

Self-compassion and School Burnout in Adolescents During the
Lockdown Period: The Parallel Mediator Role of Intolerance of
Uncertainty and Positivity

**Karantina Döneminde Ergenlerde Öz-şefkat ve Okul Tükenmişliği:
Belirsizliğe Tahammülsüzlük ve Pozitifliği Paralel Aracı Rolü**

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ABSTRACT: This research aims to investigate the parallel mediating role of intolerance of uncertainty and positivity on the relationship between self-compassion and school burnout. Hypotheses were tested in a sample of 304 Turkish adolescents using mediation analysis). The research consists of data obtained during the lockdown caused by Covid-19 in Türkiye. School Burnout Inventory, Positivity Scale, Self-Compassion Scale Short Form, and Intolerance of Uncertainty Scale measurement tools were applied online. Data were analyzed using correlation and parallel mediation analysis (Hayes's PROCESS). The results showed that intolerance of uncertainty and positivity mediated the indirect effect of self-compassion on school burnout. Investigating both negative and positive psychological variables in explaining school burnout can support interventions and policies to be planned in the school environment.

Keywords: Self-compassion, intolerance of uncertainty, positivity, school burnout, adolescent.

ÖZ: Bu araştırma, belirsizliğe tahammülsüzlük ve pozitifliğin öz-şefkat ile okul tükenmişliği arasındaki ilişkideki paralel aracı rolünü araştırmayı amaçlamaktadır. Hipotezler, aracılık analizi kullanılarak 304 Türk ergenden oluşan bir örnekleme test edilmiştir. Araştırma, Türkiye'de Covid-19'un neden olduğu karantina sırasında elde edilen verilerden oluşmaktadır. Okul Tükenmişlik Ölçeği, Pozitiflik Ölçeği, Öz-Şefkat Ölçeği Kısa Formu ve Belirsizliğe Tahammülsüzlük Ölçeği katılımcılara online olarak uygulandı. Veriler korelasyon ve paralel aracılık analizi (Hayes'in PROCESS) kullanılarak analiz edilmiştir. Sonuçlar, öz-şefkatin okul tükenmişliği üzerindeki dolaylı etkisinde, belirsizliğe tahammülsüzlük ve pozitifliğin aracılık etkisi olduğunu göstermiştir. Okul tükenmişliğini açıklamada hem olumlu hem de olumsuz psikolojik değişkenlerin araştırılması, okul ortamında planlanacak müdahale ve politikaları destekleyebilir.

Anahtar kelimeler: Öz-şefkat, belirsizliğe tahammülsüzlük, pozitiflik, okul tükenmişliği, ergen.

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Adolescents experience negative emotions more frequently than children and adults (Gross, 2014), and there are fluctuations in self-perceptions (Temel & Aksoy, 2010). Students spending most of their day in school (Kaynak & Işık, 2019) can also experience these fluctuations in a school setting. In the recent COVID-19 global pandemic, which has affected all areas of life, it is observed that students have negative feelings of stress (Ellis et al., 2020), anxiety (Bakioğlu et al., 2021), depression (Fazeli et al., 2020), intolerance of uncertainty (Deniz, 2021; Satıcı et al., 2020). School burnout is another harmful practical problem often referred to in educational environments (Salmela-Aro & Tynkkynen, 2012; Yıldız & Kılıç, 2020). The study of internal processes that lead to burnout is essential to provide insight into what hampers the development of burnout (Lee & Lee, 2020).

The concept of burnout had to wait until 1970-1980, when it became notable in the scientific world (Freudenberger, 1974; Maslach & Jackson, 1981). In the following years, there was a growing perception that burnout could occur in any area of life (Salmela-Aro et al., 2009; Schaufeli et al., 2002). School burnout is a term when there is a lack of self-sufficiency due to intense academic demands in which the student is required to use their psychological resources effectively (Aypay, 2011; Salmela-Aro et al., 2009; Salmela-Aro & Tynkkynen, 2012; Salmela-Aro & Upadyaya, 2014).

According to the social cognitive theory (Bandura, 1977), widely used in explaining school burnout, the feelings of self-sufficiency, an internal resource, play an essential role in school burnout. From this theory's perspective, self-aware perceptions affect school burnout. Because school burnout occurs when self-expectations conflict with external expectations (Schaufeli et al., 2002), another school burnout model, the Demand/Resource Model, argues that when the emotional compulsion-causing effects (demands) cannot be met through internal or external resources, they reveal school burnout due to negative mood such as failure, stress, and anxiety (Bakker & Demerouti, 2017; Salmela-Aro, & Upadaya, 2014). Accordingly, it is possible that self-compassion, which affects self-acceptance with strengths and weaknesses and conscious-awareness status (Neff, 2003), may be associated with school burnout. Students who may be harsh in their reasoning and criticism (Gilbert & Irons, 2009), particularly in the face of pain and discomfort, are likely to feel tired, exhausted, and consumed (McNamara, 2000). The decline in their self-compassion sets the stage for the establishment of beliefs that the school is not necessary or beneficial for them, and the student is unable to perform the work required by the school (Aypay & Eryılmaz, 2011; Aypay & Sever, 2015; Kahill, 1981; Schaufeli et al., 2002). Self-compassion makes it easier for the person to cope with adverse events, and it is seen that it is negatively related to the variables anxiety, depression, anxiety, and anger (Allen & Leary, 2010). Few studies have shown a negative relationship between self-compassion and school burnout (Barnett & Flores, 2016). The compassion and understanding of individual attributes to his/her self may be a key means of coping with the feelings of guilt, unhappiness, hopelessness, desperation, and loneliness experienced as a result of burnout (Kahill, 1981). So, a strong linear relationship between self-compassion and school burnout is envisaged. There is a negative relationship between self-compassion and school burnout (H1).

Intolerance of uncertainty as a mediating role

Intolerance of uncertainty can be briefly expressed as negative automatic reactions/trends to unforeseen circumstances (Buhr & Dugas, 2002; Carleton et al., 2007; Freeston et al., 1994). These reactions may involve erroneous interpretations and lead to altered thoughts, feelings, and behaviors (Carleton, 2012). Possible emotional reactions can be fear or anxiety, and similar negative reactions can be generalized or deflected into an individual's emotional and cognitive functions (Furnham & Marks, 2013). Anger and anxiety directed at oneself and intolerance of uncertainty may play a role in burnout (Barnett & Flores, 2016). Especially considering the remote education obligations and effects of COVID-19's post-pandemic uncertainty (i.e., lockdown), it recently revealed that students' intolerance of uncertainty has increased and may mediate burnout in the school environment. Indeed, a study found that intolerance of uncertainty is instrumental in the relationship between technostress and school burnout (Zhao et al., 2022). Similarly, it has been found that intolerance of uncertainty predicts academic self-sufficiency negatively (Uzun & Karatas, 2020). This is why intolerance of uncertainty in reducing burnout in the educational environment is striking (Xu & Ba, 2022). Stress reactions accompany intolerance of uncertainty, and individuals may feel powerless against difficulties (Chen & Hong, 2010). These emotions, which cause a decrease in self-compassion, can increase intolerance towards uncertainty and lead to school burnout. Intolerance of uncertainty is associated with self-compassion (Deniz, 2021; Tang, 2019) and burnout (Poluch et al., 2022; Zhao et al., 2022). Both the theoretical structure and research suggest that intolerance of uncertainty may play a mediating role between the two variables. Therefore, the second hypothesis is the intolerance of uncertainty mediating between self-compassion and school burnout (H2).

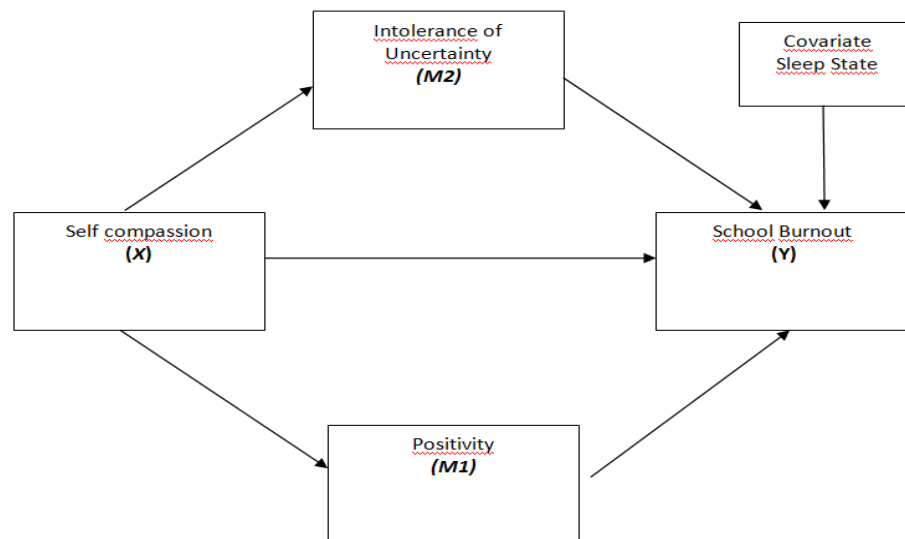
Positivity as a mediating role

Positivity is individuals' tendency to consider themselves, their ongoing life events, and their future positively (Caprara et al., 2010). Studying the effects of positivity in school, which is for most of life, will help understand students' problems in adulthood. Positivity, a mediating variable in this study, is evaluated from the perspective of a positive education approach (Waters, 2011) and positive youth development (Lerner et al., 2003), considering the impact of positive psychology on education. Indeed, it is known that positive emotions have a meaningful effect on learning behavior (Holzer et al., 2021), and positivity has a mediating role in models that are linked to student's academic achievements (Zhou et al., 2021). Additionally, adolescents with high positivity communicate better with both peers and teachers (Luengo Kanacri et al., 2017). Because positivity includes a somewhat unified notion of well-being (Caprara et al., 2017), the negative meaningful relationship between subjective good and school burnout (Aypay & Eryılmaz, 2011); moreover, the finding that school burnout will be reduced in adolescents through subjective good behavior (Aypay, 2017) suggests that positivity may predict school burnout, too.

Moreover, self-compassion seems to develop a positive psychological process, helping get protection against the negative effects of challenging life events such as stress (Allen & Leary, 2010). We hope that the increase in self-compassion and the decrease in school burnout will be through increased positivity. Evidence suggests that low positivity leads to burnout in business life (Dönmez & Tuğba, 2021; Meyers & van

Woerkom, 2017). A limited number of studies examining school burnout in students demonstrate that positivity significantly predicts burnout (Boyacı & Özhan, 2021). However, no studies have examined the relationship between positivity and school burnout in Turkish adolescents. Therefore, the third hypothesis is as follows: Positivity is a mediating between self-compassion and school burnout (H3).

Figure 1
Hypothetical Model



Present Study

Adolescents are more at risk of burnout than those who suffer from an occupational domain (Bask & Salmela-Aro, 2013; Salmela-Aro & Tynkynen, 2012). School burnout has many negative outcomes, such as academic underperformance (Seibert et al., 2017), school dropout (Bask & Salmela-Aro, 2013), and diminished cognitive performance (May et al., 2015). Several studies emphasize that self-compassion development can help prevent burnout, and it negatively correlates (Barnett & Flores, 2016; Coaston, 2017). However, the study of the relationship between self-compassion and burnout has often been shown to address health and occupational burnout (Dönmez & Tuğba, 2021; Satake & Arao, 2020; Yu et al., 2021). Additionally, there is a gap in the literature about decreasing school burnout and investigating its reasons for Turkish adolescents. There is no research on the superficial relationships between self-compassion and school burnout in Turkish adolescents. It is hoped to make a start by exploring these relationships. Furthermore, examining these four variables in an integrated framework not only explains how self-compassion affects school burnout but also provides insights into the differential effects of each mechanism under parallel mediation. In this research, we based the theory of Self-efficacy when examining school burnout. The main purpose of this research is to investigate the role of intolerance of uncertainty and positivity in the relationship between self-compassion and school burnout.

Control Variable

During the COVID-19 pandemic, school holidays have altered the sleep status of students (Stern et al., 2020). Inadequate sleep may lead to burnout (Söderström et al., 2012). Studies have shown that adolescents with sleep disorders are more likely to experience school burnout, and sleep quality predicts school burnout (Lehto et al., 2019; Liu et al., 2021). Students who have uncertainties about how long the epidemic will last might also have an affected sleep status. Research on the relationship between school burnout and sleep status in Turkish adolescents is limited. However, the literature suggests that sleep states affect school burnout. Therefore, adolescents' sleep state is defined as a control variable to improve the validity of this study and assess the model holistically.

Method

Participants and Ethical Procedures

We collected data online (Google Form) between May and June 2021 following the approval of the İnönü University's Scientific Ethics Review Board (12/10/2021-E.97177) and the National Education Directorate. Conditions required for collecting data online. Because at that time, there was a lockdown caused by COVID-19. The parents were informed about the research through the WhatsApp app. Volunteer students from eight schools in Eastern Türkiye participated in the research. The schools in the sample were selected using the convenience sampling method. Approval for participation was obtained from the parents of the students. The questionnaires took approximately 15-20 min to complete. Vocational high schools ($n = 114$, 37.5 %), Science high schools ($n = 70$, 23.0 %), Anatolian high schools ($n = 92$, 30.3 %), and Imam-Hatip high schools ($n = 28$, 9.2 %) had a total of 304 Turkish adolescent participants, 50.7 % of whom were female and 49.3 % were male ($M_{age} = 14.63$, $SD_{age} = 0.97$).

Instruments

Demographic Information: This form included the respondents' gender, school type, and class level. A rating tool, rated from 1 (I often fall asleep) to 3 (I often have difficulty falling asleep), was used to determine the participants' sleep status.

School Burnout Inventory: The School Burnout Inventory (SBI) is a scale developed by Salmela-Aro et al. (2009) and adapted into Turkish by Seçer et al. (2013). It is a nine-item, three-dimensional scale (emotional burnout, depersonalization, and low personal success perception) developed to determine school burnout levels for primary and secondary education students. A sample item from the School Burnout Inventory : "I feel like I'm losing interest in school." Scale is a Likert scale scored from 1 (Disagree at all) to 4 (Fully Agree). STI's demonstrated evidence ($\alpha = .75$; Seçer et al., 2013). This study also demonstrated ($\alpha = .89$) good internal consistency. The exploratory factor analysis results for the sample consisting of primary and secondary school students revealed that the scale explained 66.85% of the total variance. The model fit of this structure was tested with confirmatory factor analysis, and the fit indices were found to be at a good level [RMSEA=.042, RMR= .013, NFI=.98, NNFI=.98, CFI=.99, IFI=.99, RFI= .96, AGFI=.93, GFI=.97].

Positivity Scale: Originally developed by Caprara et al. (2012) and adapted by Cıkrıkçı et al. (2015) to Turkish, the Positivity Scale is a one-dimensional 8-point Likert scale, scored from 1 (Strongly Disagree) to 5 (Strongly Agree), developed to measure the level of positivity of individuals. A sample item from the Positivity Scale “ I have a strong faith in the future.” High scores signal high positivity. PS’s demonstrated evidence ($\alpha = .73$; Cıkrıkçı et al., 2015). This study also demonstrated good internal consistency ($\alpha = .82$). The exploratory factor analysis of the adapted scale showed that the scale explained 47.58% of the total variance. The fit indices of this construct show good fit [$\chi^2/sd= 2.92$; RMSEA = .06; CFI = .95; IFI = .95; AGFI = .94; GFI = .97; NNFI = .92; NFI = .92; SRMR = .04; RFI = .88]. On the other hand, Caprara et al. (2012) re-adapted the scale to Turkish, Duy & Yıldız (2020) showed that the scale can be used in both adolescents and adults. In addition, according to the results of the confirmatory factor analysis for the sample group of this study, it shows that the fit indices confirm the structure [$\chi^2/sd= 2.65$, RMSEA=.074, SRMR= .03, NFI=.95, CFI=.96, IFI=.96, AGFI = .95 GFI=.96].

Self-Compassion Scale Short Form: The Self-compassion Scale was developed by Neff (2003) to measure self-compassion, and its short form was created by Raes et al. (2011). The scale, which was adapted for Turkish by Yıldırım and Sarı (2018), is rated from 1 (*Almost Never*) to 5 (*Almost Always*), is an 11-item Likert scale. A sample item from the Self-compassion Scale is “I try to see my failures as a natural part of being human.” SCS-SF has demonstrated evidence ($\alpha = .73$; Yıldırım & Sarı, 2018). This study also demonstrated ($\alpha = .73$) good internal consistency. According to the Explanatory Factor Analysis results of the study conducted on 800 adolescents, the scale explains 44.87% of the total variance. The fit index values were found as [$\chi^2/sd=2.28$, CFI=.93, NNFI=.91, RMSEA=.064, SRMR=.087].

Intolerance of Uncertainty Scale: The scale first originated from Carleton et al. (2007) and has been adapted to Turkish by Sarıçam et al. (2014). It is a 12-point item consisting of two sub-scales (prospective anxiety and inhibitory anxiety) developed to identify levels of uncertainty for individuals. An example item from the Intolerance of Uncertainty Scale is “ I have to stay away from all uncertain situations. “ The scale utilizes a 5-point Likert scale from 1 (Not at all characteristic of me) to 5 (Very Characteristic of me). IUS’s demonstrated evidence ($\alpha = .88$; Sarıçam et al.,2014). This study also demonstrated ($\alpha = .81$) good internal consistency. The adaptation study of the scale was carried out in the sample group aged 16 years and over. The scale explains 78.57% of the total variance. The fit index values were found to be good [$\chi^2/sd = 3.06$, RMSEA=.073, CFI=.95, IFI=.95, GFI=.94, SRMR=.046]. In addition, it shows that the construct validity of the DFA fit index was also confirmed for the sample group of this study [$\chi^2/sd= 1.64$, RMSEA=.046, SRMR= .04, NFI=.90, CFI=.95, IFI=.95, AGFI=.94 GFI=.95].

Results

Preliminary analyses

First, missing data and normality assumptions were investigated with preliminary analysis. As Kline (2011) suggested in the study, observations with more than 5 % of missing data for any variable or more than 10 % of the total number of

items in the study were excluded from the data set. At this point, when scale batteries of 30 students are removed from the data set, the final sample is 304 people. The data provided multivariate normality assumptions (skewness $\leq |1.5|$, kurtosis $\leq |1.5|$; Tabachnick & Fidell, 2007), and it was seen that there is no multi-connection problem ($r < .85$; Kline, 2011). Finally, the study analyzed bivariate correlations and descriptive statistics. Bivariate correlations and descriptive statistics are reported in Table 1.

Table 1

Means, Standard Deviation, Range, Cronbach Alpha Coefficient, Correlations Between the Variables

Variables	1	2	3	4	5	<i>M</i>	<i>SD</i>	Range	α
1. Self-compassion	—					31.98	8.03	1-5	.73
2. School burnout	-.44**	—				26.83	9.90	1-4	.89
3. Intolerance of uncertainty	-.49**	.43**	—			42.55	9.15	1-5	.81
4. Positivity	.53*	-.38*	-.18*	—		25.68	2.86	1-5	.82
5. Sleep State	.13*	.07	.18**	.36**	—	2.00	0.77	1-3	

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

As seen in Table 2, self-compassion is negatively related to both school burnout ($r = -.44$; $p < .01$) and intolerance of uncertainty ($r = -.49$; $p < .01$). In addition, self-compassion and positivity are positively related ($r = .53$; $p < .01$). While positivity is negatively associated with school burnout ($r = -.38$; $p < .01$), on the contrary, intolerance of uncertainty is positively associated with school burnout ($r = .61$; $p < .01$). Finally, school burnout was not statistically significant according to gender ($t = 0.82$, $p > .05$) and school (vocation, science, anatolian, imam-hatip) education ($F = 1.36$, $p > .05$). For this reason, mediation was analyzed in the same model for all participants.

Data Analysis Plan

The study tested the parallel mediating role of intolerance of uncertainty and positivity in the relationship between self-compassion and school burnout using the PROCESS macro (Model 4, Hayes, 2018) in IBM SPSS 23 statistical software. As Hayes (2018) suggested, the parallel mediation model was used because examining each mediating variable separately will cause a difference in the effect of the independent variable on the dependent variable, and the margin of error will increase. In addition, it should be known that each of these mediating variables does not causally affect the other. In the mediation analysis, the condition that the indirect effects do not include zero within the 95% confidence interval was taken into account (Hayes, 2018; Preacher & Hayes, 2008). In accordance with Hayes's (2018) recommendation, we reported unstandardized coefficients. As shown in Figure 1, the self-compassion independent variable (X), school burnout dependent variable (Y), intolerance of uncertainty (M1), and positivity (M2) were defined as mediating variables. Sleep state is included in the model as a covariate.

Parallel Mediation Analyses

A positive correlation was observed in the relationship between the control variable (sleep state) and the outcome variable. All the hypotheses of the research have been analyzed by the conditional effect of sleep state variables. In Hypothesis 1, it was confirmed (without including variables) that self-compassion had a significant negative effect on school burnout ($B = -.45, p < .001$). Self-compassion predicted intolerance of uncertainty negatively ($B = -.56, p < .001$), and positively predicted positivity ($B = .43, p < .001$). Intolerance of uncertainty predicted school burnout positively ($B = .32, p < .001$). Moreover, positivity predicted school burnout negatively ($B = -.26, p < .001$). Finally, as a result of the parallel mediation analysis using the bias-corrected bootstrapping method, indirect effect of self-compassion on school burnout through intolerance of uncertainty ($B = -.18, SE = .04, [BC] 95\% CI [-.263; -.100]$), and positivity ($B = -.11, SE = .04, [BC] 95\% CI [-.018; -.004]$) is negatively significant. These results support hypotheses 2 and 3. The mediation effect size was found to be 24%. The results are as in Table 2.

Table 2

Indirect Effect of Self-Compassion on School Burnout via Intolerance of Uncertainty and Positivity

Model paths	β	SE	P	95% CI [LL; UL]
Direct effect				
$SC \rightarrow IoC$	-.56	.06	.000	[-.667; -.440]
$SC \rightarrow P$.43	.05	.000	[.339; .526]
$IoC \rightarrow SB$.32	.06	.000	[.201; .438]
$P \rightarrow SB$	-.26	.08	.000	[-.405; -.106]
$SC \rightarrow SB$	-.45	.08	.000	[-.584; -.324]
Indirect effect				
$SC \rightarrow IoC \rightarrow SB$	-.18	.04	.000	[-.263; -.100]
$SC \rightarrow P \rightarrow SB$	-.11	.04	.000	[-.018; -.004]
Total indirect effect	.29	.06	.000	[-.399; -.75]
Control variable				
$SS \rightarrow SB$	-.04	.19	.007**	[1.428; 4.146]
R^2	.24**		.000	

Note: Control Variables = Sleep State (SS); CI = confidence interval; LL = lower limit; UL = upper limit; SC = Self-compassion; SB = School Burnout; IoC = Intolerance of uncertainty; P = Positivity; B = unstandardized coefficients; SE = standard error. $N = 304, k = 5000, *p < .05, **p < .01, ***p < .001$

Discussion

In this research, we explored the role of parallel meditation in the relationship between self-compassion and school burnout, which mediates uncertainty of intolerance and positivity. We first suggested and confirmed the negative correlation between self-compassion and school burnout, as mentioned in H1. These results are supported by the literature findings (Aypay, 2017; Barnett & Flores, 2016; Ponkosonsirilert et al., 2020). Similarly, in the relationship between self-compassion and school burnout, the role of uncertainty and positivity is consistent with the literature and the theoretical structure (Bandura, 1977, 1982; Bandura et al., 1996; Buhr & Dugas, 2002; Neff, 2003, 2015). While including them in the model as the control variable, it is observed that sleep states predict school burnout positively. Literature similarly indicates that the sleep states of adolescents (e.g., excessive sleep or excessive sleeplessness) are important parameters for school burnout (Lehto et al., 2019; Liu et al., 2021; Toker & Melamed, 2017). In light of these findings, based on the negative results of students' feelings towards their self-consciousness and their perspective towards the future, this model is considered a source for education and psychology. Moreover, these findings in the COVID-19 closure period may strengthen the researchers' hands in facing further challenges.

The first finding supports the negative association of self-compassion with school burnout. Students sometimes (e.g., during Covid-19) are overly judgmental and ruthless when things go wrong (Neff, 2003; Neff, 2015). This means insufficient self-compassion, which can lead to burnout when felt at a high level (Beaumont et al., 2016; Hashem & Zeinoun, 2020). Not only external circumstances but imprudent actions or personal failures are equally relevant in self-compassion (Neff & Costigan, 2014). Assessing youths' pain (e.g., separation in romantic relationships) and failures (e.g., low exam results) as a natural and collective sense of humanity through experiences includes self-compassion and can help prevent burnout (Barnard & Curry, 2012). Previous research appears to be coherent with the results of this study. Neff et al. (2005) stated that a decrease in self-compassion may occur after academic failure, which is one of the causes of school burnout. For example, a study conducted with adolescents from Thailand was one of the few that specifically emphasized the negative relationship between self-compassion and school burnout, finding that self-compassion plays an intermediate role in the relationship between school burnout and stress (Ponkosonsirilert et al., 2020). Still, a relationship between self-compassion and burnout appears to occur based on the studies conducted with university students (Beaumont et al., 2016) and professionals in business life (Dönmez & Tuğba, 2021; Satake & Arao, 2020). Moreover, the belief that Self-efficacy theory (Bandura, 1982; Bandura et al., 1996) is enough to believe that students will learn, succeed, and overcome difficulties, and the theoretical links that Neff (2003) treats himself with compassion in the face of failures claims. Neff (2022) argues that seeing students' mistakes as shared human experiences to learn from will lead them to good health and success. From the self-sufficiency theory perspective, which is frequently seen as effective in dealing with school burnout, our model appears to merge on the theoretical base. Students may have suffered from emotional fatigue as the academic activity of their schools began at regular intervals as the activity was carried out during the COVID-19 period, which the whole world was trying to cope with. Being cruel to himself or herself in dealing with the imperfections of this disordered direction (Li et al., 2021) and may have formed the idea that you do

not need school (Salmela-Aro & Upadyaya, 2014) as part of the distance education. So, the evidence in this study could provide some additional resources to be built while supporting school burnout models because the literature seems to have overlooked the relation between self-compassion and school burnout in adolescents for the time being.

Secondly, as we have mentioned in H2, intolerance of uncertainty has an indirect role in the relationship between self-compassion and school burnout. These results are consistent with the literature and the theoretical infrastructure (Bandura et al., 1996; Neff, 2003; Ponkosonsirilert et al., 2020). The success and failure of school exams, the course of teacher-peer relations, and more initially uncertain. When this initial normal state of uncertainty becomes intolerable, students may be unwilling to develop social connections and disinclined to explore their abilities (Tynan, 2020). Budner (1962), one of the theorists of intolerance of uncertainty, argues that if uncertainty is perceived as a threat, individuals have distortions to deny it. Uncertainty about the failure to fulfill academic responsibilities reveals school burnout in students (Aypay & Sever, 2015; Bask & Salmela-Aro, 2013). Parallel to these, the decline in self-compassion leads to increased intolerance of uncertainty (Poluch et al., 2022). Research shows that intolerance to increasing uncertainty also increases burnout in the learning environment (Di Trani et al., 2021; Zhao et al., 2022). A study conducted in parallel with this study showed that intolerance of uncertainty played a mediating role in the relationship between self-compassion and well-being (Deniz, 2021). Adolescents with low self-compassion may feel inadequate and exhausted when they have no compassion for handling uncertainty (Barnett & Flores, 2016). Therefore, consistent with the literature, while low self-compassion causes adolescent school burnout, it appears to be experiencing intolerance of uncertainty. This study has consistently shown that intolerance of uncertainty has a negative association with self-compassion and an intermediate role in the school burnout relationship. This suggests that it would be useful for her to emphasize the school environment by considering the burnout of adolescents in understanding school burnout and focusing her efforts in this direction.

Third and finally, as mentioned in H3, positivity indirectly affects the relationship between self-compassion and school burnout. Students being positive triggers their potential (Fredrickson, 2001). If he can transform his potential into kinetic performance, he will feel socially and academically promising. In support, a longitudinal study of Colombian adolescents revealed a bidirectional relationship between positivity and the perceived positive school climate. This helped the adolescents' prosocial behavior over time (Luengo Kanacri et al., 2017). This finding is socially based evidence that suggests that school burnout can be reduced in a school environment through positivity. Zhou et al. (2021) In their study with Chinese preschoolers, positivity also suggests an indirect (i.e., mediating) role in linking students' psychological needs to academic levels of achievement, which supports the findings as academic evidence. Research on positive young see adolescents as "resources to be developed," not alongside problems (Lerner et al., 2003; Waters, 2011). Larson (2006) suggests, "Help youth internet the capacity to navigate for themselves in the future." If students can positively influence their perspectives, this will also positively affect their academic life (Waters, 2011). Adolescents may not know how to organize their efforts and may become overwhelmed (Corno & Kanfer, 1993). At this point, positivity can help adolescents build healthy beliefs about themselves and

the school. Also, positivity plays a significant role in school burnout when they feel overwhelmed by a decline in self-compassion and do not know what to do.

Positive young people have high academic satisfaction, and their academic stress decreases over time (Shek & Chai, 2020). This gives an idea that the positivity and the ingredients in the disabilities on learning will contribute. It can also be considered a structure that builds academic success while breaking down the structure that blocks positive learning (Zhou et al., 2021). Meyers and van Woerkom (2017) suggested and confirmed that a person's preoccupation with his strengths (joy, pride, gratitude) might cause a decrease in the enjoyment of work and burnout, while positivity contributes to the intermediary role in this matter. Additionally, our findings support and contribute to the positive model proposed by Aypay (2017) to reduce school burnout among high school students. Because the implications were that, for adolescents, increasing their subjective well-being would help reduce school burnout. Thus, positivity played a role in the strength of the individual, namely the self-compassion and the burnout of the school. The findings support and contribute to the theory of positive psychology (e.g., positive response and views that the models protect mental health). It is important to include the student, focusing on student strengths and positivity in their education policies (Shek & Chai, 2020). We believe this study can also be a resource for preventing school burnout in positive youth development.

If a person feels compassion for himself or herself, his or her sense of proficiency will become more robust, and his or her feelings of inadequacy will decrease in the school, which is included in the school's burnout. So, reducing the level of intolerance for uncertainty may reduce the amount of school depletion. Similarly, we believe that positivity will decrease school burnout. In sum, Bandura (1977) states that his/her thoughts shape human behavior and that he/she estimates future scenarios of optimism or pessimism about them based on their self-sufficiency. Therefore, it was observed that the model concept was supported with theoretical infrastructure and confirmed with an intermediary model. Finally, we believe the present study's findings will shed light on the thoughts and efforts of managers, educational organizations and organizations, and school psychological counselors.

Limitations and Future Research

This study has some limitations. The first study data were collected during the lockdown. The results cannot be considered independent of the COVID-19 impact. Therefore, the study is recommended to be repeated when the effects of the COVID-19 pandemic are reduced. Secondly, the sample of the hypothetical model represents adolescents with the internet (because the data was collected online) in Eastern Anatolia Region Türkiye. This model can be tested in different regions of Türkiye. We do not have information on cross-regional and cross-cultural comparisons.

Thirdly, this study examined school burnout with limited variables. There are strong relationships between students experiencing school burnout and families with low socioeconomic levels, and the cultural environment is highly predictive of learning burnout (Luo et al., 2016). Also, in this study, it has been found that sleep states are a significant predictor of school burnout. However, the study also found that the sleep states of the students in this study are mostly centralized (mean value = 1.90), and there is limited information about sleep states in the literature. Therefore, future researchers

may examine school burnout in terms of multiculturalism, socioeconomic level, parental pressure, family climate, and school-related myths and sleeping situations (i.e., as a regulatory role or intermediary role), mainly to develop our limited knowledge of self-compassion and school burnout. In addition to this study, where we study the role of positivity as a mediating, other positive psychology concepts can be included in the model. Fourth, our findings suggest that school burnout and the self-compassion relationship could be explored by other factors related to adolescents' self-interest to undermine school depletion. In the future, in addition to this research, which is limited to quantitative data, qualitative studies can be conducted on the very essence of school burnout by the feelings and thoughts of students, particularly given the rapid technological change.

Finally, in this study, school burnout was detected only by the self-reporting of students, and the family climate and the role of parents were ignored. For this reason, future studies could compare the perceived school burnout in the family with the student's perception of school burnout. Additionally, it would be beneficial to practice psycho-education in adolescents to prevent school burnout, especially by school psychological counselors with intolerance and positivity-based intolerance.

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Ethical Approval

Ethics committee approval was obtained from the İnönü University (12/10/2021-E.97177). The authors declare that all the procedures of the study were conducted in compliance with the Helsinki Declaration.

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