

Languages of Empathic Teaching: An Overview of Bulsu Hagonoy Campus Faculty Members' Role as Second Parents to Students



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INTRODUCTION

One of the fundamental aspects of achieving quality teaching and student learning is the development of positive teacher-student relationships. Positive teacher-student relationships promote a sense of belongingness as well as encourages the students to actively and cooperatively participate in school. The confidence of students to explore learning and their ability of becoming successful is developed thru an environment which is not constrained by their fear of failure. Teachers motivates the students in setting their goals and maximize their potential towards the achievement of their goals. In addition, teachers are responsible for the students holistic development.

According to Gillespie (2002) as cited by Hattie (2015) the inherent qualities of a student-teacher relationship such as caring, knowing, trust and mutual respect as well as the teacher's rapport with students resulted in a classroom environment where students were affirmed and supported to achieve their best.

Also, John Hattie (2015) identified a number of influences related to effective learning and achievement such as teaching strategies, classroom discussion, cohesion and behavior, as well as teacher expectation, immediacy and credibility. An atmosphere of positive and supportive classroom environment with a blend of productive relationships between teachers and their students provides a platform in which students are encouraged and motivated to grow not just academically but also personally. Hattie have noted in his study that a harmonious classroom can assist with the development of creativity as well as reduce anxiety levels amongst students. The impact of teacher-student relationships upon a student's mental health should not be ignored. With the help of a support framework, it is thought that the risk of young people struggling with mental illness can be diminished. In this instance, teachers act as a powerful and effective means of support and encouragement when this may not always be available in the students home environment.

For such reasons, the young generation of today search for great teachers who shows kindness to colleagues, parents, and to other persons they dealt with specially to the students. A teacher changes the atmosphere inside and outside the classroom and school where the students feel welcomed, loved and cared for. Teachers have their own unique ways of making things better and improve things inside and outside of the classroom.

Morover, teaching also involves compassion which is the utmost feeling of showing others that someone is concerned and understands them. Another important ingredient of teaching is compassion in which a teacher models that characteristic to the students in each and every actions he/she has, leading the students to be more open to appreciate, love and understand the world around them.

One more integral aspect of teaching is empathy which is an important trait for educators to have and to develop since they have a powerful impact on the actions, decisions and overall development of the students inside and outside the school. An empathic teacher has a strong desire to educate students by establishing a genuine connection and understanding inspite and despite of the diversity of their origin and individual peculiarities. A teacher modeling empathy in the classroom also have the ability to foster it to the learners which is an effective pathway of imparting knowledge and lifelong learning. Significantly, teachers can have a great impact on the students well being if they involve themselves to both intellectual and emotional development of their students. As empathic teacher provides each student a framework to build on and a structure to respond with, all thoughts, opinions, feelings and differences are uplifted giving each student the perception that their teacher has the best interest at heart.

Another point to take into account is that empathy provides a foundation for guiding an individuals' behaviors toward others, said Chris Allen Thomas in 2013. According to him, there are two kinds of empathy in the human experience: affective empathy and cognitive empathy. The subjective state resulting from emotional contagion which is a persons' automatic drive to

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respond appropriately to another's emotion is referred to as affective empathy, also called primitive empathy or emotional empathy. This kind of empathy happens unconsciously and automatically and has also been referred to as remote sharing of emotions. Cognitive empathy on the other hand is sometimes called perspective taking and is considered as the principal conscious drive to recognize accurately and understand others' emotional state.

REVIEW OF RELATED LITERATURE

Some of the factors of becoming a great teacher are credentials, intelligence, critical thinking and experience. Hence, a great teacher should be much more than the aforementioned factors because teaching is a profession that requires the heart and educators should be aware of the various ways of becoming an empathic teacher to achieve and realize this task.

Bobette Bouton (2016) mentioned in his study *Empathy Research and Teacher Preparation: Benefits and Obstacles* that teaching and training the socio-emotional trait of empathy is an important skill for pre-service teachers to develop. Much more of the teacher practitioners that needs to develop such skill, since it is their deemed responsibility to facilitate teaching and learn to the students.

White (1999) outlined that one of the four personal-social emotional feelings that impact teaching and classroom learning is empathy and understanding of the student. Every student may be characterized by their individual differences that the teacher is expected to differentiate for him/her to understand each of the students and address their needs.

According to Joseph Alan Hendershott (2014), The need to understand empathy and the important role it can play in school cultures and students' lives requires that educators first understand the current perceptions of empathy. Our ability to appreciate others' surroundings, cultural norms, differences, or perspectives can impact our teaching and learning preparations and processes. The logical progression is that through establishing empathic connections and modeling an empathic posture with students, children will learn empathy with one another. Developing a perspective to appreciate and respect others' differences is not only beneficial to everyone in the school yard, but it evolves into a lifelong asset in one's character. In addition, it is believed that every student should have the opportunity to understand and feel empathy through education and experiential learning. Educating the whole child is an educator's ultimate responsibility.

According to Carolyn Casale et al. (2017) about *Developing Empathetic Learners*, there is a need to create empathetic learners who think critically, reflect, and have compassion. The findings of this study suggest that students are more likely to express empathy toward those who are different from themselves in classroom environments that explicitly foster openness to diverse views.

Endacott & Brooks (2013) studied that historical empathy includes seeing how individuals from the past idea, felt, decided, acted, and confronted outcomes inside a particular or within a specific historical and social context. Also it is the process of students' cognitive and affective engagements incorporating historical figures to better understand and contextualize the students lived experiences, decisions, or actions.

Stojiljkovic, Snezana et al. (2012) studied empathy and teachers role which discusses that teaching as a profession is related to various roles such as: plain teaching of teachers, teachers as motivator and evaluator, teachers as social relations manager and partner in the emotional interaction. The purpose of the study is to investigate whether empathy (empathy quotient and emotional empathy) is connected to the self-assessment of success in teachers; role performing. The research findings show that empathy may contribute to the successful professional roles. Empathy is often cited as a very important characteristic of teachers, which enable adequate communication between the participants of the educational process. Emotional competencies are essential for successful carrying out the various professional roles of teachers

Rusul Alrubail (2015) discussed in his study *The Heart of Teaching: What It Means to Be a Great Teacher*, the qualities of a great teacher such as kindness, empathy, and a focus on building community. It is important to develop and to have empathy in ourselves and in our students. The ability to put yourself in someone's shoes and see things from their perspective can greatly influence our decisions and actions. Students are at their highest capacity to learn and become excellent when surrounded by positive relationships. Modelling empathy in the classroom promotes such relationships.

Today's youth initially enters the educational environment with all types of problems and concerns. In order to counteract this situations, an empathetic teacher promotes nurturing and support to the students and sets appropriate guidelines on how students interact with one another, In such a way every student is given a safe place to work with and overcome issues on cultural, racial, socioeconomic, and personal matters. Empathy is considered as an important tool for teachers and students to socially, intellectually, and emotionally learn and grow. Empathetic teacher can cultivate the minds of young students. The best ways of becoming a more empathetic teacher (2018).

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<https://www.wabisabilearning.com/blog/6-ways-becoming-a-more-empathetic-teacher>

Summarizing the above cited related literatures, having empathy is an individual's ability to see, understand and work with other individual's perspective. It is also a skill where in they are able to see and put themselves in the situation of others. These traits are most expected from teachers who are responsible in moulding the individuality of each students towards their fullest potential. It is the ultimate happiness of teachers to see how the seeds of knowledge that they have planted to every student grows and nourishes over time. The fulfillment of this task depends on how the teachers played their role of being the second parent of their students. For every parent dreamed of having the most wonderful children and so does teachers too.

Purpose and Objectives of the Study

Indeed, the need to realize the purpose of this study which is to establish an overview of the various languages of empathic teaching that the faculty members of Bulacan State University Hagonoy Campus employ in their teaching is really an avenue to highlight the vital role of teachers as second parents to the students.

This study aims to examine how may the responses of the respondents may be described in terms of their demographic profile such as age, sex and length of teaching experience. Also this study aims to elaborate on how the respondents see themselves based on the traits being described on the instrument. In addition with, this study also aims to extricate affective empathy with cognitive empathy as two distinct types of empathy as well as to examine if there is no significant difference between affective empathy and cognitive empathy that the faculty members of BulSU Hagonoy Campus possess.

Significance of the Study

Significantly, this study will be beneficial to the faculty members of BulSU Hagonoy Campus since they could have a chance to reflect on their own ways of teaching and interacting with the students. Similarly, the top managers of the different program offerings of BulSU HC will have an insight of how the faculty members treat their students, how to they dealt with them and how they address the needs of their students. Additionally, the campus administrator will have an overview of how the faculty members satisfy their role of being a second parent to the students. Ultimately, this study will be very much beneficial to the students of BulSU HC since they are the primary individual to experience empathic teaching from their teachers.

Scope and Delimitations of the Study

The study is only intended for the benefit of BulSU Hagonoy Campus faculty members since they are the key components of the continous growth and development of the campus and of the success of every students. The researcher have utilized quantitative method of research to realize the objectives of the study. Also, the researcher also utilized purposive sampling since only the full time faculty members of BulSU Hagonoy Campus are the target respondents of the study. The researcher have used survey questionnaires to gather the necessary information to which the respondents responded based on how they see themselves having the traits of the teachers as described in the research instrument. Also the instrument of this study have utilized likert scale with a scale of 1-4 that is an orderly scale from which respondents choose the option that best supports their opinion. Likert scale was used to measure teachers' attitude by measuring the extent to which they agree or disagree with a particular question or statement. A scale of 1-4 does not allow the participant to give a neutral answer which enables the repondents to play safe in answering the questionnaire.

METHODOLOGY

This study have utilized Descriptive Research which was defined by Koh E.T., Owen W.L. (2000) as a study of status and is widely used in education, nutrition, epidemiology, and the behavioral sciences. Through observation, analysis, and description problems can be solved and practices can be improved. Correspondingly, descriptive research also aims to accurately and systematically describe a population, situation or phenomenon and it can answer what, when, where, when and how questions, but not why questions. The research instrument that was used in this study was divided in two parts, which is the profile of the respondents (Part I) and a questionnaire containing described traits of a teacher (Part II) which was adopted from Empathy Formative Questionnaire by Erickson Gaumer et al. (2015). <http://www.researchcollaboration.org/uploads/EmpathyQuestionnaireInfo.pdf>

Purposive Sampling was used in the gathering of data, a written letter of request to conduct the study was prepared and then dessiminated to the target respondents of the study. The distribution and retrieval of the questionnaires was done by the researcher. Frequency and percentage was used for descriptive presentation of data such as respondent's age, sex and length of teaching experience. For the presentation of the languages of empathic teaching of BulSU Hagonoy Campus, the researcher considered mean as the measure of central tendency to identify how may the demographic profile of the respondents affect their responses and how the respondents see themselves based on the traits being described. Also T-test is also utilized in examining the significant difference between affective and cognitive empathy.

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There are 32 fulltime faculty members from the different programs of BulSU Hagonoy Campus that was purposely targeted as respondents.

To measure and interpret the evaluation results of the study, the following Likert scale was used;

Rating	Descriptive Interpretation	Range of Weighted Mean	Description
4	Very like me	3.26 – 4.00	The respondent believes that the trait being describe on that criterion is very like him or her.
3	Like me	2.51 – 3.25	The respondent believes that the trait being describe on that criterion is like him or her.
2	Slightly like me	1.76 – 2.50	The respondent believes that the trait being describe on that criterion is slightly like him or her.
1	Not very like me	1.00 – 1.75	The respondent believes that the trait being describe on that criterion is not very like him or her.

RESULTS AND DISCUSSION

The profile of the respondents according to age are as follows: 28.125% came from ages 20-25 years old, 15.625% with ages 26-30 years old, there are 9.375% for ages 31-35 years old and 36-40 years old, another 15.625% for ages 41-45 years old, 6.25% for ages 46-50 years old, another 9.375% for ages 51-55 years old and another 6.25% for ages 56-60 years old. The data shows that the teaching force of BulSU Hagonoy Campus is composed of a larger percentage of teachers from early twenty's and ages 26-30 is the second highest group according to age. Ages 31 and beyond incorporates a lesser number of teachers. Hence, these ages may or may not affect the responses of the respondent but rather how they see themselves on the described traits provided in the instrument.

For the profile of the respondents according to sex, there are 59.375% male and 43.625% female. The researcher have observed from the responses that there are more male respondents who have considered choosing "slightly like me" compared to female. Perhaps this comparison leads to the idea that female respondents are more empathic than male.

Lastly, for the profile of the respondents according to the length of teaching experience, there are 40.625% with 1-5 years teaching experience, 34.375% with 6-10 years teaching experience 3.125% with 10-15 years of teaching experience, 15.625% with 16-20 years of teaching experience and 6.25% with 21 years and above teaching experience. The data shows that about 60 percent of the teachers of BulSU Hagonoy Campus have atleast 6 years teaching experience that may or may not have affect their responses to the questions.

The Languages of Empathic Teaching of BulSU Hagonoy Campus Faculty Members are measured based on the evaluation criteria presented on the table below:

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Frequency Distribution and Descriptive Interpretation of the Languages of Empathic Teaching of BulSU Hagonoy Campus Faculty Members

Evaluation Criteria	Frequency				Mean	Descriptive Interpretation
	4	3	2	1		
I try to see things from the point of my student's view.	19	12	1	0	3.56	Very like me
When I don't understand my student's point of view, I ask questions to learn more.	21	11	0	0	3.66	Very like me
When I disagree with my students, it's hard for me to understand their perspective.	3	15	12	2	2.59	Like me
I consider my student's circumstances when I am talking with them.	22	10	0	0	3.69	Very like me
I try to imagine how would I feel if I am in my student's situation.	22	9	1	0	3.66	Very like me
When anyone of my student is upset, I try to remember a time when I felt the same way.	14	15	3	0	3.34	Very like me
When my students is feeling excited, I feel to get excited too.	17	11	4	0	3.41	Very like me
Sometimes I wonder what it would feel like to be in my students' situation.	17	13	2	0	3.47	Very like me
When a one of my student is upset, I try to show them that I understand what they feel.	14	18	0	0	3.44	Very like me
I say things like "I can see why you feel that way".	15	16	1	0	3.44	Very like me
When anyone of my students is sad, my actions let them know I understand and I am willing to listen to them whenever they feel like talking.	18	14	0	0	3.56	Very like me
I say things like "Something like that happened to me once, I understand how you feel.	19	11	2	0	3.53	Very like me
I always listen to what my students are saying without judging them.	22	9	1	0	3.66	Very like me
When I know that anyone of my students is upset, I try to talk to them about it.	15	14	3	0	3.38	Very like me
I try not to interrupt when one of my students is explaining.	17	14	1	0	3.50	Very like me
I allow my students to express their feeling and offer my support.	25	7	0	0	3.78	Very like me
I accept each of my student's peculiar ways of knowing, being and feeling each day.	17	15	0	0	3.53	Very like me
I am able to identify wounded (upset) students in the classroom.	14	15	3	0	3.34	Very like me
I know how to work with wounded (upset) students in the classroom .	12	19	1	0	3.34	Very like me
I feel adequately equipped as an educator to be emphatic towards my students.	15	17	0	0	3.47	Very like me
Weighted Mean					3.47	Very like me

The results of the evaluation showed that the measure of central tendencies of the respondents in all of the criterion have a mean value that ranges from 3.34 – 4.00 except for criterion number 3 which has a mean value of 2.59. The highest mean was 3.78, which shows the language of emphatic teaching of BulSU Hagonoy Campus Faculty members on that criteria to be very like them as they believe that they allow their students to express their feelings and offer their support. The lowest mean was 2.59 which shows the respondents to be like as what was described on that criteria when they disagree with their students, it's hard for them

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to understand the students perspective. The weighted mean of the evaluation was 3.47 for which descriptive interpretation was "Very like me". Based from the results, majority of the repondents believe that the languages of emphatic teaching of BuLSU Hagonoy Campus Faculty members as described in all of the criteria was very like them.

Frequency Distribution and Descriptive Interpretation of the Languages of Empathic Teaching of BulSU Hagonoy Campus Faculty Members according to Affective Empathy

Evaluation Criteria	Frequency				Mean	Descriptive Interpretation
	4	3	2	1		
I try to imagine how would I feel if I am in my student's situation.	22	9	1	0	3.66	Very like me
When anyone of my student is upset, I try to remember a time when I felt the same way.	14	15	3	0	3.34	Very like me
Sometimes I wonder what it would feel like to be in my students' situation.	17	13	2	0	3.47	Very like me
When anyone of my students is sad, my actions let them know I understand and I am willing to listen to them whenever they feel like talking.	18	14	0	0	3.56	Very like me
I accept each of my student's peculiar ways of knowing, being and feeling each day.	17	15	0	0	3.53	Very like me
I am able to identify wounded (upset) students in the classroom.	14	15	3	0	3.34	Very like me
I feel adequately equipped as an educator to be emphatic towards my students.	15	17	0	0	3.47	Very like me
Weighted Mean					3.48	Very like me

Considering that affective empathy relates to an individual's capacity to share in another's feelings and includes mirroring what the other individual is feeling or having his/her own unique physical or emotional reaction about something. The results revealed that among the twenty traits being described there are seven of which that illustrates affective empathy and the respondents believe that they were very like those traits which resulted to a weighted mean of 3.48.

Frequency Distribution and Descriptive Interpretation of the Languages of Empathic Teaching of BulSU Hagonoy Campus Faculty Members according to Cognitive Empathy

Evaluation Criteria	Frequency				Mean	Descriptive Interpretation
	4	3	2	1		
I try to see things from the point of my student's view.	19	12	1	0	3.56	Very like me
When I dont understand my student's point of view, I ask questions to learn more.	21	11	0	0	3.66	Very like me
When I disagree with my students, its hard for me to understand their perspective.	3	15	12	2	2.59	Like me
I consider my student's circumstances when I am talking with them.	22	10	0	0	3.69	Very like me
When my students is feeling excited, I feel to get excited too.	17	11	4	0	3.41	Very like me

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When a one of my student is upset, I try to show them that I understand what they feel.	14	18	0	0	3.44	Very like me
I say things like "I can see why you feel that way".	15	16	1	0	3.44	Very like me
I say things like "Something like that happened to me once, I understand how you feel.	19	11	2	0	3.53	Very like me
I always listen to what my students are saying without judging them.	22	9	1	0	3.66	Very like me
When I know that anyone of my students is upset, I try to talk to them about it.	15	14	3	0	3.38	Very like me
I try not to interrupt when one of my students is explaining.	17	14	1	0	3.50	Very like me
I allow my students to express their feeling and offer my support.	25	7	0	0	3.78	Very like me
I know how to work with wounded (upset) students in the classroom .	12	19	1	0	3.34	Very like me
Weighted Mean					3.46	Very like me

On the other hand, Cognitive empathy is being able to understand another's perspective and comprehend why a particular person might be feeling a certain way. By way of this, thirteen out of the twenty traits being described that shows how cognitive empathy was employed by the BulSU Hagonoy Campus faculty members in fulfillinf their role as second parents to their students and this have resulted to a weighted mean of 3.46.

Noticeably, there is a very small difference with the weighted mean of both affective and cognitive empathy. Somehow the results reveals that empathy integrates this two kinds.

Significant Relationship of Affective Empathy and Cognitive Empathy as Languages of Empathic Teaching of BulSU Hagonoy Campus Faculty Members

Variables	Standard Deviation	Mean	T-Value	Interpretation	Decision
Affective Empathy	9.99	3.48	0.005	Not Significant	Accepted
Cognitive Empathy	7.61	3.46			

(Less than 1.960 at 0.05 level of significance – Accepted)

(Greater than 1.960 at 0.05 level of significance – Rejected)

As shown on the table, the T-Value obtained between the two variables affective empathy and cognitive emphy is 0.005 which was interpreted as not significant and it is less than the critical value of 1.960 at 0.05 level of significance therefore the null hypothesis will be accepted.

CONCLUSION

Through the conduct of this study, the researcher had determined that the faculty members of BulSU Hagonoy Campus are empathic teachers and that they varied languages of employing empathy to their teaching profession. Also, distinguishing affective empathy from cognitive empathy is sometimes hard because a person needs to develop first empathy within themselves

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before they understand it thoroughly. But it should be noted that affective empathy is automatic while cognitive empathy is a skill that can be deliberately learned and is required to acquire by everyone.

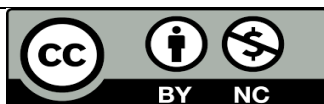
RECOMMENDATIONS

In view of the findings, results and conclusion of the study, the following recommendations are drawn:

1. A need for a more comprehensive research may be conducted to examine the effects of empathic teaching towards the academic performance of students.
2. Another parallel study may be conducted to further understand the effects of the demographic profile of the respondents in their responses and how does their demographic profile affect their teaching styles.
3. Also, an in-depth study on the comparison of affective and cognitive empathy may be pursued to examine its effect on the personal and professional growth of teachers.
4. In addition with, another study of empathic teaching may be conducted taking the students as the primary respondents visavis faculty members to examine the significant relationship between the point of views of the two groups.

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