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Explaining compassion based on social mindset with mediation of emotional tone in students

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ABSTRACT

Introduction: Social mindset and emotional tone are key factors affecting compassion in students. This study aimed to investigate the relationship between social mindset and compassion and the mediating role of emotional tone (positive and negative) in students of Bu-Ali Sina University, Hamedan.

Method: This study was descriptive-correlational and used structural equation modeling. The statistical population included 12,000 students of Bu-Ali Sina University in the 2021-2022 academic year, of whom 372 were selected through multistage random sampling. The research tools included the Self-Compassion Questionnaire (Neff, 2003), the Emotional Tone Scale (Yarmohammadi and Rahimi, 2019), and the researcher-made Social Mindfulness Questionnaire. The data were analyzed using SPSS-24 and Smart-PLS-3 software.

Findings: The direct effect of social mindset on compassion was positive and significant ($\beta = 0.490$, $P < 0.05$). Additionally, the direct effect of positive emotional tone on compassion was positive ($\beta = 0.486$), and the effect of negative emotional tone on compassion was negative and significant ($\beta = -0.418$, $P < 0.05$). Social mindset had a significant indirect effect on compassion through positive ($Z = 11.105$) and negative ($Z = -10.500$) emotional tone. The goodness-of-fit (GOF) index of the final model was 0.349, indicating a favorable fit of the model.

Conclusion: The findings showed that social mindfulness affects compassion both directly and through emotional tone regulation. It is suggested that workshops be held to strengthen positive emotional tone and promote students' social mindfulness. Additionally, the use of compassion-based therapies is recommended to improve students' mental health and interpersonal relationships.

Introduction

Student life, as a crucial stage, plays a decisive role in the formation of individual and social identities. This period is accompanied by unique challenges and opportunities that can permanently alter the personal and professional life paths of students (Dessauvagie et al., 2022). This period is not only an opportunity to acquire specialized knowledge but also a platform for the development of interpersonal skills and social responsibility. At this stage of life, students strengthen their abilities to face future challenges by learning communication and problem-solving skills (Zarowski et al., 2024). At this stage, students modify or strengthen their attitudes and values toward society through extensive interactions in the academic environment. These interactions include participation in group activities, scientific associations, and cultural programs that broaden their perspectives (Campbell et al., 2022). On the other hand, students' view of society is often influenced by structural and cultural challenges (Bayat et al., 2021), which can fluctuate between idealism and realism. These challenges include economic issues, social inequalities, and value conflicts that force students to think critically (Herbert, 2022). These perspectives, in turn, are influenced by the "social mindset," which is defined as a cognitive-emotional framework for interpreting one's relationships with society (Ji et al., 2024). The social mindset helps individuals understand their place in complex social structures and respond appropriately to collective events (Jiang et al., 2024).

From a theoretical perspective, social mentality, based on social psychology theories, is a system of collective beliefs, attitudes, and expectations that individuals use to understand their position in social structures (Xiao Xin &, 2024). This system includes thought and emotional patterns that guide individual and collective behaviors. This construct includes dimensions such as social justice, collective trust, and a sense of belonging, which are shaped by cultural and historical factors. These dimensions evolve over time under the influence of individual and social experiences and influence individuals' decision-making (Bernardo et al., 2021). As a conscious and influential segment of society, students develop their social mindset through diverse educational experiences and dynamic group interactions (Dedar Talesh Mickaeli Ardebil et al., 2020), and this process has profound effects on their social behaviors, including compassion. Their continuous presence in advanced scientific environments and active participation in different cultural spaces allows them to gain a comprehensive and multidimensional understanding of the complexities of human issues and contemporary social challenges (Wang et al., 2021). Compassion, as a high moral characteristic, within this conceptual framework, is directly influenced by an individual's deep understanding of the situations and conditions of others in the context of social mentality (Neff, 2023). This valuable characteristic, by strengthening the capacity for empathy and a sense of social responsibility, guides students toward playing more effective roles in the public arena and actively participating in solving complex societal problems (Millard et al., 2023).

Compassion, as a deep and multidimensional psychological construct, encompasses a complex combination of three main and interconnected components: the accurate recognition of the suffering of others, a feeling of genuine sympathy, and an active desire to reduce and alleviate that suffering. This rich concept, based on Gilbert's (2014) comprehensive theory, includes two complementary aspects of kindness to oneself and kindness to others in the face of various shortcomings, limitations, and problems in life (Xie et al., 2021). Advanced compassion requires complex cognitive and emotional abilities, such as the capacity to effectively regulate negative emotions, maintain emotional balance in critical situations, and psychological flexibility (Fekri Sheeran et al., 2020), all of which are closely and dynamically linked to social mindfulness (Sinclair et al., 2021). More precisely, a social mindset that is based on a person's deep understanding of structural inequalities, systematic injustices, and collective responsibilities can provide a suitable platform for the emergence of genuine and sustainable compassionate behaviors (Ewert et al., 2021). Meanwhile, the "emotional tone," as a mediating and dynamic variable, plays a pivotal and multidimensional role in the quality and quantity of social interactions, which requires deep and comprehensive analysis (Bayat et al., 2020). This complex psychological-communicational construct, based on advanced models of human

communication, includes a set of interconnected and influential dimensions: tone of voice and rhythm of speech, which carry the emotional charge of the message (Monzani et al., 2021); intelligent choice of words, which reflects the person's level of understanding and sensitivity; and body language, which expresses unconscious attitudes and inner emotions. These three dimensions, in dynamic coordination, form a comprehensive system for the effective transmission of emotions and the creation of meaningful connections (Hill et al., 2024). A positive and constructive emotional tone, characterized by distinctive features such as deep empathy, genuine respect for differences, and cognitive-emotional openness, can elevate student interactions to a qualitative level and guide their social mindset toward active and responsible collective participation (Wang et al., 2025).

In contrast, a negative and inhibitory emotional tone, which may manifest in the form of derogatory behaviors, systematic neglect, or emotional indifference, not only prevents the natural emergence of compassion (Czerwinski et al., 2021) but can also lead to the destruction of an atmosphere of trust and solidarity in the academic environment. In the context of this research, emotional tone acts as a vital and dynamic bridge between the two important constructs of social mindset and compassion. This means that individuals' social mindset, by influencing the ways they express emotions and communication patterns, ultimately shapes and directs compassionate behaviors (Lawson et al., 2021). Students who have developed a social mindset—a mindset based on constructive cooperation, mutual understanding, and collective responsibility—naturally tend to use a positive, supportive, and integrative emotional tone, which in turn strengthens the virtuous cycle (Shine et al., 2021) and increases the capacities for compassion in the academic environment. On the other hand, a competitive or distrustful social mindset rooted in negative experiences or misperceptions may lead to the unconscious use of a neutral, defensive, or even negative emotional tone, which in turn narrows and limits the psychosocial space for the emergence of compassion (Ormiston et al., 2022). These complex and multilevel relationships clearly demonstrate how the variables in question interact and influence each other in a dynamic and multidimensional causal network. This deep understanding of the mechanisms of mutual influence is of strategic importance for the design of educational interventions and communication skills development programs in academic settings (Gunasekara et al., 2022). Such interventions can lead to the creation of a more dynamic academic environment in which a constructive social mindset, a positive emotional tone, and compassion reinforce and consolidate each other in a virtuous cycle (Moccia et al., 2021).

The importance of this research lies in explaining the relationships between social mindset, emotional tone, and compassion, which can provide a framework for designing educational interventions. Understanding these relationships helps promote a culture of empathy in university settings and provides strategies for enhancing constructive interactions. The findings of this study can be used in designing educational workshops to improve students' social mindset and emotional skills. In addition, this research theoretically enriches the social psychology literature by filling the gaps in the relationship between these variables. Finally, promoting compassion through strengthening social mindset and regulating emotional tone will not only lead to improved interpersonal relationships in universities but will also have widespread effects on the mental health of the student community. Therefore, this research is important from both a scientific and practical perspective.

Method

The present study was designed to explain compassion based on social mindset and mediated by positive and negative emotional tone. This study was applied in terms of purpose and descriptive in terms of method. In this regard, an attempt was made to comprehensively and accurately examine the relationship between the variables under study. The conceptual model of the study was formed on the basis that social mindset can affect the level of compassion of individuals through its effect on emotional tone (both positive and negative). Thus, this study sought to explore the psychological mechanisms affecting compassion in a social context.

The statistical population consisted of all students of Bu-Ali Sina University of Hamadan in the 2021-2022 academic year. Initial estimates showed that the size of the statistical population was about

12,000 people, of whom 372 were selected as a sample according to the Morgan table. The sampling method was carried out in a convenience-based and multi-stage manner. In the first stage, four faculties—including engineering and technology, agriculture, economic sciences, and basic sciences—were randomly selected from among the faculties of the university. Then, two fields of study were randomly selected in each faculty: mechanics, computers, plant science, soil science and engineering, psychology, economics, mathematics, and physics. Finally, two incoming courses were randomly selected from among the students of these fields, and the questionnaires were distributed and collected virtually.

Tools:

The Self-Compassion Questionnaire, designed by Neff (2003), consists of 26 items and measures five main components. These components include self-kindness (5 items, score range 5–25) versus self-judgment (5 items, score range 5–25), human sharing (4 items, score range 4–20) versus isolation (4 items, score range 4–20), and mindfulness (4 items, score range 4–20) versus overidentification (4 items, score range 4–20). The reliability of this questionnaire has been confirmed by Shahbazi et al. (2015) with a Cronbach's alpha coefficient of 0.91. The scoring of this instrument is based on a 5-point Likert scale (1–5), and the total score range varies between 26 and 130.

The Emotional Tone Scale, developed by Yarmohammadi and Rahimi (2019), consists of 66 items and examines 9 emotional factors. These factors include harsh and nervous tone, anxious, compassionate, kind, monotonous, cold, sad, logical, and assertive tone, which are divided into two categories: positive and negative tone. In the positive tone section, questions 18 to 28 (11 items, score range 11 to 55) are related to compassionate tone, questions 29 to 35 (7 items, score range 7 to 35) are related to kind tone, questions 53 to 59 (7 items, score range 7 to 35) are related to rational tone, and questions 60 to 66 (7 items, score range 7 to 35) are related to assertive tone. In the negative tone section, questions 1 to 8 (8 items, score range 8 to 40) measure harsh and nervous tone, questions 9 to 17 (9 items, score range 9 to 45) measure anxious tone, questions 36 to 38 (3 items, score range 3 to 15) measure monotonous tone, questions 39 to 46 (8 items, score range 8 to 40) measure cold tone, and questions 47 to 52 (6 items, score range 6 to 30) measure sad tone. The reliability of this scale has been confirmed with Cronbach's alpha coefficients between 0.63 and 0.82 for different subscales, and its total score range is 66 to 330.

The Social Mindset Questionnaire is a self-made tool designed by the researcher and, after studying scientific sources and receiving approval from guidance and counseling professors, was piloted on 50 people. This questionnaire consists of 38 items that are scored on a 5-point Likert scale (from completely agree to completely disagree). The main components of this questionnaire are: caretaking mindset (questions 1 to 7), caregiver-seeking mindset (questions 8 to 14), gardener mindset (questions 15 to 24), competitive mindset (questions 25 to 30), and illness and injury mindset (questions 31 to 40). These mindsets sometimes overlap, and some of them operate more vigilantly or compensatorily. The overall reliability of the questionnaire was calculated with a Cronbach's alpha coefficient of 0.695, while the reliability of the subscales was reported as 0.885 for social mindset, 0.894 for caregiver mindset, 0.868 for caregiver-seeking mindset, 0.889 for competitiveness mindset, and 0.888 for illness and injury mindset, respectively. The total score range of this questionnaire is 38 to 190.

To assess convergent validity, the Average Variance Extracted (AVE) index was used, the values of which were higher than 0.5 for all latent variables, indicating the desirable validity of the measurement models. Also, to measure reliability, two indices—Cronbach's alpha and composite reliability based on the criteria of Fornell and Larcker (1981)—were used. The Cronbach's alpha coefficients of all variables were higher than 0.7, indicating appropriate internal consistency. The composite reliability, which is calculated based on factor loadings, was higher than 0.7 in all constructs, indicating appropriate reliability of the instruments. For example, the composite reliability was calculated to be 0.885 for social mindset, 0.924 for self-kindness, and 0.791 for positive emotional tone. These results indicate that the instruments used in this study have sufficient validity and reliability and can be used as appropriate criteria for measuring research variables.

The research method was as follows: after coordination with the university and relevant faculties, questionnaires were distributed virtually through WhatsApp and Telegram messengers. The entry criterion for the research was the students' voluntary willingness to participate, and the exit criterion was the failure to complete the questionnaires. In this process, ethical considerations such as informed consent of the participants, the right to withdraw at any stage of the research, and maintaining confidentiality of information were observed.
Data analysis was performed at two levels: descriptive and inferential. In the descriptive statistics section, central indices (mean and mode) and dispersion indices (variance and range of changes) were calculated. In the inferential statistics section, correlation, regression, and structural equation modeling (SEM) tests were used with SPSS version 24 and Smart PLS version 3 software. These methods helped the researcher to evaluate the fit of the conceptual model of the research in addition to examining the relationships between variables. The significance level in this study was set at 0.05.

Findings

Analysis of the demographic characteristics of the 372-person sample showed that 42% of the participants were female and 58% were male. In terms of educational level, the highest percentage was for bachelor's degree (48%), followed by master's degree (36%), and doctorate (16%). The distribution of faculties also indicated that the highest percentage was in the Faculty of Engineering (33%), Basic Sciences (26%), Economic Sciences (23%), and Agriculture (18%). Table 1 shows the demographic characteristics.

Table 1. Analysis of demographic characteristics of the research sample

Demographic index	Grouping	Frequency (number)	Percentage of frequency
Student gender	Woman	156	42%
	Man	216	58%
Educational level	Bachelor's degree	179	48%
	Master's degree	134	36%
	PhD	60	16%
Distribution of faculties	Engineering technician	122	33%
	Agriculture	68	18%
	Economic Sciences	86	23%
	Basic sciences	96	26%

Table 2 shows the mean and standard deviation of research variables and educational levels..

Table 2 Mean and standard deviation of research variables

Factors	Number	Total average	Total standard deviation	Bachelor's degree average	Master's degree average	Average PhD
Social mindset	372	3/23	864/0	08/3	3/15	3/46
Caring mindset	372	3/31	623/0	-	-	-
Mindset in search of a caregiver	372	11/3	548/0	-	-	-
Competitive mentality	372	08/3	638/0	-	-	-
The mentality of illness and injury	372	3/45	524/0	-	-	-
Positive emotional tone	372	3/28	745/0	3/25	11/3	02/3
Negative emotional tone	372	2/97	652/0	-	-	-
Compassion	372	3/48	782/0	52/3	3/45	3/46
Kindness to	372	68/3	525/0	-	-	-

yourself						
Judging yourself	372	3/35	611/0	-	-	-
Human sharing	372	3/32	512/0	-	-	-
Against isolation	372	3/49	632/0	-	-	-
Mindfulness	372	3/45	685/0	-	-	-
Against extreme identification	372	62/3	562/0	-	-	-

Table 2 shows the mean and standard deviation of the research variables examined in a sample of 372 people. The mean of the total variables ranged from 2.97 (negative emotional tone) to 3.68 (self-kindness), and the standard deviations ranged from 0.512 (human sharing) to 0.864 (social mindset). Some variables, such as social mindset, positive emotional tone, and compassion, were reported by educational level, indicating that the mean of social mindset at the doctoral level (3.46) was higher than that at the master's level (3.15) and bachelor's level (3.08).

In this study, the one-sample Kolmogorov-Smirnov test was used to examine the assumption of normality of the data related to the research variables. This test was performed separately for each variable, and the results showed that the assumption of normality could not be rejected for any of the variables (*p* < 0.05). These findings are presented in Table 4-7, where the significance level values for each variable are reported. For example, the variables social mindset (0.245), caring mindset (0.301), caregiver-seeking mindset (0.211), competitive mindset (0.362), illness and injury mindset (0.245), positive emotional tone (0.325), negative emotional tone (0.245), compassion (0.156), self-kindness (0.187), self-judgment (0.235), human sharing (0.201), against isolation (0.236), mindfulness (0.325), and against overidentification (0.369) were all normally distributed. These results confirm that the research data meet the necessary conditions for conducting parametric analyses.

To examine the relationships between the research variables, Smart PLS software was used. Table 4-5 examines the divergent validity of the research model. Divergent validity indicates the degree to which a construct correctly distinguishes itself from other constructs based on empirical criteria and is calculated at two levels: the representative and latent variable levels. At the representative level, cross-sectional loadings were used, in which the loading of each representative must be greater than its loadings on other constructs. At the latent variable level, the Fornell-Larcker criterion was used, according to which the square root of the average variance extracted (AVE) of each latent variable must be greater than its highest correlation with other constructs in the model. The results in Table 4-8 show that all variables have acceptable divergent validity. For example, the AVE values for constructs such as social mindset (0.896), caring mindset (0.874), caregiver-seeking mindset (0.798), competitive mindset (0.802), and illness and injury mindset (0.786) were higher than their correlations with other constructs, indicating that these constructs were appropriately differentiated from each other. These findings are consistent with the logic of Fornell and Larcker (1981), which emphasizes that a construct should share more variance with its indicators than with other constructs. After confirming the divergent validity, the internal (structural) model of the study was examined to analyze the relationships between variables more precisely.

The results in Table 4-6 show the variance inflation factor (VIF) values for the research variables, all of which are within the acceptable range (less than 5), indicating the absence of strong collinearity between the variables. The highest VIF values were for social mindset (2.541), caregiver-seeking mindset (2.555), and mindfulness (2.926), while the lowest values were for human sharing (1.427) and negative emotional tone (1.533). Given that all VIF values are below the threshold of 5, the condition of non-collinearity is met in the model, and we can be confident in the stability and reliability of the structural model estimates. The figure below shows the research model.

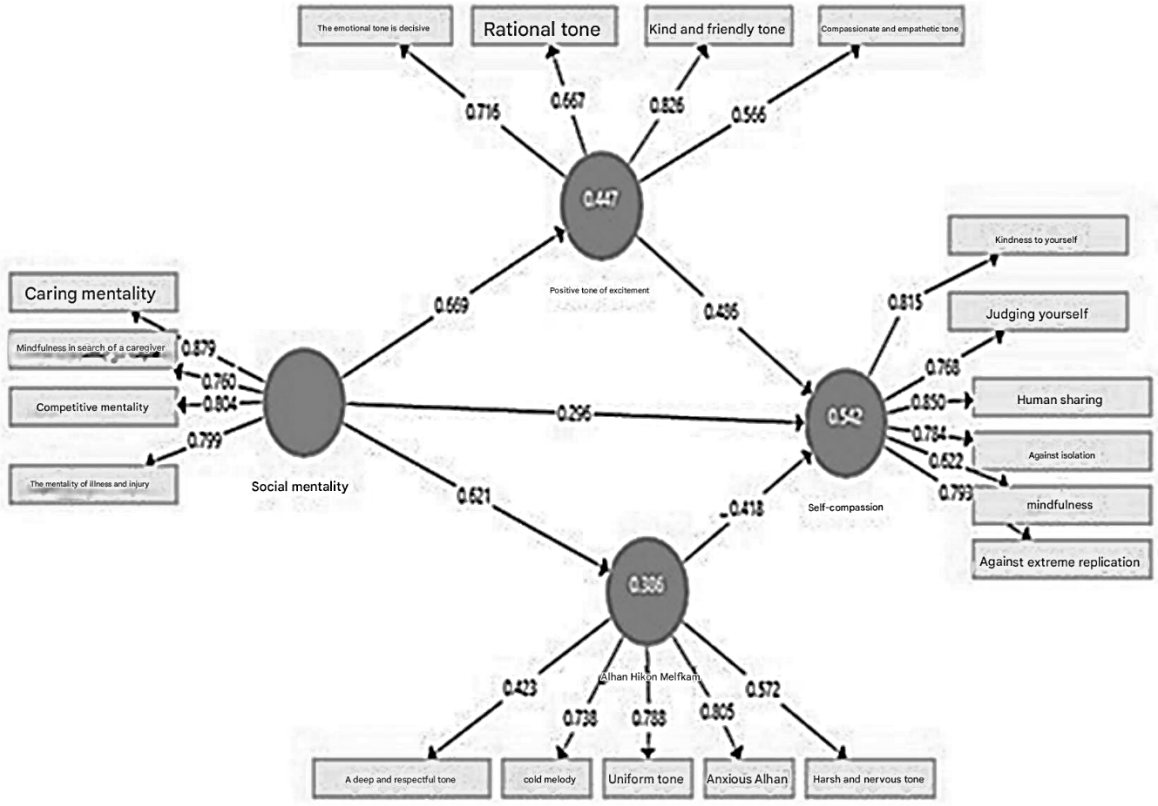

Figure 1: Final structural model of the research with factor loadings and path coefficients (beta)

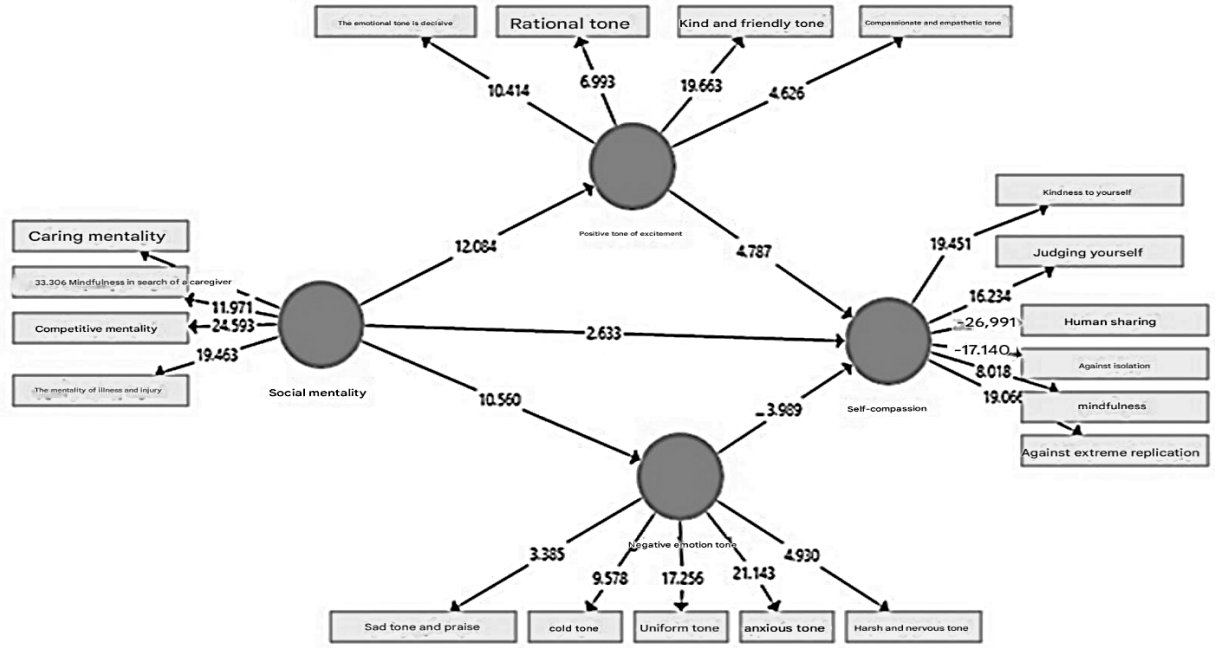

Figure 2: Final structural model of the research with critical values (t-statistics)

The results of the analysis of the main hypothesis of the research show that the proposed model of the relationship between compassion and social mindfulness, mediated by positive and negative emotional tone, has a good fit. The calculation of the goodness of fit index (GOF) using the formula √(mean shared values × mean R^2) shows a value of 0.349, which is in the strong range (above 0.36). This index is a combination of the performance of the measurement model (with a mean shared value of 0.439) and the structural model (with a mean R^2 of 0.278). It provides details of the GOF calculations for each of the endogenous variables, which show that the variables of self-compassion (R^2 = 0.501),

extreme identification (R^2 = 0.512), and positive emotional tone (R^2 = 0.447) have the greatest contribution to explaining the variance of the model. Also, the covariance values of the variables varied between 0.218 (against isolation) and 0.345 (against extreme identification).
The final findings indicate that the research model has appropriate predictive and explanatory power, and the main hypothesis of the research, based on the mediating role of emotional tones in the relationship between social mindset and compassion, is confirmed. The GOF value obtained (0.349) is close to the strong threshold (0.36) and indicates the overall suitability of the model. The resulting research had five hypotheses, the first three of which were: Hypothesis 1: Compassion has a significant direct relationship with positive emotional tone. Sub-hypothesis 2: Compassion has a significant direct relationship with negative emotional tone. Hypothesis 3: Compassion has a significant direct relationship with social mindset. The results of the analysis of these three hypotheses are shown in Table 3.

Table 3: Structural model results of the first, second, and third hypotheses

Hypothesis	Independent variable → dependent variable	β	α	Zα/2	T	Result
First hypothesis	Positive emotional tone → Compassion	0.486	0.05	1.96	4.787	Confirmation
Second hypothesis	Negative emotional tone → Compassion	-0.418	0.05	1.96	-3.989	Confirmation
Third hypothesis	Social Mindset → Compassion	0.490	0.05	1.96	2.723	Confirmation

Table 3 shows the results of the structural model of the first, second, and third hypotheses. Based on the data, the first hypothesis (positive emotional tone → compassion) with β=0.486 , T=4.787 and the second hypothesis (negative emotional tone → compassion) with β=-0.418 , T=-3.989 were confirmed, both at the α=0.05 level. Also, the third hypothesis (social mindset → compassion) with β=0.490 and T=2.723 was confirmed, indicating a significant effect of the independent variables on compassion. Next, direct and indirect relationships are analyzed, which are analyzed in Tables 4 and 5. The fourth and fifth hypotheses were: Fourth sub-hypothesis: Compassion has an indirect relationship with social mindset through positive emotional tone. Sub-hypothesis 5: Compassion is indirectly related to social mindfulness through negative emotional tone. The Sobel results for these hypotheses are shown in Table 4.

Table 4: Sobel test results for the fourth and fifth hypotheses

Hypothesis	Mediator path	a (predictor coefficient to mediator)	b (mediator coefficient to criterion)	Sa	Sb	Z-value	Result
Fourth hypothesis	Positive emotional tone	0.669	0.486	0.041	0.032	11.105	Confirmation
Fifth hypothesis	Negative emotional tone	0.621	-0.418	0.037	0.031	-10.500	Confirmation

Table 4 shows the results of the Sobel test to examine the role of mediation in the fourth and fifth

hypotheses. In the fourth hypothesis, the mediation path of "positive emotional tone" was confirmed with coefficients a=0.669 and b=0.486 and Z value= 11.105. Also, in the fifth hypothesis, the mediation path of "negative emotional tone" was significant with coefficients a=0.621 and b=-0.418 and Z value=-10.500 , indicating the indirect effect of these variables through mediation. Both hypotheses were confirmed at the 95% confidence level.

Table 5: Summary of the results of the structural model of the fourth and fifth sub-hypotheses

Hypothesis	Indirect route	α	Zα/2	T	Result
Fourth hypothesis	Social Mindset → Positive Tone → Compassion	0.05	1.96	11.105	Confirmation
Fifth hypothesis	Social Mindset → Negative Tone → Compassion	0.05	1.96	-10.500	Confirmation

The results in Table 5 show that positive and negative emotional tones act as mediating variables between social mindset and compassion. Based on the findings, the social mindset leads to the enhancement of compassion by increasing the positive emotional tone, with a t-value of 11.105 at a significance level of 0.05. In contrast, the social mindset has a reducing effect on compassion by increasing the negative emotional tone, with a t-value of -10.500 at the same significance level. Both of these mediating relationships are statistically significant and have been confirmed.

Discussion and Conclusion

This study examined the effects of social mindset and emotional tone (positive and negative) on compassion. The findings showed that the positive emotional tone has a direct and positive relationship with compassion, while the negative emotional tone has an inverse effect. These results are consistent with previous studies, such as the study by Yarmohammadi et al. (1400), which confirmed a positive relationship between self-compassion and a kind tone and a negative relationship with a harsh or sad tone. Compassion is not simply an individual trait but also affects social relationships. Its absence can lead to indifference and emotional distancing. Self-compassion acts as a strategy for regulating emotions and helps individuals manage negative emotions constructively (Ormiston et al., 2022). This process leads to increased mental health, as self-compassionate individuals are less likely to blame themselves and use problem-solving strategies (Monzani et al., 2021). Self-compassion is also linked to emotional intelligence, allowing individuals to channel their emotions constructively. Research shows that people with higher levels of self-compassion are more psychologically resilient and exhibit more adaptive behaviors (Wang et al., 2025).

The social mindset also has a direct and positive effect (0.296) on compassion, as confirmed by the studies of Pourhosseini-Lazarjani and Navidi-Moghaddam (1400) and Watts et al. (2011). The social mindset helps individuals regulate their emotions by seeking social support. People with high self-compassion are more socially adaptive and are known as kind and supportive individuals. In contrast, a lack of compassion can lead to isolation and depression (Gunasekara et al., 2022). These findings indicate that the social mindset provides the basis for the development of compassion by facilitating positive interactions. People with stronger social mindsets are less likely to blame themselves when faced with problems and manage negative emotions constructively. Compassion also helps create emotional security and enables individuals to identify and correct maladaptive patterns (Hill et al., 2024). This process is beneficial not only for individuals but also for interpersonal relationships, as conflicts are resolved by considering the needs of both parties. Finally, compassion helps individuals find more effective solutions to problems by transforming negative emotions into positive ones

(Sinclair et al., 2021).

The social mindset has a positive indirect effect on compassion through the positive emotional tone (Z = 11.105) and a negative indirect effect through the negative emotional tone (Z = -10.50). The final research model had a good fit, with a GOF index of 0.349. These findings are consistent with research such as the Galilei-Weinstock (2020) study, which showed that traumatic experiences (such as childhood maltreatment) can reduce self-compassion and lead to emotional regulation problems. People who have been victims of abuse are more prone to anxiety, depression, and self-blame in adulthood (Ormiston et al., 2022). These individuals are more likely to criticize themselves harshly instead of accepting themselves. In contrast, self-compassion acts as a protective mechanism and increases resilience by strengthening emotion regulation. Emotions play a key role in social interactions, and compassion improves the quality of relationships by changing one's attitude toward oneself and others. Teaching compassion to students can increase positive emotions and life satisfaction (Millard et al., 2023). Finally, this research shows that social mindset and emotional tone, as mediating variables, play an important role in explaining compassion, and these findings can be used in the design of psychological interventions (Shine et al., 2021).

Overall, it can be concluded that this study showed that compassion is influenced by social mindset and emotional tone (positive and negative), such that the social mindset predicts compassion both directly and through emotion regulation. Individuals with high self-compassion have better mental health and more adaptive social relationships, while traumatic experiences such as childhood maltreatment can weaken this ability. The findings emphasize the importance of compassion training as a strategy to improve emotion regulation and resilience. Finally, this study revealed the key role of psychosocial variables in promoting compassion and, consequently, improving the quality of individual and collective life.

This study faced limitations, including the inability to generalize the findings to other segments of society (due to its focus on students), difficulty in sampling according to gender and faculty, lack of resources related to social mindset and emotional tone, and the impact of uncontrollable variables such as socioeconomic status on compassion. However, based on the findings, it is suggested that workshops be held to enhance positive emotional tone in students' interpersonal relationships and that therapists pay special attention to reducing negative emotional tone and enhancing social mindset. Also, the expansion of compassion-focused therapies for individuals with difficulties in being kind to themselves and others is recommended. From a research perspective, it is suggested to examine the effect of age on variables in different age groups and conduct studies with gender-balanced samples to compare the results. These measures can lead to a more comprehensive understanding of the mechanisms affecting compassion.

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