İlkokul Yöneticilerinde Öz-Duyarlığın İncelenmesi

Research on Self-Compassion in Primary School Administrators

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Özet:

Bu araştırmanın amacı Bursa ilindeki kamu ilkokullarında görev yapan yöneticilerin öz-duyarlılık düzeylerinin incelenmesidir. Araştırma tarama modelinde desenlenmiş olan betimsel bir çalışmadır. Araştırma örneklemi MEB 2021-2022 istatistiklerine göre Bursa ilinde eğitim öğretime devam eden resmi ilkokullarda görev yapan 192 yöneticiden oluşmaktadır. Araştırmada veri toplama aracı olarak kişisel bilgi formu ve Öz-Duyarlık Ölçeği kullanılmıştır. Yöneticilerin öz-duyarlık düzeylerinin branşa, mesleki kıdeme, yöneticilik kıdemine, yaşa, eğitim durumuna göre istatistiksel olarak anlamlı farklılaşmadığı, aşırı özdeşleşme alt boyutunda ise eğitim durumuna göre anlamlı olarak farklılaştığı, eğitim yönetimi dışındaki bir yüksek lisans programından mezun yöneticilerin öz-duyarlığın aşırı özdeşleşme boyutunda düzeylerinin lisans mezunu yöneticilerden ve lisans mezunu yöneticilerin düzeylerinin eğitim yönetimi yüksek lisans mezunu yöneticilerden daha yüksek olduğu görülmüştür. Yöneticinin yüksek lisans mezunu özellikle de eğitim yönetimi yüksek lisans mezunu olmasının öz-duyarlık düzeylerinde farklılığa yol açtığı söylenebilir.

Anahtar Kelimeler: İlkokul, yöneticiler, öz-duyarlık, öz-sevecenlik, öz-yargılama, aşırı özdeşleşme

Abstract:

The aim of this research is to search administrators' levels who have been working in public primary schools in Bursa on self-compassion. This research is designed in survey model from descriptive research methods. According to MEB statistics of 2021-2022, sample of research consists of 192 administrators working in official primary schools in Bursa. Personal information form and the Self-Compassion Scale were used as data collection tools in the research. According to research results, levels of administrators on self-compassion did not differ statistically significantly according to branch, professional seniority, managerial seniority, age and education level. Thus, in the over-identification sub-dimension, the levels of the administrators differed significantly by education level. Levels of administrators who graduated from a master's program other than educational administration on the dimension of over-identification of self-compassion was higher than undergraduate administrators and the levels of the undergraduate administrators were higher than the the education administration graduate administrators. It can be said that the fact that the administrator has a master's degree in educational administration, makes a difference on self-compassion levels of administrators.

Keywords: Primary schools, administrators, self-compassion, self-kindness, self-judgment, over-identificaiton

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1. Introduction

Compassion is the understanding of not judging one's pain, deficiencies, and failures and seeing that experience as part of their social experience, while self-compassion is the desire to feel one's own pain, not avoid or give up this pain, to alleviate one's own suffering and to heal oneself with goodness (Bakar, 2020). Being compassionate and raising individuals with compassion is important for societies' development. In system of education, one of primary factors in raising individuals as compassionate individuals, to themselves, to their environment and to society, is that families and educators, who play a key role in the education of individuals, have adopted and assimilated compassion. Individuals with high self-compassion are expected to be individuals with high sensitivity towards their environment and society. Strengthening self-compassion, which has a strategic function in regulating emotions by reducing negative emotions, creating more positive feelings of kindness and commitment (Neff, Hsieh, & Dejitterat, 2005), is powerful tool that supports personal and professional ability, self-development, vision development, and producing a better quality of life (Nelson et al. 2018). Therefore, the presence of individuals with high self-compassion in society and educators with high self-compassion in education system is also important for increasing the quality of social life.

Self-compassion is a skill that helps individuals to be open to emotions that cause pain and distress, to approach themselves with caring and loving attitudes, to be understanding towards their inadequacies and failures, and to accept negative experiences as a natural process of human life (Neff, 2003a). Self-compassion is seen as an effective attitude in eliminating the effects of negative life events on human psychology (Asıcı and Karaca, 2014). High self-compassion skills, which support coping without experiencing negative emotions while accepting their role and responsibility in negative events (Leary et al 2005), and buffer against anxiety when faced with situations that threaten the ego of the individual, have been associated with psychological well-being (Neff et al 2007). Studies show that self-compassion significantly affects mental health (Neff, 2004), life satisfaction and social connectedness (Neff, 2003b). The structure and characteristics of the concept of self-compassion are explained by Akın, Akın and Abacı (2007) as follows:

- Self-compassion consists of three basic elements as self-kindness, common humanity, mindfulness

- Self-kindness is trying to understand themselves without prejudice, taking a kind and loving attitude towards their self instead of judging and criticizing them harshly.

- Common humanity is the awareness that the happy or troubled experiences of life are not unique to the individual and that all other people have similar experiences.

- Mindfulness is the ability of the individual to accept and balance their difficult and distressing feelings and thoughts, not to identify with them excessively.

- As a result, there are 6 sub-dimensions in the structure of the concept of self-compassion: self-kindness versus self-judgment, common humanity versus isolation, and mindfulness versus over-identification.

The concept of self-compassion, which is introduced to the literature by Neff (2003a) and consists of three basic elements: self-compassion, common humanity and mindfulness, can be explained as individuals trying to understand themselves without prejudice, behaving kindly and lovingly towards themselves, encouraging theirself in a polite and patient manner, being aware of the fact that all people have similar positive and negative experiences, and keeping their difficult and troubled feelings and thoughts in balance.

The primary school period is an important stage of the educational life of individuals in the pre-adolescent period, when the cornerstones of life are formed. The self-compassion, self-kindness and ability of the administrators who manage schools to cope with difficult and troublesome processes have effects on their management styles and their environment. Therefore, in this critical period, it can be said that measurement and evaluation of self-compassion levels of primary school administrators is extremely important with regard to prepare students for life. The management of primary schools by administrators with high self-compassion skills is also extremely valuable in terms of the development of children in the primary school period, when they need attention, love and sensitive behavior the most. On the other hand, since studies on self-compassion in educational management are extremely limited and it is a new topic in this sense, it is thought to contribute to the literature.

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The aim of this research is to determine administrators' levels who have been working in public primary schools in Bursa on self-compassion. For this purpose, in the research, answers were sought to the following questions; "What are the levels of self-compassion of the administrators working in public primary schools in Bursa? Do administrators' self-compassion levels differ in terms of various demographic variables?". It was assumed that the primary school administrators participating in the research answered the questions sincerely.

2. Method

Research Model

The research is designed in survey model from descriptive research methods. A quantitative research design was used. Survey models aim to describe a past or present situation as it is (Karasar, 1999). In this research, it is aimed to reveal self-compassion views of administrators who have been working in the public primary schools in Bursa.

Study Group

According to the MEB 2021-2022 statistics, the research sample consists of 192 administrators working in 410 official primary schools in Bursa. Simple random sampling method from non-probability sampling methods, was used in the selection of the sample and was based on voluntariness. The characteristics of the administrators who were participated to the research are given in Table 1.

Table-1: Characteristics of Administrators Participating in the Research

Duty		Frequency	Percent	Valid Percent	Cumulative Percent
	Principal	107	55,7	55,7	55,7
	Vice Principal	85	44,3	44,3	100,0
	Total	192	100,0	100,0	
Gender	Female	43	22,4	22,4	22,4
	Male	149	77,6	77,6	100,0
	Total	192	100,0	100,0	
Branch	Primary School Teacher	166	86,5	86,5	86,5
	Other	26	13,5	13,5	100,0
	Total	192	100,0	100,0	
Education Level	Undergraduate	155	80,7	80,7	80,7
	Master's Degree in Other Sciences	28	14,6	14,6	95,3
	Master's Degree in Educational Administration	9	4,7	4,7	100,0
	Total	192	100,0	100,0	
Managerial Seniority	1-5	65	33,9	33,9	33,9
	6-10	33	17,2	17,2	51,0
	11-15	38	19,8	19,8	70,8
	16-20	17	8,9	8,9	79,7
	21-25	25	13,0	13,0	92,7
	26 and over	14	7,3	7,3	100,0
	Total	192	100,0	100,0	
Professional Seniority	6-10	14	7,3	7,3	7,3
	11-15	34	17,7	17,7	25,0
	16-20	27	14,1	14,1	39,1
	21-25	39	20,3	20,3	59,4
	26 and over	78	40,6	40,6	100,0
	Total	192	100,0	100,0	
Age	26-30	2	1,0	1,0	1,0
	31-35	27	14,1	14,1	15,1
	36-40	29	15,1	15,1	30,2
	41-45	25	13,0	13,0	43,2
	46-50	43	22,4	22,4	65,6
	51 and over	66	34,4	34,4	100,0
	Total	192	100,0	100,0	

According to Table 1, 55.7% of the primary school administrators participating in the research were principals, 44.3% were vice principals, 22.4% were women, 77.6% were men, and 80.7%

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had undergraduate degree. 33.9% of them have managerial seniority of 1-5 years, 40.6% of them have a professional seniority of 26 years and above, and 34.4% of them are managers aged 51 and over.

Data Collection Tools

Personal information form prepared by the researchers and the Self-Compassion Scale developed by Neff (2003b) and adapted into Turkish by Akın, Akın and Abacı (2007) were used as data collection tool in the research. A 5-point Likert-type rating was used in scale consisting of 26 items and 6 sub-dimensions as self-kindness, self-judment, common humanity, isolation, mindfulness, and over-identification. In the validity-reliability study of the scale, the internal consistency coefficients were found between .72 and .80, and the test-retest reliability coefficients were between .56 and .69. In this study, the Cronbach Alpha Coefficient of the scale was calculated as .76. High scores obtained from each subscale mean that they have the characteristics evaluated by the relevant subscale; scores between 1-2.5 indicate low self-compassion, scores between 2.5-3.5 moderate, and scores between 3.5-5 indicate high self-compassion (Akın, Akın and Abacı, 2007).

Data Analysis

Ethical approval was obtained with the decision of Uludağ University Research and Publication Ethics Committee dated February 25, 2022 and numbered 14. The data were collected by the researchers. The data were first processed into the table in the excel program and then analyzed using the SPSS 23 program. First, it was checked whether the data were normally distributed. As a result of the Kolmogorov Smirnov Test, it was measured as p =.200 (p>.005). When the skewness and kurtosis test results are examined, it is seen that the skewness value is .316, the kurtosis value is .709, and it is within the expected range in the 5% confidence interval (statistical value range ±2.58 for the 5% confidence interval). When the data were normally distributed, the data were analyzed with parametric test statistics.

3. Findings

Findings regarding the views of the administrators on self-compassion are presented in Table 2.

Table-2: Views of Administrators on Self-Compassion

Variables	N	X	ss	Min	Max	Level
Self-compassion	192	2.61	16.40	-13,00	13,00	medium
1. Self-kindness	192	3.42	4.02	5,00	25,00	medium
2. Self-judgment	192	2.23	4.35	-25,00	-5,00	low
3. Common humanity	192	3.37	3.05	4,00	20,00	medium
4. Isolation	192	2.37	3.50	-20,00	-4,00	low
5. Mindfulness	192	3.68	3.04	4,00	20,00	high
6. Over-identification	192	2.28	3.72	-20,00	-4,00	low

According to Table 2, when the findings regarding the levels of the administrators on self-compassion are examined, we can say that the perceptions of the administrators on the self-compassion are moderate, and the average value is X̄=2.61. Administrators' perceptions on self-compassion are moderate (X̄=3.42) and are low on self-judgment (X̄=2.23). Perceptions of the administrators about common humanity are moderate (X̄=3.37), are low on isolation (X̄=2.37). Administrators perceptions on mindfulness are high (X̄=3.68) and are low on over-identification (X̄=2.28). The t-test results of administrators' views on self-compassion by gender are given in Table 3.

Table-3: Results of t-Test Views of Administrators on Self-Compassion by Gender

Variables	Gender	N	$\bar{x}$	ss	sd	t	p
Self-compassion	Female	43	3.42	15.67	190	2.246	.982
	Male	149	2.37	16.39			
1. Self-kindness	Female	43	3.63	3.54	190	1.963	.244
	Male	149	3.36	4.11			
2. Self-judgment	Female	43	2.04	4.56	190	-1.610	.528
	Male	149	2.28	4.26			
3. Common humanity	Female	43	3.66	2,,89	190	2.797	.867
	Male	149	3.29	3.03			
4. Isolation	Female	43	2.19	3.71	190	-1.506	.242
	Male	149	2.42	3.42			
5. Mindfulness	Female	43	3.86	2.63	190	1.738	.039*

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	Male	149	2.42	3.13			
6. Over-identification	Female	43	2.18	3.59	190	-.729	.716
	Male	149	2.30	3.77			

*p<.05

According to Table 3, we can say that the perceptions of administrators regarding self-compassion [t (190)= 2.246, p>.05] do not differ statistically significantly according to gender. Perceptions of administrators on the sub-dimensions of self-compassion; self-kindness [t (190)= 1.963, p>.05], self-judgment [t (190)= -1.610, p>.05], common humanity [t (190)= 2.797, p>.05], isolation [t (190)= -1.506, p>.05], over-identification [t (190)= -.729, p>.05] did not differ statistically significantly according to gender. The views of administrators differ significantly by gender in the sub-dimension of mindfulness [t (190)= 1.738, p<.05]. It was observed that female administrators (X̄=3.86) have higher self-perceptions in the mindfulness dimension of self-compassion compared to male administrators (X̄=2.42). t-test results on administrators' views on self-compassion by branch are presented in Table 4.

Table-4: Results of t-Test Views of Administrators on Self-Compassion by Branch

Variables	Branch	N	$\bar{x}$	ss	sd	t	p
Self-compassion	Primary School T.	107	2.57	16.19	190	-.963	.337
	Other	85	2.81	17.97			
1. Self-kindness	Primary School T.	107	3.40	4.08	190	-1.548	.123
	Other	85	3.58	3.59			
2. Self-judgment	Primary School T.	107	2.22	4.28	190	1.556	.121
	Other	85	2.28	4.86			
3. Common humanity	Primary School T.	107	3.33	3.00	190	-1.071	.286
	Other	85	3.67	3.20			
4. Isolation	Primary School T.	107	2.34	3.29	190	-.071	.944
	Other	85	2.57	4.63			
5. Mindfulness	Primary School T.	107	3.68	3.06	190	.210	.834
	Other	85	3.72	3.01			
6. Over-identification	Primary School T.	107	2.28	3.71	190	.128	.898
	Other	85	2.24	3.85			

*p<.05

According to Table, we can say that the perceptions of administrators regarding self-compassion [t (190)= -.963, p>.05] do not differ statistically significantly according to the branch. Perceptions of administrators on the self-compassion's sub-dimensions as self-kindness [t (190)= -1.548, p>.05], self-judgment [t (190)= 1.556, p>.05], common humanity [t (190)= -1.071, p>.05], isolation [t (190)= -.071, p>.05], mindfulness [t (190)= .210, p>.05], over-identification [t (190)= .128, p>.05] didn't differ statistically significantly according to the branch. t-test results on the views of administrators on self-compassion by duty are presented in Table 5.

Table-5: Results of t-Test Views of Administrators on Self-Compassion by Duty

Variables	Duty	N	$\bar{x}$	ss	sd	t	p
Self-compassion	Principal	166	2.43	15.26	190	-.411	.682
	Vice Principal	26	2.81	17.74			
1. Self-kindness	Principal	166	3.34	3.87	190	-1.057	.292
	Vice Principal	26	3.52	4.18			
2. Self-judgment	Principal	166	2.32	4.12	190	-.300	.764
	Vice Principal	26	2.12	4.58			
3. Common humanity	Principal	166	3.32	2.93	190	-2.161	.032*
	Vice Principal	26	3.44	3.20			
4. Isolation	Principal	166	2.36	3.18	190	-1.247	.214
	Vice Principal	26	2.37	3.89			
5. Mindfulness	Principal	166	3.69	2.98	190	-.270	.788
	Vice Principal	26	3.67	3.15			
6. Over-identification	Principal	166	2.28	3.64	190	.217	.828
	Vice Principal	26	2.27	3.84			

*p<.05

According to Table 5, we can say that the perceptions of administrators regarding self-compassion [t (190)= -.411, $p>.05$] do not differ statistically significantly according to the duty. Perceptions of administrators on the self-compassion's sub-dimensions as self-kindness [t (190)= -1.057, $p>.05$], self-judgment [t (190)= -.300, $p>.05$], isolation [t (190)= -1.247, $p>.05$], mindfulness [t (190)= -.270, $p<.05$], over-identification [t (190)= .217, $p>.05$] didn't differ statistically significantly according to the duty. The views of the administrators differ significantly by task in the sub-dimension of being aware of sharing [t (190)= -2.161, $p>.05$]. It has been observed that vice principals (X=3.44) have higher self-perceptions in the dimension of common humanity than principals (X=3.32). Results of ANOVA views of administrators on self-compassion by professional seniority are presented in Table 6.

Table-6: Results of ANOVA Views of Administrators on Self-Compassion by Professional Seniority

Variables	Source of Variance	Total of Squares	df	Mean Squares	F	p	Difference
Self-compassion	Between Groups	328.850	4	82.213	.301	.877	-
	Within Groups	51054.629	187	273.019			
	Total	51383.479	191				
1. Self-kindness	Between Groups	30.209	4	7.552	.461	.764	-
	Within Groups	3062.494	187	16.377			
	Total	3092.703	191				
2. Self-judgment	Between Groups	40.560	4	10.140	.531	.713	-
	Within Groups	3569.356	187	19.087			
	Total	3609.917	191				
3. Common humanity	Between Groups	19.990	4	4.997	.530	.714	-
	Within Groups	1762.010	187	9.423			
	Total	1782.000	191				
4. Isolation	Between Groups	16.033	4	4.008	.322	.863	-
	Within Groups	2327.836	187	12.448			
	Total	2343.870	191				
5. Mindfulness	Between Groups	20.101	4	5.025	.537	.709	-
	Within Groups	1751.352	187	9.366			
	Total	1771.453	191				
6. Over-identification	Between Groups	33.733	4	8.433	.604	.661	-
	Within Groups	2612.970	187	13.973			
	Total	2646.703	191				

*$p<.05$

According to Table 6, we can say that the views of administrators on self-compassion [$F(4,187)=.302$, $p>.05$] and its sub-dimensions self-kindness [$F(4,187)=.461$, $p>.05$], self-judgment [$F(4,187)=.531$, $p>.05$], common humanity [$F(4,187)=.530$, $p>.05$], isolation [$F(4,187)=.322$, $p>.05$], mindfulness [$F(4,187)=.537$, $p>.05$], over-identification [$F(4,187)=.604$, $p>.05$] don't differ significantly according to professional seniority. Results of ANOVA views of administrators on self-compassion by managerial seniority are presented in Table 7.

Table-7: Results of ANOVA Views of Administrators on Self-Compassion by Managerial Seniority

Variables	Source of Variance	Total of Squares	df	Mean Squares	F	p	Difference
Self-compassion	Between Groups	715.477	5	143.095	.525	.757	-
	Within Groups	50668.002	186	272.409			
	Total	51383.479	191				
1. Self-kindness	Between Groups	101.693	5	20.339	1.265	.281	-
	Within Groups	2991.010	186	16.081			
	Total	3092.703	191				
2. Self-judgment	Between Groups	63.673	5	12.735	.668	.648	-
	Within Groups	3546.244	186	19.066			
	Total	3609.917	191				

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	Source of Variance	Total of Squares	df	Mean Squares	F	p	Difference
3. Common humanity	Between Groups	76.354	5	15.271	1.665	.145	
	Within Groups	1705.646	186	9.170			-
	Total	1782.000	191				
4. Isolation	Between Groups	32.250	5	6.450	.519	.762	
	Within Groups	2311.620	186	12.428			-
	Total	2343.870	191				
5. Mindfulness	Between Groups	38.321	5	7.664	.823	.535	
	Within Groups	1733.132	186	9.318			-
	Total	1771.453	191				
6. Over-identification	Between Groups	50.159	5	10.032	.719	.610	
	Within Groups	2596.545	186	13.960			-
	Total	2646.703	191				

*p<.05

According to Table 7, we can say that the views of administrators on self-compassion [$F_{(5,186)}$=.525, p>.05] and its sub-dimensions self-kindness [$F_{(5,186)}$=1.265, p>.05], self-judgment [$F_{(5,186)}$=.668, p>.05], common humanity [$F_{(5,186)}$=1.665, p>.05], isolation [$F_{(5,186)}$=.519, p>.05], mindfulness [$F_{(5,186)}$=.823, p>.05], over-identification [$F_{(5,186)}$=.719, p>.05] don't differ significantly by managerial seniority. Results of ANOVA views of administrators on self-compassion by education level are presented in Table 8.

Table-8: Results of ANOVA Views of Administrators on Self-Compassion by Education Level

Variables	Source of Variance	Total of Squares	df	Mean Squares	F	p	Difference
Self-compassion	Between Groups	418.865	2	209.433	.777	.461	
	Within Groups	50964.614	189	269.654			-
	Total	51383.479	191				
1. Self-kindness	Between Groups	7.189	2	3.595	.220	.803	
	Within Groups	3085.514	189	16.325			-
	Total	3092.703	191				
2. Self-judgment	Between Groups	46.269	2	23.134	1.227	.296	
	Within Groups	3563.648	189	18.855			-
	Total	3609.917	191				
3. Common humanity	Between Groups	20.712	2	10.356	1.111	.331	
	Within Groups	1761.288	189	9.319			-
	Total	1782.000	191				
4. Isolation	Between Groups	24.310	2	12.155	.990	.373	
	Within Groups	2319.560	189	12.273			-
	Total	2343.870	191				
5. Mindfulness	Between Groups	1.379	2	.689	.074	.929	
	Within Groups	1770.074	189	9.365			-
	Total	1771.453	191				
6. Over-identification	Between Groups	157.685	2	78.843	5.987	.003*	Undergraduate-Master's D. in other
	Within Groups	2489.018	189	13.169			Undergraduate-Master's D. in Ed.Ad.
	Total	2646.703	191				

*p<.05

According to Table 8, we can say that the views of administrators on self-compassion [$F_{(2,189)}$=.777, p>.05] and its sub-dimensions self-kindness [$F_{(2,189)}$=.220, p>.05], self-judgment [$F_{(2,189)}$=1.227, p>.05], common humanity [$F_{(2,189)}$=1.111, p>.05], isolation [$F_{(2,189)}$=.990, p>.05], mindfulness [$F_{(2,189)}$=.074, p>.05] do not differ significantly by education level and differ significantly according to education in over-identification [$F_{(2,189)}$=5.987, p<.05] sub-dimension. According to the results of the Scheffe Test, which was conducted to find out between which groups the difference was, the average of views of

administrators who graduated from a master's degree in other than educational administration (X̄=3.25) on the dimension of over-identification of self-compassion was higher than the views of the undergraduate administrators (X̄=2.26) and the views of the undergraduate administrators (X̄=2.26) were higher than the views of the administrators have master's degree in education administration (X̄=2.06). Results of ANOVA views of administrators on self-compassion by age are presented in Table 9.

Table-9: Results of ANOVA Views of Administrators on Self-Compassion by Age

Variables	Source of Variance	Total of Squares	df	Mean Squares	F	p	Difference
Self-compassion	Between Groups	1259.394	5	251.879	.935	.460	-
	Within Groups	50124.086	186	269.484			
	Total	51383.479	191				
1. Self-kindness	Between Groups	55.525	5	11.105	.680	.639	-
	Within Groups	3037.178	186	16.329			
	Total	3092.703	191				
2. Self-judgment	Between Groups	163.984	5	32.797	1.770	.121	-
	Within Groups	3445.933	186	18.527			
	Total	3609.917	191				
3. Common humanity	Between Groups	20.901	5	4.180	.441	.819	-
	Within Groups	1761.099	186	9.468			
	Total	1782.000	191				
4. Isolation	Between Groups	17.647	5	3.529	.282	.922	-
	Within Groups	2326.222	186	12.507			
	Total	2343.870	191				
5. Mindfulness	Between Groups	47.030	5	9.406	1.015	.410	-
	Within Groups	1724.423	186	9.271			
	Total	1771.453	191				
6. Over-identification	Between Groups	81.174	5	16.235	1.177	.322	-
	Within Groups	2565.529	186	13.793			
	Total	2646.703	191				

*$p<.05$

According to Table 9, we can say that the views of administrators on self-compassion [$F_{(5,186)}=.935$, $p>.05$] and its sub-dimensions self-kindness [$F_{(5,186)}=.680$, $p>.05$], self-judgment [$F_{(5,186)}=1.770$, $p>.05$], common humanity [$F_{(5,186)}=.441$, $p>.05$], isolation [$F_{(5,186)}=.282$, $p>.05$], mindfulness [$F_{(5,186)}=1.015$, $p>.05$], over-identification [$F_{(5,186)}=1.177$, $p>.05$] don't differ significantly by age.

4. Discussion and Conclusion

Considering results obtained based on the findings of this research, administors' levels of self-compassion, self-kindness, and common humanity are moderate, while their mindfulness levels are high; it can be said that while administrators have higher perceptions of self-kindness, common humanity, and mindfulness while they have lower perceptions of self-judgment, isolation and over-identification may be due to the self-awareness of administrators in terms of self-compassion. In the study conducted by Akın (2007), it was found that people with high self-judgment, isolation, and over-identification were more likely to adopt an obedient orientation than people with high self-kindness, common humanity, and mindfulness. As a matter of fact, it is noteworthy that the low self-judgment, isolation, and over-identification dimensions in this study conducted with administrators may refer to the connection with leadership characteristics. Therefore, a different research can be designed in which administrators' views on self-compassion will be examined in terms of leadership characteristics.

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When the literature was examined, no research focusing on the self-compassion levels of education administrators was found in order to be compared with the findings of the current research. The research findings were compared with the research findings in different sectors. It was observed that the perceptions of the administrators on self-compassion didn't differ statistically significantly by gender, administrators' views on mindfulness sub-dimension differed significantly by gender, and female administrators' perceptions on the mindfulness dimension were higher than the male administrators. There is a perception that female administrators are better aware of coping with their feelings and thoughts in difficult situations and staying in balance than male administrators. Contrary to the findings of this study, studies in different sectors examining the relationship between self-compassion and gender (Raes, 2010, Neff, Hsieh, Dejitterat, 2005; Neff & Vonk, 2009, Kirkpatrick, 2005) concluded that women are less self-sensitive than men. In the study conducted by Alp (2012) with employees and retirees in a private company, it was concluded that men have higher average scores than women in terms of consciousness.

The perceptions of administrators on self-compassion didn't differ statistically significantly due to branch, professional seniority, managerial seniority, age. It is seen that the characteristics of the administrators regarding the branch, age and seniority are not effective in their views on self-compassion. In the study conducted by Neff and Vonk (2009), a positive relationship was found between self-compassion and age.

On the other hand, administrators' perception about self-compassion didn't differ statistically significantly by duty, and in the sub-dimension of common humanity, views of the administrators differ significantly according to the task. It has been observed that the vice principals have a higher self-perception in the sub dimension of common humanity than the principals. So, assistant principals are better at being aware of the fact that the positive and negative experiences experienced in life are also experienced by other people and that we are not alone.

Views of administrators on self-compassion didn't differ statistically significantly by education level, on the other hand, in the over-identification sub-dimension, the views of the administrators differed significantly by education level. Similarly, in the study conducted by Özpeynirci (2021), it was found that self-compassion did not differ according to the variable of educational status. The average of views of administrators who graduated from a master's program other than educational administration on the dimension of over-identification of self-compassion was higher than the views of the undergraduate administrators and the views of the undergraduate administrators were higher than the views of administrators have master's degree in educational administration. In over-identification dimension which is defined as the acceptance, balancing of one's own feelings, thoughts in difficult situations without over-identifying with them and without getting carried away, it is seen that over-identification decreases as the education level of the administrators increases. So, we can say that the administrator has a master's degree in educational administration, makes a difference in awareness in the dimension of over-identification regarding self-compassion. As the education level of the administrator increases, the decrease in over-identification and the perception of the administrator as an individual who can better cope with difficult situations are remarkable in terms of the educational status making a difference.

Researches can be conducted to administrators and teachers to examine the relationship between self-compassion, which enables individuals to observe their feelings and thoughts in the face of a difficult situation (Ferreira et al., 2013, Ferreira et al. 2019), enables individuals to solve their problems consciously instead of escaping from them (Özdemir & Seef, 2017) and feeling regulation and problem solving skills.

Furthermore, high self-compassion skills, which support coping without experiencing negative emotions while accepting their role and responsibility in negative events (Leary et al 2005), and buffer against anxiety when faced with situations that threaten the ego of the individual, have been associated with psychological well-being (Neff et al 2007). Administrators should be supported in their development in psychological well-being, psychological resilience, balancing in the level of emotion, thought and behavior, and problem solving in connection with self-compassion. According to literature, self-compassionate people are strength in psychologicaly as many characteristics of their own life, because they are happy, hopeful, affectionate (Neff, Rude, & Kirkpatrick, 2007) and well-being in psychologically (Akın, 2008). Good self-compassion skills of adults will reflect positively on students, so trainings,

activities, workshops, awareness groups can be organized for the development of self-compassion skills of administrators, teachers and parents.

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