

A PATH MODEL OF TEACHERS' SELF-COMPASSION AS ESTIMATED BY CARING BEHAVIOR, PROFESSIONAL VALUES AND ETHICS

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ABSTRACT

This study attempted to examine the caring behavior, professional values, ethics and self-compassion of elementary and secondary public-school teachers. Three hundred teachers from Pikit North, Cotabato participated in the conduct of this study for the S.Y. 2021 – 2022. This study employed a path analysis method using quantitative approach. The data gathering tool contained an adopted questionnaire coming from the different authors. Mean, standard deviation, Pearson product moment correlation, multiple regression analysis and structural equation modeling were used in statistical tool. Based on the findings of the study, caring behavior, professional values, ethics and self-compassion of teachers were described as high. The results also revealed that there is a significant relationship between professional values, ethics, and teachers' self-compassion. Caring behavior and ethics have significantly predicted the teachers' self-compassion compared to professional values. Hypothesized model 5 have successfully met the criteria set by each index. This means that the model fits well with the data which can best explain the self-compassion of teachers.

Keywords: *teachers' self-compassion, caring behavior, professional values, ethics, path analysis, Pikit north Cotabato*

INTRODUCTION

Teaching is an emotional practice (Bullough, 2019), despite the tendency of recent reforms to focus attention on results. Teachers' decisions about practices revolve around their relationships with their students (Hargreaves, 2015), but they have to balance time spent on learning subject matter and how to teach it with maintaining relationships with students, parents, faculty, and administration, as well as additional responsibilities. In the act of balancing, most experience periods of burnout and renewal. Within burnout, the symptoms of withdrawal can cloud aspirations to help students (Bullough, 2017).

Isenbarger and Zembylas (2016) expressed the need for teachers to be exposed to different ways of regulating emotions; of working through them in healthy ways to encourage resilience, decreasing the amount of emotional labor that results in exhaustion and improving relationships with students. Rimé (2017) explained that emotional recovery is a state where emotions are regulated enough to stop negatively influencing current experience. Persistent feelings of guilt, shame, frustration, or anger can impede emotional recovery. Teachers' ability to be kind to themselves when situations elicit unpleasant emotions might allow them to step back and come to new understandings of themselves and their students.

This study was done on the connection stuck between teacher's self-compassion, caring behavior, professional values and ethics in Pikit North District in Cotabato which indicates some important limitations and also a gap for future studies. It suggests that further studies must conduct research on teacher's self-compassion, caring behavior, professional values and ethics. To fill the gap of this study, model and theoretical framework of the study were developed regarding the three variables mentioned on the previous discussion.

The purpose of this study was to enlighten the teachers, school administrators, as well as the whole school organization regarding the relevance of professional practices on teaching which significantly contribute to the development of, self-compassion, caring behaviors, professional values and ethics of school teachers. This study was also essential policy implementation concerning the future growth of the teachers' professional development program. By having a clear understanding, the variables influencing professional practices, all plans given to them by the government was completely exploited.

FRAMEWORK

This study was anchored on Sociocultural Theory developed by Lantolf & Throne (2007). Sociocultural theory explains how humans learn from social interactions. People exist, first, in a social environment, but they are able to take their experiences in that environment into a mental plane. The inner and outer worlds seem to be intertwined (Lantolf & Thorne, 2007). Humans are above other species because of their ability to be methodical about choices, to weigh possibilities in an intermediary space between action and the next action, or between thought and action (Lantolf & Johnson, 1997).

Goals influence what actions are taken. Friends, family, co-workers and administrators help support an individual in the reconstruction of the intrapersonal space after interpersonal interactions, and can be instrumental to growth (McCafferty, 2002). With this lens, I explore the context in which teachers make meaning of their interpersonal experiences in intrapersonal ways.

METHOD

Research Design

This study utilized the descriptive-correlational research design. Descriptive research design was used to obtain information concerning the current status of the phenomena to describe (Shuttleworth, 2008). Moreover, it is a fact-finding study that will allow the researcher to examine characteristics, behaviors, and experiences of study participants (Calmorin, 2007). Furthermore, the correlational design was used to identify the strength and nature of association between two or more variables (Creswell, 2003).

Respondents

The public-school teachers in elementary and secondary level in Pikit, North Cotabato were the respondents of this study. Using the Slovin's formula to compute the sample size, a total of 300 teachers were selected using the stratified sampling technique.

Instruments

Sets of adopted questionnaires were used to gather data from the respondents. Even if the tools already have validity and reliability assessment. These instruments were subjected to validity

and reliability test. The instruments include teachers' self-compassion questionnaire (Freeman, 2016), caring behavior questionnaire (King & Chan, 2011), professional values questionnaire (Aktan et al., 2020) and ethics questionnaire (Shawney, 2015).

Statistical Tools

Mean and Standard Deviation was used to determine the levels of teachers' professional identity, motivation, morale and values of teachers. Moreover, the Pearson Product Moment Correlation was utilized to determine the relationship between teachers' professional identity, motivation, morale and values of teachers. In addition, multiple regression analysis was used to measure the teachers' professional identity, motivation, morale and values. Furthermore, structural equation modeling was employed to assess the interrelationships of the variables.

RESULTS AND DISCUSSION

Level of Teachers' Self-Compassion

Table 1 shows the level of self-compassion of teachers in North district of Pikit, Cotabato. The teachers' self-compassion contains six indicators namely, self-kindness, self-judgment, common humanity, isolation, mindfulness and over-identification. The overall mean is 3.52 with a description of high.

The self-kindness has a mean score is 3.22 which described as high. This means that teachers frequently exhibit high level of self-compassion in the workplace. The result was supported by Neff (2018) that self-compassion entails not being self-critical when one's expectations are not met and not being harmful to individual's ego in order to make achievements. Instead, self-compassion suggests the individual should encourage his/her ego gently and patiently to change behaviors.

In terms of self-judgment, the mean score is 3.69 which described as high. This indicates that teachers exhibit high level of self-compassion in school. This finding is congruent to the statement of Neff (2018) that self-judgment is a mala- adaptive strategy conceptualized as a critical self-to-self relationship which involves self-attribution of errors and unsuccessful life experiences, over identification with negative feelings when facing failure and being carried away by the storyline of one's own pain.

In terms of common humanity, the mean score generated is 3.68 which described as high. This signifies that teacher frequently manifested self-compassion in their teaching profession. The result is aligned to the statement of Neff (2018) that a leading expert and researcher in self-compassion, one of the key components to practicing self-compassion if common humanity. Common human humanity is the understanding that unpleasant feelings are part of the human experience, that suffering is universal. People are not only connected by joys in our lives, but in our struggles, heartaches and fears.

As of isolation, the mean score is 3.14 which described as moderate. The result implies that teachers moderately exhibit self-compassion in school. The finding is corroborated to the conclusion of Neff (2018) stated that isolation also relates to loneliness. Loneliness, often severely distressing to those who experience it, plays a critical role in the onset of mental disorders.

As of mindfulness, the mean score is 3.68 which described as high. This means that teachers highly manifested self-compassion in their workplace. The result was supported by Rosenberg (2019) that mindfulness is a state of balanced awareness that one's feelings and thoughts are observed without avoiding or trying to change them, without exaggeration and prejudice. When individuals accept and tolerate their distress and pain, when they are gentle and kind toward themselves, they avoid suppressing their emotions and thoughts.

With regards to over-identification, the mean score reaches to 3.70 which is described as high. It indicates that teachers frequently exhibit high level of self-compassion in school. The result was explained by the assertion of Raes (2015) when people over-identify with their feelings, they may become unproductive and affect their well-being. Over-identification leads to ruminating on failures, limitations and imperfections, increasing the risk of exaggerating the importance of failures.

Table 1. Level of Teachers' Self-Compassion

Self-Compassion Items	Mean	Std. Deviation	Description
Self-Kindness	3.22	.332	High
Self-Judgment	3.69	.323	High
Common Humanity	3.68	.300	High
Isolation	3.14	.268	Moderate
Mindfulness	3.68	.298	High
Over-identification	3.70	.651	High
OVERALL	3.52	.158	HIGH

Level of Teacher Caring Behavior

Table 2 shows the level of caring behavior of teachers in North district of Pikit, Cotabato. The teacher caring behavior contains four indicators namely, classroom management, academic support, interpersonal relationship and sense of respect and trust. The overall mean is 3.67 which can be described as high.

In particular, the classroom management generates a mean of 3.63 which described as high. This means that teacher frequently exhibit high level of caring behavior in their teaching profession. The finding is aligned to the statement of Freiberg (2018) that classroom management is concerned with a course of action of teachers' behavior and activities that are basically anticipated that would develop student co-operation and consideration in classroom.

In the same way, the academic support reaches a mean score of 3.69 which described as high. This indicates that teachers highly exhibit caring behavior in the workplace. The result is corroborated to the statement of Birch (2017) academic supports are programs and strategies that are used by schools to increase the academic achievement of students, particularly for students who may be at risk of diminished academic achievement. A wide variety of strategies have been developed to provide extra support to students. These strategies can be applied at all grade levels.

Meanwhile, the interpersonal relationship has a mean score of 3.66 which described as high. The result signifies that teacher frequently exhibit high level of caring behavior in school. This was supported by Jahoda (2017) that an interpersonal relationship is an association

between two or more people that may range from fleeting to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships in the workplace are an inescapable reality for all those working in the context of an organization.

On the other hand, the sense of trust and respect generates a mean score of 3.70 which described as high. The finding suggests that teachers highly exhibit high level of caring behavior in their workplace. This is aligned to the statement of Moran (2016), “the behavior of teachers is the primary influence on trust in colleagues”. If relationships between teachers are to change significantly, teachers themselves must work to identify barriers to trust within the faculty and take the initiative to improve, repair, and maintain relationships.

Table 2. Level of Teachers’ Caring Behavior

Caring Behavior Items	Mean	Std. Deviation	Description
Classroom Management	3.63	.271	High
Academic Support	3.69	.251	High
Interpersonal Relationship	3.66	.253	High
Sense of Trust and Respect	3.70	.278	High
OVERALL	3.67	.133	HIGH

Level of Teacher Professional Values

Table 3 shows the level of professional values of teachers in North district of Pikit, Cotabato. The teacher professional values contain four indicators namely, respect for diversity, individual and social responsibility, standing against violence and being open to cooperation. The overall mean is 3.76 which can be described as high.

In terms of respect for diversity, the mean score is 3.57 which described as high. It indicates that teachers frequently exhibit professional values in the workplace. The result is congruent to the statement of Rea et al. (2017) that during classroom interactions and instruction, teachers must keep the special cultural needs of their diverse student population in mind. Teachers must be prepared to identify diverse students’ strengths, weaknesses, aspirations, limitations, and special needs.

As of individual and social responsibility, the mean score reaches in 3.70 which described as high. This means that teachers highly exhibit professional values in their teaching profession. The finding is aligned to the statement of Weissbourd, (2017) that social responsibility can facilitate learning and performance outcomes by promoting positive interactions with teachers and peers and, from a motivational perspective, by providing students with additional incentives to achieve.

With regards to standing against violence, the mean score is 3.62 which described as high. This signifies that teacher highly manifested professional values in school. The result is supported by Way, (2016) that school policy against violence has been found to be an effective solution for school violence and supportive of student feelings of safety when the policy is balanced and not too rigid.

On the other hand, being open to cooperation generates a mean of 4.14 which can be described as high. This suggests that teachers highly exhibit professional values in their teaching profession. The finding of the study is supported by Pounder (2019) that teachers occupied by connection, trusting and commitment involved in cooperative decision making can permit modifications that improve the practicality of professionals and student outcomes and, simultaneously, offer the group support and basic structural honors that inspire a more cooperative culture and support the need to involve, and remain one of the wholes.

Table 3. Level of Teacher Professional Values

Professional Values Items	Mean	Std. Deviation	Description
Respect for Diversity	3.57	.256	High
Individual and Social Responsibility	3.70	.259	High
Standing Against Violence	3.62	.249	High
Being Open to Cooperation	4.14	.336	High
OVERALL	3.76	.143	HIGH

Level of Teacher Ethics

Table 4 shows the level of ethics of teachers in North district of Pikit, Cotabato. The teacher ethics contain three indicators namely, obligations towards students, obligations towards parents, community and society, and obligations towards profession and colleagues. The overall mean for this variable is 4.40 which can be described as high.

The obligation towards students has a mean score of 4.39 which described as high. This indicates that teachers highly exhibit ethics in the workplace. This is corroborated to the conclusion of Sheldon (2015) that it is a teacher's obligation and responsibility to provide a nurturing and welcoming learning environment for all students, and to take seriously the position of influence that she is in. A teacher can influence what her students talk about, how they think and what they become.

On the other hand, the obligation towards parents, community, and society generates a mean score of 4.50 which described as high. This means that teachers frequently exhibit high level of ethics in school. The finding is supported by the assertion of Williams (2019), stated that the professional educators promote positive relationships and effective interactions, with members in the school community, while maintaining professional boundaries. Teachers should have communication with parents/guardians in a timely and respectful manner that represents the students' best interest.

Furthermore, the obligation towards profession and colleagues reaches a mean score of 4.29 which described as high. It suggests that teachers exhibit high level of ethics in their teaching profession. The result of the study is aligned to the statement of Mergler (2018) that the professional educator also promotes effective and appropriate relationship with colleagues by respecting colleagues as fellow professionals and maintaining civility when differences arise.

Table 4. Level of Teacher Ethics

Ethics Items	Mean	Std. Deviation	Description
Obligations towards Students	4.39	.364	High
Obligations towards Parents, Community and	4.50	.381	High

Society			
Obligations towards profession and colleagues	4.29	.354	High
OVERALL	4.40	.285	HIGH

Relationship between Variables

Table 5 shows relationship between teachers' self-compassion, caring behavior, professional values and ethics. The results show that the independent variables such as professional values and ethics have significant relationship with the self-compassion of teachers ($p < .05$).

In particular, there is a relationship between professional values and self-compassion ($r = .578^{**}$, $p < .05$). This suggests that the increase in professional values would essentially increase the self-compassion of teachers. The finding of the study is congruent to the statement of Sarıçam and Biçer, (2015) that the effects of moral values and self-compassions of prospective teachers on their forgiving behaviors were studied and, as a result, a positive significant relationship was found between moral values, self-compassion and forgiveness. In a study conducted by Özyeşil (2016), a positive significant relationship was detected between self-compassion levels of students and responsibility, a sub-dimension of values, and responsibility was a significant predictor of self-compassion.

In the same way, there is a significant relationship between morale and professional identity of teachers ($r = .671^{**}$, $p < .05$). This means that as ethics increases, the self-compassion of teachers would also likely increase. The finding of this study aligned to the statement concluded by Leary et al., (2017) that people with higher self-compassion are less likely to perceive others' neutral feedback as negative, such that they better align their self-ethical view to the truth. It also supported by Jordan and Monin (2018) that the realistic self-ethics and the stable self-worth presumably dispose self-compassionate individuals to accept their own ethical transgressions less. Evidence showed that people tend to elevate their own ethical standards when their self-worth was threatened.

However, there is no significant relationship between caring behavior and teachers' self-compassion as shown in the p-value that is more than 0.05 and correlation coefficient of .013. This means that those teachers who have low caring behavior are more likely having low self-compassion. According to Neff and Pommier (2018), on their study conducted, it was found out that caring behavior shows low correlation on self-compassion. Individuals with lesser self-compassion are not flexible in life, cannot easily adjust in different life situations and don't have tendencies to be more connected with others (Neff & Pommier, 2018). Durkin et al., (2016) also supported that when teachers are less compassionate towards themselves, they are not likely to exhibit greater compassion towards their students and colleagues.

Table 5. Relationship between Variables

TEACHERS' SELF COMPASSION			
INDEPENDENT VARIABLES	R	p-value	Remarks

Caring Behavior and Teacher's Self-Compassion	.084	.146	Not Significant
Professional Values and Teacher's Self-Compassion	.578**	.002	Significant
Ethics and Teacher's Self-Compassion	.671**	.000	Significant

*Significant at .05 level

Influence of Caring Behavior, Professional Values and Ethics on Teacher Self Compassion

Table 6 presents the results of regression analysis which purpose is to show the significant predictors of teachers' self-compassion. The results indicate that the only two variables were found to be significant predictors of teachers' self-compassion.

In particular, the caring behavior has significant direct effect on self-compassion of teachers ($\beta=.040$, $p<.05$). This means that the regression weight for teacher caring behavior in the prediction of self-compassion is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in caring behavior there is a corresponding increase in the teachers' self-compassion by .040. Through this, would imply that caring behavior can improve better the self-compassion of teachers. The finding of the study supported by the researcher like Judith Jordan (2015) who suggested that there is strong link between care for others and self-compassion. Connections with others are enhanced when individuals are able to show the same acceptance and openness for self, as they are for others. Jordan (2015) proposed that caring is a process where individuals recognize and positively change negatively viewed or ignored aspects of themselves. They can reconnect with themselves in a way that will foster well-being and help them be present and connected with others.

In the same way, the ethics does significantly predict the self-compassion of teachers ($\beta=.216$, $p<.05$). This means that the regression weight for teacher ethics in the prediction of self-compassion is significantly different from zero at the 0.05 level (two-tailed). In other words, when the teacher ethics is increase by 1, the self-compassion of teachers would increase by .216. This finding is aligned to the statement of Neff and Vonk (2019) that that self-compassion is associated with low self-serving bias and stable self-worth, it was predicted that if people engaged in any ethical transgressions, individuals with higher self-compassion would accept their own unethical behaviors less.

However, the professional values do not significantly predict the self-compassion of teachers ($\beta=-.012$, $p<.05$). This means that the regression weight for professional values in the prediction of self-compassion is not significantly different from zero at the 0.05 level (two-tailed). In other words, when the teacher professional values are decrease by 1, the self-compassion of teachers would increase by -.012. This is parallel to the statement of Dilmaç & Deniz (2019), a negative relationship was found between self-compassion and values scale sub-dimensions. A significant difference was observed between the sub-dimensions of values in terms of the gender variable and significant differences were also observed between the sub-dimensions of values in terms of the grade variable. In another study, the effects of professional values and self-compassions of prospective teachers on their forgiving behaviors were studied and, as a

result, a no significant relationship was found between moral values, self-compassion and forgiveness (Sarıçam & Biçer, 2015).

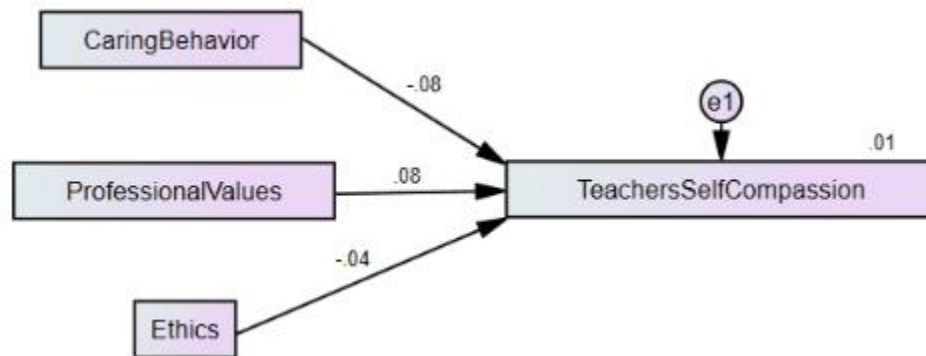
Table 6. Influence of Caring Behavior, Professional Values and Ethics on Teacher's Self-Compassion.

Variables	Unstandardized Coefficients		Standardized Coefficient Beta	T	p-value	Remarks
	B	Std. Error				
(Constant)	3.678	.361		10.187	.000	
Caring Behavior	.127	.442	.040	.741	.001	Significant
Professional Values	-.006	.030	-.012	-.182	.856	Not Significant
Ethics	.011	.042	.216	.451	.000	Significant

Note: R=.358^a, R-square=.128, F=14.539, P>.05

Structural Fit Model

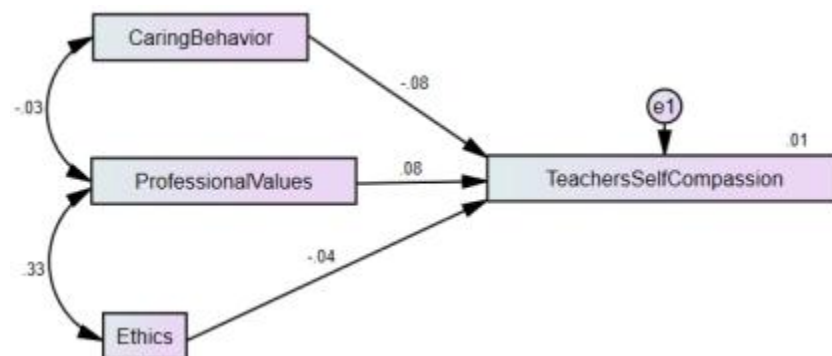
Figure 1 presents the direct relationship of exogenous on the endogenous variables. Based on the results, the amount of variance explained by the combined influence of caring behavior, professional values and ethics on teachers' self-compassion is 1 percent. Caring behavior, professional values and ethics significantly predict teachers' self-compassion with beta values of -.08, .08, and -.04. Furthermore, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 3.0, (NFI, TLI, CFI, GFI < 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that the model does not fit with the data.



MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	11.850
P-value	>.05	.000
NFI	>.95	.095
TLI	>.95	-.955
CFI	>.95	.023
GFI	>.95	.782
RMSEA	<.05	.190
PCLOSE	>.05	.000

Figure 1. Test of Hypothesized Model 1

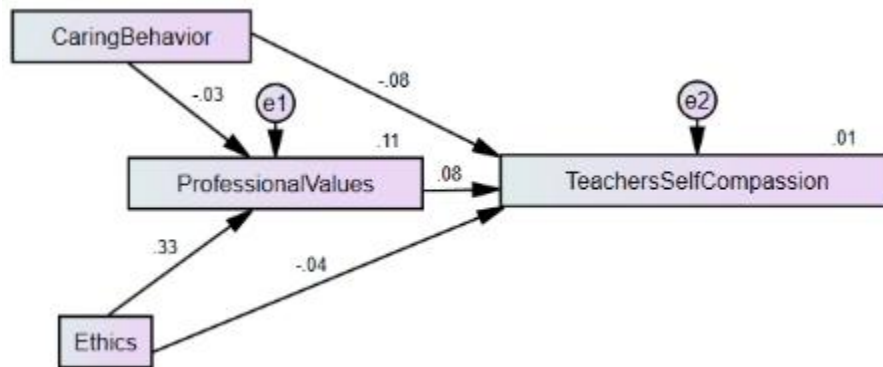
Figure 2 presents the results of Hypothesized Model 2. Based on the results, a total of 1 percent of the variance of teachers' self-compassion is explained by the combined influence of caring behavior, professional values and ethics. Meanwhile, the caring behavior, professional values and ethics significantly predict teachers' self-compassion with beta values of $-.08$, $.08$ and $-.04$, respectively. Moreover, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by $CMIN/DF < 3.0$, $(NFI, TLI, CFI, GFI > 0.95)$, and $RMSEA < 0.05$ with a $PCLOSE > 0.05$. This means that Hypothesized Model 2 does not fit with the data and a poor fit model of teachers' self-compassion.



MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	.092
P-value	>.05	.761
NFI	>.95	.998
TLI	>.95	1.164
CFI	>.95	1.000
GFI	>.95	.861
RMSEA	<.05	.000
PCLOSE	>.05	.834

Figure 2. Test of Hypothesized Model 2

Figure 3 presents the results of Hypothesized Model 3. Based on the results, a total of 1 percent of the variance of teachers' self-compassion is explained by the combined influence of caring behavior, professional values and ethics. Moreover, caring behavior and ethics explain 11 percent of the variance of professional values. Meanwhile, the caring behavior, professional values and ethics significantly predict teachers' self-compassion with beta values of $-.08$, $.08$ and $-.04$, respectively. Furthermore, caring behavior and ethics have direct effect on professional values with beta values of $-.03$ and $.33$, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by $CMIN/DF < 3.0$, $(NFI, TLI, CFI, GFI > 0.95)$, and $RMSEA < 0.08$ with a $PCLOSE > 0.05$. This means that Hypothesized Model 3 does not fit with the data and a poor fit model of teachers' self-compassion.

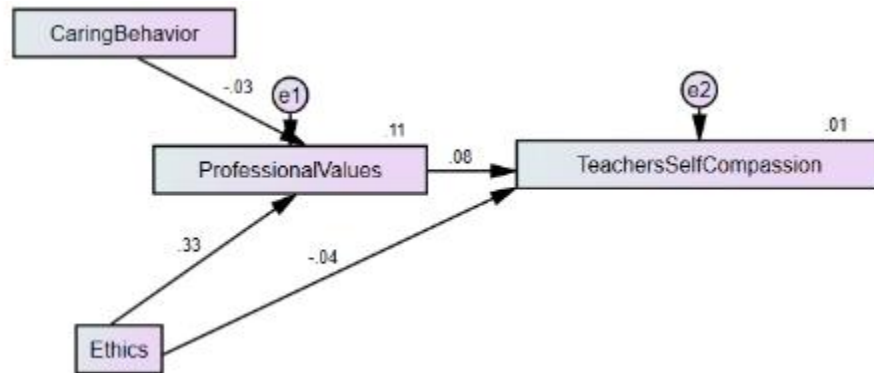


MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	1.068
P-value	>.05	.344
NFI	>.95	.946
TLI	>.95	.988
CFI	>.95	.996
GFI	>.95	.805
RMSEA	<.05	.015
PCLOSE	>.05	.574

Figure 3. Test of Hypothesized Model 3

Figure 4 presents the results of Hypothesized Model 4. Based on the results, a total of 1 percent of the variance of teachers' self-compassion is explained by the combined influence of professional values and ethics. Moreover, caring behavior and ethics explain 11 percent of the variance of professional values. Meanwhile, the professional values and ethics significantly predict teachers' self-compassion with beta values of .08 and -.04, respectively. Furthermore, caring behavior and ethics have direct effect on professional values with beta values of -.03 and .33, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 4 does not fit with the data and a poor fit model of teachers' self-compassion.



MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	.092
P-value	>.05	.761
NFI	>.95	.998
TLI	>.95	1.164
CFI	>.95	1.000
GFI	>.95	.9861
RMSEA	<.05	.000
PCLOSE	>.05	.834

Figure 4. Test of Hypothesized Model 4

Best Fit Model of Teachers' Self-Compassion

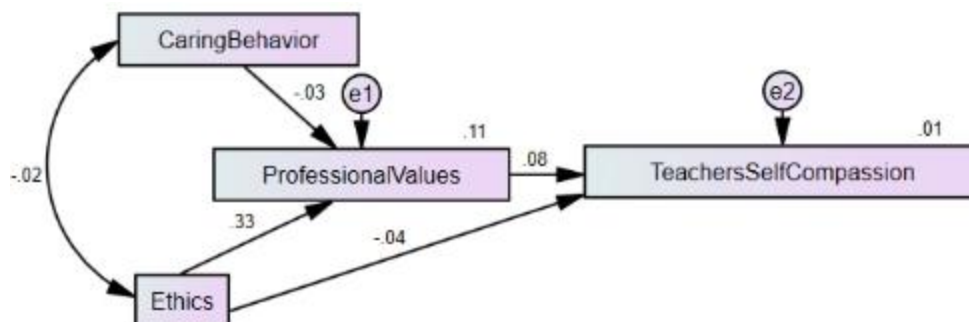
The hypothesized model 5 in standardized estimates is presented in Figure 10. It can be observed in the results that 1 percent of the variance of teachers' self-compassion is explained by the combined influence of professional values and ethics. On the other hand, a total of 11 percent of the professional behavior can be attributed to caring behavior and ethics. Furthermore, the model illustrates the relationship of caring behavior and ethics ($r = -.02$, $p > .05$), and the direct effect of caring behavior and ethics on professional values with beta values of $-.03$ and $.33$, respectively. On the other hand, it shows the direct effect of professional values and ethics on teachers' self-compassion with beta values of $.08$ and $-.04$.

Figure 5. Test of Hypothesized Model 5

As shown in Table 7, all model fit value has successfully met the criteria set by each index (CMIN/DF=2.043 with its p-value >.05, (NFI, TLI, CFI, and GFI >.95), and RMSEA <.05 with a PCLOSE >.05. This means that the model fits well with the data which can be best explain the self-compassion of teachers. This is supported by Arbuckle and Wothke (1999) denoting that CMIN/DF should be less than 3.0, and Tucker-Lewis Index (TLI) and comparative Fit Index (CFI) should be close to 0.90. Moreover, the RMSEA and PCLOSE values are supported by MacCallum, Browne and Sugawara (1996) indicating 0.01, 0.05, and 0.08 as excellent, good and mediocre fit respectively, with P of close fir (PCLOSE) that is greater than 0.05.

Table 7
Goodness of fit measures of the Hypothesized Model 5

MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	2.043
P-value	>.05	.000
NFI	>.95	.968
TLI	>.95	.982
CFI	>.95	.912
GFI	>.95	.922
RMSEA	<.05	.049
PCLOSE	>.05	.000



CONCLUSION

The teachers have high level of self-compassion, caring behavior, professional values and ethics. On the other hand, only professional values and ethics have significant relationship with teachers' self-compassion. However, caring behavior have no significant relationship on the self-compassion of teachers. Furthermore, only caring behavior and ethics was found to be significant predictors of teachers' self-compassion. Hence, professional values do not predict self-compassion of teachers. Model 5 has successfully met the criteria set by each index. This means that the models fit well with the data which can best explain the self-compassion of teachers.

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