Turkish Studies
International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 11/9 Spring 2016, p. 635-658
DOI Number: http://dx.doi.org/10.7827/TurkishStudies.9570
ISSN: 1308-2140, ANKARA-TURKEY

Article Info/Makale Bilgisi
Received/Geliş: 13.04.2016 **Accepted/Kabul:** 19.06.2016
Referees/Hakemler: Doç. Dr. Ali AKSU – Doç. Dr. Fatma Ebru İKİZ

This article was checked by iThenticate.

COMMUNICATION SKILLS AND SELF-COMPASSION LEVELS OF TEACHER CANDIDATES

Bahar METE OTLU[*] - Deniz EKİNCİ VURAL[**] - Necla ŞAHİN FIRAT

ABSTRACT

The purpose of this study is to examine the communication skills and self-compassion levels of teacher candidates and to make suggestions in view of the obtained data. Accordingly, it was aimed to examine the subject matter deeply by using together the qualitative and quantitative methods. The population of the research is composed of the teacher candidates studying at Buca Faculty of Education, Dokuz Eylül University, İzmir, Turkey. The sampling of the quantitative dimension of the research is composed of 498 teacher candidates who are studying at senior classes of 14 different under-graduate programs of Faculty of Education, Dokuz Eylül University and who have been chosen through stratified sampling. The study group of the qualitative dimension of the research is composed of a total of 42 students (n=23 female, n=21 male). According to the findings obtained at the end of the study, the communication skills of teacher candidates were observed to differ in accordance with their departments; on the other hand, both their communication skills and their self-compassion levels were observed to differ according to their perceived personality types. Accordingly, the self compassion scale' score averages of those perceiving themselves to be timid and assertive are observed to be higher than those who perceive themselves as aggressive. Depending on this finding, it is understood that the ones who have the lowest communication skills level are those teacher candidates perceiving themselves to be aggressive. Qualitative results support quantitative results. Besides, in the consequence of the study, it was observed that there is a positive correlation between "self-kindness", "common humanity" and "mindfulness" dimensions of "self-compassion" scale and all dimensions of communication skills; and there is a negative correlation between "self-judgment", "isolation" and "over-identification" dimensions of "self-compassion scale" and all dimensions of communication skills.

[*] Öğr. Gör. Dr. Dokuz Eylül Üniversitesi, Buca Eğitim Fakültesi, El-mek: baharmete@gmail.com
[**] Öğr. Gör. Dr. Dokuz Eylül Üniversitesi, Buca Eğitim Fakültesi, El-mek: deniz.ekinci@deu.edu.tr

STRUCTURED ABSTRACT

Introduction

A person achieves himself/herself within the context of his/her relationships with other people (Geçtan, 2000). A person's perception of self is shaped through the relationships he/she has formed with other people since childhood. The studies performed at the same time reveal that interpersonal relationships also function as support systems utilized to protect psychological health (Fisher,1987; Yüksel-Şahin,1997). Therefore, communication is a sine qua non phenomenon for humans (Zıllıoğlu, 2007). Communication, which is of so much importance in human life, means making something collective and sharing it. Communication can be defined as the exchange of meaningful messages, in other words, as the transmission of information including the giving and receiving of a message. (Bilgin, 2003; Dökmen, 1998). Communication is a process of sharing that enables the balance to be established, in which many personal, social and cultural variables are gathered (Gürüz, 2004). The process of communication can, on the other hand, be defined as the transmission, receipt and exchange of knowledge, conclusion and thought through writing, speaking and visual media or altogether usage of them so that the message to be given should be understood by the involved people (Sillars, 1995). The acquisition of communication skills start in the family and continues at school environment. School is one of the environments in which communication process is at its highest intensity. The administrator, teacher and student at school and family are the most important units that initiate and sustain communication (Şahin, 2010). Undoubtedly, teachers are the individuals whom the child communicates at most and takes as a model. The effectiveness level of a teacher is in direct proportion to the level and diversity of communication he/she has established with students (İşpir, 2002). Also, the teachers who can establish proper communications with students are known to increase the positive behavior in the class (Eroğlu, 2008). Teachers' having effective communication skills also affects the students' developments, behavior, and perception of themselves (Dökmen, 1998). Therefore, it is of great importance for teachers to have effective communication skills. Concordantly, it is thought that it is useful to gain the skills in question to the teacher candidates within the education period.

Self-compassion can be defined as the fact that the individual is open to the feelings that cause him/her to suffer, approaches himself/herself with attentive and affectionate attitudes, is thoughtful of his/her inadequacies and failures, and accepts his/her negative experiences as a natural process of human life. In the meantime, self-compassion involves unprejudicedly understanding the individuals who have problems, fail or make mistakes and involves exhibiting a patient, affectionate and non-judgemental attitudes towards these individuals (Neff, 2003a). Self-compassion consists of three sub-dimensions which cause the appearance of one another and which are interrelated. These are (a) self-kindness, (b) common community and (c) mindfulness. Self-kindness means that the individual should be more thoughtful and sensible of himself/herself on the face of negative life experiences

instead of harshly criticizing himself/herself about his/her failures, mistakes and inadequacies (Neff, 2003b). Common humanity is that he/she is aware of the facts that nobody in the world is perfect, anybody can make mistakes, and everybody can have negative life experiences such as failure, sadness, fatigue and inability (Deniz, Kesici, & Sümer, 2008; Neff, 2003b). Mindfulness is that the person is in a balanced awareness of the thoughts and feelings that agonize him/her instead of over-identification with them (Neff, 2012).

The individual's being self-compassionate in life involves encouraging himself/herself to present the behaviors needed for him/her to abandon the attitudes harmful for him/her and to come to a better position. It is stated that self-compassionate individuals will have more positive mental health features, because they don't dramatize situations of trouble and failure and do not blame themselves on the matter involved; thus the incidence of anxiety and depression will be considerably low in self-compassionate individuals (Neff & McGehee, 2010). Correspondingly, it has been revealed that self- compassion is related to positive indicators such as happiness, optimism, self-fulfillment and self-acceptance (Kirkpatrick, 2005). Nevertheless, self-compassion has a strong motivational effect for growth and development. In respect of the growth of a healthy child, parents' compassion towards their children gives rise to positive results for children. It is said that the children of the parents who give self-compassionate reactions to their children instead of being judgmental and punisher to them, are individuals of more love and affection (Neff, 2003a). Another factor playing an active role in the social development process of an individual is his/her school life. In school life, it is important for the teacher, an important model in the personality development of students, to be healthy from psychological point of view and to have positive features. Self-compassion can be regarded both as the factor of teacher's self well being and as the premise of a compassionate and loving approach which is professionally needed (Aydın & Soyer, 2012). Although this compassion is nourished by the teacher's professional knowledge, technical ability, and ethical understanding, teacher's psychological status of "well-being" is stated to be directly related to his/her level of self-awareness and understanding attitude (Bennett-Goleman, 2001). It is thought that the self-compassion levels of teachers who have great role in the development of an individual are important in terms of the development of the individual and in respect of education.

Purpose and Importance

Teacher, one of the main elements of education processes, is the person who is in continual contact with students, who implements the educational program, who gains desired behavior in education environment, who directs the education and who evaluates both the education and the students (Bircan, 2003, p. 46). It is necessary for the teacher, who will guide for the individuals to grow and who are effective in shaping the future, to have gained the sufficient qualities. The eligibility and quality of education are largely in direct proportion of teacher's quality. From this point of view, it is of importance for the teachers to work in the educational system to be trained both before the

service and during the service in terms of the quality of educational services (Şişman, 2001).

Some of the features that a teacher should have appear to be effective communication skills and self-compassion. The teachers efficient in terms of the features at issue as well can form an effective impression in the course of education and elevate their teaching personality to the topmost point by forming positive relations with students. Almost all of the performed studies show that teachers' effectiveness is closely related to students' success and fulfillment (Şen & Erişen, 2002). Depending on these opinions, the aim of this study is to examine the communication skills and levels of self- compassion of teacher candidates and to present offers in view of the obtained data.

Method

The method of the study was determined to be scanning for determination of situation. Qualitative and quantitative research techniques were used together in the study. Teacher candidates in the sampling is composed of senior students of the faculty, and a total of 498 students took part in the research, 296 (59,43%) of whom were female, 202 (40,56%) of whom were male. The study group of the qualitative dimension of the research is composed of a total of 42 students (n=23 female, n=21 male), 3 from each of the 14 undergraduate programs, who were studying at senior grade in 2014-1015 academic year of Buca Faculty of Education, Dokuz Eylül University. Voluntariness was taken as a basis in the selection of students.

Personal information form developed by the researchers was used in the study in order to determine the socio-demographic features of teacher candidates. Inventory of Communication Skills which developed by Ersanlı & Balcı (1998), Self-Compassion Scale which developed by Neff (2003b) and adapted by Akın, Akın & Abacı (2007) were used in this research. A measurement device formed of open-ended questions prepared by the researchers was implemented for the qualitative dimension of the research.

In order to analyze the quantitative data, average, standard deviation, percentage, *t*- test and variance analysis, LSD test, and correlation were used among statistical techniques. The findings obtained from the research were tabled by being analyzed. The qualitative data were collected in writing; the collected data were transmitted to computer, analyzed through definition and tabled and presented as percentage (%) and frequency. Match percentage was calculated for providing coding reliability (Miles & Huberman, 1994). The match percentage between the three researchers in the calculations was found to be 90% for the first question, 85% for the second question, 93 % for the third question, 92% for the fourth question. The average match percentage was found to be 90 % for four questions.

Results and Discussion

In the consequence of the study, it was observed that there is a relationship between communication and self-compassion, and teacher candidates' levels of self-compassion and communication differed according to their departments. Besides, it was concluded in the

interviews with teacher candidates that a great majority of them regard themselves as timid individuals and they have troubles in communication.

Considering the relationship among the scores of teacher candidates that they got from self-compassion and communication inventory, a positive relationship was determined between the "self-kindness", "common humanity", "mindfulness" dimensions of self-compassion scale and "affective", "cognitive", "behavioral" dimensions of communication skills inventory; yet a negative relationship was determined between "self-judgment", "isolation", "over-identification" dimensions of the scale and all dimensions of communication skills inventory. Self-kindness emphasizes having kind and affective attitudes, common humanity emphasizes the self of individuals and their connections with other people (Kirkpatrick, 2005), while mindfulness highlights the ability to be flexible against the positive and negative cases in life (Martin,1997). These positive aspects can be thought to be related to the interpersonal communication with people. Since self-judgments, isolation and over-identification sub-dimensions have a positive relationship with depression, anxiety, and stress (Öveç, 2007), it is an expected result for these dimensions to have negative relationship with communication skills. In addition to this, according to the results of a study performed by Akyol (2011), findings supportive of the results of this study were obtained between communication skills and self- compassion. Again, in another study, it was concluded that there is a positive significant relationship between self-judgment, isolation and over identification, which are the negative sub-dimensions of self-compassion, and perfectionism towards others, that is to say, the individuals who are not self-compassionate to themselves are closer to perfectionism (Otrar & Büyükköse-Tezcan, 2015). Consequently, a positive relationship was determined between self-compassion and psychological healthiness (Neff & McGehee, 2010). Based on this, it can be said that the people with high self-compassion show less extreme reactions in negative events and experience more positive feelings than those with low self-compassion (Adams & Leary, 2007). From this information, it can be concluded that there is a positive relationship between self-compassion level and communication levels.

Self-compassion levels of teacher candidates showed no difference according to their departments. When their communication skills were examined, the skill levels of teacher candidates were found out to differ. In all dimensions of communication skills, it is seen that communication skills levels of the students of early childhood teaching / psychological counseling and guidance teaching / primary school teaching / mentally handicapped teaching and Science teaching / primary school mathematics teaching/ computer technologies teaching have higher communication skills levels than others. Dilekmen, Başçı, & Bektaş (2008) also concluded that communication skills levels of psychological counseling and guidance are higher the students of Mathematics teaching. Güven & Yalçınkaya –Akyüz (2001) came to the finding that in all dimensions of communication skills, the communication skills score averages of the students of Art history, Sociology, Geography and Philosophy departments were significantly higher than those of Mathematics, Biology and Chemistry departments.

Besides this, at the end of the study, it is seen that the communication skills levels of students of Art teaching are significantly low. This finding can be explained by associating it with "artistic personality" type in Holland's Theory of Personality Types. Holland states that the individuals of artistic personality are unbalanced in excitements and feelings, dreamer, cranky, complicated, strong intuitioned, independent, emotional, atypical, sensible, and effective (Yeşilyaprak, 2000). It can be thought that the extraordinary aspects of the participants in this group, stated by Holland, were effective in the downing of the scores of communication. Acar's research finding that there is not a significant difference among communication skills of teacher candidates according to their departments does not support the consequence of this study (Acar, 2009).

When the findings obtained at the end of the research are examined, it is seen that according to the personality types perceived by teacher candidates, the scores of those thinking to be easy goes in "self-kindness" dimension are significantly higher than those thinking to be timid and aggressive. In "self-judgment", "over-identification", and "isolation" dimensions, the scores of those thinking to be timid are understood to have taken higher scores than those thinking to be assertive. In timid people, an extreme anxiety is seen about getting social approval of others. (Bower & Bower, 2004). In view of the knowledge in the literature, the timid people can be said to be individuals behaving more anxiously and submissively in their lives in general. Correspondingly, it was determined that there is a negative correlation between self-compassion level and continual anxiety level (Aydın & Soyer, 2012).

In the "common humanity" and "mindfulness" sub dimensions, on the other hand, the scores of teacher candidates thinking to be assertive are seen to be higher than the scores of those thinking to be aggressive. Another research finding revealed that "self-kindness", "common humanity" and "mindfulness" dimensions of self-compassion predict submissive behavior in a negative way; while "self-judgment", "isolation" and "over-identification" dimensions of it predict submissive behavior in a positive way (Akın, 2009). Consequently, it is seen that the individual's positive thoughts about himself/ herself is also related to positive thoughts about others (Flett, Hewitt, Blankstein, & Gray, 1998). At this very point, it can be said that it is an expected finding for timid teacher candidates to get high grades in negative sub-dimensions of self-compassion concept, which is thought to b related to the positive perception of self.

The communication skills levels of teacher candidates significantly differ according to perceived personality types. Accordingly, the score averages of those perceiving themselves to be timid and assertive are observed to be higher than those who perceive themselves as aggressive. Depending on this finding, it is understood that the ones who have the lowest communication skills level are those teacher candidates perceiving themselves to be aggressive. Nevertheless, aggressive communication focuses on demanding and achieving others' feelings and rights (Alberti & Emmons, 1998). So, aggressive individuals do not use a proper communication language. Another group whose communication skills are low is the teacher candidates perceiving

themselves as timid. Again, timid individuals submit to others by avoiding the conflict or in an accepting manner. The defenders of assertive communication claim that assertiveness is more inclined to harmony than aggressive or timid communication (Alberti & Emmons, 1998; Bower & Bower, 2004). It is convenient for the expectations that there should be difference in the communication levels in favor of teacher candidates who think to have assertive behavior which facilitates harmony in human communications.

According to the findings obtained at the end of the research, it is understood that among all dimensions of self-compassion, "self-kindness" level of teacher candidates who have received any training on communication is significantly higher than those not having received such a training/course. As mentioned above, "self-kindness" is closely related to positive perception of self. In the content of the trainings given on communication, emphasis is placed on the concept of self, positive perception of self, teacher and parent attitudes to affect self-respect of students positively and communication skills. It can be thought that "self-kindness" concept, understood to be closely related to positive perception of self, may have developed through communication class/course. The performed studies indicate that there is significant relationship between communication skills and self-compassion, and self-compassion predicts communication skills (Akyol, 2011). Similarly, according to the results of some researches (Asi-Karakaş, 2011; Keser, 2013; Sert, 2003; Yatağan, 2005) which provide trainings aiming at developing communication skills and gaining assertive behavior, the provided training was determined to produce positive results in developing social skills in individuals.

Another finding of the research is that there is not a significant difference between communication skills levels of those having received and those not having received any training on communication. Whereas, the expectation was that the communication skills levels of those having received such training was to be higher than the levels of those not having received it. However, Yüksel-Şahin (1999) reached the findings that the communication skills levels of the students having participated in communication skills training program were higher than the levels of the students not having participated in it; Tarhan (2000) reached the finding that the teachers in the group having received "interpersonal communication skills training" learnt differentiating communication barriers through helping messages as well as learnt giving answers through proper communication skills in the situations in which the teacher and the student have problems. Both research results are parallel to the result of this research.

Considering the qualitative findings of the research, half of the teacher candidates stated that they prefer "talking" to solve a conflict. 11,9% of teacher candidates stated that they solve the conflicts by thinking and 9,5% of them by negotiating with the other person. Negotiation is a pragmatic approach that accepts disintegrations that emerge from the needs of both sides. Negotiators are willing to debate and meet the opposite side's wishes. With this approach, both sides make concessions of something. Thus, both can reach satisfaction mutually. Negotiation is a constructive approach because both sides satisfy especially when the issue is important (Weiten, Dunn &

Hammer, 2012). At this point, the finding obtained in the consequence of the research is a positive result in terms of communication skills. Yet, 31% of teacher candidates stated that they raise their voices when they get angry; 17% of them stated that they show their anger by keeping quiet. Based on this, it is seen that aggressive and timid behavior are mostly displayed by teacher candidates having taken part in the study. Again, "timidity" is at the first place in the aspects about which teacher candidates think themselves to be poor in communication.14,2 % of the students complain about getting easily angry. At this point, it can be said that teacher candidates in the study had important trouble in displaying assertive behavior. Timid behavior is claimed to cause low self-respect, self-denial, emotional pressure, and artificial interpersonal relationships. In spite of this, aggressive behavior triggers guiltiness, alienation, nonconcurrence (Weiten, Dunn & Hammer, 2012). Viewpoint towards assertiveness differs according to cultures (Samovar et al., 2009). Interpersonal harmony is extremely valuable especially in collectivist eastern societies. Besides, in some societies, both aggressive and assertive behaviors are despised (Orbuch & Veroff, 2002). When Turkey's cultural structure is considered depending on this, it can be thought that timid behaviors are supported by the society instead of assertive behaviors and therefore assertive behavior is not common among individuals.

Carrying out researches with a larger sampling on communication and self-compassion is thought to facilitate the deeper examination of the subject. As the result of the interviews, it is thought that giving classes for developing skills in this subject matter will be beneficial for undergraduate students, and providing in-service training will be beneficial for working teachers depending on the finding that teacher candidates have troubles in displaying assertive behaviors.

Keywords: Communication skills, self-compassion, teacher education, teacher candidate, faculty of education

ÖĞRETMEN ADAYLARININ İLETİŞİM BECERİLERİ İLE ÖZ-DUYARLIK DÜZEYLERİ

ÖZET

Bu çalışmanın amacı, öğretmen adaylarının iletişim becerilerinin ve öz-duyarlık düzeylerinin incelenerek elde edilen bulgular ışığında öneriler sunmaktır. Bu doğrultuda nitel ve nicel araştırma yöntemleri bir arada kullanılarak konunun derinlemesine incelenmesi hedeflenmiştir. Araştırmanın evrenini Dokuz Eylül Üniversitesi, Buca Eğitim Fakültesi'nde (İzmir, Türkiye) öğrenim gören öğretmen adayları oluşturmaktadır. Araştırmanın nicel boyutunun örneklemini, Dokuz Eylül Üniversitesi, Buca Eğitim Fakültesinin 14 farklı lisans programının son sınıfında öğrenim gören ve tabaka örnekleme yoluyla seçilen 498 öğretmen adayı oluşturmaktadır. Araştırmanın çalışma grubu ise 42 öğrenciden oluşmaktadır (n=23 kadın, n=21 erkek). Çalışma sonucunda elde edilen bulgulara göre, öğretmen adaylarının anabilim dallarına göre iletişim becerilerinin farklılaştığı, algılanan

kişilik tiplerine göre ise iletişim becerilerin ve öz-duyarlık düzeylerinin farklılaştığı görülmüştür. Öz-duyarlık ölçeğinin bütün boyutlarında kendini çekingen ve girişken olarak algılayanların puan ortalamalarının saldırgan algılayanlardan daha yüksek olduğu görülmektedir. Bu bulgudan hareketle en düşük düzeyde iletişim becerisine sahip olanların kendilerini saldırgan olarak düşünen öğretmen adayları olduğu anlaşılmaktadır. Nitel sonuçlar nicel sonuçları desteklemektedir. Ayrıca öğretmen adaylarının öz-duyarlık ile iletişim becerileri envanterinden aldıkları puanlar arasındaki ilişki incelendiğinde; öz-duyarlık ölçeğinin "öz-sevecenlik", "paylaşımların bilincinde olma" ve "binçlilik" boyutları ile İletişim becerileri envanterinin tüm boyutları arasında pozitif, öz-duyarlık ölçeğinin "öz-yargılama", "izolasyon" ve "aşırı özdeşleşme" boyutları ile iletişim becerileri envanterinin tüm boyutları arasında negatif korelasyon olduğu görülmüştür.

Anahtar kelimeler: İletişim becerileri, öz-duyarlık, öğretmen eğitimi, öğretmen adayları, eğitim fakültesi

1. INTRODUCTION

In this section, the subjects of communication and self-compassion are explained and then the purpose and the importance of the research are stated.

1.1. Communication

A person achieves himself/herself within the context of his/her relationships with other people (Geçtan, 2000). A person's perception of self is shaped through the relationships he/she has formed with other people since childhood. The studies performed at the same time reveal that interpersonal relationships also function as support systems utilized to protect psychological health (Fisher,1987; Yüksel-Şahin,1997). Therefore, communication is a sine qua non phenomenon for humans (Zıllıoğlu, 2007). Communication, which is of so much importance in human life, means making something collective and sharing it. Communication can be defined as the exchange of meaningful messages, in other words, as the transmission of information including the giving and receiving of a message. (Bilgin, 2003; Dökmen, 1998). Communication is a process of sharing that enables the balance to be established, in which many personal, social and cultural variables are gathered (Gürüz, 2004). The process of communication can, on the other hand, be defined as the transmission, receipt and exchange of knowledge, conclusion and thought through writing, speaking and visual media or altogether usage of them so that the message to be given should be understood by the involved people (Sillars, 1995). The acquisition of communication skills start in the family and continues at school environment. School is one of the environments in which communication process is at its highest intensity. The administrator, teacher and student at school and family are the most important units that initiate and sustain communication (Şahin, 2010). Undoubtedly, teachers are the individuals whom the child communicates at most and takes as a model. The effectiveness level of a teacher is in direct proportion to the level and diversity of communication he/she has established with students (İşpir, 2002). Also, the teachers who can establish proper communications with students are known to increase the positive behavior in the class (Eroğlu, 2008). Teachers' having effective communication skills also affects the students' developments, behavior, and perception of themselves (Dökmen, 1998). Therefore, it is of great importance for teachers to have effective communication skills. Concordantly, it is thought that it is useful to gain the skills in question to the teacher candidates within the education period.

1.2. Self-Compassion

Self-compassion can be defined as the fact that the individual is open to the feelings that cause him/her to suffer, approaches himself/herself with attentive and affectionate attitudes, is thoughtful of his/her inadequacies and failures, and accepts his/her negative experiences as a natural process of human life. In the meantime, self-compassion involves unprejudicedly understanding the individuals who have problems, fail or make mistakes and involves exhibiting a patient, affectionate and non-judgemental attitudes towards these individuals (Neff, 2003a). Self-compassion consists of three sub-dimensions which cause the appearance of one another and which are interrelated. These are (a) self-kindness, (b) common community and (c) mindfulness. Self-kindness means that the individual should be more thoughtful and sensible of himself/herself on the face of negative life experiences instead of harshly criticizing himself/herself about his/her failures, mistakes and inadequacies (Neff, 2003b). Common humanity is that he/she is aware of the facts that nobody in the world is perfect, anybody can make mistakes, and everybody can have negative life experiences such as failure, sadness, fatigue and inability (Deniz, Kesici, & Sümer, 2008; Neff, 2003b). Mindfulness is that the person is in a balanced awareness of the thoughts and feelings that agonize him/her instead of over-identification with them (Neff, 2012).

The individual's being self-compassionate in life involves encouraging himself/herself to present the behaviors needed for him/her to abandon the attitudes harmful for him/her and to come to a better position. It is stated that self-compassionate individuals will have more positive mental health features, because they don't dramatize situations of trouble and failure and do not blame themselves on the matter involved; thus the incidence of anxiety and depression will be considerably low in self-compassionate individuals (Neff & McGehee, 2010). Correspondingly, it has been revealed that self- compassion is related to positive indicators such as happiness, optimism, self-fulfillment and self-acceptance (Kirkpatrick, 2005). Nevertheless, self-compassion has a strong motivational effect for growth and development. In respect of the growth of a healthy child, parents' compassion towards their children gives rise to positive results for children. It is said that the children of the parents who give self-compassionate reactions to their children instead of being judgmental and punisher to them, are individuals of more love and affection (Neff, 2003a). Another factor playing an active role in the social development process of an individual is his/her school life. In school life, it is important for the teacher, an important model in the personality development of students, to be healthy from psychological point of view and to have positive features. Self-compassion can be regarded both as the factor of teacher's self well being and as the premise of a compassionate and loving approach which is professionally needed (Aydın & Soyer, 2012). Although this compassion is nourished by the teacher's professional knowledge, technical ability, and ethical understanding, teacher's psychological status of "well-being" is stated to be directly related to his/her level of self-awareness and understanding attitude (Bennett-Goleman, 2001). It is thought that the self-compassion levels of teachers who have great role in the development of an individual are important in terms of the development of the individual and in respect of education.

1.3. Purpose and Importance

Teacher, one of the main elements of education processes, is the person who is in continual contact with students, who implements the educational program, who gains desired behavior in education environment, who directs the education and who evaluates both the education and the students (Bircan, 2003, p. 46). It is necessary for the teacher, who will guide for the individuals to grow and who are effective in shaping the future, to have gained the sufficient qualities. The eligibility and quality of education are largely in direct proportion of teacher's quality. From this point of view, it is of importance for the teachers to work in the educational system to be trained

both before the service and during the service in terms of the quality of educational services (Şişman, 2001).

Some of the features that a teacher should have appear to be effective communication skills and self-compassion. The teachers efficient in terms of the features at issue as well can form an effective impression in the course of education and elevate their teaching personality to the topmost point by forming positive relations with students. Almost all of the performed studies show that teachers' effectiveness is closely related to students' success and fulfillment (Şen & Erişen, 2002). Depending on these opinions, the aim of this study is to examine the communication skills and levels of self- compassion of teacher candidates and to present offers in view of the obtained data.

2. METHOD

The method of the study was determined to be scanning for determination of situation. Qualitative and quantitative research techniques were used together in the study.

2.1. Population and Sampling

The population of the research is composed of the teacher candidates studying at Buca Faculty of Education, Dokuz Eylül University, İzmir, Turkey. The sampling of the quantitative dimension of the research is composed of 498 teacher candidates who are studying at senior classes of 14 different under-graduate programs of Faculty of Education, Dokuz Eylül University and who have been chosen through stratified sampling. Stratified sampling is used in the situations in which there are sub-layers and sub-unit groups in a population whose limits are defined. What is important here is to start out from the presence of sub-layers in the population instead of accepting the population as a pure and homogenous phenomenon in itself (Yıldırım & Şimşek, 2005). The selection of the sample was carried out considering the total number of students in the departments.

Teacher candidates in the sampling is composed of senior students of the faculty, and a total of 498 students took part in the research, 296 (59,43%) of whom were female, 202 (40,56%) of whom were male. The distribution of the students in the sample according to their departments is as follows; early childhood education 37 (7,42%); psychological counseling and guidance 52 (10,44%); primary school teaching 29 (5,82%); mentally handicapped teaching 42 (8,43%); history teaching 46 (9,23%); Turkish teaching 39 (7,83%) ; Turkish language and literature teaching 34 (6,82%), social sciences teaching 53 (10,64%); English teaching 53 (10,64%); French teaching 15 (3,01%); science teaching 27 (5,42%); primary school mathematics teaching 29 (5,82%); computer technologies teaching 24 (4,81%); art teaching 18 (3,61%). After data collection, the field properties and course contents of under- graduate programs were examined. The programs showing similarity in this respect were grouped and combined in themselves, and statistical processes were performed on this grouping. The first group was determined to be early childhood education / psychological counseling and guidance/primary school teaching/mentally handicapped teaching (ECE/PCG/PST/MHT), the second group was determined to be history teaching/ social sciences teaching/ Turkish teaching /Turkish language and literature teaching (HT/SST/TT/TLLT), the third group was determined to be English teaching /French teaching (Foreign language), the fourth group was determined to be Science teaching/ Primary school mathematics teaching/computer technologies teaching (ST/PSMT/CTT), the fifth group was determined to be art teaching (Art teach.).

In order to support the data obtained in the study, semi-structured interview technique was utilized among qualitative research methods. Qualitative researches are not suitable for systematic generalization (Yıldırım, 2010). Depending on this information, voluntariness was taken as a basis in the selection of the teacher candidates to be interviewed. The study group of the qualitative

dimension of the research is composed of a total of 42 students (n=23 female, n=21 male), 3 from each of the 14 undergraduate programs , who were studying at senior grade in 2014-1015 academic year of Buca Faculty of Education, Dokuz Eylül University. Voluntariness was taken as a basis in the selection of students.

2.2. Data Collection Tools

2.2.1. Personal Information Form: Personal information form developed by the researchers was used in the study in order to determine the socio-demographic features of teacher candidates.

2.2.2. Qualitative Data Collection Form: A measurement device formed of open-ended questions prepared by the researchers was implemented for the qualitative dimension of the research. The reason why the open-ended questions were preferred is that it provides a flexible examination opportunity about the matter (Yıldırım & Şimşek, 2005). The literature on the research subjects was utilized in arranging the questions. The prepared question form was assessed by three specialist academicians and corrections were made depending on their specialist view. The questions included in the form were listed below;

1. Which ways do you use in case of a conflict?

2. How do you show your anger?

3. State the strong parts in you considering your communication skills

4. State the weak parts in you considering your communication skills

2.2.3. Inventory of Communication Skills: Inventory of Communication Skills developed by Ersanlı & Balcı (1998) is composed of 45 items and 3 sub-dimensions. These sub-dimensions were called cognitive, affective and behavioral according to their item contents. In the consequence of the reliability study made with test- retest method, Cronbach alpha reliability coefficient was found to be .68; in the split half method Cronbach alpha coefficient was found to be .64. Cronbach alpha coefficient applied to find the internal consistency of the scale was found to be.72. Between the total score of communication skills inventory and sub-dimensions, and within the sub-dimensions .001 correlation was found. In this study, Cronbach's alpha reliability coefficient of communication skills inventory was found to be .76. The total scores that the teacher candidates got from the communication skills inventory ranged from minimum 99 to maximum 185.

2.2.4. Self-compassion Scale: Self-compassion scale was developed by Neff (2003b). The scale consists of 6 dimensions named self-kindness, self-judgment, common humanity, isolation, mindfulness and over-identification, and 26 items. Internal consistency coefficients of the original form of the scale were stated to be over .70 in all sub-scales. In the adaptation study of the scale to Turkish (Akın, Akın, & Abacı, 2007), internal consistency coefficient were stated to be .77 in self-kindness scale, .72 in self-judgment scale, .72 in common humanity scale, .80 in isolation scale, .74 in mindfulness scale and .74 in over-identification scale.

2.3. Process

The research data were collected between September –March in 2014-2015 academic year. For the quantitative dimension of the research, it was implemented to 498 students chosen through stratified sample considering the student numbers from 14 departments in Buca Faculty of Education, Dokuz Eylül University. For the qualitative dimension of the research, qualitative interview form was implemented for almost 30 minutes after 42 volunteering students were provided with information about the research.

2.4. Analysis of data

In order to analyze the quantitative data, average, standard deviation, percentage, t test and variance analysis, LSD test, and correlation were used among statistical techniques. The findings obtained from the research were tabled by being analyzed. The qualitative data were collected in writing; the collected data were transmitted to computer, analyzed through definition and tabled and presented as percentage (%) and frequency. Match percentage was calculated for providing coding reliability (Miles & Huberman, 1994). The match percentage between the three researchers in the calculations was found to be 90% for the first question, 85% for the second question, 93 % for the third question, 92% for the fourth question. The average match percentage was found to be 90 % for four questions.

3. RESULTS

The qualitative and quantitative findings obtained at the end of the analysis of data collected at the end of the research are as follows;

Table 1. The Comparison of Self-Compassion Levels of Teacher Candidates According to Their Departments

Dimension	Department	n	$\bar{X}$	SD	*df*	F	p
	ECE/PCG/PST/MHT	160	15,45	4,45	4	1,8	,32
	HT/SST/TT/TLLT	172	15,66	1,76	493		
Self-kindness	Foreign language	68	14,62	3,77			
	ST/PSMT/CTT	80	15,68	3,87			
	Art teach.	18	14,44	4,15			
	ECE/PCG/PST/MHT	160	13,18	4,27	4	1,44	,22
	HT/SST/TT/TLLT	172	13,18	4,18	493		
Self-judgement	Foreign language	68	14,25	4,88			
	ST/PSMT/CTT	80	12,70	3,94			
	Art teach.	18	14,06	4,12			
	ECE/PCG/PST/MHT	160	12,29	3,40	4	,40	,81
Common humanity	HT/SST/TT/TLLT	172	12,48	3,32	493		
	Foreign language	68	12,37	3,40			
	ST/PSMT/CTT	80	12,10	3,10			
	Art teach.	18	13,06	3,08			
	ECE/PCG/PST/MHT	160	10,88	3,91	4	1,43	,22
	HT/SST/TT/TLLT	172	11,39	3,82	493		
Isolation	Foreign language	68	11,90	3,97			
	ST/PSMT/CTT	80	10,66	3,21			
	Art teach.	18	10,67	4,40			
Mindfulness	ECE/PCG/PST/MHT	160	12,61	3,51	4	1,44	,22
	HT/SST/TT/TLLT	172	12,78	3,23	493		
	Foreign language	68	11,69	3,05			
	ST/PSMT/CTT	80	12,39	3,55			
	Art teach.	18	12,17	3,90			
Over-identification	ECE/PCG/PST/MHT	160	11,15	3,73	4	1,87	,12
	HT/SST/TT/TLLT	172	11,60	3,64	493		
	Foreign language	68	12,28	3,60			
	ST/PSMT/CTT	80	10,99	3,90			
	Art teach.	18	10,39	3,26			

According to Table 1, the departments of teacher candidates are observed not to produce any significant difference in their self-compassion levels.

Table 2. The Comparison of Communication Skills Levels of Teacher Candidates According to Their Departments

Dimension	Department	n	$\bar{X}$	SD	*df*	F	P	LSD
	ECE/PCG/PST/MHT	160	50,64	6,44	4	3,01	**,02***	**1-2**
	HT/SST/TT/TLLT	172	48,99	5,84	490			1-5
Affective	Foreign language	68	50,00	5,10				4-2
	ST/PSMT/CTT	80	50,05	5,91				4-5
	Art teach.	18	47,53	6,99				
	ECE/PCG/PST/MHT	160	50,64	6,44	4	3,01	**,02***	**1-2**
	HT/SST/TT/TLLT	172	48,98	5,84	490			1-5
Cognitive	Foreign language	68	50,00	5,10				4-2
	ST/PSMT/CTT	80	51,05	5,91				4-5
	Art teach.	18	47,53	6,99				
	ECE/PCG/PST/MHT	160	57,33	7,59	4	2,58	**,04***	**1-2**
	HT/SST/TT/TLLT	172	55,61	7,92	490			1-5
Behavioural	Foreign language	68	56,56	7,53				3-5
	ST/PSMT/CTT	80	57,35	7,09				4-5
	Art teach.	18	52,24	9,19				

According to Table 2, the communication skills levels of teacher candidates show significant difference in terms of their departments -on the basis of all dimensions. In the consequence of the performed LSD test, in the "affective", " cognitive" and " behavioral" dimensions of the scale, the average scores of the ones in the departments of early childhood / Ment. Handicapped/ Primary Sch.are observed to be significantly higher than those both in History / Social Sciences / Turkish and in Art teaching; the average score of those in Science / primary sch. Mathematics /computer techn. are seen to be significantly higher than those both in History /Social Sciences / Turkish and in Art teaching. In the "behavioral" dimension of the scale, the average scores of the students in Foreign lang./ Science / Primary Sch. Mathematics/ Computer Technologies are observed to be significantly higher than those in Art Teaching.

Table 3. The Comparison of Self-Compassion Levels of Teacher Candidates According to Their Way of Perceiving Their Personality Types (ANNOVA Results and LSD Test Results)

Dimension	Personality type	n	$\bar{X}$	SD	Sd	*df*	p	LSD
	Timid	168	14,64	3,78	3	7,53	,00*	2-1
	Assertive	223	16,06	4,14	494			2-3
Self-kindness	Aggressive	13	12,00	3,49				4-3
	Other	94	15,69	3,84				
	Timid	168	14,15	4,43	3	6,09	,00*	1-2
	Assertive	223	12,67	4,20	494			
Self-judgement	Aggressive	13	15,92	3,50				
	Other	94	12,79	3,93				
	Timid	168	12,03	3,45	3	4,38	,01*	2-3
Common humanity	Assertive	223	12,78	3,24	494			
	Aggressive	13	9,84	3,24				
	Other	94	12,32	3,02				
	Timid	168	11,93	3,81	3	4,96	,00*	1-2
	Assertive	223	10,75	3,79	494			1-4
Isolation	Aggressive	13	12,69	4,21				
	Other	94	10,49	3,55				
Mindfulness	Timid	168	12,00	3,38	3	5,14	,00*	2-3
	Assertive	223	12,94	3,45	494			
	Aggressive	13	9,92	3,35				

	Other	94	12,61	2,97				
Over-identification	Timid	168	12,07	3,58	3	4,12	,01*	1-2
	Assertive	223	10,96	3,79	494			
	Aggressive	13	13,08	3,64				
	Other	94	11,05	3,55				

In table 3, it is seen that the self-compassion levels of teacher candidates according to their perceived personality types significantly differed in terms of all dimensions. In the consequence of the performed LSD test, arithmetic means of those who think to be assertive, in the "self-kindness" dimension, are observed to be significantly higher than the means of those who think to be timid and aggressive; the means of those who think to have other personality types are observed to be significantly higher than the means of those who perceive themselves to be aggressive. It is understood that those who think to be timid in "self-judgment" and "over-identification" dimensions have taken higher scores than those who think to be assertive. It is observed that the scores of teacher candidates thinking to be assertive in "common humanity" and "mindfulness" sub-dimensions are significantly higher than those thinking to be aggressive. In the "isolation" dimension, on the other hand, the scores of those thinking to be timid are significantly higher than those thinking o be both assertive and to have other personality types.

Table 4. The Comparison of Communication Skills Levels of Teacher Candidates According to Their Ways of Perceiving Their Personality Types

Dimension	**Personality type**	**n**	$\bar{x}$	**SD**	***df***	**F**	**p**	**LSD**
	Timid	168	49,67	5,87	3	3,17	**,02***	1-3
	Assertive	221	50,06	6,41	491			2-3
Affective	Aggressive	13	45,46	5,92				4-3
	Other	93	50,78	5,21				
	Timid	168	49,67	5,87	3	3,17	**,02***	1-3
	Assertive	221	50,06	6,41	491			2-3
Cognitive	Aggressive	13	45,46	5,92				4-3
	Other	93	50,78	5,21				
	Timid	168	55,78	6,77	3	3,19	**,02***	1-3
	Assertive	221	57,18	8,51	491			2-3
Behavioural	Aggressive	13	51,15	8,56				4-3
	Other	93	56,72	6,98				

Table 4 reveals that teacher candidates' levels of showing their communication skills significantly differ according to the perceived personality type. In the consequence of the LSD test performed to examine these differences, it is seen that the ones perceiving themselves to be timid in all dimensions of the scale have higher scores than those perceiving themselves to be aggressive; those perceiving themselves to be assertive than those perceiving themselves to be aggressive; and finally those thinking to have other personality types than those perceiving themselves to be aggressive.

Table 5. The Comparison of Self-Compassion Levels of Teacher Candidates According to Whether or Not to Take Communication Lesson or Any Course/Training on Communication (-*t* Test Results)

Dimension	Communication Training	n	$\bar{x}$	SD	*df*	-*t*	p
Self-kindness	Yes	160	16,14	3,98	496	2,83	**,01***
	No	338	15,06	4,01			
Self-judgement	Yes	160	13,42	4,46	496	,50	,62
	No	338	13,21	4,19			
Common humanity	Yes	160	12,83	3,28	496	2,17	,03
	No	338	12,15	3,30			
Isolation	Yes	160	11,36	3,77	496	,85	,40
	No	338	11,05	3,82			
Mindfulness	Yes	160	12,86	3,34	496	1,74	,08
	No	338	12,30	3,39			
Over-identification	Yes	160	11,51	3,61	496	,41	,68
	No	338	11,36	3,76			

From the data in Table 5, it is seen that among the self-compassion dimensions, only the "self-kindness" dimension of teacher candidates having taken communication course or training is significantly higher than those not having taken such a course/training; but in other dimensions there is not a significant difference between the two groups.

Table 6. The Comparison of Communication Skills Levels of Teacher Candidates According to Whether or Not to Take Communication Lesson or Any Course/Training on Communication (-*t* Test Results)

Dimension	Communication Training	n	$\bar{x}$	SD	*df*	-*t*	p
Affective	Yes	159	50,41	5,74	493	1,18	,24
	No	336	49,72	6,18			
Cognitive	Yes	159	50,41	5,74	493	1,18	,24
	No	336	49,72	6,18			
Behavioural	Yes	159	56,61	7,76	493	,29	,77
	No	336	56,39	7,72			

According to Table 6, there is no significant difference between those having taken any training on communication and those who haven't.

Table 7. The Ways of Solving Conflict Used by Teacher Candidates

Categories	f	%
Talking	21	53,85
Thinking	5	12,82
Negotiating	4	10,25
Discussing	3	7,69
Keeping quiet	2	5,12
Respecting	2	5,12
Showing Empathy	1	2,56
Pressuring	1	2,56

As it is seen in Table 7, "talking" is at the first place among the answers given by students to the question "Which solution ways do you use in case of a conflict?". 53,85 % of teacher candidates stated that they prefer talking to solve a conflict case. 12,82 % of them stated that they solve the conflict by thinking, 10,25 % of them by negotiation with the person on the issue.

Table 8. Teacher Candidates' Ways of Coping with Anger

Categories	f	%
Shouting	13	33,33
Using verbal and non-verbal communication	12	30,76
Keeping quiet	7	17,94
Discussing	2	5,12
Crying	2	5,12
Leaving the setting	2	5,12
Taking deep breath	1	2,56

As it is seen in Table 8, "shouting" is at the first place among the answers given to the question "how do you show your anger?". 33,33 % of teacher candidates stated that they raise their voice when they get angry. 30,76 % of teacher candidates stated that they show their anger by using verbal and non-verbal communication; 17,94 % of them by keeping quiet.

Table 9. Strengths and Weaknesses of Teacher Candidates in Communication

Categories		f	%
Strengths	Easily revealing the thoughts	15	29,41
	Being a good listener	8	15,68
	Ability to convince	5	9,8
	Showing empathy	5	9,8
	Assertiveness	5	9,8
	Being patient	5	9,8
	Eye contact	3	5,88
	Sincerity	3	5,88
	Effectively using tone of voice	1	1,96
	Being respectful	1	1,96
Weaknesses	Timidity	18	48,64
	Talking much	8	21,62
	Getting easily angry	6	16,21
	Not listening to the opposite side	2	5,4
	Not showing empathy	2	5,4
	Not forming limits	1	2,7

As it is seen in Table 9, among the answers given by teacher candidates to the question "State your strengths considering your communication skills", easily revealing thoughts is at the first place with 29,41 %, being a good listener with 15,68 % and ability to convince with 9,8 %. among the answers given by teacher candidates to the question " state your weaknesses considering your communication skills", timidity is at the first place. 48,64 % of teacher candidates stated timidity as a weakness in assessing themselves in terms of communication skills. 21,62 % of them stated talking much as a weakness and 16,21 % of them stated getting easily angry as a weakness.

Table 10. Correlation Analysis Results Teacher Candidates Took from Self-compassion and Communication Skills

	Self-kindness	Self-judgement	Commonhumanity	Isolation	Mindfulness	Over-identification	Affective	Cognitive	Behavioural
Self-kindness	1.000	-,470**	,603**	-,416**	,782**	-,374**	,318**	,318**	,312**
Self-judgement		1.000	-,261**	,691**	-,461**	,665**	-,194**	-,194**	-,231**
Common humanity			1.000	-,234**	,585**	-,140**	,255**	,255**	,259**
Isolation				1.000	-,398**	,677**	-,180**	-,180**	-,203**
Mindful-ness					1.000	-,401**	,239**	,239**	,253**
Over-identifica-tion						1.000	-,162**	-,162**	-,148**
Affective							1.000	1,00**	,708**
Cognitive								1.000	,708**
Behaviou ral									1.000

Considering the scores of teacher candidates from the self-compassion and communication skills inventory, it is seen that there is a positive correlation between "self-kindness", " common humanity" and "mindfulness" dimensions of "self-compassion" scale and all dimensions of communication skills; and there is a negative correlation between "self-judgment", "isolation" and "over-identification" dimensions of "self-compassion scale" and all dimensions of communication skills.

4. DISCUSSION AND CONCLUSION

In the consequence of the study, it was observed that there is a relationship between communication and self-compassion, and teacher candidates' levels of self-compassion and communication differed according to their departments. Besides, it was concluded in the interviews with teacher candidates that a great majority of them regard themselves as timid individuals and they have troubles in communication.

Considering the relationship among the scores of teacher candidates that they got from self-compassion and communication inventory, a positive relationship was determined between the "self-kindness", "common humanity", "mindfulness" dimensions of self-compassion scale and "affective", "cognitive", "behavioral" dimensions of communication skills inventory; yet a negative relationship was determined between "self-judgment", "isolation", "over-identification" dimensions of the scale and all dimensions of communication skills inventory. Self-kindness emphasizes having kind and affective attitudes, common humanity emphasizes the self of

individuals and their connections with other people (Kirkpatrick, 2005), while mindfulness highlights the ability to be flexible against the positive and negative cases in life (Martin,1997). These positive aspects can be thought to be related to the interpersonal communication with people. Since self-judgments, isolation and over-identification sub-dimensions have a positive relationship with depression, anxiety, and stress (Öveç, 2007), it is an expected result for these dimensions to have negative relationship with communication skills. In addition to this, according to the results of a study performed by Akyol (2011), findings supportive of the results of this study were obtained between communication skills and self- compassion. Again, in another study, it was concluded that there is a positive significant relationship between self-judgment, isolation and over identification, which are the negative sub-dimensions of self-compassion, and perfectionism towards others, that is to say, the individuals who are not self-compassionate to themselves are closer to perfectionism (Otrar & Büyükköse-Tezcan, 2015). Consequently, a positive relationship was determined between self-compassion and psychological healthiness (Neff & McGehee, 2010). Based on this, it can be said that the people with high self-compassion show less extreme reactions in negative events and experience more positive feelings than those with low self-compassion (Adams & Leary, 2007). From this information, it can be concluded that there is a positive relationship between self-compassion level and communication levels.

Self-compassion levels of teacher candidates showed no difference according to their departments. When their communication skills were examined, the skill levels of teacher candidates were found out to differ. In all dimensions of communication skills, it is seen that communication skills levels of the students of early childhood teaching / psychological counseling and guidance teaching / primary school teaching / mentally handicapped teaching and Science teaching / primary school mathematics teaching/ computer technologies teaching have higher communication skills levels than others. Dilekmen, Başçı, & Bektaş (2008) also concluded that communication skills levels of psychological counseling and guidance are higher the students of Mathematics teaching. Güven & Yalçınkaya –Akyüz (2001) came to the finding that in all dimensions of communication skills, the communication skills score averages of the students of Art history, Sociology, Geography and Philosophy departments were significantly higher than those of Mathematics, Biology and Chemistry departments. Besides this, at the end of the study, it is seen that the communication skills levels of students of Art teaching are significantly low. This finding can be explained by associating it with "artistic personality" type in Holland's Theory of Personality Types. Holland states that the individuals of artistic personality are unbalanced in excitements and feelings, dreamer, cranky, complicated, strong intuitioned, independent, emotional, atypical, sensible, and effective (Yeşilyaprak, 2000). It can be thought that the extraordinary aspects of the participants in this group, stated by Holland, were effective in the downing of the scores of communication. Acar's research finding that there is not a significant difference among communication skills of teacher candidates according to their departments does not support the consequence of this study (Acar, 2009).

When the findings obtained at the end of the research are examined, it is seen that according to the personality types perceived by teacher candidates, the scores of those thinking to be easy goes in "self-kindness" dimension are significantly higher than those thinking to be timid and aggressive. In "self-judgment", "over-identification", and "isolation" dimensions, the scores of those thinking to be timid are understood to have taken higher scores than those thinking to be assertive. In timid people, an extreme anxiety is seen about getting social approval of others. (Bower & Bower, 2004). In view of the knowledge in the literature, the timid people can be said to be individuals behaving more anxiously and submissively in their lives in general. Correspondingly, it was determined that there is a negative correlation between self-compassion level and continual anxiety level (Aydın & Soyer, 2012).

In the "common humanity" and "mindfulness" sub dimensions, on the other hand, the scores of teacher candidates thinking to be assertive are seen to be higher than the scores of those thinking to be aggressive. Another research finding revealed that "self-kindness", "common humanity" and "mindfulness" dimensions of self-compassion predict submissive behavior in a negative way; while "self-judgment", "isolation" and "over-identification" dimensions of it predict submissive behavior in a positive way (Akın, 2009). Consequently, it is seen that the individual's positive thoughts about himself/ herself is also related to positive thoughts about others (Flett, Hewitt, Blankstein, & Gray, 1998). At this very point, it can be said that it is an expected finding for timid teacher candidates to get high grades in negative sub-dimensions of self-compassion concept, which is thought to b related to the positive perception of self.

The communication skills levels of teacher candidates significantly differ according to perceived personality types. Accordingly, the score averages of those perceiving themselves to be timid and assertive are observed to be higher than those who perceive themselves as aggressive. Depending on this finding, it is understood that the ones who have the lowest communication skills level are those teacher candidates perceiving themselves to be aggressive. Nevertheless, aggressive communication focuses on demanding and achieving others' feelings and rights (Alberti & Emmons, 1998). So, aggressive individuals do not use a proper communication language. Another group whose communication skills are low is the teacher candidates perceiving themselves as timid. Again, timid individuals submit to others by avoiding the conflict or in an accepting manner. The defenders of assertive communication claim that assertiveness is more inclined to harmony than aggressive or timid communication (Alberti & Emmons, 1998; Bower & Bower, 2004). It is convenient for the expectations that there should be difference in the communication levels in favor of teacher candidates who think to have assertive behavior which facilitates harmony in human communications.

According to the findings obtained at the end of the research, it is understood that among all dimensions of self-compassion, "self-kindness" level of teacher candidates who have received any training on communication is significantly higher than those not having received such a training/course. As mentioned above, "self-kindness" is closely related to positive perception of self. In the content of the trainings given on communication, emphasis is placed on the concept of self, positive perception of self, teacher and parent attitudes to affect self-respect of students positively and communication skills. It can be thought that "self-kindness" concept, understood to be closely related to positive perception of self, may have developed through communication class/course. The performed studies indicate that there is significant relationship between communication skills and self-compassion, and self-compassion predicts communication skills (Akyol, 2011). Similarly, according to the results of some researches (Asi-Karakaş, 2011; Keser, 2013; Sert, 2003; Yatağan, 2005) which provide trainings aiming at developing communication skills and gaining assertive behavior, the provided training was determined to produce positive results in developing social skills in individuals.

Another finding of the research is that there is not a significant difference between communication skills levels of those having received and those not having received any training on communication. Whereas, the expectation was that the communication skills levels of those having received such training was to be higher than the levels of those not having received it. However, Yüksel-Şahin (1999) reached the findings that the communication skills levels of the students having participated in communication skills training program were higher than the levels of the students not having participated in it; Tarhan (2000) reached the finding that the teachers in the group having received "interpersonal communication skills training" learnt differentiating communication barriers through helping messages as well as learnt giving answers through proper

communication skills in the situations in which the teacher and the student have problems. Both research results are parallel to the result of this research.

Considering the qualitative findings of the research, half of the teacher candidates stated that they prefer "talking" to solve a conflict. 11,9% of teacher candidates stated that they solve the conflicts by thinking and 9,5% of them by negotiating with the other person. Negotiation is a pragmatic approach that accepts disintegrations that emerge from the needs of both sides. Negotiators are willing to debate and meet the opposite side's wishes. With this approach, both sides make concessions of something. Thus, both can reach satisfaction mutually. Negotiation is a constructive approach because both sides satisfy especially when the issue is important (Weiten, Dunn & Hammer, 2012). At this point, the finding obtained in the consequence of the research is a positive result in terms of communication skills. Yet, 31% of teacher candidates stated that they raise their voices when they get angry; 17% of them stated that they show their anger by keeping quiet. Based on this, it is seen that aggressive and timid behavior are mostly displayed by teacher candidates having taken part in the study. Again, "timidity" is at the first place in the aspects about which teacher candidates think themselves to be poor in communication.14,2 % of the students complain about getting easily angry. At this point, it can be said that teacher candidates in the study had important trouble in displaying assertive behavior. Timid behavior is claimed to cause low self-respect, self-denial, emotional pressure, and artificial interpersonal relationships. In spite of this, aggressive behavior triggers guiltiness, alienation, nonconcurrence (Weiten, Dunn & Hammer, 2012). Viewpoint towards assertiveness differs according to cultures (Samovar et al., 2009). Interpersonal harmony is extremely valuable especially in collectivist eastern societies. Besides, in some societies, both aggressive and assertive behaviors are despised (Orbuch & Veroff, 2002). When Turkey's cultural structure is considered depending on this, it can be thought that timid behaviors are supported by the society instead of assertive behaviors and therefore assertive behavior is not common among individuals.

Carrying out researches with a larger sampling on communication and self-compassion is thought to facilitate the deeper examination of the subject. As the result of the interviews, it is thought that giving classes for developing skills in this subject matter will be beneficial for undergraduate students, and providing in-service training will be beneficial for working teachers depending on the finding that teacher candidates have troubles in displaying assertive behaviors.

REFERENCES

Acar, V. (2009). *Öğretmen adaylarının iletişim becerileri.* Yayımlanmamış yüksek lisans tezi. Mehmet Akif Ersoy Üniversitesi, Burdur.

Adams, C. E. & Leary, M. R. (2007). Promoting self-compassionate attitudes toward eating among restrictive and guilty eaters. *Journal of Social and Clinical Psychology, 26,* 1120–1144.

Akın, Ü., Akın, A. & Abacı, R. (2007). Öz-duyarlık ölçeği geçerlik ve güvenirlik çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi,. 33,* 01-10.

Akın, A. (2009). Özduyarlık ve boyun eğici davranış. *Eğitim ve Bilim, 34 (152),* 138-147.

Akyol, Ü. (2011). *Ergenlerde iletişim becerilerinin yordayıcıları olarak öz-duyarlık ve mizah tarzları.* Yayımlanmamış yüksek lisans tezi. *Muğla Üniversitesi,* Muğla.

Alberti, R. & Emmons, M. (1998). *Atılganlık Hakkınızı Kullanın.* S. Katlan (çev.), Ankara: HYB yayıncılık.

Asi-Karakaş, S. (2011). *Mobbinge maruz kalan hemşirelere verilen atılganlık eğitiminin mobbingle başetmeye etkisi.* Yayımlanmamış doktora tezi. Atatürk Üniversitesi, Erzurum.

Aydın, A. ve Soyer, U. (2012). Özel eğitim öğrencilerinin öz duyarlık ve sürekli kaygı düzeyleri arasındaki ilişkinin belirlenmesi. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi, 35.* 5-18.

Bennett-Goleman, T. (2001). *Emotional Alchemy: How the mind Can Heal the Heart.* NY: Harmony Books.

Bilgin, N., (2003). *Sosyal Psikoloji Sözlüğü.* Ankara: Bağlam Yayıncılık.

Bircan, İ. (2003). Eğitimde yeni yönelimler gelişmiş ülkelerde sinif öğretmeni yetiştirme uygulamalari. *Eğitimde Yansımalar: VII. Çağdaş Eğitim Sistemlerinde Öğretmen Yetiştirme Ulusal Sempozyumu Kitabı* içinde (s. 44-47). Cumhuriyet Üniversitesi, Sivas.

Bower, S. A. & Bower, G. H. (2004). *Asserting Yourself-Updated Edition: A Practical Guide For Positive Action. (*2. Edition). Canada: Da Capo Press.

Deniz, M. E. Kesici, Ş., Sümer, S. A. (2008). The validity and reliability of the Turkish version of the self-compassion scale, *Social Behavior and Personality, 36 (9),* 1151–1160.

Dilekmen, M., Başçı, Z. ve Bektaş, F. (2008). Eğitim fakültesi öğrencilerinin iletişim becerileri. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 12 (2),* 223-231.

Dökmen, Ü. (1998). *Sanatta ve Günlük Yaşamda İletişim Çatışmaları ve Empati*. Istanbul: Sistem Yayıncılık.

Eroğlu, E. (2008). Eğitim ortamlarında etkili iletişim ve boyutları U. Demiray (ed.) *Etkili iletişim* içinde (2. baskı). Ankara: Pegem Akademi Yayıncılık.

Ersanlı, K. ve Balcı, S. (1998). İletişim becerileri envanterinin geliştirilmesi: Geçerlik ve güvenirlik çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, *2 (10),* 7-12.

Fisher, A. B. (1987) *Interpersonal Communication*. NY: Random House, Inc.

Flett, G. L., Hewitt, P. L., Blankstein, K. R. & Gray, L. (1998). Psychological distress and the frequency of perfectionistic thinking. *Journal of Personality and Social Psychology*, *75*, 1363-1381.

Geçtan, E. (2000). *Psikanaliz ve Sonrası.* (9. baskı). Ankara: Remzi Yayınevi.

Gürüz, D. (2004). Halkla ilişkiler ve tanıtım faaliyetlerinin etkinliğinde izlenim (imaj) yönetimi (Kurum imajından kişisel imaja). *2. Uluslararası İletişim Sempozyumu,* Eskişehir.

Güven, A. ve Yalçınkaya-Akyüz M. (2001). Öğretmen adaylarının iletişim ve problem çözme becerilerine ilişkin görüşleri. *Ege Eğitim Dergisi, 1 (1),*13-22.

İşpir, D. (2002). Sınıf yönetiminde ögrencilerle sağlıklı iletişim kurabilmenin ve olumlu sınıf ortamı yaratmanın rolleri. *Milli Eğitim Dergisi, 153 (154).*

Keser, İ. (2013). *Atılganlık eğitiminin bedensel engelli ergenlerin beden imaji, benlik saygısı ve kendilerine yönelik tutumları üzerindeki etikinliğinin değerlendirilmesi.* Yayımlanmamış doktora tezi. Marmara Üniversitesi, İstanbul.

Kirkpatrick, K. L. (2005). *Enhancing self-compassion using a gestalt two-chair intervention.* Doctoral dissertation. University of Texas at Austin.

Martin, J. R. (1997). Mindfulness: A proposed common factor. *Journal of Psychotherapy Integration, 7 (4),* 291-312.

Miles, B. M., & Huberman, A. M. (1994). *Qualitative data analysis* (*2nd ed.*). London: Sage Publishing.

Neff, K. D. & McGehee, P. (2010). Self-compassion and psychological resilience among adolescents and young adults. *Self and Identity, 9,* 225-240.

Neff, K. D. (2003a). Self-Compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity, 2,* 85–102.

Neff, K. D. (2003b). The development and validation of a scale to measure self-compassion. *Self and Identity, 2,* 223–250.

Neff, K. D. (2012). The science of self-compassion. C. Germer & R. Siegel (Eds.), *Compassion and Wisdom in Psychotherapy (p. 79-92).* NY: Guilford Press.

Orbuch, T. L. & Veroff, J. (2002). A programmatic review: Building a two-way bridge between social psychology and the study of the early years of marriage. *Journal of Social & Personal Relationships*. 19, (4), 549-568.

Otrar, M. ve Büyükköse-Tezcan, H. (2015). Rehberlik ve psikolojik danışma öğrencilerinin öz duyarlıkları ile mükemmeliyetçilikleri arasındaki ilişkinin incelenmesi. *Eğitim ve Öğretim Araştırmaları Dergisi, 4 (3),* 163-172.

Öveç, Ü. (2007). *Öz-duyarlık ile öz-bilinç, depresyon, anksiyete ve stres arasındaki ilişkilerin yapısal eşitlik modeliyle incelenmesi.* Yayımlanmamış yüksek lisans tezi. Sakarya Üniversitesi, Sakarya.

Samovar, Larry A.; Richard E. Porter & McDaniel, Edwin R. (Eds.) (2009). *Intercultural communication:* A reader. Boston, Mass: Wadsworth Cengage Learning.

Sert, A. G. (2003). *The effect of an assertiveness training on the assertiveness and self esteem of 5th grade children.* Yayımlanmamış yüksek lisans tezi. Ortadoğu Teknik Üniversitesi, Ankara.

Sillars, S. (1995). *İletişim.* Ankara: Milli Eğitim Bakanlığı Yayınevi.

Şahin, H. (2010). Kişisel rehberlik ve psikolojik danışma. A. Kaya (Ed.). *Psikolojik danışma ve rehberlik* içinde (s. 157-196). Ankara: Anı Yayıncılık.

Şen, H. Ş. ve Erişen, Y. (2002). Öğretmen yetiştiren kurumlarda öğretim elemanlarının etkili öğretmenlik özellikleri. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, 22 (1),* 99-116.

Şişman, M. (2001). *Öğretmenliğe Giriş.* Ankara: Pegema Yayıncılık.

Tarhan, R. U. (2000). *Effect of interpersonal skills on teachers' communication skills and self-awareness.* Yayımlanmamış doktora tezi. Ortadoğu Teknik Üniversitesi, Ankara.

Weiten, W., Dunn, D. S. & Hammer, E. Y. (2012). Psychology Applied to Modern Life: Adjusment in the 21st Century (10th ed.). Wadsworth, Cengage Learning.

Yatağan, T. (2005). *Atılganlık eğitimi programının ilköğretim 7. sınıf öğrencilerinin atılganlık düzeyine etkisi.* Yayımlanmamış yüksek lisans tezi. Ankara Üniversitesi, Ankara.

Yeşilyaprak, B. (2000). *Eğitimde Rehberlik Hizmetleri: Okul Öncesi Eğitim-Ilköğretim-Ortaöğretim.* Ankara: Nobel Yayıncılık.

Yıldırım, A. & Şimşek, H. (2005). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri.* Ankara: Seçkin Yayıncılık.

Yıldırım, K. (2010). Nitel araştırmalarda niteliği artırma. *İlköğretim Online, 9 (1),* 79-92.

Yüksel-Şahin, F. (1997). *Grupla iletişim becerileri eğitiminin üniversite öğrencilerinin iletişim beceri düzeylerine etkisi*. Yayımlanmamış doktora tezi. Gazi Üniversitesi, Ankara.

Yüksel-Şahin, F. (1999). Grupla iletişim becerileri eğitiminin üniversite öğrencilerinin iletişim beceri düzeylerine etkisi. *Eğitim ve Bilim, 22 (110),* 12-19.

Zıllıoğlu, M. (2007). *İletişim Nedir?* Istanbul: Cem Yayıncılık.

Citation Information/Kaynakça Bilgisi

Mete-Otlu, B., Ekinci-Vural, D. & Şahin Fırat, N. (2016). "Communication Skills and Self-Compassion Levels of Teacher Candidates / Öğretmen Adaylarının İletişim Becerileri ile Öz-Duyarlık Düzeyleri", *TURKISH STUDIES -International Periodical for the Languages, Literature and History of Turkish or Turkic-, ISSN: 1308-2140,* Volume 11/9 Spring 2016, ANKARA/TURKEY, www.turkishstudies.net, DOI Number: http://dx.doi.org/10.7827/TurkishStudies.9570, p. 635-658.

Copyright of Electronic Turkish Studies is the property of Electronic Turkish Studies and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.