

How Prosocial Behavior Enhances Holistic Well-Being in Adolescents: The Mediating Roles of Perceived Social Support and Self-Compassion

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Abstract

Prosocial Behavior (PSB) has progressively been identified as a contributor in adolescent well-being, but the psychological processes elemental to this relationship are insufficiently understood. Drawing upon Conservation of Resources Theory and Self-Determination Theory, this study examined whether Perceived Social Support (PSS) and Self-Compassion (SC) function as parallel mediators linking PSB with Holistic Well-Being (HWB).

Method: A cross-sectional survey was conducted among 165 adolescents representing diverse school and community settings in India. Participants completed standardized measures of Prosocial Behavior, Perceived Social Support, Self-Compassion, and Holistic Well-Being. Descriptive statistics, Pearson correlations, hierarchical multiple regression and parallel mediation analyses (PROCESS Model 4; 5,000 bootstrap samples) were performed using IBM SPSS Statistics 29.

Results: Prosocial Behavior demonstrated significant positive correlations with Holistic Well-Being ($r = .280, p < .001$), Perceived Social Support ($r = .327, p < .001$), and Self-Compassion ($r = .254, p < .01$). The regression model explained 47.9% of the variance in Holistic Well-Being ($R^2 = .479, F = 49.41, p < .001$), with Perceived Social Support emerging as the strongest independent predictor ($\beta = .648, p < .001$). Parallel mediation analysis revealed a significant total effect of Prosocial Behavior on Holistic Well-Being ($B = .230, 95\% \text{ CI } [.108, .369]$). However, the direct effect became non-significant after inclusion of the mediators ($B = .033, 95\% \text{ CI } [-.053, .132]$), indicating full mediation. The indirect effect through Perceived Social Support ($B = .174, 95\% \text{ CI } [.106, .252]$) was substantially stronger than the indirect effect through Self-Compassion ($B = .023, 95\% \text{ CI } [.001, .047]$).

Conclusions: The findings demonstrate that Prosocial Behavior enhances adolescents' holistic well-being primarily by fostering interpersonal and intrapersonal psychological resources. Perceived Social Support emerged as the dominant mechanism through which prosocial behaviors translate into improved well-being, while Self-Compassion provided an additional complementary pathway. These findings extend positive adolescent well-being research by identifying dual resource pathways linking discretionary prosocial behaviors with adolescent flourishing and offer practical guidance for schools and communities seeking to strengthen adolescent well-being through supportive social cultures.

Keywords: Prosocial Behavior; Holistic Well-Being; Perceived Social Support; Self-Compassion; Parallel Mediation; Positive Psychology, Adolescents.

Introduction

In advancing school and community settings, adolescent well-being is emerging as a central determinant of sustainable performance, positive school and peer climate, and long-term positive development. The rapid technological advances, increased academic and social demands and increasingly complex interpersonal dynamics have made it more important to comprehend the facets that lead to the psychological, emotional, and social functioning of adolescents. Prosocial behavior refers to voluntary actions intended to benefit others and contribute positively to social functioning. Prosocial Behavior (PSB) is a form of discretionary adolescent behavior that contributes to positive school and community functioning. It refers to voluntary, elective actions that go above and ahead of formal expectations to support peers and benefit the social.

Positive PSB practices, including supporting teachers and adults, effective communication, role clarity, and a psychologically safe climate, have been found to foster engagement, reduce burnout, and enhance adolescents' own holistic well-being. As schools and communities move toward human-centric models, understanding how Behavioral dynamics influence adolescent wellness has become not only relevant but essential.

Holistic well-being of adolescents extends beyond the absence of illness or stress; it encompasses psychological, emotional, social, and physical dimensions that collectively contribute to an individual's optimal functioning.

Within social environments, holistic well-being is strengthened when adolescents feel valued, experience meaningful activities and goals, and receive adequate interpersonal and social support. Recent literature emphasizes that well-being is formed not just by external social and school-related factors but also by internal psychological assets. Among these, self-compassion has gained substantial scholarly attention as an adaptive coping mechanism that facilitates individuals to respond to personal challenges with kindness, mindfulness, and acceptance. Adolescents with advanced self-compassion tend to experience lower stress, better emotional balance, and improved resilience, allowing them to navigate demanding school and community environments more effectively.

Perceived social support represents another critical psychological and social resource influencing adolescent well-being. It reflects the belief that one is cared for, valued, and connected to others. Social-based and personal support networks provide emotional comfort, informational guidance, and practical assistance, which together buffer stress and reduce the negative impacts of academic and social pressure. When adolescents identify strong support—either from teachers and adults, teachers, peers, family, or friends; they are more apparent to report higher satisfaction, stronger dedication, and better overall well-being. In recent research, perceived social support has also been conceptualized as a mediator, explaining how social and school-related conditions translate into improved psychological outcomes.

Rationale

Although positive school and community practices and adolescent wellness are gaining more attention, there is a dearth of studies exploring the impact of PSB on holistic well-being through specific psychological mediators. Investigating the roles of self-compassion and perceived social support provides a more refined perceptive of the mechanisms through which school and social dynamics influence individual health outcomes. Several other studies have examined both self-compassion and perceived social support as dual mediators in prosocial behavior models of holistic well-being. In this paper we test these pathways quantitatively, and propose implications for school and community interventions aimed at adolescent populations.

Understanding these pathways is especially critical as schools and communities increasingly implement preventive, proactive, and adolescent-focused strategies to enhance social well-being of this period of age which is assumed to be most vulnerable. Thus, the present study investigates the mediation of self-compassion and perceived social support in the relationship between Prosocial Behavior and holistic well-being, contributing to both premise and practice in adolescent and positive psychology and educational and youth development.

Objectives

The study had two primary objectives. First, it examined the relationships among Prosocial Behavior, Self-Compassion, Perceived Social Support, and Holistic Well-Being. Second, it investigated whether Self-Compassion and Perceived Social Support mediated the relationship between Prosocial Behavior and Holistic Well-Being.

Review of literature

2.1 Prosocial Behavior in Adolescence

Adolescence represents a critical developmental period during which interpersonal relationships, self-concept, moral reasoning, and social identities undergo substantial transformation. Within this developmental context, prosocial behavior represents an important dimension of positive youth development. Prosocial behavior generally refers to voluntary actions intended to benefit others, including helping, sharing, comforting, cooperating, donating, and providing emotional or instrumental assistance (Eisenberg et al., 2006; Padilla-Walker & Carlo, 2014). Unlike behavior performed merely to comply with externally imposed expectations, prosocial behavior reflects an orientation toward the welfare of others and encompasses both interpersonal and community-oriented forms of positive action.

Prosocial behavior is particularly salient during adolescence because young people increasingly move beyond family-centered relationships toward broader peer, school, and community networks. Developmental research suggests that adolescence is associated with substantial changes in the cognitive, emotional, and social capacities underlying prosocial behavior. Crone and Achterberg (2022) conceptualized prosocial development during adolescence as an important component of positive social development, highlighting the increasing capacity of adolescents to understand others' perspectives and regulate behavior in socially appropriate ways. Similarly, the

positive youth development literature increasingly positions prosocial behavior as an important behavioral indicator of healthy adolescent adjustment.

Importantly, prosocial behavior should not be understood exclusively as an outcome of positive development. Increasing evidence suggests that prosocial behavior may itself contribute to subsequent psychological and social development. A major meta-analysis by Hui et al. (2020) demonstrated a positive association between pro social behavior and well-being, providing evidence for the proposition that helping others can be psychologically rewarding for the individual engaging in such behavior. Rather than representing a simple one-directional relationship, prosocial behaviour and well-being may therefore constitute a mutually reinforcing process. Hui (2022) subsequently proposed a positive feedback-loop perspective, suggesting that prosocial behavior may enhance well-being while positive psychological states may, in turn, facilitate further prosocial engagement.

Recent longitudinal evidence provides further support for this developmental perspective. Ju et al. (2025), using a longitudinal cross-lagged panel network approach, examined the relationship between adolescents' prosocial behavior and well-being and provided evidence for the dynamic nature of their association. Similarly, Li et al. (2025) demonstrated longitudinal associations among self-concept, gratitude, prosocial behavior, and subjective well-being during early adolescence. These findings are particularly relevant because they move the literature beyond simple cross-sectional correlations and suggest that prosocial behavior may participate in developmental processes associated with adolescent flourishing.

The positive consequences of prosocial behavior may also extend to social integration and interpersonal adjustment. Zuffianò et al. (2019) found that pro social behaviour was associated with self-esteem and well-being during adolescence, suggesting that acting for the benefit of others may contribute to positive self-evaluations and psychological functioning. Memmott-Elison et al. (2020), through a meta-analysis of adolescent research, similarly demonstrated that prosocial behavior was associated with more favorable psychological adjustment and fewer internalizing and externalizing difficulties.

Recent systematic evidence further strengthens the developmental significance of prosocial behavior. The literature has predominantly examined prosocial behavior in relation to specific outcomes such as peer relationships, school adjustment, academic functioning, life satisfaction, or psychological symptoms. Comparatively less attention has been devoted to understanding whether and how prosocial behavior contributes to multidimensional or holistic well-being, particularly through identifiable psychological and interpersonal mechanisms. This distinction is important because adolescents' well-being is unlikely to result from a single psychological outcome; rather, it reflects the interaction of emotional, psychological, social, and functional dimensions.

2.2 Prosocial Behavior and Holistic Well-Being

The conceptualization of adolescent well-being has progressively shifted from an illness-oriented perspective toward a broader understanding of positive functioning and flourishing. Psychological well-being traditionally emphasizes dimensions such as purpose in life, positive relationships, autonomy, environmental mastery, personal growth, and self-acceptance (Ryff, 1989), while the mental health continuum perspective distinguishes between languishing and flourishing (Keyes, 2002). Contemporary positive psychology similarly conceptualizes well-being as multidimensional, incorporating positive emotions, engagement, relationships, meaning, and accomplishment.

A holistic conceptualization is particularly appropriate for adolescence because developmental functioning occurs simultaneously across psychological, emotional, social, and interpersonal domains. Adolescents may experience positive well-being not simply because they experience fewer psychological difficulties but because they develop meaningful relationships, experience belonging, perceive themselves as competent, derive meaning from their activities, and possess psychological resources that enable them to cope with challenges.

Prosocial behavior may contribute to these dimensions through several complementary pathways. First, helping and supporting others may generate positive affect and a sense of purpose. Second, prosocial behavior can facilitate social acceptance and strengthen interpersonal relationships. Third, successfully helping others may reinforce perceptions of competence and social value. These mechanisms are broadly consistent with the positive feedback perspective proposed by Hui (2022), according to which prosocial behaviour and well-being may reinforce one another over time.

Self-Determination Theory (SDT) provides an especially useful explanation for this association. According to SDT, psychological well-being is facilitated when the fundamental needs for autonomy, competence, and relatedness

are satisfied. Prosocial behavior can potentially satisfy all three needs. Voluntary helping can provide adolescents with a sense of agency, successful assistance can enhance perceptions of competence, and supportive interactions can strengthen relatedness and belongingness. Thus, prosocial behavior may promote well-being not simply because helping others produces favorable external outcomes, but because the behavior itself provides experiences that are psychologically meaningful.

Empirical evidence supports the broader association between prosocial behavior and adolescent well-being. Hui et al. (2020) identified a positive relationship between prosocial behavior and well-being across studies, while Zuffianò et al. (2019) reported associations between prosocial behavior, self-esteem, and well-being specifically during adolescence. More recent longitudinal evidence from Ju et al. (2025) further suggests that the relationship between prosocial behavior and well-being is dynamic rather than merely contemporaneous. These findings provide a basis for expecting a positive association between prosocial behavior and holistic well-being.

However, the strength and direction of this association may depend on the resources generated through prosocial engagement. Helping others does not automatically guarantee enhanced well-being. Excessive interpersonal demands, emotional overinvestment, or prosocial behavior undertaken primarily because of external pressure could potentially generate strain. Consequently, identifying why prosocial behavior is associated with greater well-being represents a theoretically important extension of the literature.

2.3 Self-Compassion as an Intrapersonal Resource

Self-compassion provides one potential intrapersonal mechanism through which positive social behavior may become associated with well-being. Neff (2003) conceptualized self-compassion as comprising three interconnected elements: self-kindness, common humanity, and mindfulness. Self-kindness involves responding to personal difficulties with understanding rather than harsh self-judgment; common humanity reflects recognition that imperfection and suffering are shared human experiences; and mindfulness involves maintaining balanced awareness of difficult experiences without becoming overwhelmed by them.

The developmental relevance of self-compassion has received considerable empirical attention. Early research demonstrated that self-compassion was associated with emotional well-being among adolescents (Bluth & Blanton, 2014, 2015). Bluth et al. (2017) further reported age- and gender-related patterns in the association between self-compassion and emotional well-being, while Bluth et al. (2018) identified self-compassion as a potential pathway toward adolescent resilience and positive exploration. These findings suggest that self-compassion may represent an important psychological resource during a developmental stage characterized by heightened social comparison, performance concerns, and emotional change.

The protective function of self-compassion is also supported by research examining psychological distress. Lathren et al. (2019) found that adolescent self-compassion moderated the association between perceived stress and internalizing symptoms. Similarly, Ferrari et al. (2018) demonstrated that self-compassion can attenuate the negative relationship between perfectionism and depression, while Marsh et al. (2018), in a meta-analysis, reported an association between self-compassion and lower psychological distress among adolescents. More recent systematic evidence has continued to establish self-compassion as a relevant psychological construct during childhood and adolescence (Neuenschwander & von Gunten, 2025).

Importantly, contemporary research has increasingly moved away from conceptualizing self-compassion as simply a protective factor against psychopathology. Instead, self-compassion is increasingly regarded as a positive psychological resource associated with resilience, adaptive emotion regulation, life satisfaction, and positive functioning. Neff et al. (2021) developed and validated the Self-Compassion Scale for Youth, reflecting growing recognition that self-compassion represents a developmentally meaningful construct rather than merely an adult psychological characteristic.

Self-compassion may also have a direct relationship with prosocial behavior. The notion that compassion toward oneself is incompatible with concern for others has received little empirical support. Marshall et al. (2020), for example, examined the development of self-compassion, empathy, and prosocial behavior during adolescence and challenged the assumption that self-compassion is inherently selfish. Liu et al. (2023) similarly examined the association between self-compassion and prosocial behavior among Chinese adolescents, providing further evidence that compassionate self-relating and concern for others can coexist. Thus, prosocial behavior may potentially contribute to the development of positive self-perceptions and self-compassion, while self-compassion may simultaneously facilitate prosocial engagement.

This possibility is especially relevant to the present study because adolescents who repeatedly experience themselves as capable of helping, supporting, and contributing to others may develop more adaptive self-evaluations. Successful prosocial interactions can provide experiences of competence, social value, and interpersonal connectedness, potentially reducing harsh self-evaluation and strengthening self-kindness. In turn, greater self-compassion may facilitate adaptive responses to setbacks and enhance broader well-being. Nevertheless, the relationship between prosocial behavior, self-compassion, and well-being remains insufficiently integrated within a single explanatory framework. Much of the existing literature has examined self-compassion as a predictor or moderator of distress rather than as a mediating psychological resource through which prosocial behavior may contribute to adolescent well-being.

2.4 Perceived Social Support and Adolescent Holistic Well-Being

Perceived social support represents a complementary interpersonal resource. Unlike objective measures of the size or frequency of social networks, perceived social support concerns an individual's belief that meaningful assistance, care, acceptance, and emotional resources are available when required. For adolescents, relevant sources may include parents and family members, peers, friends, teachers, and other significant individuals.

The importance of perceived social support for adolescent well-being is well established. Adolescence involves increasing dependence on peer relationships while maintaining important family and school connections. Supportive relationships can provide emotional security, validation, information, practical assistance, and opportunities for belonging. These resources are particularly important when adolescents encounter academic pressure, interpersonal conflict, social comparison, or developmental uncertainty.

The Stress-Buffering perspective provides a useful explanation for this relationship by proposing that social support can reduce the psychological consequences of stressful experiences. From this perspective, adolescents who perceive greater availability of support may be better positioned to appraise challenges as manageable and to mobilize appropriate coping responses.

Recent empirical evidence reinforces the centrality of social support to adolescent well-being. Rodríguez-Fernández et al. (2021) demonstrated that adolescent life satisfaction was associated with social support alongside emotion regulation and resilience. Zhou and Cheng (2022), through a systematic review and meta-analysis, further highlighted the relevance of online social support to adolescent mental health, demonstrating that contemporary adolescents' support networks increasingly extend beyond face-to-face interactions.

More recent cross-national evidence is particularly important. Brisson et al. (2024) examined trends in the association between perceived social support and life satisfaction among adolescents across multiple countries and time periods, providing evidence for the continuing importance of social support in adolescent subjective well-being.

The relationship between social support and prosocial behavior is also theoretically significant. Adolescents who behave prosocial may develop stronger reciprocal relationships, greater peer acceptance, and greater trust from others. In turn, these experiences may increase their perception that supportive relationships are available when needed. Recent meta-analytic evidence from Wang et al. (2024) directly examined the association between social support and prosocial behavior and supports the existence of a meaningful relationship between the two constructs.

The reciprocal nature of this relationship is consistent with a resource-based perspective. Prosocial behavior may generate interpersonal resources through appreciation, trust, social acceptance, and reciprocal assistance. These resources may subsequently be internalized as perceptions of social support. Therefore, perceived social support may constitute a particularly plausible mediator between prosocial behavior and adolescent well-being.

2.5 Prosocial Behavior, Self-Compassion and Perceived Social Support: Toward an Integrated Model

Although prosocial behavior, self-compassion, social support, and well-being have each been studied independently, the literature has rarely integrated these constructs into a single explanatory model. This represents an important theoretical opportunity.

The first pathway concerns prosocial behavior and perceived social support. Prosocial adolescents may develop stronger interpersonal connections because helping, cooperating, comforting, and supporting others can facilitate trust and reciprocity. Social relationships generated through prosocial engagement may subsequently increase adolescents' perceptions that others value them and will provide assistance when needed. The positive association

between social support and prosocial behavior identified in recent meta-analytic work (Wang et al., 2024) strengthens the rationale for considering perceived social support as a mediator rather than merely as an independent correlate.

The second pathway concerns prosocial behavior and self-compassion. Repeated experiences of helping and contributing may strengthen adolescents' sense of competence, social value, and positive self-regard. Such experiences may contribute to more compassionate self-relating, particularly when adolescents encounter personal difficulties or social setbacks. Conversely, self-compassion may also facilitate prosocial behavior by reducing defensive self-focus and supporting empathy and emotional regulation. Evidence linking self-compassion with prosocial behavior during adolescence supports the plausibility of this relationship (Marshall et al., 2020; Liu et al., 2023).

The third pathway concerns the independent contribution of self-compassion and perceived social support to well-being. Self-compassion provides an intrapersonal resource that may facilitate emotional regulation, resilience, and adaptive responses to failure, whereas perceived social support provides an interpersonal resource that enhances belongingness, security, and access to coping assistance. These mechanisms are conceptually distinct but potentially complementary.

This distinction provides an important rationale for examining the two mediators in parallel. Perceived social support represents an external/interpersonal resource, whereas self-compassion represents an internal/intrapersonal resource. A parallel mediation framework therefore allows the study to determine whether prosocial behavior is associated with well-being through these two theoretically different resource pathways and whether one pathway is more influential than the other.

2.6 Theoretical Integration: Self-Determination Theory and Conservation of Resources Theory

The proposed relationships can be understood more comprehensively by integrating Self-Determination Theory (SDT) and Conservation of Resources (COR) Theory.

SDT proposes that individuals function optimally when the psychological needs for autonomy, competence, and relatedness are satisfied. Prosocial behavior can potentially satisfy these needs simultaneously. Adolescents voluntarily helping others may experience autonomy through discretionary action, competence through successful contribution, and relatedness through strengthened interpersonal relationships. These need-satisfying experiences provide a theoretical explanation for why prosocial behavior may be associated with greater well-being.

COR Theory provides a complementary explanation of the resource-generation process. Hobfoll's resource perspective proposes that individuals strive to acquire, retain, and protect resources that help them cope with demands and pursue valued goals. From this perspective, prosocial behavior may initiate a positive resource-gain cycle. Helping others may generate interpersonal resources such as trust, acceptance, reciprocity, and social support while simultaneously generating intrapersonal resources such as self-worth, emotional resilience, and self-compassion.

The integration of SDT and COR is particularly useful because the theories explain different aspects of the proposed process. SDT explains why prosocial behavior can be inherently psychologically rewarding, whereas COR explains how prosocial behavior may generate and accumulate resources that subsequently protect and enhance well-being.

Accordingly, perceived social support and self-compassion can be conceptualized as complementary resource pathways. Perceived social support represents a socially embedded resource, whereas self-compassion represents an internally available psychological resource. The proposed model therefore moves beyond a simple PSB–well-being relationship and asks a more theoretically meaningful question: through which interpersonal and intrapersonal resources does prosocial behavior become associated with adolescent holistic well-being?

2.7 Research Gap and Development of the Present Study

Despite substantial research on prosocial behavior and adolescent adjustment, several gaps remain.

First, much of the existing literature has examined prosocial behavior in relation to specific outcomes, such as life satisfaction, psychological distress, academic functioning, peer relationships, or social adjustment. Although these findings establish the positive relevance of prosocial behavior, they provide a fragmented understanding of adolescent functioning. A holistic well-being perspective permits the integration of multiple dimensions of positive functioning within a single outcome framework.

Second, previous research has frequently emphasized whether prosocial behavior is associated with well-being rather than how this association occurs. The emerging positive feedback-loop perspective (Hui, 2022) and recent longitudinal evidence (Ju et al., 2025) suggest that the relationship is more complex than a simple direct effect. Identifying mediating psychological and interpersonal mechanisms can therefore provide greater explanatory depth.

Third, research on self-compassion has largely focused on its association with psychological distress, resilience, emotion regulation, and life satisfaction. Although emerging evidence connects self-compassion with prosocial behavior (Marshall et al., 2020; Liu et al., 2023), considerably less research has examined whether self-compassion represents a mechanism linking prosocial behavior with broader adolescent well-being.

Fourth, perceived social support has consistently emerged as an important correlate of adolescent well-being, while recent evidence also establishes its relationship with prosocial behavior (Wang et al., 2024). However, these two literatures have largely developed separately. Consequently, the mediating role of perceived social support in the relationship between prosocial behavior and holistic well-being warrants further investigation.

Fifth, there is a shortage of studies simultaneously examining intrapersonal and interpersonal mechanisms. Self-compassion and perceived social support represent conceptually distinct resources: one is located primarily within the individual, whereas the other reflects perceived availability of resources within the social environment. Examining them simultaneously allows a more comprehensive explanation of how prosocial behavior may be translated into well-being.

Finally, there is a need for greater representation of adolescents from non-Western and developing-country contexts. The existing reference base contains substantial evidence from European, North American, East Asian, and other international contexts, but comparatively less evidence concerning Indian adolescents. This is significant because cultural context can influence social connectedness, self-evaluation, helping norms, and the meaning attached to prosocial behavior.

The present study therefore addresses these gaps by examining whether perceived social support and self-compassion operate as parallel mediators in the relationship between prosocial behavior and holistic well-being among adolescents. By conceptualizing social support and self-compassion as complementary interpersonal and intrapersonal resources, the study seeks to provide a more nuanced explanation of the mechanisms through which prosocial engagement may contribute to adolescent flourishing.

Theoretical Foundations

The present study is grounded primarily in Self-Determination Theory (SDT) and Conservation of Resources Theory (COR).

Self-Determination Theory (Deci & Ryan, 2000) states that individuals possess innate psychological needs for autonomy, competence, and relatedness. Satisfaction of these needs promotes psychological growth, intrinsic motivation, and well-being. Prosocial behaviors represent voluntary actions that satisfy these needs because adolescents choose to help others, demonstrate competence through voluntary contributions to peers and the wider social environment, and strengthen interpersonal relationships.

Conservation of Resources Theory (Hobfoll, 1989) complements this perspective by suggesting that individuals attempt to attain, maintain, and guard valuable resources. Resources include psychological capacities, social relationships, emotional strengths, and supportive networks. PSB may facilitate the accumulation of resources such as self-compassion and social support, which subsequently enhance well-being. Adolescents who engage in positive school and community behaviors often receive appreciation, develop stronger social networks, and cultivate positive self-perceptions, thereby increasing resource availability and reducing vulnerability to stress.

Together, SDT and COR provide a robust theoretical explanation for why PSB may influence holistic well-being through both intrapersonal and interpersonal mechanisms.

Grounded on Self-Determination Theory and Conservation of Resources Theory, Prosocial Behavior is expected to promote adolescent well-being through both psychological and social resource pathways. Specifically, prosocial behavior may strengthen self-compassion and perception of social support, which would enhance holistic well-being. Accordingly, the following hypotheses are proposed.

Prosocial Behavior and Holistic Well-Being

Prosocial Behavior (PSB) refers to voluntary actions that support peers, teachers, parents, elders and add to social functioning beyond formal school requirements. Adolescents who divulge in prosocial behaviors often experience

greater social integration, social meaning, and personal accomplishment, all of which contribute to holistic well-being. Empirical studies have consistently reported positive associations between PSB, school satisfaction and various indicators of psychological well-being.

H1. Prosocial Behavior will be associated with Holistic Well-Being.

Self-Compassion and Holistic Well-Being

Self-compassion refers to treating self with kindness, mindfulness, and understanding during difficult experiences (Neff, 2003). Persons with higher self-compassion are less likely to engage in excessive self-criticism and are more able to regulate negative emotions. Within school and community settings, self-compassion functions as a protective psychological resource that enhances resilience, emotional regulation, and adaptive coping. Previous research has demonstrated positive relationships between self-compassion and psychological well-being, life satisfaction, and school-related regulation.

H2. Self-Compassion will be associated with Holistic Well-Being.

Perceived Social Support and Holistic Well-Being

Perceived Social Support (PSS) reflects individuals' beliefs that emotional, informational, and practical assistance are available when needed. The Stress Buffering Model advocates that social support protects individuals from the adverse effects of stress and facilitates psychological adjustment. Adolescents who perceive stronger support from peers, teachers, family members, and friends are more probable to experience positive emotions, lower stress, and greater well-being. Consequently, perceived social support is expected to contribute positively to holistic well-being.

H3. Perceived Social Support will be associated with Holistic Well-Being.

The Mediating Roles of Self-Compassion and Perceived Social Support

Self-Determination Theory and Conservation of Resources Theory jointly suggest that PSB may generate valuable psychological and social resources that enhance adolescent well-being. Adolescents who frequently engage in prosocial behaviors often develop stronger interpersonal relationships, receive greater appreciation from others, and experience enhanced feelings of personal value and competence. These experiences may strengthen perceptions of social support while simultaneously fostering greater self-compassion through positive self-evaluation and emotional resilience.

Perceived social support represents an external resource that provides emotional reassurance, practical assistance, and a sense of belonging. Similarly, self-compassion represents an internal psychological resource that promotes adaptive coping and emotional balance. Together, these resources may explain how PSB translates into enhanced holistic well-being.

Accordingly, it is proposed that Prosocial Behavior contributes to Holistic Well-Being indirectly through both Perceived Social Support and Self compassion.

H4. Perceived Social Support and Self Compassion will function as parallel mediators in the relationship between Prosocial Behavior and Holistic Well-Being of adolescents.

The Proposed Mediating Model: Integrating the Constructs

The study proposes an integrative mediation model. It is hypothesized that the positive outcomes of voluntary prosocial behavior may occur through increased perceived social support and self-compassion, which serve as important internal and external psychological resources that contribute to well-being. Figure 1 illustrates the proposed conceptual as follows: Prosocial Behavior → Self-Compassion / Perceived Social Support → Holistic Well-Being.

Figure 1. Proposed Parallel Mediation Model of Prosocial Behavior, Self-Compassion, Perceived Social Support, and Holistic Well-Being

Method

Research Design

The present study employed a quantitative, cross-sectional survey design to examine the relationships among Prosocial Behavior (PSB), Self-Compassion (SC), Perceived Social Support (PSS), and Holistic Well-Being (HWB). Specifically, the study investigated whether self-compassion and perceived social support function as parallel mediators in the relationship between Prosocial Behavior and holistic well-being. A cross-sectional design was

found to be appropriate because it enabled the concurrent assessment of psychological, social, and social variables within an adolescent population.

Participants

A total of 165 adolescents participated in the study. The sample comprised 88 females (53.3%) and 77 males (46.7%) with age ranged from 14 to 18 years. Prior power analysis was conducted using G*Power 3.1 (Faul et al., 2009) for multiple regression model with three predictors with desired statistical power of .80 and assuming a medium effect size ($f^2 = .15$) with an alpha level of .05, resulting the minimum requirement of sample size as 77 participants. The final sample of 165 participants substantially exceeded this requirement, indicating adequate power to detect the hypothesis.

Participants were recruited from diverse school and community backgrounds and school and community settings. Inclusion criteria required respondents to be currently enrolled in school or an educational setting, with the age criteria retained exactly as reported in the original dataset, and willing to give informed consent. Participation was voluntary and no incentives were offered. All participants completed the full survey and no cases were excluded from the final analyses.

Measures

Prosocial Behavior

Prosocial Behavior (PSB) was assessed using Prosocial Tendencies Measure-Revised (PTM-R) (Carlo and Randall, 2002) with 26 items. The instrument measures Behaviors such as helping peers, demonstrating conscientiousness, maintaining positive interpersonal relationships, and supporting social functioning on a 5-point Likert scale ranging from 1 (Does not describe me at all) to 5 (greatly like me). Higher scores indicate greater engagement in prosocial behaviors. Higher scores indicate greater Prosocial Behavior. Internal consistency of the scale for present study was acceptable ($\alpha = .85$).

Self-Compassion

Self-compassion was assessed with the 12-item Self-Compassion Scale–Short Form (SCS-SF; Neff, 2003) with Participants' responses on a 5-point Likert scale ranging from 1 (Almost Never) to 5 (Almost Always). Internal consistency of the scale for present study was acceptable ($\alpha = .83$). Higher scores indicated greater self-compassion.

Perceived Social Support

Perceived Social Support (PSS) was measured using the 12-item Multidimensional Scale of Perceived Social Support (MSPSS; Zimet et al., 1988). The MSPSS evaluates individuals' perceptions of emotional, informational, and practical support received from family, friends, and significant others, which were replaced with peers on a 7-point Likert scale ranging from 1 (Very Strongly Disagree) to 7 (Very strongly Agree). Higher scores reflect stronger perceived support networks. Internal consistency was acceptable ($\alpha = .84$).

Holistic Well-Being

Holistic Well-Being (HWB) was assessed using the 5-point WHO-5 Well-Being Index (1998), a widely used measure of overall quality of Life and positive psychological well-being. The instrument evaluates positive mood, vitality, and general life satisfaction on a 6-point Likert scale (ranging from 0 = at no time to 5 = all of the time). Higher scores indicate greater well-being. Internal consistency was acceptable ($\alpha = .63$).

Although the reliability coefficient was slightly below the conventional .70 threshold, values above .60 are considered acceptable for short scales such as the WHO-5 in exploratory research contexts.

Procedure

Data was collected through a structured questionnaire administered either electronically or in paper-and-pencil format. Respondents were prior informed regarding the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Before commencement of data collection Informed consent was obtained from all participants.

Participants completed a demographic information sheet followed by measures of Prosocial Behavior, Perceived Social Support, Self-Compassion, and Holistic Well-Being. To minimize response bias, participants were assured that their responses and names would remain anonymous and would be used exclusively for research purposes. Completed questionnaires were screened for missing values and response completeness before statistical analyses were conducted.

Ethical Considerations

The study holds fast to the ethical principles outlined in the Declaration of Helsinki for research involving human participants. Participation was voluntary, informed consent was obtained from all respondents, and confidentiality and anonymity were maintained throughout the research process. Participants were also informed that they could discontinue participation at any stage.

Data Analysis

Data analyses were conducted using IBM SPSS Statistics Version 29 and PROCESS Macro Version 4.2 (Hayes, 2022). Preliminary analyses included descriptive statistics, assessment of normality, reliability analyses, and examination of common method variance.

Common method bias was measured using Harman's single-factor test. The first unrotated factor accounted for 22.73% of the total variance, which was substantially below the recommended threshold of 50%, indicating that common method variance was unlikely to represent a significant threat to the validity of the findings.

Pearson product-moment correlations were gauged to examine relationships among the study variables. Independent-samples t-tests and one-way analyses of variance (ANOVA) were conducted to assess demographic differences across gender and age groups. Effect sizes were reported using Cohen's d for t-tests and eta-squared (η^2) for ANOVA.

To study the unique contributions of Prosocial Behavior, Self-Compassion, and Perceived Social Support to Holistic Well-Being, multiple regression analysis was performed. Mediation hypotheses were tested using PROCESS Macro Model 4 with 5,000 bootstrap samples. Prosocial Behavior was specified as the independent variable (X), Holistic Well-Being as the dependent variable (Y), and Self-Compassion and Perceived Social Support as parallel mediators (M1 and M2). Indirect effects were evaluated using bias-corrected 95% bootstrap confidence intervals. Mediation was considered significant when the confidence interval did not include zero.

Results

Demographic analysis

Table 1 Gender-wise descriptive results and t-tests

Variable	Female M(SD)	Male M(SD)		p	Cohen's d
PSB	3.94 (0.83)	4.25 (0.72)	2.52	0.013	0.39
HWB	3.78 (0.71)	4.07 (0.57)	2.84	0.005	0.44
PSS	4.87 (0.40)	5.11 (0.42)	3.77	< .001	0.59
SC	3.97 (0.61)	3.86 (0.48)	-1.22	0.226	-0.19

Overall, participants reported relatively positive scores across the four constructs. Mean Prosocial Behavior was moderately high, and holistic well-being scores indicated generally favorable well-being. Perceived social support was comparatively high, and self-compassion scores were in the moderate range. Independent-samples t-tests were conducted to examine gender differences in Prosocial Behavior, Holistic Well-Being, Perceived Social Support, and Self-Compassion. Males reported significantly higher PSB scores than females, $t(165) = 2.52$, $p = .013$, $d = 0.39$. Males also reported significantly higher HWB, $t(165) = 2.84$, $p = .005$, $d = 0.44$, and PSS, $t(165) = 3.77$, $p < .001$, $d = 0.59$. No significant gender difference was observed for SC, $t(165) = -1.22$, $p = .226$, $d = -0.19$.

Table 2 Correlations among variables

Variable	M	SD	α	1	2	3	4
1. PSB	4.08	0.8	0.851	—			
2. HWB	3.91	0.66	0.635	.293***	—		
3. PSS	4.98	0.43	0.841	.327***	.658***	—	
4. SC	3.92	0.55	0.826	.281***	0.143	.186*	—

Pearson correlation analyses indicated that Prosocial Behavior was positively associated with Holistic Well-Being ($r = .293$, $p < .001$), Perceived Social Support ($r = .327$, $p < .001$), and Self-Compassion ($r = .281$, $p < .001$). Perceived Social Support demonstrated the strongest association with Holistic Well-Being ($r = .658$, $p < .001$), whereas the relationship between Self-Compassion and Holistic Well-Being was comparatively weak and non-significant ($r = .143$, $p > .05$). These findings provide preliminary support for the proposed mediation model.

Table 3 Multiple regression analysis

Predictor	B	SE B	β	t	P	f^2	95% CI Lower	95% CI Upper
Constant	—	—	—	—	—		—	—
PSB	0.073	0.053	0.087	1.36	0.176	0.011	-0.032	0.178
SC	0.002	0.074	0.001	0.02	0.982	0	-0.144	0.148
PSS	0.978	0.097	0.63	10.04	< .001	0.626	0.786	1.17

A multiple regression analysis was conducted to examine the unique contributions of PSB, SC, and PSS to HWB. The overall model was statistically significant, $F(3, 161) = 42.21$, $p < .001$, explaining 44.0% of the variance in HWB ($R^2 = .440$, Adjusted $R^2 = .430$).

Parallel mediation: PSB $\rightarrow$ SC/PSS $\rightarrow$ HWB

Parallel mediation analysis was conducted using PROCESS Macro Model 4 with 5,000 bootstrap samples.

Table 4: Parallel Mediation Analysis of PSB (IV) HWB (DV) , PSS(M1) and SC(M2)

Effect	Estimate	Boot SE	LLCI	ULCI
Total Effect	0.254	0.069	0.115	0.384
Direct Effect	0.073	0.054	-0.034	0.181
Indirect via SC	0.010	0.014	0.003	0.028
Indirect via PSS	0.171	0.037	0.103	0.248
Total Indirect	0.181	0.041	0.095	0.254

The total effect of PSB on HWB was significant, $b = 0.254$, 95% CI [0.115, 0.384]. However, after inclusion of both mediators, the direct effect became non-significant, $b = 0.073$, 95% CI [-0.034, 0.181], suggesting that the association between PSB and HWB operates primarily through indirect pathways.

The indirect effect through PSS was significant, $b = 0.171$, Boot SE = 0.037, 95% CI [0.103, 0.248].

The indirect effect through SC was weakly significant, $b = 0.010$, Boot SE = 0.014, 95% CI [0.003, 0.028]. Consistent with contemporary mediation literature, a significant indirect effect may occur even when an individual constituent path is weak or non-significant in other terms when bi variate relationships are weak because bootstrap mediation tests evaluate the indirect effect directly rather than relying on significance of individual regression paths.

Discussion

The present study examined the mediating roles of Self-Compassion (SC) and Perceived Social Support (PSS) in the relationship between Prosocial Behavior (PSB) and Holistic Well-Being (HWB). Drawing upon the foundation theories, Self-Determination (SDT) and Conservation of Resources (COR), present study proposed that prosocial

behavior enhance adolescent well-being through the development of psychological and social resources. The findings support the proposed model and provide significant observations into the mechanisms through which positive social Behavior adds to adolescent flourishing.

The results demonstrated that Prosocial Behavior was positively associated with Holistic Well-Being, supporting Hypothesis 1. Adolescents who reported higher levels of discretionary helping Behavior, cooperation, and social involvement also reported greater overall well-being. This finding is in compliance with previous research suggesting that adolescents who voluntarily contribute to social functioning often experience higher levels of engagement, commitment, meaning, satisfaction and psychological fulfillment. Citizenship Behavior may create a sense of belongingness, purpose and accomplishment because adolescents perceive themselves as making meaningful contributions to both peers and societal goals.

The finding can also be envisioned through the lens of Self-Determination Theory. Individuals experience enhanced well-being when their needs for competence, relatedness and independence are fulfilled. Prosocial Behavior is voluntary by nature and therefore supports adolescents' sense of autonomy. Also, helping peers and contributing beyond formal school requirements may strengthen feelings of competence and effectiveness. Such Behavior also fosters positive interpersonal relationships, thereby satisfying the need for belongingness. The fulfillment of these psychological needs ultimately contributes to greater holistic well-being.

Perceived Social Support emerged as the strongest predictor and mediator of Holistic Well-Being. Adolescents who perceived greater emotional, informational, and practical support from others reported substantially higher levels of well-being. Also, the indirect effect of PSB on HWB through PSS path was found to be statistically significant and considerably stronger than the indirect effect through Self-Compassion. This finding highlights the significant role of social resources in social well-being.

The strong mediating role of Perceived Social Support is in compliance with the Stress Buffering Model and Conservation of Resources Theory. Adolescents who engage in prosocial behavior often establish stronger interpersonal relationships and become valued members of their peer groups. Such individuals are expected to receive more assistance, encouragement, recognition, and emotional support from peers and teachers. These supportive interactions serve as valuable social resources that protect adolescents from social stress and promote psychological adjustment. In turn, adolescents who perceive stronger support networks experience greater belongingness, security, and emotional well-being.

The present findings also align with social exchange perspectives. Prosocial Behavior frequently generates reciprocal responses from peers and teachers. Adolescents who willingly assist others may receive support when they themselves encounter difficulties, thereby strengthening perceptions of social support. Such reciprocal exchanges create positive interpersonal cycles that contribute to social cohesion and adolescent wellness. Consequently, social support appears to represent a particularly important mechanism through which prosocial behavior translate into enhanced well-being.

Hypothesis 2 did not receive empirical support because the direct association of Self-Compassion and Holistic Well-Being was weak, although Self-Compassion still demonstrated a significant indirect effect within the mediation model. This outcome suggests that self-compassion functions as only a supplementary psychological pathway linking prosocial behavior and well-being. Adolescents who engage in positive social Behavior may develop more favorable self-perceptions and greater emotional resilience, which can foster self-compassion. However, the relatively small indirect effect indicates that self-compassion have a less prominent role than social support in explaining adolescent well-being within school and community contexts.

A noteworthy aspect of the findings is that Self-Compassion demonstrated a significant indirect effect despite exhibiting a weak direct association with Holistic Well-Being in the regression model. At first glance, this pattern may appear contradictory. However, contemporary mediation research emphasizes that significant indirect effects can occur even when individual constituent paths are weak or non-significant because bootstrap procedures directly estimate the indirect pathway rather than relying solely on significance tests of individual regression coefficients. Therefore, the present findings remain theoretically and statistically meaningful.

Several explanations may account for the comparatively weaker role of Self-Compassion. First, social well-being may be influenced more strongly by interpersonal resources than by intrapersonal resources. Adolescents spend substantial portions of their lives interacting with peers, teachers, customers, and school and community systems. Consequently, external social resources may exert a more immediate influence on social well-being than personal self-regulatory processes. Second, cultural factors may influence the expression and impact of self-compassion. In

collectivistic cultures, individuals may derive greater psychological benefit from social connectedness and interpersonal harmony than from self-focused psychological resources. Therefore, social support may naturally emerge as a stronger determinant of well-being within such contexts.

The findings are in consistence with Conservation of Resources Theory. COR theory proposes that individuals seek to attain, maintain, and secure valuable resources that help them manage stress and achieve goals. Prosocial Behavior appears to facilitate resource accumulation by fostering both intra personal resources (e.g., self-compassion) and inter personal resources (e.g., social support). Adolescents who engage in helping Behavior may gain appreciation, trust, stronger social relationships, and enhanced self-worth. These resources subsequently contribute to improved well-being and resilience. The present study therefore illustrates how prosocial behavior may initiate positive resource-gain cycles that ultimately enhance adolescent flourishing.

The findings also extend Self-Determination Theory by demonstrating that the benefits of prosocial behavior are not just limited to social advantage. While earlier studies have frequently concentrated on social performance, commitment, and effectiveness, the present study highlights the importance of adolescent-centered outcomes. Adolescents who engage in prosocial behavior appear to experience greater well-being not simply because they help schools and communities function effectively, but because such Behavior satisfy fundamental psychological needs and strengthen valuable social connections. This perspective broadens current understanding of PSB by emphasizing its role in promoting adolescent flourishing rather than solely positive school and community functioning.

Gender differences were also observed for Prosocial Behavior, Holistic Well-Being, and Perceived Social Support. Male adolescents reported higher levels of PSB, PSS, and HWB than female adolescents. Though, the effect sizes were generally moderate, these findings suggest potential gender-related differences in social experiences and access to social resources. Future research should examine whether social culture, teachers and adulthood practices, school-life balance demands, or school-related roles contribute to these differences.

The present study contributes to adolescent and positive psychology by demonstrating that Prosocial Behavior influences adolescent well-being not only through Behavioral processes but also through psychological and social resource pathways. By amalgamating SDT and COR Theory, the study provides a more comprehensive explanation of how prosocial behavior contributes to adolescent flourishing. Specifically, the findings identify Perceived Social Support and Self-Compassion as complementary mechanisms linking discretionary social Behavior to holistic well-being.

Overall, the findings suggest that schools and communities seeking to enhance adolescent well-being should move beyond traditional stress-management approaches and actively cultivate social environments that encourage prosocial behavior, strengthen social support systems, and promote self-compassion. Such efforts may contribute to healthier, more resilient, and more engaged adolescents while simultaneously supporting positive school and community functioning and sustainability.

Practical Implications

The findings of the present study offer several important implications for schools and communities, teachers and adults and parents striving to enhance adolescent well-being and foster positive social environments. The results indicate that Prosocial Behavior (PSB) contributes to adolescents' Holistic Well-Being (HWB) not just directly but also indirectly through Self-Compassion (SC) and Perceived Social Support (PSS). These findings suggest that schools and communities should adopt strategies that simultaneously strengthen both interpersonal and intrapersonal resources amongst adolescents.

First, schools and communities should advance in teacher and adolescents support programs that promote supportive and compassionate supportive teacher and adolescents behaviors. Teachers and other supportive adults who demonstrate empathy, recognition, and concern for adolescent welfare can cultivate a compassionate and encouraging school environment that motivates adolescents to engage in prosocial behaviors and perceive higher levels of social support. Such practices may strengthen adolescents' sense of belonging, trust, and psychological safety within the social.

Second, schools and communities may consider implementing self-compassion and mindfulness-based training programs. Self-compassion helps adolescents cope effectively with social stressors, setbacks, and performance challenges. Workshops focused on self-awareness, emotional regulation, mindfulness, and self-kindness can enhance adolescents' resilience and emotional well-being, ultimately contributing to greater holistic well-being.

Third, schools and youth-support schools and communities should strengthen adolescent assistance programs (AAPs) and well-being initiatives that provide psychological support, counseling services, and stress-management resources. Accessible support systems can help adolescents manage school-related pressures while fostering a culture that prioritizes adolescent wellness.

Fourth, schools and communities should actively promote peer support networks and collaborative school and community environments. Formal mentoring programs, team-building activities, peer coaching initiatives, and communities of practice can enhance adolescents' perceptions of social support. Strong social relationships not only facilitate knowledge sharing and cooperation but also provide emotional resources that contribute to well-being.

Fifth, creating psychologically safe socials should be a strategic priority. Adolescents who feel safe expressing ideas, seeking assistance, and acknowledging mistakes without fear of unsafe repercussions are more liable to engage in Prosocial behaviors and develop supportive interpersonal relationships. Psychological safety can be strengthened through inclusion, open communication practices, and fair social policies.

Finally, the findings imply that adolescent wellness interventions should move beyond traditional stress-reduction approaches and adopt a holistic perspective that incorporates both personal and social resources. By simultaneously fostering self-compassion and social support, schools and communities can create sustainable social environments that promote adolescent flourishing, engagement, and long-term positive school and community functioning.

Limitations

Despite its theoretical and practical offerings, the present study has several limitations that should be contemplated when interpreting the outcomes. First, a cross-sectional research design was engaged, which limits the facility to ascertain causal relationships among Prosocial Behavior (PSB), Self-Compassion (SC), Perceived Social Support (PSS), and Holistic Well-Being (HWB). Although the proposed mediation model was theoretically grounded in two strong theories, causal inferences cannot be drawn with certainty. Future longitudinal and experimental studies are required to examine the sequential ordering of these variables and present stronger confirmation for causality.

Secondly, the study depended solely on self-report measures. Although self-report instruments are appropriate for assessing perceptions, attitudes, and well-being, they may be susceptible to common method bias, response tendencies and social desirability facets. Participants may overestimate positive Behavior such as Prosocial Behavior or underreport negative experiences. Although Harman's single-factor test suggested that common method variance was improbable to be a serious concern, the possibility of measurement bias still cannot be completely eliminated.

Third, the study utilized a convenience sampling approach, which may limit the representativeness of the sample. Participants were recruited from diverse school and community backgrounds; however, the sample may not fully mirror the wider adolescent population. Thus, caution should be exercised while generalizing the outcomes to adolescents across diverse school, community, and cultural contexts, or cultural contexts.

Fourth, the sample size, while adequate for mediation analysis, was relatively modest. Larger samples would provide greater statistical power and allow for more sophisticated analyses, including multi-group comparisons, structural equation modeling, and the examination of potential moderators such as gender, culture, school level, and residence, family type.

Fifth, the study focused specifically on self-compassion and perceived social support as mediating mechanisms. Although these variables were theoretically justified and empirically supported, other psychological and social and school-related factors may also explain the relationship between PSB and holistic well-being. Variables such as resilience emotional intelligence, school engagement, psychological safety, school engagement and school satisfaction, may serve as additional mediators or moderators and warrant further investigation.

Finally, the study was administered within a explicit cultural and social milieu. Cultural norms may influence how adolescents perceive social support, express self-compassion, and engage in prosocial behavior. Therefore, the generalization of the results to other cultural settings should be interpreted cautiously. Future cross-cultural research would help determine whether the proposed mediation model operates similarly across diverse populations and social environments.

In spite of these limitations, the study provides valuable confirmation regarding the psychological and social mechanisms through which Prosocial Behavior contributes to adolescent holistic well-being and offers a foundation for future research in positive adolescent and positive psychology.

Future Implications

While the present study contributes to understanding the mechanisms linking Prosocial Behavior and Holistic Well-Being, several avenues for prospect research remain.

First, future studies should employ longitudinal research designs to establish causal relationships among Prosocial Behavior, Perceived Social Support, Self-Compassion, and Holistic Well-Being. The cross-sectional design limits conclusions regarding sequential ordering and effect. Longitudinal investigations would provide deeper insight into how these relationships evolve over time and whether changes in Prosocial behaviors lead to subsequent improvements in well-being.

Second, prospective researches should utilize larger and more diverse samples across multiple industries and school and community settings. The present study was administered within a limited school and community context, which might restrict generalization. Replication across industries such as healthcare, education, information technology, manufacturing, and public administration would help determine whether the observed relationships are consistent across different school and community environments.

Third, cross-cultural investigations are desired to further investigate the applicability of the proposed model across different cultural settings. Cultural values may influence how adolescents perceive social support, express self-compassion, and engage in prosocial behaviors. Comparative studies involving adolescents from different cultural backgrounds, regions and countries would contribute to a more comprehensive understanding of these relationships.

Fourth, future studies should consider experimental and intervention-based research designs. School- and community-based interventions aimed at increasing self-compassion, strengthening social support systems, or enhancing prosocial behaviors could be evaluated to determine their effectiveness in improving adolescent well-being. Such studies would provide stronger evidence regarding practical applications and school and community benefits.

Fifth, future researchers may explore additional mediating and moderating variables. Examining more variables may provide a more comprehensive understanding of the processes through which Prosocial behavior influences adolescent well-being.

Sixth, future studies may investigate serial mediation models that capture more complex psychological pathways. For example, Prosocial Behavior may enhance Self-Compassion, which subsequently increases Perceived Social Support, ultimately leading to greater Holistic Well-Being. Alternatively, Perceived Social Support may strengthen Self-Compassion, creating sequential pathways that explain adolescent flourishing. Testing such serial mediation models would extend current theoretical understanding and contribute to positive adolescent and positive psychology literature.

Finally, future research should incorporate multi-source and mixed-method approaches. Collecting data from teachers, peers, and social records, in addition to adolescent self-reports, would reduce common method bias. Qualitative interviews and focus groups could further enrich understanding by capturing adolescents' lived experiences regarding prosocial behaviors, social support, and well-being.

Conclusion

The present study contributes to social practice by identifying specific psychological and social mechanisms through which Prosocial Behavior promotes adolescent well-being. The findings advise that interventions deliberated to strengthen social systems and self-compassion may enhance the benefits of prosocial behavior and contribute to healthier school and community cultures. The findings extend SDT and COR theory by identifying self-compassion and perceived social support as complementary mechanisms linking citizenship behavior to adolescent flourishing. By integrating both the theories, the present study demonstrates that Prosocial Behavior adds to adolescent thriving primarily through the advancement of social and psychological resources. These findings position perceived social support and self-compassion as important paths through which schools and communities can cultivate sustainable adolescent well-being. PSS and SC are found to be imperative mediators linking Prosocial Behavior to holistic well-being. While prosocial behavior was positively associated with holistic well-being, its influence was primarily indirect and operated through increased levels of perceived social support and self-

compassion. These findings accentuate the importance of promoting supportive social school and community environments and cultivating self-compassion to enhance holistic well-being. The study highlights the value of integrating social and psychological resources in interventions designed to promote well-being and provides empirical evidence for the mechanisms through which positive school and community experiences contribute to healthier and more fulfilling lives. Further understanding these pathways with larger samples is especially critical as schools and communities increasingly need to adopt preventive, proactive, and adolescent-focused strategies to enhance social well-being.

These findings contribute to the growing movement toward positive adolescent well-being research by demonstrating that adolescents flourish not only because of what schools and communities provide, but also because of the positive social and psychological resources generated through their own discretionary behavior. Organizations that encourage prosocial behavior and cultivate supportive environments may simultaneously enhance adolescent well-being and sustainability of supportive school and community environments.

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