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Examining the Relationship between Teachers' Self-Compassion, Forgiveness, and Psychological Resilience[*]

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ARTICLE INFO	ABSTRACT
	The purpose of this study is to examine the relationship between teachers' self-compassion, forgiveness, and resilience. For this purpose, a total of 410 volunteer teachers, 222 women and 188 men, working in schools affiliated to the Ministry of National Education were reached. In the study, in which the relational screening model was used, the "Personal Information Form," the "Self-Compassion Scale," the "Heartland Forgiveness Scale," and the "Psychological Resilience Scale" were applied to the teachers. Pearson product moment correlation coefficient analysis, independent samples t-test, one-factor analysis of variance (ANOVA), and Kruskal-Wallis H-test were used to analyze the data. According to the data obtained from the study, there is a statistically significant relationship between teachers' self-compassion, forgiveness, and resilience. In addition, it was found that the scores for self-compassion and forgiveness differed significantly depending on the variables of gender and birth order, forgiveness depending on the variable of marital status, self-compassion and psychological resilience depending on the variable of seniority, and psychological resilience depending on the variable of industry. The results of the study were discussed, and suggestions for future studies were presented.

1.Introduction

Daily life can bring many problems with it. Sadness, failure, and challenging events are inevitable parts of life. Minor changes in the attitudes and perspectives of the individual in these and similar problems are taken into account in mental health studies (Burns, 2018). It is important to have good feelings and inner resources to overcome difficulties (Mert & Balcı, 2019; Neff, 2003a). Recent research in the field of mental health shows that positive self-evaluation and developing a healthy and useful attitude contributes to the individual's realization of his potential and using it at a high level (Akın, 2008). Even in the most challenging situations or traumas, the individual has the capacity to cope (Gillham & Seligman, 1999). Discovering inner resources and making them meaningful enables people to be better helped in difficult situations (Bluth et al., 2016; Erkoç, 2017; Gable & Haidt, 2005). With the positive psychology movement, the discovery and development of personal characteristics such as gratitude, hope, compassion, forgiveness, and psychological Resilience, which are protective and healing in negative situations, have become important (Neff et al., 2007).

1.1.Self-Compassion

Self-compassion can be defined as the attitude an individual takes toward themselves in times of difficulty and distress that is not harsh or cruel but rather kind, understanding, loving, and nonjudgmental; this is because the person recognizes that others have had similar experiences and is present in the moment without

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internalizing their pain (Neff, 2003a).The concept of self-compassion, conceptualized by Neff (2003a), which aims to achieve a positive emotional state by accepting oneself, enables a person to establish a relationship with their self (Neff & McGehee, 2010). A caring, sensitive and understanding approach is displayed toward individuals who have had challenging experiences in interpersonal relationships (Neff & Germer, 2017). Showing a similar approach to oneself when needed is considered self-compassion (Barnard & Curry, 2011). With self-compassion, an alternative perspective is gained that contributes to developing healthier and more useful attitudes (Kirkpatrick, 2005). Questioning what is needed during challenging experiences and seeking answers are frequently used in explaining self-compassion (Germer & Neff, 2019). With self-compassion, the individual is aware of his feelings even if they are challenging, he touches them instead of escaping and breaking away from them, and he desires to heal himself in an understanding way (Barnard & Curry, 2011). Thus, it can be said that self-compassion plays a buffer role in negative experiences and supports the development of positive emotions (Bluth et al., 2016; Leary et al., 2007; Uyanık & Çevik, 2020).

Self-compassion includes the awareness that one can make mistakes and experience difficulties as a necessity of being human without feeling alone by isolating oneself from the outside world; self-judgment, in which the individual shows an understanding, loving, and accepting approach without harshly scolding himself for mistakes or shortcomings; isolation; and overidentification; all of which work against one another (Albertson, Neff ve Dill-Shackleford, 2014; Kirkpatrick, 2005; Neff, 2003b). Different aspects of self-compassion exist conceptually, but they are all expressed as part of the same experience that mutually develops, overlaps, and interacts with itself (Neff, 2003b; Neff & Dahm, 2015).Self-compassion is not synonymous with self-pity, selfishness, powerlessness, laziness, or narcissism. Contrary to the aforementioned negative concepts, it is stated that they contribute positively to subjective well-being and mental health (Neff & Germer, 2017). Results of research show that it is related positively to being happy, optimistic thinking, enjoying life, and being motivated.

1.2.Forgiveness

It is easier for an individual whose approach to themselves is understanding, kind and affectionate to exhibit similar approaches to their environment. Compassionate attitude as human behavior is also exhibited to other individuals in painful and challenging experiences (Neff & Pommier, 2012). At this point, forgiveness is considered as another feature that is among the positive personality traits such as self-compassion and contributes to well-being. It is stated that forgiveness, which is the subject of many disciplines, has an important place in the repair of human relations (McCullough, 2000; Taysi, 2007a). People are not perfect and can make mistakes (Neff, 2003b). It is considered important to examine the personality trait of forgiveness in resolving conflicts in both personal and interpersonal relationships, replacing negative feelings and cognitions with positive ones. Based on the idea that all people are worthy of compassion, the walls between individuals can be destroyed. (Neff & Dahm, 2015). The individual can forgive their inadequacies and sensitivities and can respect both themself and others for what they have (Neff & Germer, 2017).

Most of the studies have a common view that forgiveness includes loving people in its base (McCullough & Witvliet, 2002; Rye, 2005). An individual who develops a perspective of forgiveness in a hurtful situation consciously turns his emotions from negative to neutral or positive (Gündüz, 2014). Thus, it is ensured to get out of the situation with the least damage. The idea of taking revenge against the mistake or damage in the relationships is abandoned, positive ones replace negative feelings, and a healthy and constructive relationship process is established (Bugay, 2010; Çoklar & Dönmez, 2014; Strelan & Covic, 2006). As with self-compassion characteristics, healthy cognitive developments such as decreasing anxiety and depressive state and increasing hope are also observed with forgiveness approaches (Rye, 2005). In the sub-dimensions of forgiveness, the individual's forgiving themself for mistakes or failures, forgiving the other person is hurtful and damaging situations, and forgiving situations that occur independently of people are discussed (Thompson et al., 2005; Worthington et al., 2017). Understanding forgiveness correctly is considered important in preventing conceptual confusion. There is a consensus that forgiveness does not mean an obligatory duty, condoning, forgetting the negativity experienced or acting as if it never happened, compromising, or ignoring (Taysi, 2007a; Thompson et al., 2005).

In addition, forgiveness becomes easier in disturbing situations through factors such as empathy, forgiveness, and secure attachment. (Taysi, 2007a; Worthington, 1998). Forgiveness, which is a dynamic feature, plays an

important role in healthier relationships and the development of coping skills in challenging experiences of the individual as a social being. (Bannink, 2013; Hall & Fincham, 2008).

1.3.Psychological Resilience

A person may be exposed to many experiences with negative features that stumble, worry, and shake throughout his life (Doğan, 2015). In these challenging experiences, some individuals may have difficulties in overcoming the process, while others can overcome it even if they have difficulties. It is stated that the individual's inner resources make it easier to cope with difficult situations (Gillham & Seligman, 1999).

In addition to positive personality traits such as self-compassion and forgiveness, Rpsychological resilience is also considered as one of the sources of resistance an individual has against difficult situations (Doğan, 2015; Işık, 2016). Psychological Resilience contributes to personal orientations and attitudes such as self-confidence, finding meaning in life and taking responsibility, which support and encourage the individual's relations with others in challenging experiences (Friborg et al., 2003). The individual is searching for meaning despite the uncertainties with psychological Resilience, which has its roots in the existential approach and is handled more with the positive psychology approach (Maddi, 2004). An individual who is aware of their actions and takes responsibility for it, does not alienate himself, and sees difficulties as situations that can be controlled rather than weakness, becomes more psychologically resilient (Işık, 2016; Terzi, 2005). Psychological Resilience, such as self-compassion in the ups and downs of life, also acts as a buffer against stress, contributing to the increase of the individual's success and controlling the behaviors (Narad, 2018). An individual with high psychological Resilience, who is aware of and can control his/her feelings, thoughts and behaviors, uses healthier ways in his relationship with themself (Bannink, 2013). The individual who experiences challenging situations gains immunity against possible experiences with their Resilience. As a positive personality trait that can be learned and developed, the sub-dimensions of psychological resilience are expressed as attachment (devotion), which enables individuals to be active in their own lives and find meaning through achieving the goal, a challenge that makes it easier to see control and experiences that express the belief that they can influence the outcome of situations, not as a threat but as an opportunity to develop (Işık, 2016; Terzi, 2005).rIndividuals who are successful in overcoming the period when faced with difficult situations have different personality traits compared to individuals who cannot cope with it (Narad, 2018). Self-compassion, forgiveness and resilience as internal capitals that enable the attitudes shown to turn into positive ones and develop the ability to overcome are included as positive personality traits that are heavily researched in the literature. An individual with a high level of self-compassion may first exhibit a loving attitude in their approach to themself. Thus, he/she tends to forgive himself/herself and those around him/her, and thanks to the strength he has gained, he/she will be more psychologically resistant to difficulties.

Positive personality traits have emerged as important subjects with the positive psychology approach. Self-compassion, forgiveness and psychological Resilience of individuals are considered important in challenging life situations. When the related literature is examined, it can be said that a high level of self-compassion can lead to a high level of forgiveness and psychological Resilience, thus protecting psychological health. The fact that studies on self-compassion, forgiveness and psychological Resilience, which are among the positive personality traits, are new, and these traits contribute to positive outcomes such as life satisfaction, psychological well-being, less anxiety and depression, has revealed the need to examine the relationships between them. In addition, teachers significantly impact children's lives at every stage of education. It is thought that psychologically healthy teachers who have developed positive personality traits can contribute positively to the personality development of students and can cope with difficulties in the work environment more easily.

For this reason, it was deemed important to study teachers' positive personality traits together. This study is considered to have a unique value as it is the first study to examine teachers' self-compassion, forgiveness and psychological resilience levels together. In light of this information, the purpose of the study was to examine the relationship between teachers' levels of self-compassion, forgiveness, and psychological resilience, as well as the influence of demographic factors on these variables. In this regard, it is anticipated that it will make a significant contribution to the body of knowledge by providing clear data on the relationship between variables.

2. Methodology

2.1. Research Model

This study employs a correlational survey design to investigate the relationship between teachers' levels of self-compassion, forgiveness, and psychological resilience. Relational screening models, one of the general screening models, are research models that seek to identify the presence and/or magnitude of change between two or more variables (Karasar, 2014, p.81).In studies where correlations are discussed, it is important in terms of revealing the relationships between variables, providing information about the level of these relationships, and expressing the guidelines needed for high-level studies on relationships (Büyüköztürk et al., 2016). The study also compares teachers' self-compassion levels, forgiveness characteristics, and psychological resilience levels in terms of some demographic variables.

2.2. Research Group

The study sample consists of a total of 410 volunteer teachers, 222 women, and 188 men, working in schools affiliated to the Ministry of National Education in the town of Tusba in Van province in the 2020-2021 academic year. In addition, 8 of the teachers were single, 132 were older, 161 were middle and 109 were younger children. 360 teachers have bachelor's degrees, 45 have master's degrees and 5 have doctorate degrees. Among the teachers, 74 were psychological counsellors, 58 were classroom teachers, 42 were Turkish, 24 were special education and 18 were preschool teachers. 192 of the teachers have been working for 5 or less years, 141 for 6 to 10 years, 35 for 11 to 15 years, and 42 for 16 or more years.

2.3. Data Collection Tools and Procedure

'Personal Information Form', 'Self-Compassion Scale', 'Heartland Forgiveness Scale' and 'Psychological Resilience Scale' were used as data collection tools.

Personal Information Form: It was developed by the researchers and included questions about gender, age, marital status, number of siblings, birth order, level of education that is taught, branch, seniority, education level, professional satisfaction, and income level.

Self-Compassion Scale: The Turkish adaptation of the scale developed by Neff (2003a) was carried out by Akın, Akın and Abacı (2007). The scale consists of a five-point Likert scale, 6 dimensions and 26 items. In the calculation of the scale, items 3, 4, 5, 7, 10, 11, 15, 16, 19, 20, 24, 25 and 26 are reverse coded. Evaluation of the scale can be made for each sub-dimension and the total score. Scores of 1-2.5 indicate low, 2.5-3.5 moderate, and 3.5-5 indicate high levels of self-compassion. The analyzes showed that the use of the scale in this study gave reliable results (α= .94, Table 1).

Heartland Forgiveness Scale: The Turkish adaptation of the scale developed by Thompson et al. (2005) was made by Bugay and Demir (2010). The scale consists of a seven-point Likert scale, 3 sub-dimensions and 18 items. Items 2, 4, 6, 7, 9, 11, 13, 15 and 17 of the scale are reverse coded. The scale gives a total forgiveness score, and a high score from scale indicates a high level of forgiveness. The analyzes showed that the use of the scale in this study gave reliable results (α= .88, Table 1).

Psychological Resilience Scale: The scale developed by Işık (2016) consists of a five-point Likert scale, 3 sub-dimensions, and 21 items. Items 2 and 15 of the scale are reverse coded. The scores obtained from the sub-dimensions of the scale, along with the total score for the level of psychological resilience, are operable. The scale's high scores indicate a high degree of psychological resilience. Analyses revealed that the scale used in this study produced reliable results (=.86, Table 1).

2.4. Data Analysis

To test the relationships among teachers' levels of self-compassion, forgiveness, and resilience and the effects of demographic characteristics on the variables, the statistical program for social sciences (SPSS 24.0) package program, a, was used.Since the skewness and kurtosis values were between -2.0 and +2.0 (Table 1), it was determined that the data showed normal distribution, and it was decided to use parametric tests (George & Mallery, 2010). Based on the results of Levene's homogeneity test, the Independent Sample t-Test was used for two-category variables with homogeneously distributed variances, One-Way Analysis of Variance (ANOVA) was used for variables with more than two categories, and the Kruskal Wallis-H Test was used for variables

with more than two categories that lacked homogeneity.Post Hoc Bonferroni test, one of the multiple comparison tests, was used to examine the source of intergroup variables. Pearson Product Moment Correlation Coefficient Analysis was used to analyze the relationship between self-compassion, forgiveness, and resilience variables.

Table 1. *Normal Distribution Assumptions and Reliability Analysis Results*

	Skewness	Kurtosis	Cronbach Alpha
Self-Compassion	-0.253	-0.276	0.945
Forgiveness	0.105	-0.187	0.880
Psychological Resilience	-1.064	1.050	0.861

In Table 1, the skewness kurtosis values range from -0.253 to -0.276 for self-compassion, 0.105 to -0.187 for forgiveness, and -1.064 to 1.050 for psychological resilience. Since the data obtained were in the range of -2.0 to +2.0, it was determined that the data were normally distributed. In addition, as a result of the reliability analysis, it was determined that self-compassion (ⓐ=0.945), forgiveness ((ⓐ=0.880) and psychological resilience ((ⓐ=0.861) scales gave reliable results in the study.

2.5. Ethical

Before the research, permission to use the scales was obtained from the authors via e-mail. After Van Yüzüncü Yıl University Ethics Committee Approval was obtained, legal permissions were obtained from the Provincial Directorate of National Education (Van Yüzüncü Yıl University Social and Human Sciences Publication Ethics Committee, 27.03.2020, 2020/02-07). The teachers in the sample group were reached through the electronic environment by providing the necessary information. The personal information of the teachers participating in the study was not collected, and the confidentiality of the collected data was taken care of.

3. Findings

In this part of the study, statistical analyses of the data collected in relation to the examined variables were performed and the findings obtained are explained below.

Table 2. *Analysis Results Regarding Self-Compassion Variable*

Scale	Variables		$\bar{x}$	Levene's test		t	F	p	Significant Difference
				F	p				
Self Compassion	Gender	Female	3.20						
		Male	3.51						
		Total		3.571	0.060	-4.640		0.000	2>1
	Birth Order	Middle Sibling	3.49						
		Little Sibling	3.16						
		Total		0.156	0.926		5.402	0.001	3>4
	Branch	Psychological Counselor	3.22						
		Primary School Teacher	3.21						
		Turkish Teacher	3.27						
		Special Education Teacher	3.61						
		Preschool Teacher	3.47						
		Total	3.34	1.464	0.128		1.330	0.192	
	Seniority	5 and Less Year	3.42						
		6-10 Year	3.22						
		Total		1.950	0.121		2.524	0.057	1>2
	Educational Level	Preschool	3.37						
		Primary School	3.22						
		Secondary School	3.39						
		High School	3.30						
		Total	3.34	1.247	0.290		1.371	0.243	

(Gender: 1=Female, 2=Male), (Birth Order: 3=Middle Sibling, 4=Little Sibling), (Branch: 1=Psychological Counselor, 2=Primary School Teacher, 4=Turkish Teacher, 7=Special Education Teacher, 10=Preschool Teacher), (Seniority: 1=5 and Less Year, 2=6-10 year), (Educational Level: 1=Preschool, 2=Primary School, 3=Secondary School, 4=High School)

When Table 2 is examined, the self-compassion levels of male ($\bar{x}$=3.51) teachers were significantly higher than those of female ($\bar{x}$=3.20) teachers. Among the teachers, the self-compassion levels of the middle child ($\bar{x}$=3.49) are higher than those of the younger children ($\bar{x}$=3.16).

It was determined that teachers' self-compassion levels do not differ according to the branch variable (F=1.330; p>0.05).

The self-compassion levels of the teachers who have been working for 5 or less years ($\bar{x}$=3.42) were higher than those of the teachers who had been on duty for 6 to 10 years ($\bar{x}$=3.22).

Finally, teachers' self-compassion levels do not differ according to the level of education (F=1.371; p>0.05).

Table 3. *Analysis Results Regarding Forgiveness Variable*

Scale	Variables		$\bar{x}$	Levene's test		t	F	p	Significant Difference
				F	p				
Forgiveness	Gender	Female	4.57						
		Male	4.76						
		Total		2.243	1.135	-2.125		0.830	2>1
	Birth Order	Middle Sibling	4.82						
		Little Sibling	4.50						
		Total		1.127	0.338		3.540	0.015	3>4
	Branch	Psychological Counselor	4.75						
		Primary School Teacher	4.4						
		Turkish Teacher	4.6						
		Special Education Teacher	4.88						
		Preschool Teacher	4.78						
		Total	4.66	1.498	0.115		1.330	0.192	
	Seniority	5 and Less Year	4.73						
		6-10 Year	4.61						
		Total	4.66	1.438	0.231		0.909	0.437	
	Educational Level	Preschool	5.04						
		Primary School	4.57						
		Secondary School	4.68						
		High School	4.58						
		Total	4.66	0.918	0.453		1.299	0.27	

(Gender: 1=Female, 2=Male), (Birth Order: 3=Middle Sibling, 4=Little Sibling), (Branch: 1=Psychological Counselor, 2=Primary School Teacher, 4=Turkish Teacher, 7=Special Education Teacher, 10=Preschool Teacher), (Seniority: 1=5 and Less Year, 2=6-10 year), (Educational Level: 1=Preschool, 2=Primary School, 3=Secondary School, 4=High School)

When Table 3 is examined, the levels of forgiveness of male ($\bar{x}$=4.76) teachers were found to be significantly higher than those of female ($\bar{x}$=4.57) teachers. Forgiveness levels of teachers with middle children ($\bar{x}$=4.82) are significantly higher than those of teachers with younger children ($\bar{x}$=4.50).

It was seen that the forgiveness levels of teachers did not differ statistically significantly according to the branch variable (F=1.330; p>0.05). Teachers' forgiveness levels do not differ according to the length of service variable (F=0.909; p>0.05). It was concluded that teachers' levels of forgiveness did not differ according to the level of education (F=1.299; p>0.05).

When Table 4 was examined, teachers' psychological resilience levels did not differ statistically significantly according to gender variable (t=-1.1231; p>0.05). It was seen in Table 4 that the psychological resilience levels of teachers did not differ according to the birth order variable (F=0.509; p>0.05).

When Table 4 is examined, it is seen that psychological resilience levels differ according to the branch variable. The resilience levels of special education teachers ($\bar{x}$=3.36) are higher than those of counselors ($\bar{x}$=3.08), primary school teachers ($\bar{x}$=2.9) and Turkish ($\bar{x}$=3.09) teachers. In addition, the resilience levels of preschool teachers ($\bar{x}$=3.36) were higher than those of classroom teachers ($\bar{x}$=2.9).

Table 4. *Analysis Results Regarding the Resilience Variable*

Scale	Variables		$\bar{x}$	Leneve's test		t	X^2	F	p	Significant Difference
				F	p					
Psychological Resilience	Gender	Female	3.10							
		Male	3.15							
		Total	3.12	0.047	0.829	-1.123			0.262	
	Birth Order	Middle Sibling	4.82							
		Little Sibling	4.50							
		Total	4.66	1.127	0.865			0.509	0.677	
	Branch	Psychological Counselor	3.08							
		Primary School Teacher	2.9							
		Turkish Teacher	3.09							7>1
		Special Education Teacher	3.36							7>2
		Preschool Teacher	3.36							7>4
		Total		3.536	0.000		40.970		0.000	10>2
	Seniority	5 and Less Year	3.14							
		6-10 Year	3.19							
		11-15 Year	2.9							1>3
		16 and More Year	2.98							2>3
		Total		1.346	0.259			5.451	0.001	2>4
	Educational Level	Preschool	3.39							
		Primary School	2.97							1>2
		Secondary School	3.16							1>3
		High School	3.12							1>4
		Total		4.764	0.001		18.421		0.000	3>2

(Gender: 1=Female,2=Male), (Birth Order: 3=Middle Sibling, 4=Little Sibling), (Branch: 1=Psychological Counselor, 2=Primary School Teacher, 4=Turkish Teacher, 7=Special Education Teacher, 10=Preschool Teacher), (Seniority: 1=5 and Less Year, 2=6-10 year, 3=11-15 year, 4=16 and More Year), (Educational Level: 1=Preschool, 2=Primary School, 3=Secondary School, 4=High School)

The psychological resilience levels of teachers who have been on duty for 5 years or less ($\bar{x}$=3.14) are higher than those of teachers who have been on duty for 11 to 15 years ($\bar{x}$=2.9). It was also found that the resilience scores of teachers who have been in service for 6 to 10 years ($\bar{x}$=3.19) are higher than those of teachers who have been in service for 11 to 15 years ($\bar{x}$=2.9) and 16 years ($\bar{x}$=2.98).Finally, the resilience levels of preschool teachers ($\bar{x}$=3.39) were found to be higher than those of primary school ($\bar{x}$=2.97), secondary school ($\bar{x}$=3.16) and high school ($\bar{x}$=3.12) teachers.

Table 5. *Pearson Moments Product Correlation Analysis Results*

Scale		1	2	3
1-Self-Compassion	r	1		
	p			
2-Forgiveness	r	0.768**	1	
	p	0.000		
3-Psychological Resilience	r	0.425**	0.439**	1
	p	0.000	0.000	

**p<0.01

As seen in Table 5, teachers' self-compassion and forgiveness levels were positively correlated (r=0.768, p<0.01), self-compassion and resilience levels were positively correlated (r=0.425, p<0.01), and forgiveness and resilience levels were positively correlated (r=0.439, p<0.01). All of the above mentioned correlations were statistically significant. In the light of the findings, it can be stated that as the level of self-compassion increases, the levels of forgiveness and psychological Resilience will also increase. In addition, it can be stated that as the level of forgiveness increases, the level of psychological Resilience will also increase.

4. Conclusion and Discussion

In this study, the relationship between teachers' self-compassion, forgiveness, and resilience levels was examined, and statistically significant positive correlations were found in the light of the findings. We can say that as teachers' self-compassion levels increase, their forgiveness levels may also increase. When the relevant literature is examined, similar results are found in our study (Asıcı, 2013; Mistler, 2010; Neff, 2003b; Neff & Germer, 2012; Neff & Pommier, 2012; Oral, 2016; Sarıçam & Biçer, 2015; Skoda, 2011). In their studies, Neff and Germer (2017) also state that self-compassion is related to forgiveness. The loving and kind attitude that the individual will show to himself will also be shown to others. This approach will also bring forgiveness alongside. Karataş and Uzun (2021) talk about the predictive effect of self-compassion on forgiveness in their research. Humans may behave in error by nature, and in such cases, they may approach themselves and those around them without using judgmental and accusatory language with their self-compassionate and forgiving personality traits. In the case of difficult experiences in the school environment, the teachers' compassionate approach to themselves with a self-compassionate attitude will facilitate their tendency to forgive because they are free from emotions such as greed and revenge. Thus, we can say that it will be easier for them to manage the process with less harm and in a functional way.

We can say that as teachers' self-compassion levels increase, their psychological resilience levels may also increase. The results of our study agree with the results of similar studies in the literature (Bolat, 2013; Kıcalı, 2015; Leary et al., 2007; Neff & McGehee, 2010; Neff & Pommier, 2012; Thompson & Waltz, 2008; Yağbasanlar, 2018). For example, in a five-stage study conducted by Leary et al. (2007), it was explained that self-compassion plays a buffer role against negative feelings towards oneself due to sad experiences. Self-compassion contributes to the individual's acceptance of his responsibilities, regulating negative emotions, and resilience with positive approaches by recognizing the situation rather than getting lost in the experience.

We can say that teachers' psychological resilience increases as their forgiveness increases. Although there are studies that are consistent with the results of our study, it was found that the number of studies on two variables in the literature is small (Çapan & Arıcıoğlu, 2014; Doğruer, 2019; Dwiwardani et al., 2014; Halilova et al., 2020; Yaşar, 2015). With the forgiveness trait, the individual can more easily regulate his feelings and thoughts and obtain personal resources to adapt to changing situations. The forgiveness trait contributes to the feeling of stronger and increasing the psychological resilience of the individual who approaches challenging experiences from a different perspective.

The findings of our study show that teachers' self-compassion and forgiveness levels differ according to the gender variable. Some studies have reached similar results in the relevant literature (Bluth et al., 2016; Cleare et al., 2019; Gülmez, 2019, Neff, 2003a; Yarnell et al., 2015). There are also studies in which self-compassion and forgiveness do not differ significantly by gender (Bolat, 2013; İkiz & Totan, 2012; Kirkpatrick, 2005; Neff et al., 2005; Soyer, 2010; Taysi, 2007a; Worthington et al., 2017). The fact that studies were carried out in different ages, environments, and cultures may have been the source of the differences in the research results. The increase in women's self-consciousness during adolescence may affect the decrease in self-compassion. In addition, it was thought that the judgments about gender roles could prevent women from showing compassion to themselves. In addition, the fact that women are more exposed to negative experiences such as sexual harassment and abuse than men may be effective in their low self-compassion and forgiveness.

Another finding of our study shows that the level of self-compassion and forgiveness differs among teachers according to birth order. As far as it was examined, there were no studies examining the relationship between birth order and self-compassion. There was only one study (Bayın, 2020) examining the relationship between birth order and forgiveness, and as a result, it was seen that there was no difference. Based on Adler's view that a family's parenting skills for their first child and their approach and skills for their second or later child differ, it can be stated that an individual cannot have the same environment even if they were born in the same house (Kayacı & Özbay, 2016). In this respect, it is thought that birth order is distinctive in positive personality traits such as self-compassion and forgiveness.

Another outcome of this study indicates that the psychological resilience of instructors varies by industry variable. In analyzing the pertinent literature, it was discovered that there are few studies. Several research (Kılınc, 2013; Sezgin, 2012; Soyer, 2010) show that there is no statistical difference between psychological resilience and the industry variable. There is also a study in which the psychological resilience of classroom

teachers is higher than that of other branch teachers (Yalçın, 2013). In the light of the findings, it is thought that the trainings received by special education and preschool teachers contribute to their psychological resilience. It was thought that the activities of special education teachers contributed to their psychological resilience during the crises experienced by students with special education needs from time to time. In addition, when the audience the preschool teachers address is considered, it can be interpreted that their psychological resilience increases in the difficulties they encounter. Also, it is thought that individuals with psychological resilience traits tend to choose branches that require resilience such as special education and preschool teaching.

The findings of our study show that teachers' self-compassion and resilience levels differ according to the variable of seniority. Studies concluding that psychological resilience varies with tenure have been identified in the literature (Akgün, 2021; Er, 2018). In addition, research indicates that self-compassion (Atl, 2019) and psychological resilience (Atalay, 2020; Kılınc, 2013; Sezgin, 2012; Ucar, 2014) are not affected by seniority information. In light of the fact that the teachers who participated in the study entered the workforce after enduring adversity, were involved in various business groups prior to entering the workforce, or were unemployed and faced financial and psychological difficulties, it is possible that the adversity may have contributed to the compassionate approach and psychological resilience of teachers with a few years of experience. In addition, it can be stated that as teachers' duty hours increase, their exposure to multiple stressors and the resulting burnout reduces their psychological resilience. Another finding of our study is that the psychological resilience of teachers differs statistically significantly according to the education level they work. In the literature, a study examines similar variables together and expresses similar results (Atlı, 2019). It is thought that challenging factors that preschool teachers face, such as preschool teachers working with a small age group compared to other branches, dealing with the same students for only one year, the fact that family participation is very important in this age period, and this situation brings with it many difficulties, affect the high resilience of the relevant teachers. Moreover, it is thought that teachers working at the secondary school level, which coincides with the adolescence period, have many difficulties in addition to other branches. Since the secondary school teachers can cope with these challenges, the psychological resilience, one of the positive personality traits, may have been higher than that of primary school teachers.

5. Limitations

This study is limited to the data collected from 410 teachers working in schools affiliated to the Ministry of National Education in the Tuşba district of Van province in the 2020-2021 academic year and who were reached online. Within the scope of the research, the participants' self-compassion, forgiveness and psychological resilience levels are limited to the characteristics measured by the Self-Compassion Scale, Heartland Forgiveness Scale and Psychological Resilience Scale.

6. Recommendations

This study found statistically significant positive correlations between teachers' self-compassion, forgiveness and psychological resilience. In addition, statistically significant relationships were found between gender and birth order and self-compassion and forgiveness, branch and resilience, seniority and self-compassion and resilience, and education level and resilience. Based on the results and findings of the research, various suggestions have been made to the researchers.

It is understood that female teachers have low levels of self-compassion and forgiveness. Accordingly, individual and group studies can be conducted to increase female teachers' self-compassion and forgiveness levels. According to the birth order, it can be suggested to conduct studies to support the development of self-compassion and forgiveness levels of teachers with younger siblings and psychological resilience levels of teachers who have been on the job for a long time. It may be recommended to conduct individual or group counseling, psycho-education, and workshops for these teachers. Educational content and social activities can be planned to improve the psychological resilience of teachers working at different levels of education. In addition to the cross-sectional evaluation in our study, longitudinal studies can be conducted to reach more comprehensive information. To create an in-depth profile for teachers, it is recommended to conduct qualitative studies in addition to quantitative studies. In future studies, it is thought that conducting studies on individuals in different professional groups will contribute to the field. Similar studies can be conducted with teachers in different regions to investigate the relationships between variables. Based on the outputs of

our study, it is recommended that the content to be planned for teachers should be integrated into teachers' professional work calendars.

7. References

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