an individual achieves a high level of well-being in various aspects of life, including emotional, psychological, and social health. It is how individuals feel satisfied with their lives and feel that they can develop personally (Diener et al., 2009).

Self-Compassion

According to Neff (2003), self-compassion is an attitude or behavior possessed by an individual to be open and compassionate towards the difficulties or suffering experienced by others so that it can create a desire to help ease the burden of difficulties or suffering felt by others. This self-compassion can be manifested in the form of patient behavior, offering help or certain kindnesses, trying to understand someone's suffering, not being judgmental of other people's behavior, and realizing that humans are not perfect creatures and can make mistakes (Neff, 2003). This compassionate behavior is not only done to understand the suffering or difficulties of others, but can also be done to the individual himself. This behavior is known as self-compassion (Neff, 2003).

Neff (2011) defines self-compassion as a form of behavior related to an open attitude and acceptance of all one's feelings when facing difficult situations or suffering that one is experiencing. This self-compassion involves an attitude of concern for the suffering situation experienced, being kind to oneself, not judging the behavior that led to failure, and understanding that the situation or experience one feels is a common one that can also be felt by other individuals. Neff (2011) adds that self-compassion can be something that individuals can rely on when facing difficult emotional feelings. It can also help individuals minimize destructive emotional reactivity when facing failure or difficult situations.

Social Support

According to Zimet et al. (1988), social support is an individual's perception of how much support they receive from three primary sources: family, friends, and significant others (important or special people in their lives). This support includes feelings of being loved, valued, and part of a caring social network. Social support is the presence or availability of someone we can trust, someone we know understands, values, and loves us (Sarason, 1990). According to Johnson and Johnson (2013), social support is a form of interpersonal interaction

that involves the provision of emotional and instrumental resources, with the primary goal of improving the recipient's well-being. This well-being can be achieved when individuals have someone they can rely on to provide assistance, acceptance, attention, and motivation, especially when facing difficulties or stressful situations.

Sarafino (1994) stated that social support refers to providing comfort to others, caring for them, or valuing them and having an emotional or physical bond with others. A similar opinion was also expressed by Smet (1994) who stated that social support is the existence of interpersonal interactions shown by providing assistance to other individuals, where the assistance is generally obtained from people who are significant to the individual concerned. Social support can be in the form of providing information, behavioral assistance, or material obtained from close social relationships that can make individuals feel cared for, valued and loved. According to Baron and Byrne (2010), social support is an individual's perception or experience that he or she receives affection, attention, appreciation, and feels like part of a mutually supportive social network.

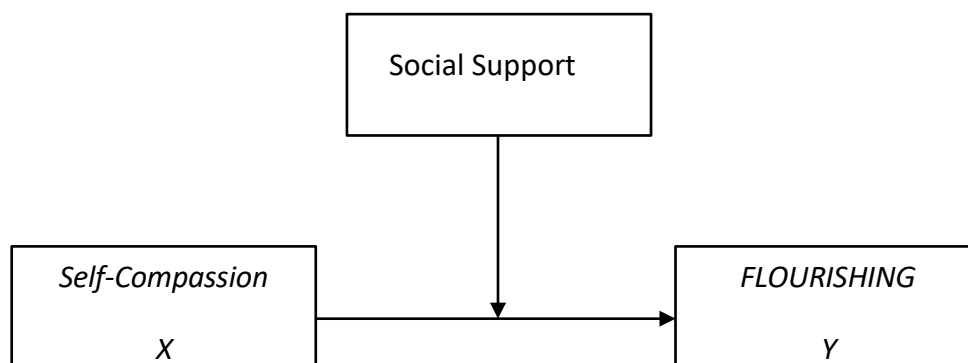


Figure 1. Framework

Hypothesis

Based on the explanation above, the hypothesis in this study can be formulated as follows:

1. Social support can moderate the relationship between self-compassion and flourishing in students.
2. There is a positive relationship between self-compassion and flourishing in students.

METHODOLOGY

This study used a quantitative approach with a correlational design to examine the role of social support as a moderating variable in the relationship between self-compassion and flourishing in college students. This approach was chosen because it is suitable for analyzing relationships between psychological variables based on numerical data and allows researchers to identify patterns of interaction between variables. The study focused on final-year college students in Surabaya who were writing their theses, as this group is considered to be in a phase of high academic pressure that affects their psychological well-being.

Research Population

The sample comprised 386 final-year students from various universities in Surabaya. The sample was selected using snowball sampling, a non-probability method in which initial respondents recommend other participants with similar characteristics. This technique was used because the target population is difficult to access directly and requires networking among students. Inclusion criteria included active final-year students working on their theses, while exclusion criteria included students not currently completing their final assignments.

This study involved three main variables, namely: (1) flourishing as the dependent variable (Y), (2) self-compassion as the independent variable (X), and (3) social support as the moderator variable (Z). All three variables were measured using standard psychological scales that had been adapted and tested for validity and reliability. The flourishing scale was measured using the Flourishing Scale from Diener et al. (2009) with a reliability of $\alpha = 0.950$; self-compassion using the Self-Compassion Scale from Neff (2003) with a reliability of $\alpha = 0.872$; and social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS) from Zimet et al. (1988) with a reliability of $\omega = 0.890$. All scales used a five-point Likert format that measures the level of respondent's agreement with the statements proposed.

Research Procedures

The study was conducted online through an online questionnaire distributed using Google Forms. Before completing the questionnaire, participants were given an explanation of the research objectives, data confidentiality, and the right to withdraw at any time without consequence. The collected data were then screened to ensure completeness of answers and compliance with participant criteria. Statistical analysis was performed using Jamovi software using the Moderated Regression Analysis (MRA) technique to test whether social support acts as a moderator between self-compassion and flourishing. Statistical assumption tests such as normality, linearity, and multicollinearity were also conducted to ensure the validity of the analysis.

The analysis results show that self-compassion has a significant positive relationship with flourishing in college students ($\beta = 0.261$; $Z = 8.46$; $p < 0.001$), and social support is proven to strengthen this relationship significantly as a moderator variable ($\beta = 0.00285$; $Z = 2.17$; $p = 0.030$). Thus, this study proves that college students with high self-compassion tend to be more psychologically developed, especially if supported by a positive social environment. The implications of these methods and results emphasize the importance of integrating inferential statistical approaches with psychological understanding to design intervention programs based on social support and strengthening self-compassion among college students.

RESEARCH RESULT

Characteristics of Research Participants

Table 1. Respondent data based on gender

Gender	Frequency	Percentage
Man	186	48%
Woman	200	52%
Total	386	100%

Based on the data obtained, it can be seen that the number of male participants in this study was 186 people, which is 48% of the total respondents. Meanwhile, the number of female participants was higher, namely 200 people, which covers 52% of the total respondents. This indicates that the gender distribution in this study sample is relatively balanced, although slightly more women participated. The total number of respondents involved in this study was 386 people, reflecting a fairly good representation of both genders in the context of this study.

Table 2. Respondent data based on age

Gender	Frequency	Presentation
21 - 23 Years	350	91%
24 - 26 Years	36	9%
Total	386	100%

Based on the data obtained, the majority of participants in this study were between the ages of 21 and 23, with a total of 350 people or 91% of the total respondents. Meanwhile, only 36 participants or 9% were between the ages of 24 and 26. This indicates that the 21-23 age group dominates this study's sample, reflecting demographic characteristics more commonly found in the student population or young age groups active in research. The total number of respondents involved in this study was 386 people, indicating that most participants came from the younger age group.

Table 3. Respondent data based on Faculty

Faculty	Frequency	Presentation
Psychology	68	18
Technique	84	22
Economics & Business	76	20
Medical	87	22
Law	60	15
Administrative Science	11	3
Total	386	100%

Based on the data obtained, respondents in this study were spread across several faculties with varying distribution. The Faculty of Medicine had the largest number of respondents, namely 87 people, or 22% of the total respondents. This was followed by the Faculty of Engineering with 84 respondents (22%), and the Faculty of Economics & Business with 76 respondents

(20%). The Faculty of Psychology contributed 68 respondents, or 18%, while the Faculty of Law had 60 respondents (15%). The Faculty of Administrative Sciences recorded the lowest number of respondents, namely 11 people, or 3%.

Table 4. Respondent data based on university

Faculty	Frequency	Presentation
University of August 17, 1945	40	10%
UKWMS	43	11%
UKDC	34	9%
UBAYA	36	9%
Petra Christian University	14	4%
Pelita Harapan University	15	4%
Airlangga University	48	12%
Wijaya Kusuma University	32	8%
Dr. Soetomo University	16	4%
UNESA	25	6%
Ciputra University	20	5%
STIE	7	2%
ITS	12	3%
UPN	2	1%
ITATS	10	3%
University 45	2	1%
Widya Kartika University	7	2%
Bhayangkara University	5	1%
Hangtuah University	3	1%
Hayam Wuruk University of Perbanas	15	4%
Total	386	100%

Based on the data obtained, respondents in this study were spread across various universities with varying proportions. Airlangga University recorded the largest number of respondents, namely 48 people or 12% of the total respondents. This was followed by Widya Mandala Catholic University of Surabaya (UKWMS) with 43 respondents (11%) and 17 Agustus 1945 University with 40 respondents (10%). Several other universities such as Bhayangkara University, Widya Kartika University, and Hangtuah University had smaller numbers of respondents, each contributing only 1% or less of the total. Overall, the total number of respondents who participated in this study was 386 people, representing various universities in Surabaya. This distribution reflects the geographic and institutional diversity of the participants involved in this study.

Hypothetical Categorization

Table 5. Mortgage Categorization

Variables	<i>Flourishing</i>	<i>Self Compassion</i>	Support Social
Mean	157.96	109.77	72.04

Elementary School	13.10	10.42	6.45
SR (%)	17 (4.4%)	35 (9.1%)	16 (4.1%)
R (%)	40(10.4%)	24 (6.2%)	34 (8.8%)
S (%)	269 (69.7%)	199(51.6%)	253 (65.5%)
T (%)	25 (6.5%)	121 (31.3%)	77 (19.9%)
ST (%)	35 (9.1%)	7 (1.8%)	6 (1.6%)
TOTAL	386 (100%)	386 (100%)	386 (100%)

Based on the table regarding mortgage categorization for the variables of flourishing, self-compassion, and social support, it can be seen that the majority of respondents fall into the moderate category for all three variables. For the flourishing variable, 269 respondents (69.7%) fall into the moderate category, followed by 40 respondents (10.4%) in the low category, and 35 respondents (9.1%) in the very high category. Meanwhile, only a few respondents fall into the very low (4.4%) and high (6.5%) categories. This indicates that most respondents have a fairly good level of flourishing, although there are still small groups with very low and very high levels.

The self-compassion variable shows a more varied distribution. A total of 199 respondents (51.6%) were in the moderate category, with 121 respondents (31.3%) in the high category, indicating that a significant number of individuals have high levels of self-compassion. However, 35 individuals (9.1%) had very low self-compassion, and 24 individuals (6.2%) had low self-compassion. Only 7 individuals (1.8%) had very high self-compassion.

Regarding the Social Support variable, 253 respondents (65.5%) were also in the moderate category, and 77 respondents (19.9%) were in the high category. The low category was filled by 34 people (8.8%), and very low by 16 people (4.1%). Only 6 respondents (1.6%) had a very high level of social support. This indicates that although the majority felt they received sufficient social support, the proportion with very high levels of social support was still relatively small, and a small number also experienced limitations in receiving support from their social environment.

Path Analysis Hypothesis Testing

To find out about the dynamics between variables, an in-depth analysis is required in path analysis, namely regression analysis that accompanies moderator analysis.

Table 6. Path Analysis Test

Variables	Z-Value	P	Information
<i>Self-Compassion</i> → <i>Flourishing</i>	8.46	<0.001	Significant

If we look at the significance value between self-compassion and flourishing, the test results show that the relationship between the two has a positive and significant meaning. Based on the very high Z-Value, which is 8.46

and a very small P-value (<0.001), it can be concluded that self-compassion has a significant positive effect on students' level of flourishing. This shows that the higher the level of self-compassion a student has, the higher the level of flourishing they feel. Thus, the second hypothesis (H2), which states that there is a positive relationship between self-compassion and students' flourishing, can be accepted. This finding indicates that self-compassion, which involves self-acceptance, managing negative feelings in a healthier way, and the ability to empathize with oneself, is a key factor in improving students' psychological well-being.

Moderator Hypothesis Test Between Variables

Table 7. Results of Moderator Analysis

Variables	Z-Value	P	Information
<i>Self-Compassion</i> → Social Support → Flourishing	2.17	0.030	Significant

Based on the results of the moderator analysis conducted using the Jamovi program, it was found that social support plays a significant moderator role in the relationship between self-compassion and students' flourishing. This can be seen from the results of the interaction test which shows that social support influences the extent to which self-compassion can enhance flourishing. When students receive strong social support, the positive influence of self-compassion on flourishing becomes stronger, indicating that support from the social environment plays a significant role in strengthening the positive impact of self-compassion. Thus, the first hypothesis (H1) stating that social support can be a moderator in the relationship between self-compassion and students' flourishing is accepted. This finding indicates that social support not only functions as an external supporting factor but can also strengthen the potential of self-compassion in improving students' psychological well-being, thereby creating a more positive and developing life experience. These results emphasize the importance of a supportive social environment in improving the quality of life and individual well-being, especially among students.

DISCUSSION

In the initial phase of questionnaire distribution, 544 students were successfully recruited. However, after a selection process and data eligibility check, several respondents who did not meet the research participation criteria were eliminated. These criteria included the suitability of the subject's characteristics to the research objectives, honesty in completing the scales, and completeness of the data provided. After careful screening, 386 students were declared eligible for analysis and use in this study.

Based on the hypothetical categorization results for the flourishing variable, the majority of respondents were in the moderate category (69.7%), indicating that most students in this study had a fairly good level of

psychological well-being. However, there were proportions in the low (10.4%) and very low (4.4%) categories, indicating that not all students were in optimal psychological condition. Meanwhile, only a small proportion of students showed flourishing at high (6.5%) and very high (9.1%) levels. This finding reflects that most students tend to be in the "fairly well-being" zone, but have not yet reached the optimal level in self-actualization, meaning of life, and positive relationships, important components of flourishing based on Martin Seligman's theoretical concept (Seligman, 2011).

The self-compassion variable showed a relatively more dispersed distribution, with 51.6% of respondents in the moderate category and 31.3% in the high category. This indicates that most students possess the ability to treat themselves compassionately in the face of stress or failure. However, 15.3% of respondents still fell into the low to very low categories, which is concerning considering that low self-compassion is often associated with increased stress, self-criticism, and a tendency toward depression (Neff, 2003). Only 1.8% of respondents demonstrated very high levels of self-compassion, reinforcing the notion that self-compassion as a psychological resource has not yet fully developed optimally in most students.

Meanwhile, the results of the social support variable categorization showed that the majority of respondents were also in the moderate category (65.5%), followed by 19.9% in the high category. This indicates that most students feel they have sufficient support from their social environment, such as friends, family, and educational institutions. However, as many as 12.9% of respondents were in the low to very low category, indicating that some students may feel they lack social support in carrying out academic activities and daily life. This low social support can have an impact on reducing students' adaptive capacity, and potentially reducing their level of flourishing, considering that social support is one of the important predictors of psychological well-being (Diener et al., 2010).

The first hypothesis (H1) in this study states that social support can act as a moderator in the relationship between self-compassion and students' flourishing. Based on the results of the analysis conducted using the Jamovi program, it was found that social support plays a significant role as a moderator in the relationship between the two variables. Khairina and Sahrah (2023) stated that social support significantly increases subjective well-being and functions as a moderating variable that strengthens the influence of internal psychological variables on positive outcomes such as flourishing. The results of the interaction test in this study indicate that social support influences the extent to which self-compassion can increase students' levels of flourishing. When students have strong social support, the positive influence of self-compassion on *flourishing* become stronger, which shows that social support magnifies the positive effects provided by self-compassion (Priastana, 2020).

These results demonstrate the importance of the social environment in supporting individual well-being, especially among college students. Strong social support, whether from friends, family, or the community, has been shown to significantly contribute to flourishing. This statement aligns with research by Oktanona & Urbayatun (2024), which found that both self-compassion (13.2%)

and family support (14.4%) significantly contributed to flourishing. These findings underscore that self-compassion alone is not sufficient to achieve high levels of flourishing. External support from the social environment plays a crucial role in strengthening an individual's ability to manage life's challenges and experience greater well-being. Naehrig et al. (2021) also explain that internal psychological variables such as self-compassion will have a more positive impact if supported by a supportive social context, such as support from those closest to them.

The importance of social support as a moderator also suggests that external factors, such as interpersonal relationships, can strengthen students' internal impacts, such as self-compassion. The concept of social support from family, friends, and the surrounding environment has been developed as an important mechanism to help individuals feel a sense of meaning in life, increase engagement in activities, and strengthen positive social relationships (Eva et al., 2024). This statement aligns with research by Alnadi et al. (2021) which states that social support acts as a protective factor against psychological stress and strengthen positive emotions. When students feel supported, they are more likely to manage negative feelings in healthy ways and increase their sense of positivity. Furthermore, positive social support can also provide emotional resources that help students cope with stress or failure, ultimately contributing to flourishing (Irnanda & Hamidah, 2021). Therefore, a supportive social environment is crucial for promoting individual well-being.

The second hypothesis (H2) in this study states that there is a positive relationship between self-compassion and student flourishing. Based on the results of the analysis test, it shows that self-compassion has a significant effect on student flourishing. This finding confirms that the higher the level of self-compassion a student has, the higher the level of flourishing they experience. This is reinforced by research by Dahlan (2023) who stated that the higher the self-compassion, the higher the level of flourishing in students. This statement is in line with the theory put forward by Neff (2003) which states that individuals with high self-compassion tend to be better able to accept their shortcomings, manage stress, and demonstrate emotional resilience, which are important foundations of flourishing. Thus, hypothesis H2 is accepted, which means that self-compassion is an important factor in increasing flourishing in students.

Self-compassion involves an individual's ability to show kindness towards themselves, accept personal weaknesses, and manage negative feelings in a more adaptive way. In the context of college students, high levels of self-compassion have a positive impact on how they cope with stress, failure, and other challenges they face in their academic and social lives. This statement aligns with research by Makarti and Tjahjoanggoro (2022), who stated that self-compassion enables individuals to face failure positively and constructively, thereby increasing aspects of flourishing such as meaning in life and achievement. The results of this study indicate that students who are better able to love and accept themselves, despite experiencing difficulties, tend to experience a more developed and meaningful life, which is reflected in their level of flourishing. This research aligns with research by Nurcahyo and Valentina (2023), who stated that self-

compassion enables individuals to recover from negative experiences with self-compassion, reducing self-criticism and increasing self-acceptance. This can strengthen a person's capacity to continue to thrive amidst psychological stress.

The importance of self-compassion in fostering flourishing aligns with psychological theories that emphasize the link between self-acceptance and well-being. Several previous studies have also shown that individuals with higher levels of self-compassion are better able to respond to stress and negative feelings healthily, which in turn increases feelings of life satisfaction and well-being. These findings reinforce the view that self-compassion plays a role not only in reducing stress but also in encouraging individuals to grow and develop psychologically, improving their overall well-being.

CONCLUSIONS

Based on the research results, it can be concluded that self-compassion has a significant positive influence on student flourishing. These findings indicate that students with higher levels of self-compassion tend to experience greater flourishing. This underscores the importance of self-compassion in supporting students' psychological well-being, especially when facing academic and social challenges. The better a student is able to accept themselves and manage negative feelings adaptively, the more likely they are to experience a more meaningful and thriving life.

The analysis results show that social support plays a significant role as a moderator in the relationship between self-compassion and student flourishing. This finding confirms that strong social support strengthens the positive influence of self-compassion on flourishing. Students who feel supported by their social environment, whether by friends, family, or community, are more likely to experience increased psychological well-being and flourish despite facing various difficulties. Therefore, the quality of social support students receive plays a crucial role in magnifying the positive impact of self-compassion.

This study also shows that external factors such as social support not only serve as a supportive factor but also as a force that strengthens an individual's internal potential. Positive social support helps students cope with stress and life challenges, strengthens their sense of connectedness, and improves their overall well-being. Therefore, it is crucial for students' social environments to provide support that fosters their psychological and emotional development. These findings confirm that individual well-being is determined not only by internal factors but also by the external support they receive.

Overall, the results of this study provide a deeper understanding of the relationship between self-compassion, social support, and student flourishing. Students' psychological well-being can be improved through increased self-compassion coupled with strong social support. These findings provide important insights for developing policies or programs that can support student self-development and well-being, both through interventions focused on enhancing self-compassion and creating supportive social environments.

RECOMMENDATIONS

1. For Psychology Practitioners

Psychology practitioners, particularly in higher education settings, are advised to develop psychological intervention programs aimed at enhancing self-compassion and strengthening students' social support to foster their flourishing. These programs can take the form of individual or group counseling services, focusing on training in self-acceptance skills, managing negative emotions, and fostering self-awareness. Practitioners can also facilitate self-development sessions that help students identify personal strengths and create healthy social relationships, so they feel emotionally supported in dealing with the pressures of academics and everyday life.

2. For Educational Institutions or Universities

Universities are expected to strengthen the role of guidance and counseling institutions as part of efforts to improve student well-being. One strategic step is to establish a psychosocial support system that integrates self-compassion training, increased social support, and character building for optimal student development. Furthermore, campuses need to create a conducive, inclusive academic environment and provide collaborative forums or communities that can strengthen social connections among students and improve overall psychological well-being.

3. For Students

Students, especially those in the final stages of their studies, are advised to begin implementing self-compassion in their daily lives, especially when facing academic pressure or failure. Instead of excessive self-blame, students need to learn to accept themselves and view mistakes as part of the learning process. Furthermore, building and maintaining positive social support, whether from peers, family, or supervisors, can provide a sense of security in completing their studies. Joining a supportive community or getting involved in campus activities will also positively impact a sense of connectedness, purpose, and happiness, which are essential elements of flourishing.

ADVANCED RESEARCH

Future research is recommended to delve deeper into the role of other variables that may influence the relationship between self-compassion, social support, and flourishing. For example, the role of resilience, emotional regulation, or self-efficacy as mediators or moderators in this relationship. Furthermore, research could examine the dynamics of change in these three variables over time, particularly during the final study period. Future research could also develop and test the effectiveness of self-compassion and social support-based intervention programs designed to concretely and practically enhance student flourishing, thereby enriching approaches in the field of psychology.

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