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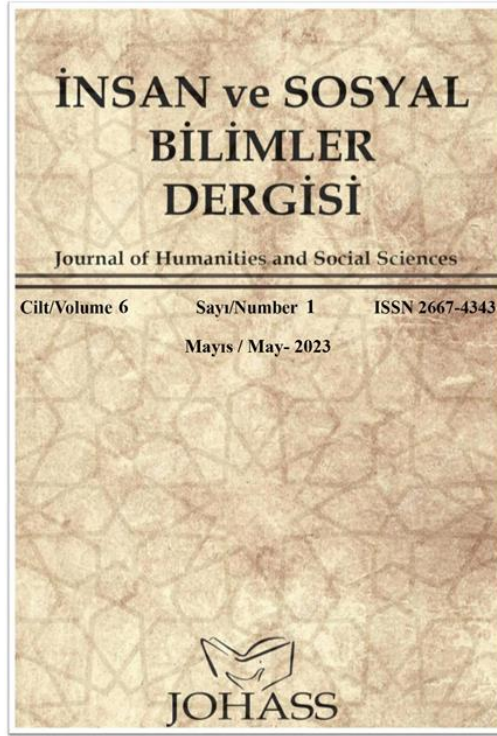
Investigation of Classroom Teachers' Dispositions towards Love Pedagogy

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Abstract	Research Article
Love is one of the prerequisites for educational environments to be reliable, qualified and functional. While creating a loving educational environment, the level of the teacher's love for his student and his profession and how much he uses this love in the educational environment are significant. This study aims to examine primary school teachers' dispositions towards love pedagogy in terms of various variables by applying the "Dispositions Towards Love Pedagogy Scale" which is developed to determine the level of teachers' use of love in the educational environment. The universe of the research consisted of classroom teachers working in Diyarbakır in the 2020-2021 academic year. In the study, the snowball sampling method was used within the framework of non-random sampling for the selection of the sample. In addition to descriptive statistics, the t-Test for independent samples, one-way analysis of variance (ANOVA), Mann-Whitney U test were used to examine the dispositions of classroom teachers towards love pedagogy. As a result of the findings, when the teachers' dispositions towards love pedagogy were examined on the basis of dimensions, it was identified that the highest attitude scores were in the pedagogical kindness dimension, and the lowest attitude scores were in the forgiveness dimension. Considering the total score averages, it was seen that the teachers' attitudes were at a high level. In terms of various variables, it was observed that there were significant differences in the attitudes of teachers according to their gender, having children, marital status, and willingly choosing the teaching as a profession.	
Keywords: Love, love pedagogy, teacher	

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Introduction

In educational environments, educators' attitudes towards their students and the way they approach them are very important. A loving teacher who treats his students with love can create a peaceful, safe and qualified learning environment. Therefore, it is important for all stakeholders involved in the education and training process to conceptualize love in the education process and to be able to determine to what extent teachers use love. Because one of the most important needs of people is love. Love is finding and applying the way of being human and living humanely (Sönmez, 1987). Those who are full of the energy of loving themselves and others are those who grow with love (Dilci, 2019). Love; It is a feeling that the child feels towards those who meet his needs and that emerges as a result of satisfaction. This feeling of love, which is in the essence of man, develops in a negative or positive way by being shaped and meaningful within the framework of the experiences he has gained from the mother's womb to his death (Topses, 1992).

Toyotome (1961) mentions that there are three types of love. The first of these is the "if" type of love. In this type of love, love is shown to the other person when certain conditions are met. Another is the "because" style of love. In this type of love, a person is loved for something he has, something he has done or not done. Another type of love is the "despite" type of love. In this type of love, a person is considered worthy of being loved no matter what they do. This type of love can also be called unconditional and unprejudiced love (Şahin, 2020). Buscaglia said, "In love there is unconditional giving." supports the same view. To love is to take the risk of not being loved. Love is loved not for reciprocity, but for love, otherwise there will be no love. Love is unconditional and unconditional (Buscaglia, 2020). The most accepted and unrequited love is the love of children. Like the love of mother and father, for teachers, love of children requires care, protection, protection, communication, being interested, empathy and having some knowledge about child development (Ercan, 2014). Educators who have not gained this knowledge and are not equipped with this knowledge may not be able to provide individuals with knowledge, skills, attitudes and values (Şahin, 2020).

Love is an indispensable part of education. The feeling of love is an innate feeling in people and people are more interested in the things they love. The purpose of education is to reveal this interest and love in people. The existence of love in the educational environment is one of the most important factors in the emergence of this feeling. (Türkoğlu, Tofur & Cansoy, 2012). Love and care should be at the center of education. The love and attention shown to the student will make teaching more effective (Goldstein & Lake, 2000).

According to Loreman (2011) learning takes place with a loving pedagogy. The concept of pedagogy, which is used in the meaning of child education or educational science, also includes educating the individual, increasing the knowledge, awareness and culture level of the individual, and strengthening the socialization ability (Yıldırım, 2013). As a discipline, pedagogy seeks to build a knowledge base on problems related to childhood or child-rearing; questions the suitability of educational activities for children. Pedagogy aims to help children and young people by determining appropriate methods in teaching for children (Süer, 2019; Van Mannen, 2015). In its contemporary usage, the term pedagogy retains the meaning of guiding or guiding learning, and although it is based on children, it seems to have lost its feature of belonging only to childhood. Over time, it has been observed that the need for guidance is not limited to childhood and adult students also need support. It is seen that pedagogy, which is defined as the art or science of guiding for a lifelong learning process, has turned into a concept that will also include adulthood

(Beetham & Sharpe, 2013). The pedagogy discipline, which is based on combining the needs of the learners and the areas that need to be supported in the learning process, covers the aims of the education, the application materials, the plan to be applied in the education, the development and implementation of the project and the education and training process (Çiltaş & Akıllı, 2011).

Providing a roadmap for educators in general and teachers in particular, pedagogy provides a framework for teachers and educators describing how to use methods in the educational process, from topic selection to teacher-student relationships. From this perspective, it determines a pedagogical basis and approaches belonging to this pedagogy, which the teacher internalizes in what kind of understanding and framework he will act in the classroom. When pedagogical approaches are classified, two different approaches emerge as traditional and contemporary pedagogical approaches (Aksin-Şimşek, 2019). Many different pedagogical approaches have been developed under the title of contemporary pedagogy. innovative pedagogy, waldorf pedagogy and healing pedagogy, Social pedagogy, critical pedagogy and love pedagogy are among the contemporary pedagogical approaches.

Love Pedagogy

Different philosophers such as Plato and Paulo Freire claim that love plays an integral role in education and pedagogy. This role has been formulated in many ways: love has the power to inspire students to seek knowledge, love can unite the teacher and student in the pursuit of knowledge, and a love of learning can empower students to challenge knowledge and thus push their limits (Cho, 2005). uno Cygnaeus wrote about pedagogical love in the 1860s. Urpo after a century Harva and Martti Haavio also addressed the same issue (Loreman, 2011; Maatta & Uusiautti, 2012c; Yin, Loreman, Majid & Alias, 2019).

Love as Pedagogy, has been more often preserved in informal contexts, such as a father teaching his daughter to fly a kite or a family friend teaching a child how to swim on his back for a day at the beach. Interactions in such situations are cordial, safe, caring, and warm. The level of comfort felt by both parties enriches the learning experience, making it memorable and effective. Such interactions, which are vital for learning, are not seen in formal educational settings for one reason or another (Sarason, 1998; Wise, 2008; Loreman, 2011). Loreman (2011) argues that a radical change in formal education environments is inevitable and such a change should be in the direction of love.

According to Loreman (2011) the pedagogy of love includes passion, kindness, empathy, intimacy, bonding, altruism, forgiveness, acceptance and community. We will examine these nine dimensions below.

Dimensions of Love Pedagogy

Passion

Triangle Theory of Love, it is explained that love consists of three factors; passion, sincerity and commitment (Sternberg, 1986). When Sternberg speaks of passion, he mainly refers to physical attraction, sexual fulfillment, and romance, none of which are suited to pedagogical types of relationships. However, Cho (2005) refers to passion as a motivational force in the pursuit of learning. This is largely in line with Sternberg, who also acknowledges the strong motivational aspect of passion. In a pedagogical sense, being passionate might then be more akin to enthusiasm. Following intimacy and passion, Sternberg's third decision/devotion component involves deciding that one loves the other and committing to maintaining that loving relationship for the long term. The whole

teaching and learning environment is enlivened when teachers instill passion in their students with an overwhelming sense of enthusiasm for the idea of a loving pedagogy (Cho, 2005; Loreman, 2011; Yin et al., 2019).

A passion to teach is something that can be said to be inherent in every good teacher. While this is true, this passionate spark can be further fueled by the adoption of a loving pedagogy. Those who are passionate about teaching want to go to work every day, want to see their students, and are excited and enthusiastic about what the future holds as they bring their classroom communities together in the act of learning. This passion can be nurtured to varying degrees depending on the circumstances, but ultimately it is the individual's responsibility to remain passionate about teaching. It is an attitude that people will love both their students and the art and science of teaching in the face of obstacles that may come their way (Loreman, 2011).

One definition of passion is simply the pleasure derived from doing something. Teachers who use love to teach are those who are passionate about teaching. Passion is required to use love as a pedagogy (Cho, 2005). Hooks (2003) sees teaching with love as passionate and inspiring. Passion can also be defined as a strong or positive emotion and commitment to a subjectively valuable goal. Passion is divided into harmonious and obsessive passion (Keller et al., 2016; Vallerand et al., 2003). Past research has shown that adaptive passion is associated with positive outcomes, including a passion for teaching (Carpentier, Mageau & Vallerand, 2012; Fernet et al., 2014). Compassionate teachers show passion in their work, and highly motivated teachers have a tremendous impact on teaching and facilitating student success. While passion is essential for good teaching, research shows that passionate teachers are more likely to be effective (Lee, 2017). It has also been observed that inspiring teachers are passionate about the teaching profession and make learning enjoyable. They develop ways to motivate their students (Sammons et al., 2016). Therefore, passion is defined as a trait that encompasses all aspects of love, including love pedagogy (Yin et al., 2019).

Kindness

As pedagogical approaches began to be studied in more modern scientific ways through research, kindness was recognized as the foundation of good teaching and learning (Willard, 1929). Like most dimensions of love, a precise definition of kindness is difficult, so it is probably best to learn this idea through discussion (Loreman, 2011). In schools and various social activities, it is possible to integrate and develop love and kindness into students' daily lives. It is difficult to describe love in words in the education given by creating an environment of love in the classroom. Love is hidden and felt in the words used, behaviors, forms of address, speeches, looks, listening, smiles, sorrows, in short, in all kinds of interactions. Sharing pain, distress, fear, sadness, joy, joy, beauty, goodness, virtue and knowledge by teachers and students is important in the formation of love (Sönmez, 1987; Özmen, 1999).

Seligman et al. (2005) classified universal virtues and strengths. Kindness is considered a character of strength that falls under the broader virtue of humanity (kindness, love, and social intelligence). According to this classification, kindness is generally associated with generosity, care, care, compassion, altruistic love and kindness. Although kindness is a combination of emotional, behavioral and motivational components, an act of kindness benefits or makes others happy (Kerr et al. 2015). Binfet (2015) argued that goodness should be viewed not only from the perspective of adults, but also from the perspective of young children. This is so that teachers have a clear and accurate definition of kindness to guide students, and kindness is defined as an emotional or physical act of support that helps establish or maintain relationships with others (Binfet & Gaertner,

2015). Past research has shown that the practice of kindness can improve students' well-being and peer popularity (Kerr et al. 2015; Layous et al., 2012). Findings from Yin & Majid (2018) showed that benevolent and kind humanity is the most common strength of character among teachers who positively influence their students. Maatta & Uusiautti (2012a) discussed kindness as the basic concept needed to raise children to be good people, and kindness can be considered as an aspect of kindness.

In the research on kindness by Comunian (1998), it is easier to say that one should act kindly than to be genuinely kind. It is easier said than done that an elderly passenger should always be accommodated on the bus when you are tired from a hard day's work. It's easier for a teacher to talk about kindness to his students than to do it. The teacher who wants kindness to be a culture in the classroom should not only say it, but be kind to students. Love pedagogy can only take place in an environment where kindness exists. The development of personal kindness is a pursuit that everyone can follow, given that we can always be kinder. The process can therefore be continuous and sustainable through self-monitoring of practices of the kind already in place and exploring areas where more kindness can be developed. As we develop more kindness to ourselves, we must also be mindful of promoting goodness in others. In a typical classroom context, this includes not only students but also other adults in the setting (Loreman, 2011).

Empathy

Empathy is necessary to properly establish loving communication. Empathy has been defined as the process of putting oneself in the place of others, understanding, feeling and communicating emotions and thoughts correctly (Dökmen, 2006). According to Rogers, empathy means "entering someone's private world of perception and being completely with them." A person who is sensitive to emotions such as fear, happiness and love, and tries to feel their emotions without judgment, empathizes (Rogers, 1983).

Empathy also has a close relationship with kindness. Kindness from the individual arises when empathy occurs. Batson et al. (2005) viewed empathy as an increased likelihood of wanting to help others when we identify with them. Arnold (2004) stated that the purpose of empathy is to engage with self-reflection in order to recognize and understand the feelings of others and to identify with others and take action. In the teaching and learning process, a teacher should respond to students' needs and highlight students' strengths by giving them appropriate support in the learning process. Warren (2017) saw empathy in education work as a unifying puzzle piece between student-teacher interaction based on what a teacher knows about the student's needs. Teachers' use of empathy in teaching helps to generate positive interactions with students, enhances the social-emotional learning of students, especially students in a diverse school setting, motivates and improves student outcomes.

According to Loreman (2011), in order to instill kindness and empathy in pedagogy, we must first develop these two characteristics in ourselves and other educators involved. While this is successful, an atmosphere of kindness should be fostered in the classroom and kindness and empathy should be developed in students. This can be done through environmental arrangements as well as placing students in situations where kindness and empathy are encouraged and learned in an individual interactive way. Mutual kindness and genuine empathetic understanding become two of the foundations of love pedagogy.

Intimacy and Bonding

In the idea of a loving pedagogy, where a teacher and a student unite in a common quest to reveal meanings, the need for intimacy; It is expressed as the development of a close and caring personal bond. This is crucial if learning is to take place over the long term, because when faced with difficulties (as sometimes when learning), a certain level of intimacy and bond is required so that student and teacher do not give up on each other. We are more likely to resist difficulties for and with people we feel close to (Freire, 2019; Yin et al., 2019).

The ideas of attachment and intimacy are somehow intertwined. From one point of view it is said that we connect through intimacy, while from another point of view it is said that intimacy emerges when we form a bond with those around us. Leckman et al. According to (2006), attachment is a biological process arising from an evolutionary necessity, such as parents taking care of their offspring and the same offspring trying to be close to their parents in order to survive. Considered in the context of love pedagogy; A student who establishes a strong bond with his teacher is more willing to participate in learning pursuits. The unity of sincerity allows the teacher and student to share their joys and disappointments in the learning process, and to support each other both concretely and emotionally throughout the process. When a close bond with another is felt and appropriate close interactions arise in the relationship, then a sense of loyalty to one another arises. Regardless of the human flaws our behavior reveals, we generally want to be loyal and share intimacy with those with whom we feel connected (Loreman, 2011).

Sincerity and bond in education refer to the relationship between teacher and student. The relationships between teachers and students are linked to the nature of the adult-child relationship in human development (Pianta, Hamre & Stuhlman, 2003 ; Sabol & Pianta, 2012). Past research has shown that a positive relationship between teachers and students can improve students' behavior, academic achievement, and classroom participation (De Laet et al., 2015 ; Hughes, 2011). The intimacy component addresses closeness and attachment to a person. This qualification may exist between a teacher and a student. This can be a healthy and positive interaction. A good relationship between teachers and students allows students to share their difficulties with their teachers and indirectly creates a more positive environment for students. Studies have shown that positive intimacy can reduce a student 's risk of serious behavioral problems (Yin et al., 2019) .

Sacrifice

The term sacrifice is derived from the Latin word "sacrificium" meaning "to make holy". Existing concepts of the meaning of the word altruism tend to include ideas of giving up, going without something, or ultimately making some kind of special effort to one's own detriment but to the benefit of others (Gelven, 1988). Noller (1996) identifies altruism as a fundamental element in the definition of true love, sitting side by side with compassion, respect, and loyalty.

From a psychological point of view, altruism is seen as a strong commitment to the other, high investment, satisfaction, and investment in the relationship as well as weak alternatives to altruism (Van Lange et al., 1997). According to Loreman (2011), altruism and forgiveness are embedded in religion and psychology. The Christian idea of the sacrifice of Christ on the cross, the Muslims' belief in the importance of obedience and sacrifice in the name of God, and the Buddhists' view of the sacrifice as a liberating practice are examples of the concept of sacrifice in religion. In the pedagogy of love, altruism refers to high commitment, investment, and teaching satisfaction, and teachers willing to make sacrifices for their students.

Willer (2009) expresses why individuals may make sacrifices to benefit a wider group. The same can be said for teachers. Teachers who make sacrifices for a group of students may be achieving higher status, influence, and student collaboration. A teacher embracing the pedagogy of love may make small but significant sacrifices, such as giving up a coffee break at recess, to support an upset student. It is important for the same teacher to encourage their students, colleagues and families to make sacrifices for each other and others (Loreman, 2011; Willer, 2009).

Forgiveness

Love may not be the answer to all questions, but it can create a safe environment where we can find answers to what's bothering us. In an environment of trust created by love, people can discuss differences and resolve disagreements without hurting each other (Chapman, 2007). The most important thing that leaves people helpless is the lack of love. Every child needs unconditional love (Chapman & Campell, 2012).

Unconditional love does not mean that children should be loved no matter what they do. However, with unconditional love, it can turn negative behaviors into positive ones. Because it is very easy to discipline a child who feels loved. Error is human and children will naturally make mistakes. It would be wrong to punish a child who regrets his mistakes, and any punishment will have a negative impact on the child's mood. Feelings of regret and learning behavior should be welcomed. This is an indication that children can see the truth and are conscientious. When children are forgiven for their mistakes, they learn from it. Therefore, children learn the feeling of forgiving themselves and others (Dilci, 2019).

Forgiveness is defined as giving a second chance to those who have made mistakes without holding grudges (Peterson, 2006). Forgiveness is one of the strong characters in positive psychology. Another common definition of forgiveness is a deliberate process that turns a vengeful, negative response into a positive (Maio et al. 2008). In this conceptualization of the love pedagogy, forgiveness is presented as teaching students to clarify how they feel when a problem arises and then develop the understanding and empathy needed to see problems from the other's perspective. Teachers act as facilitators in the forgiveness process. A teacher can help the student see if forgiveness is a solution to the current problem and help facilitate the conclusion of an agreement in which both parties agree to forgive. The most important part of this forgiveness is reconciliation. Although forgiveness can occur with or without compromise, reconciliation is essential to maintain a positive ongoing relationship (West, 2001; Yin et al., 2019).

In contexts where teaching and learning through a loving relationship is the main focus, it is only natural to want to make sacrifices, to sacrifice for our loved ones when there are no more positive alternatives. In addition to the direct benefits that come from altruism, it also shows the people we sacrifice for how much we care about them. Forgiveness can also be a form of self-sacrifice as a way of getting rid of obstacles caused by hurt and wrongdoing. Empathy also has a very important place in both self-sacrifice and forgiveness processes. The connection between the various dimensions of love artificially separated to allow for structured discussion is very strong. Sub-dimensions of love pedagogy are interconnected concepts, and ignoring one aspect negatively affects other aspects (Loreman, 2011).

Community and Acceptance

Love in the dimensions of kindness, empathy, sincerity, bonding, self-sacrifice and forgiveness of love pedagogy is largely directed towards the idea that love basically

includes a relationship between two people. In most pedagogical contexts, however, it should be expanded to include multiple loving relationships between all individuals in a community. In an ideal situation, a class that works consistently with a loving pedagogy is one in which each member of the class has a special relationship and affection for other members. The ideal that each member of a class community should have a special and loving relationship with every other member expresses acceptance. Acceptance means reconciling ourselves with differences in others that may initially cause some dissonance and, to some extent, acknowledging the intrinsic value of that difference. This kind of acceptance and building of a loving community requires an inclusive approach. An inclusive community is an accepting community (Loreman, 2009; Loreman, 2011; Yin et al., 2019).

When students feel safe in the classroom and can establish a love-based relationship with their teachers, they have more courage to open up and thus, freer and freer dialogues are possible in the classroom (Cammarota & Romero, 2006).

Loreman (2011) argued that the pedagogy of love should be expanded to include multiple loving relationships among community members. Ideally, the aim of education should not only focus on individual development, but also enable people to learn to live together harmoniously. Through the application of the pedagogy of love, the teacher acts as a bridge that connects each student. The classroom becomes a space where communication is valued and relationships are built without discrimination, regardless of students' attitudes, backgrounds, religions, cultures, ethnicities, abilities or other differences. Recognition of diversity includes recognizing the value in differences while also emphasizing that all children share a common humanity and should be able to participate together in all aspects of society. Acceptance of every individual in a class can lead to a loving community. In this context, teachers play an important role in helping students with low acceptance create new social roles and develop relationships with their peers (Jennings & Greenberg, 2009).

In general, the elements of loving pedagogy feed off each other, the most essential element being a teacher's kindness and empathy towards a student. Later, loving pedagogy develops into a relationship of intimacy and bond, along with the other elements discussed above (Yin et al. 2019).

Purpose and Importance of the Research

The main purpose of this research is to examine the tendencies of classroom teachers towards love pedagogy through the Dispositions Towards Love Pedagogy Scale (DTLP). For this purpose, answers to the following questions were sought.

1. Among the tendencies of primary school teachers working in Diyarbakir on love pedagogy;
   a. Gender,
   b. Marital status,
   c. Number of children,
   d. Is there a significant difference in terms of willingly choosing the teaching profession?

The role of teachers is very important in creating loving educational environments. A loving teacher can create such an educational environment. Although there are studies on the importance of love and love in educational settings in the literature, there are no studies in which love is conceptualized and love is adopted as a pedagogy. This study is important in terms of explaining the sub-dimensions of love pedagogy and paving the way for the use of love as a pedagogy. In addition, although there are studies on teachers' love

of children in the literature, there are no studies on the level of use of love in the educational environment. It is important in terms of examining the tendencies towards love pedagogy in 6 different sub-dimensions and opening a study area on love pedagogy for educators, academicians and all other stakeholders.

Method

Model

The research was designed in the quantitative research type survey model. The scale of tendencies towards love pedagogy was applied to primary school teachers working in Diyarbakir and their tendencies towards love pedagogy were examined.

Universe and Sample

The universe of the research consists of classroom teachers working in Diyarbakır in the 2020-2021 academic year. In the study, snowball sampling method was used within the framework of non-random sampling in the selection of the sample. Non-random sampling selection; These are the methods in which the sample is formed without randomly selecting the units. Therefore, the sample does not have to represent the population. This type of sample is widely used, especially in limited time period, limited financial resources, narrow universe or pilot study (Baştürk & Taştepe, 2013).

While conducting the research, snowball sampling method was preferred considering the conditions such as pandemic conditions, limited financial resources and time constraints. In snowball sampling; the researcher reaches other people through the people he can reach. That is, the previous individual directs it to the next. In this method, the sample grows larger as it rolls down, like a snowball. There is no clear number or formula in the snowball sample. In addition, the sample does not have to represent the universe. Because it cannot be predicted how large the sample will grow (İslamoğlu & Alnıaçık, 2016; Yıldırım & Şimşek, 2021). In order to avoid bias in this sampling method, initially about 40 different people were reached. Other people were reached through these contacts. Thus, the risk of ignoring people with different opinions and the risk of bias are reduced. In the study, 609 classroom teachers working in Diyarbakır were reached. It can be said that this number is sufficient for the sample in the light of the above-mentioned sources.

Instruments

Personal information form and DTLP were used as data collection tools. In the personal information form, information about gender, age, marital status and preferring the teaching profession was requested. Classroom teachers' tendencies towards love pedagogy were examined in terms of gender, marital status and choosing the teaching profession through DTLP. The Dispositions Towards Love Pedagogy Scale (DTLP) includes 29 items and 6 different sub-dimensions. First, Yin et al. (2019) based on a theoretical model of the sub-dimensions of love pedagogy. This theoretical model was developed by Loreman (2011). The adaptation of the scale to Turkish language was done by Azboy (2022). The internal consistency and item analyze of the Dispositions Towards Love Pedagogy Affection Pedagogy Scale (DTLP) were conducted on the data obtained from the scale form applied to a group of 609 classroom teachers (288 female, 321 male). Your scale; The reliability of the *community and acceptance* sub-dimension α= .89, the reliability of the *sincerity* sub-dimension α= .84, the reliability of the *altruism and bonding* sub-dimension α= .86, the reliability of the *empathy and deliberate kindness* sub-dimension α= .70, the reliability of the forgiveness sub-dimension α=. .83 and the reliability of the *pedagogical*

kindness sub-dimension is α= .79, and the total reliability of the scale is α= .93. For a scale to be reliable, it is generally sufficient to have a reliability coefficient of .70 or higher (Büyüköztürk, 2018). In this respect, it can be said that the sub-dimensions and general reliability of the scale are high.

Data Collection and Analysis

During the data collection process, ethics committee approval was obtained from Dicle University Social and Human Sciences Ethics Committee, and then a research permission letter was sent to Diyarbakır Provincial Directorate of National Education through Dicle University Educational Sciences Institute. After obtaining the application permission from Diyarbakır Provincial Directorate of National Education, applications were made by the researcher in the schools constituting the universe of the research as of 14.04.2021. As a result of the applications, 609 classroom teachers were reached.

The data set collected through SPYEÖ was transferred to the computer environment. The analyzes suitable for the data set were analyzed using the SPSS statistical package program. In describing the demographic characteristics of the teachers participating in the research; Frequency (f) and percentage (%) descriptive statistics were used. Mean and standard deviation values were calculated for each sub-dimension and each item of DTLP in order to determine the level of primary school teachers' tendencies towards love pedagogy. According to the results of these tests; Independent Samples t Test for variables of gender, marital status and willingness to choose the teaching profession; One-way analysis of variance (ANOVA) test was performed for the number of children variable. As a result of these tests, multiple comparisons were made with Tukey test and Mann-Whitney U test in order to determine between which groups the significant difference occurred. The significance level of .05 was taken as a basis in the analysis of the data. The distribution of rating options according to scores in the *Dispositions Towards Love Pedagogy Scale* used in the study is given below (Table 1).

Table 1. *Distribution of Rating Options According to Scores in the Dispositions Towards Love Pedagogy Scale*

Options	Points	Score Range	Scale Evaluation
I strongly disagree	one	1.00-1.75	Insufficient
I do not agree	2	1.76-2.50	Low level
I agree	3	2.51-3.25	Intermediate
Absolutely I agree	4	3.26-4.00	Top level

The rating used in answering the items in the scale used in the research is *1. Strongly Disagree, 2. Disagree, 3. Agree, 4. Strongly Agree* . Here; The answers given and high scores for each dimension in the scales show that the feature related to that dimension is high.

Findings

Under this title, the findings regarding the examination of the Dispositions Towards Love Pedagogy Scale in terms of various variables are presented.

Demographic Characteristics of Participants

The demographic characteristics of the classroom teachers who participated in the study and whose scales were considered valid are given in Table 2.

Table 2. Demographic Characteristics of Classroom Teachers Participating in the Research

Demographic Attribute	Groups	N	%
	Female	288	47.3
Gender	Male	321	52.7
	Total	**609**	**100.0**
	The married	522	85.7
Marital status	Single	87	14.3
	Total	**609**	**100.0**
	He has no children	109	17.9
	1 Child	96	15.8
Number of children	2 Children	242	39.7
	2 Children and above	162	26.6
	Total	**609**	**100.0**
The state of willingly	Yes	490	80.5
choosing the teaching	No	119	19.5
profession	**Total**	**609**	**100.0**

When Table 2 is examined; In terms of gender variable, female classroom teachers constitute 47.3% (f=288) of the participant group, while male classroom teachers constitute 52.7% (f=321) of the group. According to the marital status variable, 85.7% (f=522) of the primary school teachers were married while 14.3% (f=87) were single. According to the number of children variable, 17.9% (f=109) of the classroom teachers had no children, 15.8% (f=96) had one child, 39.7% (f=242) had two children, and 26.6% (f=162), on the other hand, it is seen that they have three or more children. According to the situation of willingly choosing the teaching profession; It is seen that 80.5% (f=490) of the classroom teachers voluntarily preferred the teaching profession, while 19.5% (f=119) unintentionally preferred the teaching profession.

Findings of General Attitudes of Classroom Teachers' Dispositions Towards Love Pedagogy on the Basis of Dimensions

When the tendencies of classroom teachers towards love pedagogy are examined on the basis of dimensions, it is understood that the attitudes towards the pedagogical kindness dimension are at the highest level ($\bar{x}$ =3.67), and the forgiveness dimension is at the lowest level ($\bar{x}$ =2.98) compared to the other dimensions. Classroom teachers' attitudes towards other dimensions in the scale, in ascending order; sincerity ($\bar{x}$ =3.21), altruism and commitment ($\bar{x}$ =3.32), community and acceptance ($\bar{x}$ =3.38) and empathy and deliberate kindness ($\bar{x}$=3.49) (Table 3).

Table 3. Distribution of Grade Teachers' Responses to DTLP by Scale Dimensions

Dimensions	N	Min	Max	$\bar{x}$	ss	sh	Comment
Community and Acceptance	609	1	4	3.38	.44	.02	Top level
Intimacy	609	1	4	3.21	.58	.02	Intermediate
Sacrifice and Bonding	609	2	4	3.32	.47	.02	Top level

Empathy and Deliberate Kindness	609	1	4	3.49	.51	.02	Top level
Forgiveness	609	1	4	2.98	.75	.03	Intermediate
Pedagogical Intimacy	609	1	4	3.67	.50	.02	Top level
Love Pedagogy Total	**609**	**2**	**4**	**3.33**	**.40**	**.02**	**Top level**

When the mean scores in Table 3 are examined, it is seen that the attitudes of classroom teachers towards the dimensions of "community and acceptance", "sacrifice and bonding", "empathy and deliberate kindness" and "pedagogical kindness" of love pedagogy are "high". It is understood that their attitudes towards the "intimacy" and "forgiveness" dimensions are at a "moderate" level, and their total attitudes towards love pedagogy $\bar{x}$ are at a "high level" ($\bar{x}$ =3.33).

Distribution of Classroom Teachers' Responses to by Items

When the attitudes of classroom teachers towards the "community and acceptance" dimension of love pedagogy are examined, the expressions they most agree with are "I take care to be kind to my students every hour I teach." ($\bar{x}$ =3.57) and "All students are welcome in my class, regardless of their individual differences.$\bar{x}$ (=3.57) expressions. It is understood that the statement with the least participation of the classroom teachers is "I know about the important activities of minority cultures in my classroom, even if it is not within the scope of $\bar{x}$ a public holiday in the region I am in." ($\bar{x}$ =3.16) (Table 4).

When the attitudes of the classroom teachers towards the "sincerity" dimension of the love pedagogy are examined, the expressions they most agree with are "I encourage students to ask for forgiveness and forgive."$\bar{x}$(=3.49) and "It is important for me to establish a close emotional bond with the students." ($\bar{x}$=3.38) expressions. The statement with the least participation of the classroom teachers is, "Young students can hold my hand for a short time during my garden watch if they wish." ($\bar{x}$ =3.03) expression (Table 4).

When the attitudes of the classroom teachers towards the "sacrifice and bonding" dimension of the love pedagogy are examined, the statement they most agree with is "If I find a better way to achieve the same result while making sacrifices, I will do it." It is understood that the expression $\bar{x}$(=3.39) exists. It is understood that the statement with which the classroom teachers least agree is "I sometimes make great sacrifices for my students (for example, using my spare time and/or some of my money in classroom activities to support $\bar{x}$ them)" ($\bar{x}$ =3.23) (Table 4).

When the attitudes of the classroom $\bar{x}$ teachers towards the "empathy and deliberate kindness" dimension of the love pedagogy are examined, the expressions they most agree with are "I try to get to know my students better." ($\bar{x}$ =3.60) expression. The statement with the least participation of the classroom teachers is, "I deliberately behave kindly to my students on a weekly basis in my lessons." (=3.33) expression (Table 4).

When the attitudes of the classroom teachers towards the "forgiveness" dimension of the love pedagogy are examined, the expressions they most agree with are "I have to forgive the students when they ask for forgiveness." It is understood that the expression ($\bar{x}$ =3.01) exists. The statement with the least agreement of the classroom teachers is "A student who asks for forgiveness should be forgiven regardless of what he/she did." It is understood that the expression ($\bar{x}$ =2.95) exists (Table 4).

When the attitudes of the classroom teachers towards the "pedagogical kindness" factor of the love pedagogy were examined, "It is important for me to be kind to my students." $\bar{x}$ (=3.67) and "In my class, it is important for all adults and children to be kind to each other." It is understood that they agree with both of the items $\bar{x}$ (=3.67) at the same rate.

Table 4. Distribution of Classroom Teachers' Responses to DTLP by Scale Dimensions

Dimension Name	Item No.	Scale Items	Teachers	
			$\bar{x}$	SS
1. Community and Acceptance	1	I make a point of engaging in kind acts towards my students in the context of my teaching every hour.	3.57	0.58
	22	All students, no matter what their individual differences are, are welcomed in my classroom.	3.57	0.57
	23	I engage in classroom activities specifically aimed at encouraging acceptance of diversity in students.	3.45	0.57
	24	I recognize the significant events of minority cultures in my classroom even if there are no official holidays in my region.	3.16	0.69
	25	Students with severe disabilities are welcomed in my classroom.	3.31	0.69
	26	I am committed to teaching all students with diverse abilities and backgrounds, even if the resource to support this area are inadequate.	3.36	0.61
	27	It is important for students to have direct contact with people from cultures and settings they have had little prior experience with.	3.36	0.60
	28	I build social cohesion in the classroom by undertaking specific activities that help students and staff see how much they rely on one another.	3.36	0.57
	29	Students exercise a considerable amount of control over how our classroom is run including taking a major role in setting rules and routines.	3.31	0.61
Total			**3.38**	**.44**

Dimension Name	Item No.	Scale Items	Teachers	
			$\bar{x}$	SS
2. Intimacy	7	It is OK for a student to hug me occasionally if they want.	3.11	0.86
	8	I use appropriate touch to comfort students who are hurt or distressed when it feels natural to do so.	3.13	0.85
	9	It is OK for young students to hold my hand for a short time during playground supervision if he/she wants to.	3.03	0.88
	10	I accept an appropriate form of intimacy (such as a celebratory hug for a special achievement) between students in my classroom.	3.13	0.72
	11	It is important for me to feel a close emotional connection with students.	3.38	0.67
	19	I encourage students to ask for and provide forgiveness.	3.49	0.62
Total			**3.21**	**.58**

Dimension Name	Item No.	Scale Items	Teachers	
			$\bar{x}$	SS
3. Sacrifice and Bonding	6	I spend extended time with individuals or small groups of students to foster empathy among them.	3.29	0.61
	12	I make specific efforts to bond with students.	3.32	0.69

	13	I engage in an active student-teacher learning partnership by working directly with individual students.	3.35	0.62
	15	I undertake specific activities in my classes aimed at promoting bonding between students.	3.32	0.58
	16	I make occasional major sacrifices for my students (for example using some of my own money for classroom events and my own spare time for support).	3.23	0.69
	17	I consciously make minor daily sacrifices for my students such as helping them with a problem during a break.	3.31	0.61
	18	If I find a better way to achieve the same result while making sacrifices, I will do it.	3.39	0.57
Total			**3.32**	**.47**

Dimension Name	Item No.	Scale Items	Teachers	
			$\bar{x}$	SS
4. Empathy and Deliberate Kindness	2	I deliberately engage in daily kind acts with my students in the context of my teaching.	3.52	0.61
	3	I deliberately engage in weekly kind acts with my students in the context of my teaching.	3.33	0.76
	14	I try to get to know my students better.	3.60	0.56
Total			**3.49**	**.51**

Dimension Name	Item No.	Scale Items	Teachers	
			$\bar{x}$	SS
5. Forgiveness	20	A student who asks for forgiveness should be granted forgiveness, no matter what he or she has done.	2.95	0.83
	21	I am obliged to forgive students when they ask for it.	3.01	0.80
Total			**2.98**	**.75**

Dimension Name	Item No.	Scale Items	Teachers	
			$\bar{x}$	SS
6. Pedagogical İntimacy	4	Being kind to my students is important to me.	3.67	0.56
	5	In my classroom, it's important for all adults and children to be kind to each other.	3.67	0.53
Total			**3.67**	**.50**
Grand total			**3.33**	**.40**

Findings Concerning the Analysis of the Responses to the DTLP According to the Gender of the Participants

Table 5 shows the results of the unrelated samples t-test, which was conducted to determine whether the classroom teachers' attitudes towards love pedagogy differ according to their genders.

According to the results of the analysis, the "sincerity" of the female and male teachers participating in the research [$t_{(607)} = 7.42$; $p<.05$], "sacrifice and commitment" [$t_{(607)}$

= 2.33; p<.05] and "pedagogical intimacy" [t $_{(607)}$ = 2.79; p<.05], there is a significant difference in favor of female teachers. This finding shows that there is a significant relationship between teachers' attitudes and gender regarding the factors of sincerity, self-sacrifice, bonding and pedagogical kindness of love pedagogy (Table 5).

Table 5. Comparison of Responses to DTLP by Gender Variable

Dimensions	Groups	N	$\overline{X}$	ss	sd	t	p
	A) Female	288	3.42	.42	607	1.77	.08
Community and Acceptance	B) Male	321	3.35	.46			
	Total	**609**					
	A) Female	288	3.39	.50	607	7.42	.00*
İntimacy	B) Male	321	3.05	.60			
	Total	**609**					
	A) Female	288	3.36	.45	607	2.33	.02*
Sacrifice and Bonding	B) Male	321	3.28	.48			
	Total	**609**					
	A) Female	288	3.52	.48	607	1.52	.13
Empathy and Deliberate Kindness	B) Male	321	3.46	.53			
	Total	**609**					
	A) Female	288	3.00	0.72	607	0.51	.61
Forgiveness	B) Male	321	2.97	0.78			
	Total	**609**					
	A) Female	288	3.73	0.45	607	2.79	.01*
Pedagogical Kindness	B) Male	321	3.62	0.53			
	Total	**609**					

*p<.05

However, "community and acceptance" [t $_{(607)}$ = 1.77; p>.05], "empathy and deliberate kindness" [t $_{(607)}$ = 1.52; p>.05] and "forgiveness" [t $_{(607)}$ = .51; p>.05], there is no significant difference between the attitudes of the participants in terms of gender. In these dimensions, it is seen that female teachers' attitudes towards love pedagogy are higher than male teachers. Accordingly, it is understood that female teachers' attitudes towards love pedagogy are higher than male teachers in all dimensions (Table 5).

Findings Regarding the Analysis of the Responses to theDTLPAccording to the Marital Status of the Participants

Table 6 shows the results of the t-test for unrelated samples, which were conducted to determine whether the classroom teachers' attitudes towards love pedagogy differ according to their marital status.

Table 6. Comparison of Responses to DTLP by Marital Status Variable

Dimensions	Groups	N	$\overline{X}$	ss	sd	t	p
	A) Married	522	3.36	.44	607	3.10	.00*
Community and Acceptance	B) Single	87	3.52	.43			
	Total	**609**					
İntimacy	a) married	522	3.20	.57	607	1.19	.23
	B) Single	87	3.28	.62			

	Total	**609**					
Sacrifice and Bonding	A) Married	522	3.29	.47	607	3.11	.00*
	B) Single	87	3.46	.44			
	Total	**609**					
Empathy and Deliberate Kindness	A) Married	522	3.47	.51	607	2.39	.02*
	B) Single	87	3.61	.46			
	Total	**609**					
Forgiveness	A) Married	522	2.97	.76	607	1.01	.31
	B) Single	87	3.06	.72			
	Total	**609**					
Pedagogical Kindness	A) Married	522	3.66	.51	607	1.87	.06
	B) Single	87	3.75	.40			
	Total	**609**					

*p<.05

According to the results of the analysis, "community and acceptance" of married and single teachers participating in the research [t(607)= 3.10; p<.05], "sacrifice and bonding" [t(607)= 3.11; p<.05] and "empathy and deliberate kindness" [t(607)= 2.39; p<.05], there was a significant difference in favor of single teachers. This finding shows that there is a significant relationship between teacher attitudes and marital status regarding community and acceptance, altruism and bonding, empathy and deliberate kindness dimensions of love pedagogy (Table 6).

However, "sincerity" [$t_{(607)}$ = 1.19; p>.05], "forgiveness" [$t_{(607)}$ = 1.01; p>.05] and "pedagogical intimacy" [$t_{(607)}$ = 1.87; p>.05], there is no significant difference between the attitudes of the participant groups in terms of their marital status. In these dimensions, it is seen that the attitudes of single teachers towards love pedagogy are higher than that of married teachers. The findings show that single teachers' attitudes towards love pedagogy are higher in all dimensions than married teachers (Table 6).

Findings Concerning the Analysis of the Responses to DTLP According to the Number of Children of the Participants

In order to see whether there is a significant difference between the attitudes of the classroom teachers, grouped in four different categories according to the number of children, towards love pedagogy and their status of having children, the mean views of the groups formed according to the number of children were compared with one-way analysis of variance (ANOVA) for unrelated samples. Analysis results, altruism and bonding [$F_{(3-608)}$ = 3.79; p< .05] and pedagogical kindness [$F_{(3-608)}$ = 2.78; p< .05] shows that there is a statistically significant difference between teacher attitudes in terms of having children. In other words, teachers' attitudes towards love pedagogy differ significantly depending on their status of having children. Tukey test was conducted to find out between which groups the differences between the units were. According to the Tukey test result of the altruism and bonding dimension , the difference is between teachers with "no children" and teacher groups with "2 children" and "3 children and above", and between teachers with "1 child" and teachers with "3 children". (p = .01). Accordingly, it is understood that teachers without children ($\bar{x}_A$ = 3.42) have higher attitudes towards the sacrifice and bonding dimension of love pedagogy than teachers with 2 children ($\bar{x}_C$ = 3.29) and those with 3 or more children ($\bar{x}_D$ = 3.26) .

Table 7. *Analysis of the Responses to DTLP by the Number of Children of the Participants*

Dimensions	Groups	N	X̄	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant Difference (Tukey)
Community and Acceptance	A) He has no children	109	3.45	between groups	1,380	3	.460			
	B) 1 Child	96	3.45					2.38	.07	-
	C) 2 Children	242	3.35	within groups	116,928	605	.193			
	D) 3 Children and above	162	3.35							
	Total	**609**	**3.38**		**118,308**	**608**				
İntimacy	A) He has no children	109	3.23	between groups	1.007	3	.336			
	B) 1 Child	96	3.28					1.00	.39	-
	C) 2 Children	242	3.21	within groups	202.087	605	.334			
	D) 3 Children and above	162	3.16							
	Total	**609**	**3.21**		**203.094**	**608**				
Sacrifice and Bonding	A) He has no children	109	3.42	between groups	2,427	3	.809			
	B) 1 Child	96	3.38					3.79	.01*	A-C A-D B-D
	C) 2 Children	242	3.29	within groups	129,246	605	.214			
	D) 3 Children and above	162	3.26							
	Total	**609**	**3.32**		**131.673**	**608**				
Empathy and Deliberate Kindness	A) He has no children	109	3.56	between groups	2015	3	.672			
	B) 1 Child	96	3.57					2.63	.05	
	C) 2 Children	242	3.44	within groups	154,551	605	.255			
	D) 3 Children and above	162	3.45							
	Total	**609**	**3.49**		**156,566**	**608**				
Forgiveness	A) He has no children	109	2.98	between groups	0.587	3	.196			
	B) 1 Child	96	2.95					0.34	.79	-
	C) 2 Children	242	2.96	within groups	344,714	605	.570			
	D) 3 Children and above	162	3.03							
	Total	**609**	**2.98**		**345,301**	**608**				
Pedagogical Kindness	A) He has no children	109	3.72	between groups	2,026	3	.675			
	B) 1 Child	96	3.76					2.78	.04*	A-D B-D
	C) 2 Children	242	3.67	within groups	147,054	605	.243			
	D) 3 Children and above	162	3.59							
	Total	**609**	**3.67**		**149,080**	**608**				

* $p < .05$

He also states that teachers with one child ($\bar{x}_B = 3.38$) have higher attitudes towards the dimension of altruism and bonding than teachers with three or more children ($\bar{x}_D = 3.26$). As a result of the Tukey test of the pedagogical intimacy dimension, it was seen that there was a significant difference between teachers who had "no children" and teachers who had "1 child" and those who had "3 children or more" ($p = .04$). Accordingly, it is seen that teachers without children ($\bar{x}_A = 3.72$) and teachers with one child ($\bar{x}_B = 3.76$) have higher attitudes towards the pedagogical kindness dimension of love pedagogy than teachers with three or more children ($\bar{x}_D = 3.59$) (Table 7).

Community and acceptance of love pedagogy [$F_{(3-608)} = 2.38$; p>.05], sincerity [$F_{(3-608)} = 1.00$; p> .05], empathy and deliberate kindness [$F_{(3-608)} = 2.63$; p> .05] and forgiveness [$F_{(3-608)} = .34$; p> .05] dimensions, it is seen that there is no statistically significant difference between teachers' attitudes in terms of having children .

Findings Regarding the Analysis of the Responses to the DTLP According to the Participants' Preference for the Teaching Profession voluntarily

Table 8 shows the t-test results for unrelated samples, which were conducted to determine whether the classroom teachers' attitudes towards love pedagogy differ according to their willingness to choose the teaching profession.

Table 8. *Comparison of the Responses to DTLP According to the Variable of Preferring the Teaching Profession voluntarily*

Dimensions	Groups	N	$\bar{X}$	ss	sd	t	p
Community and Acceptance	A) Yes	490	3.41	.44	607	3.75	.00*
	B) No	119	3.26	.41			
	Total	**609**					
Intimacy	A) Yes	490	3.24	.57	607	2.42	.02*
	B) No	119	3.10	.61			
	Total	**609**					
Sacrifice and Bonding	A) Yes	490	3.34	.46	607	2.58	.01*
	B) No	119	3.22	.48			
	Total	**609**					
Empathy and Deliberate Kindness	A) Yes	490	3.51	.50	607	2.52	.01*
	B) No	119	3.38	.53			
	Total	**609**					
Forgiveness	A) Yes	490	2.99	.76	607	0.52	.60
	B) No	119	2.95	.73			
	Total	**609**					
Pedagogical Kindness	A) Yes	490	3.69	.48	607	2.37	.02*
	B) No	119	3.57	.53			
	Total	**609**					

*p<.05

According to the results of the analysis, "community and acceptance" [t $_{(607)}$ = 3.75; p<.05], "intimacy" [t $_{(607)}$ = 2.42; p<.05], "sacrifice and bonding" [t $_{(607)}$ = 2.58; p<.05], "empathy and deliberate kindness" [t $_{(607)}$ = 2.52; p<.05] and "pedagogical kindnes" [t $_{(607)}$ = 2.37; p<.05] dimensions, it is seen that there is a significant difference in favor of those who prefer teaching willingly. This finding shows that there is a significant relationship between

teachers' attitudes towards the factors of community and acceptance, sincerity, altruism and bonding, empathy and deliberate kindness and pedagogical kindness of love pedagogy, and willingly choosing the teaching profession. However, "forgiveness" [$t_{(607)} = .52; p>.05$], there is no significant difference in terms of willingly choosing the teaching profession (Table 8).

Discussion and Result

When the tendencies of classroom teachers towards love pedagogy are examined on the basis of dimensions, it is understood that their attitudes towards the pedagogical kindness dimension are at the highest level, while their attitudes towards the forgiveness dimension are at the lowest level compared to the other dimensions. From this point of view, it is understood that classroom teachers emphasize pedagogical intimacy, that is, kindness in the classroom environment, as the priority of creating a loving educational environment. When the mean scores of the classroom teachers' attitudes towards the other dimensions of the scale are examined; The attitudes towards the dimensions of "community and acceptance", "sacrifice and bonding", "empathy and deliberate kindness" and "pedagogical kindness" of the love pedagogy are "high", while their attitudes towards the "sincerity" and "forgiveness" dimensions are "moderate". In addition, it is understood that their total attitudes towards love pedagogy are at a "high level". In other words, love constitutes a very important place for teachers in the educational environment. This result supports each other with many studies in the literature. Kayadibi (2002) stated in his study that love is an important factor in educational efficiency. It also states that education without love is unthinkable. Maatta & Uusiautti (2012b) state that love cannot be ignored while describing good teaching and educational environment in their work. Hooks (1994) in his book "Overcoming Teaching" saw love as the basis of interactions between teacher and student in pursuit of knowledge. Based on these studies, the fact that educational environments should be built on love is once again understood.

When the attitudes of the classroom teachers towards the "community and acceptance" dimension of the love pedagogy are examined, the expressions they most agree with are "I take care to be kind to my students at every hour of my teaching." and "All students are welcome in my classroom, regardless of their individual differences." expressions were found. Van Manen (1991) supports these views of teachers by stating that teachers who embrace all children, regardless of their characteristics, are real educators. Based on these findings, it can be interpreted that the creation of a loving educational environment in which the community accepts each other depends on the fact that everyone in the classroom, especially the teacher, is kind to each other and accepts their individual differences.

When the attitudes of the classroom teachers towards the "sincerity" dimension of the love pedagogy are examined, the expressions they most agree with are "I encourage students to ask for forgiveness and forgive." and "It is important to me to form a close emotional bond with students." expressions were found. From these views of the teachers, it can be interpreted that since they care about sincerity in the educational environment, they care about establishing a close emotional bond in the classroom environment and that they prioritize the behavior of asking for forgiveness and forgiveness in students in order to establish this bond. The statement with the least participation of the classroom teachers is, "Young students can hold my hand for a short time on my garden watch if they want." was found to be. From the least agreed statement, it can be deduced that teachers are sensitive about physical contact with students. In Dilci (2019) research, it was seen that the vast majority of teachers and administrators made physical contact (head patting, patting on the back, etc.) to show affection, but there has been a recent misunderstanding etc. in the media. The results were obtained as physical contact was avoided due to perceptions. These results support the

findings of the study. Based on these findings, it can be determined that teachers are sensitive and careful about physical contact, while supporting various studies to establish a close emotional bond in their classrooms.

When the attitudes of the classroom teachers towards the "sacrifice and bonding" dimension of the love pedagogy are examined, the statement they most agree with is "If I find a better way to achieve the same result while making sacrifices, I will do it." and they least agree with, "I occasionally make big sacrifices for my students (for example, using my spare time and/or some of my money for classroom activities to support them)." is understood to be the expression.

When the attitudes of the classroom teachers towards the "empathy and deliberate kindness" dimension of the love pedagogy are examined, the statement they most agree with is "I try to get to know my students better." and the statement that they least agree with is, "I deliberately behave kindly to my students on a weekly basis in my lessons." is understood to be the expression. Uğurlu (2013), in his study, concluded that teachers' communication skills and empathic tendencies affect their levels of liking children, and that teachers with high level of communication skills and empathic tendencies have a high level of liking for children. With this result, it can be said that empathy and kindness are important in order to create a loving educational environment and such an environment can be created more easily through a kind and empathetic teacher.

When the attitudes of the classroom teachers towards the "forgiveness" dimension of the love pedagogy are examined, the expressions they most agree with are "I have to forgive the students when they ask for forgiveness." and the statement they least agree with is "A student who asks for forgiveness should be forgiven regardless of what he/she did." is understood to be the expression. In her study, Dilci (2019) states that when children are forgiven for their mistakes, they learn from it and learn the feeling of forgiving themselves and others. Based on these results , it can be said that it will be easier to create a loving education environment in a classroom with the habit of asking for forgiveness and forgiveness.

When the attitudes of the classroom teachers towards the "pedagogical kindness" factor of the love pedagogy were examined, "It is important for me to be kind to my students." and "In my classroom, it is important that all adults and children are kind to each other." It is understood that they participate in both items at the same rate. Willard (1929), in his work, recognizes kindness as the basis for good teaching and learning. Integrating love and kindness into students' daily lives can be achieved by seeing love and kindness in schools. Although intimacy is an important virtue, it must be in an educational environment. It can be concluded that the teacher's being kind to students and students to each other in educational environments can form the basis for such behaviors in daily life.

According to the gender variable, it was observed that there was a significant difference in favor of female teachers between the mean scores of female teachers and male teachers participating in the study in the dimensions of "sincerity", "sacrifice and bonding" and "pedagogical intimacy". In addition, although there was no significant difference in other dimensions of love pedagogy, it was observed that female teachers' attitudes towards love pedagogy were higher in all dimensions than male teachers. While this finding is supported by some studies on child love in the literature, it is seen that there are opposite situations in some studies. Ercan (2014), in his study, found that female teachers' scores on love for children were higher than male teachers. At the end of his study, Çay (2015) found that female pre-service teachers' level of liking for children was higher than male pre-service teachers, but the status of liking children did not differ according to the gender of teachers. Türk, Kardaş Özdemir & Kerimoğlu Yıldız (2017) found in their study that being a male or female teacher in terms of gender did not cause a significant difference in terms of liking

children. In the light of these findings, it is understood that although the levels of liking children have different results according to gender, the attitude scores of female teachers are higher in tendencies towards love pedagogy. In addition, the inability to reach a conclusion that male teachers have a higher tendency than female teachers in studies on love of children and love in education can be explained by the fact that female teachers are more compassionate and loving and have maternal instincts.

According to the marital status variable, there was a significant difference in favor of single teachers between the mean scores of married and single teachers participating in the study in the dimensions of "community and acceptance", "sacrifice and bonding" and "empathy and deliberate kindness". Although Ercan (2014) found that there was no difference in the level of liking for children in terms of marital status variable in their study, Gelbal & Duyan (2010) found that married teachers had higher liking for children scores in their study. Similar to these studies, while married teachers' attitudes towards love pedagogy were expected to be higher, the opposite situation was found. The reason why single teachers have higher attitude scores towards love pedagogy may be because single teachers need a loving educational environment more. It can be concluded that since married teachers meet their love needs in their nuclear families or share their love more with their own families and children, they observe this less than single teachers in the education environment. In addition, when viewed on the basis of dimensions, it can be concluded that the classroom community is important for single teachers and that they display more altruistic, empathetic and kind behaviors for this community. Considering that married teachers can meet their needs for inclusion and acceptance in a community, especially their need for love, in other areas, it can be said that single teachers have a high attitude towards love pedagogy as they can meet these needs in the educational environment.

In the examination made according to the variable of having children, it was seen that there was a significant difference between the tendencies of the classroom teachers towards love pedagogy and the number of children. It has been determined that teachers who do not have children and have 1 child have a higher attitude score average than teachers who have 2 or more children. Gelbal & Duyan (2010) found in their study that the level of love for children of teachers who have children is higher than that of teachers who do not have children. When Ceylan (2017), Yoleri (2014) and Ercan (2014) studies were examined separately, it was seen that there was no significant difference between teachers' love for children and their status of having children. It has been determined that teachers who do not have children have higher average scores than all other groups in the tendencies towards love pedagogy. The reason for this difference may be due to the fact that teachers with children share their love with their children and their families and meet their need for love in this field, and they consider this less in the educational environment than teachers who do not have children. In addition, it was determined that there was a significant difference in the dimensions of sacrifice and bonding in common in the variables of age, marital status and having a child. The reason for the significant difference in the dimensions of self-sacrifice and bonding in these 3 variables can be interpreted as that young, single and childless teachers are more self-sacrificing for their students and that they care about everyone in the classroom to establish a close emotional bond with each other.

According to the situation of willingly choosing the teaching profession, the average scores of the classroom teachers participating in the research in the dimensions of "community and acceptance", "sincerity", "sacrifice and bonding", "empathy and deliberate kindness" and "pedagogical kindness" were in favor of those who willingly preferred teaching. there appears to be a significant difference. This finding shows that teachers who willingly choose the teaching profession have higher attitudes towards love pedagogy. In the study of Helvacı (2009), being a teacher requires love, patience and dedication. Today, loving

children has become a priority factor for those who choose the teaching profession, and he stated that the personality traits of liking or not liking children are considered among the effective teacher traits. Similarly, Ceylan (2017) found a significant relationship between teachers' levels of liking children and the reasons for choosing the profession. It has been observed that teachers prefer the profession because of their love for children. Teachers who willingly choose the teaching profession may have a high dispositons towards love pedagogy because they feel that they belong to the educational environment. Although this result is expected, it can be concluded that teachers who come with love while choosing teaching can be much more successful in creating a loving education environment.

As a result, it was understood that the teachers made an effort to create a loving education environment in which the attitudes of the classroom teachers towards the love pedagogy were quite high and they carried out various activities for this purpose. When looked at in terms of various variables, it was seen that teachers' attitudes differ according to their gender, having children, marital status and willingly choosing the teaching profession. The existence of situations that both support and contradict the situations identified in the literature is important in terms of feeding each other and contributing to the field. Teachers' level of love for children and how much love is used in the educational environment are very important indicators for a quality education. Loving teachers can create a loving educational environment, loving children, loving families, and a loving society.

Recommendations

It has been determined that male teachers' participation in love pedagogy is lower than female teachers. From this point of view, trainings and studies can be carried out that can improve men's perceptions of love, especially the love of children, in a positive way. When the tendencies towards love pedagogy are examined, it is concluded that single teachers have higher average scores than married teachers.

In order to better understand the reason why married teachers have lower average scores, various workshops and discussions can be held on this subject by meeting with single teachers. Considering the result that teachers without children have a higher Dispositions Towardslove pedagogy than teachers with children, it can be thought that teachers who have children share their love more with their children. In order to create a loving educational environment, it can be suggested that teachers with children should be more loving in the classroom environment.

The fact that teachers who willingly choose the teaching profession have high score averages in all dimensions except the forgiveness dimension of love pedagogy can be explained by their high sense of belonging to their duties. Various activities and trainings can be organized so that all teachers can feel that they belong to the educational environment and professional group.

It has been determined that teachers' tendencies towards love pedagogy are at a high level. All stakeholders, especially school administrators, who have an impact on educational environments, can organize various activities to create a loving education environment and support teachers working for this purpose.

The findings in the study include only classroom teachers. SPYEÖ can be used for different studies in other branches and on educational institution administrators. Experimental and mixed studies on love pedagogy can be done.

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