



**YUZUNCU YIL UNIVERSITY**  
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Department of Educational Sciences

Psychological Counseling and Guidance Science

**DEVELOPMENT OF EMPATHY SCALE: A STUDY OF VALIDITY  
AND RELIABILITY**

Furat Salih HASAN

Master's Thesis

Van, 2019

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AND RELIABILITY

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### APPROVAL

We certify that thesis under the title " Development of the empathy scale: a study of validity and reliability" which was prepared by our student Furat salih HASAN has been successful as a result of the defense exam on (28/08/2019) and accepted as a **Master's Thesis** by our jury.

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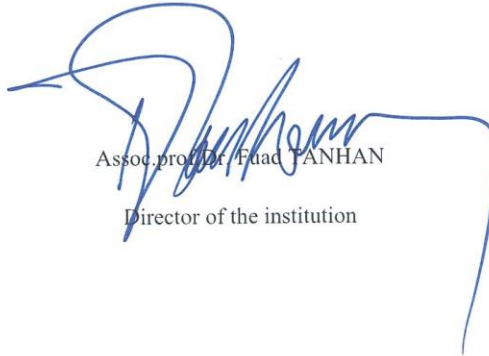
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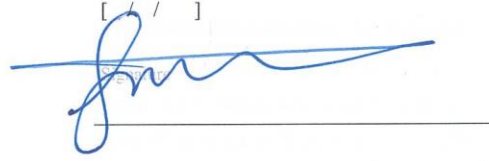


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Furat Salih HASAN

## ÖZET

HASAN, Furat. *Empatinin ölçeğinin Gelistirilmesi: bir guvenirlik ve gecerlilik*

*Calismasi*. yüksek lisans. Van, 2019.

Bu çalışmanın amacı, öğretmenlerin empati yönlerini ölçen geçerli ve güvenilir bir empati ölçeği geliştirmektir.

Geliştirilen ölçek, beş puanlık Liker türünde bir empati ölçeğidir. Ölçeğin geliştirilebilmesi için ölçek üzerinde faktör analizi yapılmıştır. Uzman akademisyenlerin görüşünün ardından 38 sorudan oluşan ölçek 27 maddeye düşürülmüştür. Ölçek 653 öğretmene uygulanmıştır. Benzer şekilde, öğretmenlerin öğrencilerle olan ilişkisi çeşitli değişkenler bakımından analiz edilmiştir.

Öğretmenlerin empati ölçeğinin geçerlik ve güvenilirlik çalışmaları kapsamında genel güvenilirlik öncesi Bern Bach alfa güvenilirlik katsayısı analizi yapılmış, analizden sonra 0,771 olarak hesaplanmıştır. Gelişme geçerliliği kapsamında, açımlayıcı ve doğrulayıcı faktör analizi sonucunda, taslak ölçeği 7 madde ölçeğine düşürülmüştür. Veri yapısının uygun olup olmadığını kontrol etmek için, KMO ve Barlett test yöntemlerinden yararlanılarak faktör analizi kontrol edilmiştir. Bunun sonucunda KMO testinin değeri 0,848, Bartlett testi ise 878,969 olarak belirlenmiştir ( $p < 0, 05$ ).

Kişisel Bilgi Formu olarak, Öğretmen Empati Ölçeğinden oluşan bir anket Duhok ilinde çalışna 653 öğretmene uygulandı. Anketlerden elde edilen verilerin değerlendirilmesinde, öğretmenlerin tanımlayıcı özelliklerini belirlemek için yüzdeler ve frekans istatistikleri kullanıldı ve ortalama ve standart sapma istatistikleri de empatiyi belirlemek için kullanıldı. Öğretmen empatisini saptamak için t-test ve Tek Yönlü Avona testi kullanıldı. Araştırmanın sonucu olarak, öğretmenlerinin empatisinin öğretmenlerle öğrencileri arasındaki ilişki üzerinde istatistiksel anlamda önemli ve pozitif bir etkiye sahip olduğu bulundu. Aynı zamanda, öğretmenlerin tanımlayıcı

özelliklerine göre, öğrencilerle olan ilişkilerinde ve empatide farklılıklar olduğu saptandı.

Kız öğretmenlerin empati ölçeği puanı ( $\bar{x} = 21,86$ );  $sd = 4,54$ ), erkek öğretmenlerin empati puanlarından ( $\bar{x} = 20,82$ );  $sd = 4,39$ ) biraz daha fazlaydı. Evlilik durumlarına göre herhangi bir fark bulunmadı, aynı zamanda, yaşamdan memnun olma konusunda da bir farka erişilmedi. Deneyim yılına göre ise daha fazla deneyime sahip olanların daha fazla empatiye ve yüksek puana sahip olduğu saptanmıştır. 10-12 yıllık deneyime sahip olan öğretmenlerin empati ölçek puanı ( $\bar{x} = 21,61$ ) olarak belirlenmiştir. Çalışmaya katılan öğretmenlerden elde edilen bulgulara göre, 51 yaş ve üstü öğretmenler arasında anlamlı bir fark bulundu ancak diğer kategorilerde herhangi bir fark bulunamadı.

#### **Anahtar Sözcükler**

Empati, Öğretmen Empati, Eğitim, İletişim, Ölçek Geliştirme.

## ABSTRACT

HASAN, Furat. Development of empathy scale: A study of validity and reliability.

Master. Van 2019.

The purpose of this study is to develop a valid and reliable empathy scale, measuring the empathy aspects of the teachers.

The developed scale is an empathy scale in the form of five-point Likert. Factor analysis has been done on the scale to develop the scale. After getting opinions of the experts, the scale having consisted of 38 questions were reduced to 27 items. The scale has been applied to 653 teachers. Likewise, the relation of the teachers with students in terms of various variables has been analyzed.

Within the scope of the validity and reliability studies of teachers empathy scale, before the general reliability, Bern Bach alpha reliability coefficient was analyzed, and after the analysis, it was calculated as 0,771. Within the scope of the development validity, as a result of the exploratory and confirmatory factor analysis, the draft scale has been decreased to the 7 items scale. To check whether the data structure is appropriate or not, factor analysis has been checked by benefiting from KMO and Barlett test methods. As a result, the value of KMO test has been determined as 0,848 and the Bartlett test has been founded as 878, 969 ( $p < 0, 05$ ).

For personal information form, a Questionnaire consisting of Teachers empathy Scale was applied to 653 teachers working in the Duhok province. In the evaluation of the data obtained from the questionnaires, percentage and frequency statistics were used to determine the descriptive characteristics of teachers, and average and standard deviation statistics were used to determine empathy. T-test and One-Way ANOVA tests were used to determine a teacher's empathy. As a result of the research, it was found that the empathy of the teachers has a statistically significant and positive effect on relationship between them and their students. Also, it was determined that there were differences in empathy and relationship with students according to the descriptive characteristics of

teachers. The female teachers empathy scale score ( $\bar{x}=21,86$ );  $SD=4,54$ ) was little more than the male teachers' empathy scale score ( $\bar{x}=20,82$ );  $SD=4,39$ ). And according to their marital statuses, there is not any difference between them, and also according to their satisfaction with their life, we didn't find any difference. According to experience years, it was determined that those who had more experience had more empathy and higher score. Empathy scale score of the teachers who had 10-12 years' experience was determined as ( $\bar{x}=21,61$ ). According to the findings obtained from the teachers who participated in the study, a significant difference was found between the teachers who are 51 or over, however, for the other categories, there was not any difference.

### **Key Words**

Empathy, Teachers Empathy, Education, Communication, Scale Development



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## LIST OF SYMBOLS AND ABBREVIATIONS

**SPSS:** statistical package for the social science

**KMO:** Kaiser-Meyer-Olkin measuring of sampling adequacy

**N:** the number of validate observation for the variables

$\bar{x}$ : Mean- the arithmetic mean across the observation

**SD:** standard deviation is the square root of the variance

**T:** value of t-test

**P:** significant level and p-value

**F:** ANOVA test value

**DF:** degrees of freedom

**ANOVA:** one-way analysis of variance

**TES:** Teacher's empathy scale

**E:** Empathy

**%:** present



# 1. CHAPTER ONE

## INTRODUCTION

The significance of education cannot be ignored. Educational institutions cause individuals to acquire a variety of knowledge and skills, and therefore, the success of educational institutions in society plays a significant role. The role of educators in the success of institutions is great. Empowerment of teachers will enable them to communicate better with their students. School teachers with high ability to build empathy have positive behaviors in terms of listening to problems of their students, finding solutions for them, giving morale and support.

The ability to understand others' feelings and thoughts and to adapt our attitudes and behaviors according to this comprehension ability is considered to have a significant role in the development of social relations. These social relationship skills, in various types of bilateral relations, often solve the problem; it also takes a tactical form. This social capacity, which we define as empathy in general, creates awareness in both our professional and daily lives and also shows that we are recognized and cared for by others. At the core of empathy, there is the ability to comprehend and listen to people in terms of emotions, thoughts, and behaviors, considering the conditions in which they live in a holistic perspective.

Empathy plays a key point job in the improvement of social behavior. In its initial days, analysts examining empathy mainly emphasized its effective nature and characterized it as a vicarious emotional reaction to the perceived emotion of others (Mehabrian, 1972). Empathy might be described as the ability or skill of identifying the feelings and points of view of different individuals (Bahr, 2008). Empathy is an important social cognitive ability that has emerged to facilitate the adaptation of the individual to social life. Although empathy is as old as the history of mankind, it is considered to be a multidimensional power that is revealed by empathy (Davis.M, 2016). The incorporate of both cognitive and effective aspects involves several mechanisms with model of empathy which should lead to a decrease in aggression and

increase in prosocially behavior in an empathetic individual, the ability to discriminate and indicate the feelings of other individual in social conflicts, a more individuals cognitive ability which is responsible for perspective-taking and should lead to conflict mitigation. (Feshbach ND, 2009, pp. 85-97).Empathy is the individual's ability to understand other individual's conscious and unconscious emotions (Nerdrum, 1995).It makes the organization that empowers one individual to move nearer to someone else's reality to help him (Rogers C. R., 1975).

Empathy is the process of placing the individuals in before of him/her and looking at the events from his perspective, understanding, feeling and correlate with the feelings and thoughts of that person correctly (Dökmen, Ü, 2002, p. 135). A good start in education and training will affect the child's future years positively and permanently (Yörükoğlu, 2008). The teacher's ability to empathize with his students helps to set up a positive communication between the teacher and the student, to understand the problems and to find mutual solutions. When students realize their teachers' empathic ability, they probably feel closer to, trust and even feel influenced by their teachers (Boyer, 2010).

According to Cooper, the teachers who cannot develop empathy cause students to lose their motivation by focusing on the whole group, subject, and program by neglecting their emotions (Cooper, 2002). Motivation refers to the direction, severity, and determination of student behavior in school. It is one of the most important power sources in determining the speed of reaching the desired goal in educational environments. A significant part of the learning difficulties and disciplinary events observed in school and classroom is related to motivation (Akbaba, 2006).

On the off chance that we need to make a popularity based class, the teachers in the school should act as effectively as they do within the framework of democratic understanding and values. Adopting democratic values and creating an environment in which they can apply these values are related to teachers' democratic values (Davis M. , 2010).

In the event that the instructor needs to make a majority rule class, it must be fair, open to communication, consistent, open to innovations, equal treatment of every student,

providing new information to students and respecting differences. The teacher should be a leader who plans the process of teaching and add the students to this process. In this process, students will be able to make their voices heard, to know themselves as individuals and to give responsibility to students' behaviors and attitudes. Individuals raised in a democratic classroom will be creative, be able to make decisions, solve problems, take responsibility and have empathy.

### **1.1. Empathy and sympathy**

The ideas of empathy and sympathy are blended with each other; they are two different ideas. This confusion emerges from the way that the two ideas are coordinated towards the feelings of the contrary side. Empathy needs to almost certainly see some notable points in his life, and collaboration in the life of another. In sympathy, we can just talk about the cooperation of the other party and even the sympathy of the individual who lives in this collaboration. For instance, an individual who feels sympathetic to an individual who feels pain and unhappiness has a sentiment of suffering the joint pain. He has sympathy since he himself has suffered. Empathy in a sense is diverting his own suffering feelings and feelings behind himself (Akkoyun, 1982, pp. 15,2). For example; you are at dinner and your companion has poured on the dish. In the event that you feel humiliated by your companion, this is empathy, and in the event that you are embarrassed about it and if you are ashamed of it, its sympathy (Özodaşık, 2012, pp. 160-189).. One of the basic elements that play a role in the definition of sympathy is an increased sensitivity to the emotions of the oppressors. In other words, sympathy involves an internal reaction to the state of oppression and to represent that situation. (Wispé, 1986, pp. 314-321).

It is an attempt to understand positive and negative experiences without judging. Acting as empathy is the experience of sympathy. In other words, while the number of us in empathy increased to two, the identity of two people in sympathy is reduced to one identity.

## 1.2. What's Empathy?

The term "empathy" which we use today has two predecessors; *Einfühlung* in German and "empathia" in Ancient Greek (Barnett, 1987). Empathy, on the other hand, originated from the term *Einfühlung*, at first utilized in German aesthetics. Lipps (1903, 1905) appropriated the term for use in progressively mental settings, initial applying it to the investigation of optical deceptions and afterwards to the procedure by which we come to know about other individuals (Davis M. H., 2018). The word empathy in English was really discovered by Titchener (1909) as a "translation" he authored the term as a rendering of Lipps' *Einfühlung*, which he described as a "process of humanizing objects, of feeling or reading ourselves into them" (Hakansson, 2003). Both Lipps and Titchener believed that the system through which empathy happened was an inner imitation, or inner *Nachahmung*, of the examined individual or object, a procedure alluded to today as engine mimicry (Davis M. H., 2018). In psychology, theories of empathy were largely affected by the effective view of Lipps and Titchener until Kohler (1929) who was one of the first to contend in a more cognitive vein rather than continuing to "feeling into" the experiences of another. George Herbert Mead (Mead, 1934) and Jean Piaget (Piaget, 1932) addressed the question of empathy, and both offered views that emphasized the cognitive over the emotional. Mead, who gets to know the self-other differentiation in empathy, added a cognitive component, an ability to understand, to empathy (Hakansson, 2003).

Empathy has been hard to define obviously in light of the fact that it has several various definitions (Stone, 2015). Furthermore, Empathy has been defined in a few different ways. Some scholars have defined it in cognitive terms. It has been defined in more efficient terms, namely, as the capacity to feel a similar feeling as another or at least the same emotion (Bailey, 2005). Late in the nineteenth, Robert Vischer recommended the term *Einfühlung* the forefather of empathy; to mean peoples' natural projection of genuine psychic feeling into the humans and things they see (Hunter, 2003). Empathy is that an individual effectively comprehends his/her feelings and thoughts by placing himself into another shoe (Dökmen, Ü, 2008). Titchener(1909) defined it as the process of humanizing objects, of constructing or feeling ourselves into them. Kohler (1929)

also defined empathy as the realization of the other's sentiments than a sharing of them. Mead's (1934) work put a tremendous assentation on the person's ability to embrace the role of other individuals as a way of how they see the world.

As for Hoffman, it is a phenomenon that meets this necessity, and development has given us two essential requirements for empathy: the capacity to utilize cognitive procedures to take another person's view and the capacity to respond emotionally to others' affectivity. Nancy Eisenberg was keen on what motivates individuals to heed about others. She soon understood that so as to know why individuals care for other people, she would need to think about emotional components and not just cognitive ones. This understanding drove her to the study of empathy (Hakansson, 2003).

Rogers (1959) defined empathy as the capacity to understand the inward structure of reference of another people accurately understanding their emotional reactions while staying detached from them. Despite the fact that researchers, such as Rogers (1959), have clarified that empathy was innate at childbirth and that each person has it; it is necessary to understand that this characteristic can exclusively be created by association and contact with different people. This is reinforced by Newton, Savidge, Cleveland, Barber, Beeman, Clardy, and Hart (2000), who clarified that individuals possess empathy from birth; it very well may be seen in the emotional responses of both youngsters and grown-ups to indicators of other individuals' agony. It might be that essentially responding to the requirements of others makes individuals empathic. Nonetheless, reacting to the requirements or issues of others doesn't generally have to be regarded as addicted on the comprehension of the emotions of another individual (Burton, 1990).

Clark (1980) portrays, in detail, empathy as the extraordinary ability of people to feel the experiences, dissatisfactions, tensions, distresses, hunger, desires, needs, delight and hurt of others as though they were his/her very own. Feshbach (1982), a standout amongst the most productive writers lately in the field of empathy, says "empathy involves an inside portrayal in one individual, of a mental encounter occurring in someone else ". Bryant (1982) considers empathy to be more influence laden, when she depicts it as a vicarious emotional reaction to the apparent passionate encounters of others with emphasis on the emotional responsiveness. Davis (1983) proved for a

multidimensional way to empathy. He asserts empathy should now be considered as a lot of related constructs (Buckley). Eisenberg and associates (for example Eisenberg et al 1994) have defined empathy as an effective reaction that originates from the recognition or understanding of another's emotional state or condition and is like what the other individual is feeling or can be anticipated to feel, If a child sees a grieved individual and thus feels grieved despite the fact that the child separates his or her own and the other individual's emotional states or circumstances at a simple level, that child is experiencing empathy (Eisenberg N. , 2000).

### **1.3. What's Sympathy?**

The term of Sympathy is gotten from the Greek "Sympathia", the condition of feeling together (taken from the composite of individual or feeling); a strong Latin interpretation word is compassion (Schliesser, 2015), and one of the first and best records of sympathy came from the economist and moral philosopher Adam Smith (1759/1976). Smith felt that we are naturally instilled with capacity, in fact, a close overpowering tendency, to encounter a "fellow-feeling" when we see somebody encountering a powerful emotional state. Another compelling perspective on sympathy came over a century later, in Herbert Spencer's (1870) Principles of Psychology. Spencer began with the thought of a hidden sociality said to exist in numerous species, even human beings. McDougall's (1908) Introduction to Social Psychology gave another effective treatment of sympathy which concentrated on the technique by which target and spectator both really share emotional responses (Davis M. H., 2018).

Empathy and sympathy are two different terms since empathy does not require a person to be worried for another person at all. Empathy requires viewpoint taking and vicariously sharing another's involvement, yet does not necessitate that I have worry for an individual's well-being. German philosopher Max Scheler (1954) states that it is conceivable to empathize with somebody without experiencing sympathy. Sympathy is experienced as a third-individual passionate reaction. We can be compassionate toward somebody without vicariously sharing their feelings (Ramlakhan, 2016).

#### **1.4. The importance of Empathy**

The concept of empathy has an essential place in daily life. It's not only psychology and a psychiatrist but also it is known at all phases of life. Empathy in everyday life includes the ability to facilitate interpersonal communication (Özbek, 2003). In order to establish healthy intercommunication, empathy is necessary. As per the general population who can empathy, friendship relationships are more successful. Individuals who don't have empathy do not care about other people's feelings. In addition, empathy destroys aggressive behavior (Katman, 2010). Looking from another perspective, empathy leads individuals away from loneliness. Empathy is thought together with the general population they dried up, and also increases our ability to resist; the comprehension of empathy is important in private life as well as in business life with the surplus. To be exemplified; the seller, who understands the customer's extreme rigor and concerns, will be more successful in his profession than the salesman who cannot understand his / her customer's situation and actions. For this reason, empathy training is given to increase the emphatic skills of employees for different occupational groups to succeed and stand up.

Empathy is not only an activity that helps to empathize with it. Empathy is also important for a person who builds empathy. Çiçek found that people with leadership skills had high empathy skills (Çiçek.A, 2006). According to research, there is a relationship between empathy and cooperation. Since empathy is known to encourage relational correspondence, empathy preparing is given to various professionals in order to increase their successes. Empathy is positively related to self-disclosure, socialization, social sensitivity, and social adaptation. Individuals who are able to express their personal feelings and thoughts well, which are socially compatible and have high social sensitivity also have the ability to empathize (Dökmen, Ü, 2003). Similarities play an important role in building up empathy. For instance, it is critical to be at the same age, gender, and race and education level (Devito, 1995).

#### **1.5. Theories of Empathy**

Unal used the term 'empathy' instead of capability the ability to understand people '. He stated that there are three main opinions in explaining empathy. These are

Inference Theory, Role Playing Theory, Empathy as Spread of Excitement (Ünal, 1972).

#### 1.5.1. Inference Theory:

This view clarifies that it is only possible to understand a human being by interpreting the physical expression styles that he presents. People observe own experiences, feelings and thoughts and excitement directly. When individual sees behaviours that are manifestations of these emotions in another person, he deduces the existence of the same physical states. Thus, physical expressions are explicated as a sign of internal living. When individuals see the same physical expressions in another person, they think that they have the same internal life as the person's. In short, individuals attach and generalize the connection they have established between their external images and their inner lives. In the approach of inference, empathy is described as a person's attaching his own motifs, emotions, and behaviours to his oppressor's. Therefore, some authors have pointed out the importance of imitation in interpreting the physical expression of their work (Ünal, 1972).

#### 1.5.2. Role-playing theory:

This theory was proposed by George H. Mead (1934). It is assumed that what can be observed according to the role-playing or role-playing theory is behaviors and how these are interpreted. In this theory, the development of empathic ability is explained through the child. When the child is born, he cannot draw any borders with the people around him and his movements are imitated by his imitation of the people he sees. In the beginning, there is a simple imitation. Their behavior, which will be rewarded in the future, is strengthened and the potential to realize those behaviors becomes powerful. In time, the child will have a better understanding of what others are seeing. The child, who learns to look at himself through others' eyes, will have the opportunity to better observe himself. For example, in a game of play, he will put himself in his parents' shoes and make observations like an outer object. As the child plays, his / her roles and plays will become more complicated and the child will have better observations. The child will be better aware of what is expected from him/her.



Along these lines, by modifying, the conduct as indicated by him will be an agreeable, adored individual and this conduct will be remunerated (Şenkaya, 2018).

### 1.5.3. Empathy as Spread of Excitement:

According to this view, which belongs to Harry Stack Sullivan, there is an exciting connection between a child and his caregiver. Sullivan calls it empathy. According to this view, this empathy provides communication between two subjects. As known, an adult can observe the physical symptoms of a human being and can make various conclusions. For example, he may perceive his face as fading, his voice is rising or his body trembling, and he can make various inferences. According to Sullivan, these communications exist before the child can perceive such physical expressions. In a sense, he expresses that empathy lasts a lifetime, and clears up it through a mother-child interaction. If a mother feels frightened while breastfeeding her child or does not like the child, the child may feel it in the event of breastfeeding, and this child may experience nourishment as a result of this condition. According to him, the stage in which empathy is most important is probably the time between the child's first six months and twenty-seven month (Gürsel, 2016).

Freud (1921) used the concept of inference and imitation when expounding empathy. According to him, empathy is an activity that plays a role in understanding things that are unfamiliar to the individual's self. Empathy is an effort to understand activities that cannot be understood immediately through imitation and inference for individuals who have a lively value for the individual; whereas the definition is exciting, unconscious, and does not require any unique imitation (Ünal, 1972).

## 1.6. Components of Empathy

The connotation of empathy is expressed in various ways by different people. The differences in these explanations also apply to the components of empathy. Some researchers emphasize there are three components of empathy and others say that there are four components (Gürsel, 2016). Rogers, who is one of the first names comes to our mind at the time of empathy, defined it as the process of seeing a person's self against

him and looking at things through him, described the feelings and thoughts as the process of hearing and conveying them. This process includes four dimensions: affective, moral, cognitive and behavioral (Rogers C. R., 1970) and Hoffman (1978), the empathy of emotional and motivational (motivational has three components). Some researchers emphasize the cognitive aspect and some emphasize the emotional aspect of empathy. But the consensus over which the majority concludes is that it is composed of emotional associates (Dökman, 2017).

#### 1.6.1. Cognitive Empathy

First, there is the cognitive component, referred to as cognitive empathy. Cognitive empathy involves perspective taking. Perspective taking involves putting yourself in another person's shoes and recognizing their emotions. According to Howe (2013), cognitive empathy "is based on seeing, imagining and thinking about the situation from someone else's perspective, and includes a cognitively based, reflective understanding of the other's perspective (Evans, 2013) .Cognitive empathy is seen as the unemotional element of empathy because it does not require an individual to be moved by others' experiences or to share others' emotions. Rather, it requires that they recognize and understand what another individual is feeling. Cognitive empathy involves an "understanding that other people with separate minds are out there and that while you can often share their perspective, they know, feels, and perceive different things, too" (Ramlakhan, 2016).

#### 1.6.2. Affective Empathy

The second element of empathy is effective, referred to as full of feeling empathy is the emotional side of empathy (Ramlakhan, 2016). Affective empathy is felt as a vicarious emotion, where we feel what we take another individual to be feeling (Prinz, 2011). A vicarious emotion is an emotion that you experience (a first-person subjective experience) by imagining how another person is feeling in a given context, where this emotion is similar to the emotion being experienced by the other. For instance, if I am upset and you experience a vicarious emotion as a result of effectively empathizing with me, you will either be upset, sad or grieved. Affective empathy can be understood as

experiencing an emotion similar to what you take another individual to be feeling while understanding that although you are emotionally affected by the other's situation, it is the other who is in despair or pain and not you. For instance, if I see you crying, I will feel sad as a result of vicariously sharing your emotion, yet I will understand that you are in despair and not me. Vicariously feeling what you take another individual to be feeling is considered an empathic emotion because you are feeling with others (Evans, 2013). Affective empathy differs from cognitive empathy because cognitive empathy does not require that you feel the same or similar emotion that another individual is feeling. Rather, it just expects you to identify another individual's feelings based on the situation. Affective empathy requires that you feel a vicarious emotion as a result of imagining how an individual feels in a given situation (Prinz, 2011).

### 1.7. Progressive Empathy Classification

Dökmen described the gradual empathy classification in his research and according to him, gradual empathy classification is made up of “you” step, “they” step and “I” step, each of which consists of two sub-steps “thought” and "emotion”.

		“You” step	Against your problems what do you think and what do you feel
	“I” step	Against your problems	what I think and what I feel
“They” Step	Against your problems	what they think and what they feel	

Figure 1: Classification of Progressive Empathy

**“They” step:** An individual who reacts in this step will be told a problem of the other person. He does not think about the problem and does not pay attention to the feelings and thoughts of the owner. He does not specify his own feelings and thoughts about this problem. The person listening to the problem gives such feedback to the owner of the

problem that this feedback expresses the views of the third parties that are not in that environment. The individual who responds in these steps makes a few speculations and utilization maxims. For example, a person who complains because he has wasted his money says 1 stretch his foot according to his comforter. In these words, the feelings and thoughts of both sides are not included in society's views on the subject. It is located (Dökman, 2017).

**“I” step:** The individual who gives an empathic response at this step is egotistical. Instead of addressing the feelings and thoughts of the person who tells his problem, he criticizes the problem owner and gives him the opinion. Sometimes, he leaves the other person’s own problem and starts talking about him. For example, a person who responds to the appropriate empathic reaction to the step, in the face of the problem he listened to, says "I'm sorry, I have the same problem," and starts talking about his own problems. The person, who emphatically responds at the dimension I, to some degree, can mitigate the individual against him. Therefore, the reactions in step I can be considered better than the reactions in the other steps. However, the people who have an empathic response in my step do not have enough empathy because they cannot take the role of the person against them cognitively and emotionally (Dökmen, Ü, 2002).

**“You” step:** A person who is empathically responsive in this step tries to find answers for his problem by himself, but also he wants others to take his perspective. So in the face of the problem conveyed to him, he does not raise the thoughts of the society or his own, he focuses on the feelings and thoughts of the person directly and tries to understand what he thinks and feels (Dökmen, Ü, 2002).

Ten sub-steps were formed to cover these three main empathy steps. These steps range from the highest quality empathic step to the highest quality empathy step, respectively. These steps are classified as follows:

**What Happens Against Your Problem What Others Think:** The individual who attempts to build up empathy in this step makes some generalizations, can apply proverbs to philosophical views, and often expresses what society can feel about the problem he listens to. He often criticizes the person describing his problem for the value

judgments of society. This is a method that has no benefit to other people in a communication to be established.

- **Criticism:** In terms of their opinions, the individual who is listening to criticizes judgments. This can lead to malaise and constriction in the individual who opens himself to the other individual. The individual who is contradicted along these lines isn't considered as a positive advance in the relationship set up.
- **Making Mental Effort:** He/she gives the other individual a psyche. He tells him what to do. The person who feels that he is given the intelligence perceives himself as if it were inferior to the other person. In this case, the person may be disappointed and the relationship cannot develop.
- **Diagnostics:** Analyze to the individual who described the problem, or the problem described to him puts it in social pressure or you'll stress over it.
- **Expressing the same problem that the person also lives:** he likewise prefers to state that the issue that is depicted to him. A similar issue I have in my mind and begin to clarify the claim issue.
- **Expressing Their Emotions:** Communicates his/her feelings in verbal or behavior in the face of the problem he listens to and will say for example I'm sorry or I'm happy.
- **Support:** Before repeating the other person's words, you understood her, and indicate that supports.
- **The tendency to the problem:** They address the problem, examine the problem, and ask questions.
- **Repeat:** If the message is sent to and summarizes some words. In other words, he reflects the message he is listening to. In the meantime, the individual he listens to the message that reflects the superficial emotions.
- **To understand deep feelings:** The individual who empathizes at this step acknowledge himself by putting himself in the position of the person he empathizes with, and expresses his thoughts to him, expressing all the emotions that he expresses or does not express clearly.

In In these steps, step 1 belongs to “they” step. In this sense, no matter what we feel and consider, the general public is overpowered by the correspondence with the individual himself and the individuals who are closer to him. Steps 2, 3, 4, 5 and 6 take place in “I” step, thus, the person who communicates with the person in front of us to understand the person tries to convey his thoughts to the other person. In this way, he expresses himself. Steps 7, 8, 9 and 10 are included in “you” step. To develop empathy against the other individual at these steps, the essential target of communication is to try to understand the other individual, and for this situation, there is an affinity between the parties of the communication. There is an affinity between the gatherings of the communication (Dökmen, Ü, 2002).

### **1.8. Teacher Empathy**

The role of teacher empathy in science training is a to some degree new and unexplored territory, in teacher education programs, science teachers are commonly taught to gain logical technologic learning, methodology learning, and educational content learning. Empathy is a quality that can encourage positive association among instructors and learners (Arghode, 2013). Instructor empathy is defined as "the capacity to show concern and get the point of view of students, and it includes intellectual and emotional areas of empathy (Lagou, 2018). Empathic educators were found to have a more elevated amount of profound morality, to contact more effectively with their students (Goroshit & Hen, 2016). Zhou et al (2003) clarified that empathy “motivates helping others people and the desire for helping others, just as hinders aggression, encourages individuals' social skill for interfacing with others, and provides a sense of connection among individuals”. Regardless, there has been little in the way of research looking at the role of empathy in the school experiences for teachers. “Regardless of the way that empathy has been reported as a significant demeanor for teachers to have so as to encourage positive communications among understudies’ (Tettegah, 2017). Tettegah and Anderson (2007) described empathy as the "capability to express concern and take the perspective of students, and it includes cognitive and effective domains of empathy". Empathic comprehension is accomplished by entering, at least for a little while, into the envisioned demonstration or point of view of someone else, in order that

it might be shown to others in a manner that is “recognizable and credible to those people who themselves involve that point of view ” (Tettegah, 2017). The results of some researches showed the significance of the utilization of empathy by instructors. The concern that teachers won't most likely implement empathy adequately without comprehension what it involves led to one of these researches (Young, 2016). Besides the requirement for the advancement of empathy rules for educators, the mixed culture of students has been contemplated. Some have proposed that empathy consists of cognitive, effective, and behavioral components, which teachers think are apparent in their practice. Thus, certain research studies demonstrate that educators need to enhance empathic natures and practices. To be sure, thinks about show that it is important for teachers in various settings to have "an emphatic attitude" as this is associated with "expanded affect ability to various societies (McAllister, 2002). From this point of view, people who are empathy are the individuals who “assume the point of view of another culture and react to another person from that individual's viewpoint". When the educator is empathetic, this disposition is Sais to demonstrate itself frequently in the caring relationship of the educator with students (McAllister, 2002). Teacher empathy is a complicated occurrence that is hard to quantify or describe (Arghode, 2013). Connections with students, engaging classroom environment and students centered classrooms (McAllister, 2002). Notably, positive participation including tuning in, being persistent, and being strong," that "in the end makes a superior learning atmosphere” (McAllister, 2002). Besides these elements of empathy, Warren (2014) perceived that teachers do not always have a clear comprehension of empathy and how it influences their teaching, Cooper (2004) stated that empathic educators are likely to be exceptionally moral and “append themselves rationally and sincerely to their understudies and produce comparable reactions consequently” (Young, 2016).

### **1.9. Empathy and learning relationship**

There are different opinions in the scientific world about empathy and learning. Some scientists have argued that empathy is an innate skill and that later on it cannot be educated in any way, perhaps individuals with empathy can be developed with a variety

of methods and techniques (Ataşalar, 1996). In addition to the view that empathy is an ability brought from nature, there is a view that empathy can be learned later. Empathy, which is considered ability, cannot be taught, but the ability to develop empathy in individuals can be improved (Erken, 2009). The point of empathy preparing is to build up the capacity of empathy to exist in human and to establish good relationships with individuals from all age groups. Training to develop the empathic abilities of the individual focuses on the development of emotional and cognitive abilities, including empathic response, emotion recognition, and evaluation and assessment (Yiğiter, 2008).

Rogers (1969) has just been referred to because of his profound insights in creating the caring relationship between the teacher and the learner so that the process of learning can happen. However, he goes further by expressing that educators who care encourage learning by demonstrating a readiness to happen "standing in the other's shoes, or viewing the world through other students' eyes". Though he does not have any research on this ability, he shows an essential understanding that educators must view life from the learner's perspective. So as to establish empathy as a feature that is progressively becoming significant, it is imperative to comprehend the setting of the teaching process as it is implemented in the schools today. Moreover, it is essential to research as it is as of now created demonstrates the viability of empathic educators. Empathic teachers have been found to set up classroom environments that support the learning process, and they impressively affect the lives of their students since they comprehend the social nature of the teaching process (Bostic, 2006).

### **1.10. Empathy in the classroom environment**

In the present public schools, to be an effective educator who sets professional decisions that lead to ideal student's results necessitates that teacher candidates create guidance, and socialize with youth (Warren, 2017). Most of the research that has been done on the teacher empathy concentrated on conventional classroom Settings (Arghode, 2013). A study on the effect of the classroom environment on the learning process also demonstrates the significance of teachers' empathy, to address worries about the impact of the classroom environment on the students' attitude toward



learning; researchers have examined how the classroom environment is affected by the teachers' behavior toward the learner (Bostic, 2006).

Besides, empathic teaching is based on the late researches, yet the emphasis here is on how the classroom environment by itself can prompt high awareness of students and their classmates and empathic teaching demonstrates how teaching dependent on understanding the other can change the learning process (Berman, 2004), Kyriacou (1986) and McManus (1989) as well discussed that it is critical for educators to look at the classroom through the eyes of their learners so that they can teach more efficiently. In the meanwhile, in his study about indications of empathy in the classroom, Barr (2011) found that educators who have a better perspective understood their interaction with students much better and responded more suitably to learners' behavior as they had the capacity to take a third-individual viewpoint and understand the situation with a wider perspective. This exhibits that the ability to comprehend a circumstance from the viewpoint of the learner can assist the successful correspondence between the teacher and the students and can enable the educator to react more adequately to the necessities of his/her learners (Lagou, 2018).

Sharma (2005) explained that "astounding healing educating is empathic, very much centered reasonably paced guidance that encourages learning; it is conceivable just through a total comprehension of the learning procedure just as the issues that fill in as boundaries to its advancement (Young, 2016). In the context of learners, the significance of educator empathy wouldn't is accentuated enough. This is because of healing classes require a person-centered approach that can solely be adequately implemented by an empathic educator (Berman, 2004). Carl Rogers, the essential advocate of the person-centered approach, has been said to "elevate empathy to the highest significant in teaching and in education as well". Rogers thought that there are three required conditions for a "growth-promoting educational climate" to emerge. The first is the authenticity or "realness" in the educator. When an educator is a genuine individual and goes into an interaction with his or her learner without setting up a façade, at that point the educator will doubtlessly be more successful, that is, the emotions that this educator encounters "are accessible to his or her mindfulness. And

[he or she is] ready to convey them if suitable". The second required condition includes acknowledgment, be confidence, and pricing, which are shown in various ways. The instructor who has these characteristics completely acknowledges the fears of learners as they address new issues, in the meanwhile tolerating learners' contentment with learning. The third educator quality that advances development inside the remedial classroom is empathic comprehension (Berman, 2004). Berman (2004) referred to Rogers in expressing that "when the instructor can see every understudy's responses from within, has a touchy consciousness of how the procedure of training and learning appears to the understudies," it is at that time that important learning can happen. However, the current issue is that empathy could be difficult for some educators (Young, 2016).

### **1.11. Literature review**

This literature will create a context for this study. First, it is necessary to review the literature on the historical views of empathy which previous research viewed. Second, the importance of the concepts of empathy and their components will be clarified. Third, their psychological construct and how they are defined will be presented. Lastly, the teacher's empathy in the classroom will be discussed.

Davis M. H. (1983), the study conducted with university students on the measurement of individual differences in empathy was investigated. Mehrabian and Epstein Emotional Empathy Scale and Hogan Empathy Scale were used. As a result, it has been found that perspective taking is a negative relationship with high self-esteem and social function, negatively with cowardice measurements, and no significant relationship with mental abilities. The correlation of empathic interest with interpersonal functions was found to be low, but it was found to be important in relation to shyness and anxiety. In addition, it was concluded that empathy is important in relation to emotional measurements and non-selfish interests towards other people and that its relationship with self-esteem and intelligence is low.

Many important issues of the study conducted by Eisenberg and Lennon

(1983) are related to gender differences compared to the methods which are used to evaluate empathy in terms of responding to the emotional state of the other in relation to gender differences and taking non-emotional roles in terms of related capacities and solving non-verbal signs while empathizing literature research. Emotional empathy has not yet resolved, however, as a result of these studies, it has been observed that empathic or sympathetic reactions are stronger for women than for men.

Dökmen (1987), in his research, examined the relationship between empathy and Social status. In the third year; students In a study conducted on 51 university ended questions about empathic skills was used. -the scale consisting of three open were asked to indicate their problems in students ,In order to measure Social status ese two conceptswriting. As a result, no significant difference was found between th .(Vural, 2008)

Once again, in the research carried out about the measurement and psychodrama development of Dokmen (1988) empathy based on a new model, 40 students were studied in Ankara University Psychological Services department in order to form the control group of 20 students and 20 students. Empathic Tendency Scale and Empathic Skill Scale-B were applied. According to the findings, psychodrama application increased the empathic skills of the students in the experimental group. However, no expansion was seen in the empathic inclinations of these understudies (Vural, 2008).

Roberts and Strayer (1987) examined the families' reactions to the emotional distress of preschool children, Research data; In 30 families, home observations were made, questionnaires were applied and interviews were conducted with children. Qualification levels of children were evaluated by their teachers. As a result of the study, a positive relationship was found between the pragmatic behaviors of families and the competencies of preschool children. In addition, it was found that the meaningful expression of emotions encouraged the family and increased the level of competence of the child.

Pişkin (1989) in the research; He studied the relationship between anxiety, empathy and the tendency of interpersonal conflict and worked with 118 university students. Conflict Tendency Scale, Trait Anxiety Inventory, Empathic Tendency Scale

was used and it was determined that there was a negative relationship between anxiety and conflict tendency and empathic tendency scores, and a positive relationship between anxiety and conflict.

Sargin (1993) examined the effect of empathy education on the empathic tendency and empathic skill levels of guidance teachers. Between the control group and experimental group, as a result of the study, it was determined that there was no change.

In the study directed by Ceyhan (1993) to determine the effect of some variables on the empathic tendency levels of the parents of the secondary school students, the Empathic Tendency Scale was applied to the parents of 384 secondary school students. As a result, individuals from families with a high socio-economic level before marriage can be considered as having low level of empathy tendency; their parents have good relations with each other, on the other hand, when it comes to the bad ones; their parents' attitudes are democratic, indifferent and authoritarian, and their parents feel very calm and very angry, and also they feel safe in their relations with their surroundings. It was found that the parents who had adequate social skills such as initiating and maintaining a relationship had higher empathic tendency than the inadequate ones. In terms of birth order, there was no significant difference between parents' empathic tendency levels. The empathic tendency levels of the father were less than the mothers. Öz (1998) in the study of nursing senior students' empathic tendency, he tried to determine the relationship between skills and academic achievements. The research was carried out on the students of Hacettepe University 1996-1997 academic years, the last year of high school (109 students). The information was gathered by using the Empathic Tendency Scale and Empathic Skill Scale. According to the study, a positive but insignificant relationship was found between empathic tendency and skill, a positive but insignificant relationship between empathic skills and academic achievement.

Morris (1999), in his study, explored the teachers' empathy understanding and the basis for their empathic experiences. The study also examined the behaviours, attitudes, and behaviours of the teachers, which they described as empathic, and how the teachers managed the mischief of the students in the

classrooms, in particular, the student discipline. For this purpose, a meeting protocol and 4 scales were used to interview 20 male and female teachers from 5 state secondary schools. The scales used were the teacher empathy scale, the Kilpatrick & Cantril Self-Anchoring Scale, the Hypothetical Situations Activity and the Teacher Stories scale. Information collected by analysing the interviews recorded on the tape and analysing the findings showed that the participating teachers had a clear understanding of empathy. To educate the students, to treat the students in a valuable and respectful way, to see the students' behaviours in a comprehensible way, they have seen this work. The findings also indicate that these teachers use advanced strategies to train naughty students. For this, you should seek help from your school counsellor; their work involves working on the distance between individuals in different situations, discussing their behaviour with students outside the classroom after class, establishing eye contact and taking on more responsibility for the behaviour of students and class expectations. If the reason for which students haven't done what they are supposed to do is logical, the students have stated that they are given the opportunity to fulfil the requirements of the course.

Erçoban (2003) examined the empathy tendency levels of branch teachers working in secondary schools in terms of various variables and stated that female students had higher scores in the data about empathic tendency levels. Teachers' marital status, number of children, years of service, branches, ages, graduates, in-service training according to whether the empathic tendency does not show a difference but selectively selects the profession and the monthly income of educators have found that high empathic tendencies.

Gülel (2006) examined the level of inventiveness levels of pre-service teachers in terms of difference variables. The sample of the study consisted of 109 students from Pamukkale University in the fall semester of 2005-2006 academic years. In the analysis of the data, means, standard deviation, t-test and one-way analysis of variance were utilized. According to the findings, the following results were obtained: It was determined that the creativity levels of female students were higher than those of male students. According to academic perceptions of university students, a significant difference was found in creativity levels. It is found out that

the teachers who do not play instruments in the elementary school are more creative than those who play.

Ikiz (2006), in the study sample of consultation advisers, Examined. A total of 90 psychological counselors were chosen as 48 experimental and 42 control groups. In the study, experimental training was given to the experimental group under the title of â Basic Consultation Skills Ã. As a result of the study, it was concluded that there was a statistically significant increase in the empathic skills and education levels of the educated educators,

Yavaş (2007), the research of Turkish examines Elementary 5th Grade Teachers' Empathy Skills and Relation Between Primary Academic teachers Primary education and class students to determine whether the academic success of teachers differed according to their empathic skill levels and also teachers' empathic skills and some of the variables thought to be associated with students' academic achievement was carried out to examine. Relational screening model was used as research data collection tool. The model was carried out on 9242 individuals who were randomly selected at elementary school, working at 72 state schools, 212 primary school, 5th-grade teachers and students of these teachers. As a result of the research; it shows that teachers' empathy skills do not differ according to the variables of the teacher's graduation from a teacher training school, year of service in the profession, communication lesson, and marital status, number of children, class size and socioeconomic level of the student families in the applied school.

Genç and Kalafat (2008), in the research that prospective teachers evaluated their democratic attitudes and empathic skills, the Elementary Education Department of the Faculty of Education of the Faculty of Education (Çanakkale On Sekiz Mart University), 360 teacher candidates from the Department of Foreign Languages (English Language Teaching) and Turkish Language Teaching departments were included in the sample group. The results show that there is a difference between the opinions of the pre-service teachers about their democratic attitudes according to their genders and learning styles, there is no difference according to the classes they study, the departments and the education level of their mothers and fathers. On the other hand, there is a difference between the opinions of teacher candidates about empathic skills

according to the departments they study; however, there was no difference in terms of gender, classrooms, learning styles, and educational status of mothers and fathers.

Alçay (2009) conducted the *Comparison of Empathetic Skills of Managers and Teachers Working in Different School Types (The Case of Kartal District of Istanbul)*. The study was directed to compare the empathic dexterity levels of managers and teachers in different school types. The survey prepared for this purpose 2008-In 2009 education year, (402) administrators (77) and teachers (325) who work in primary and high schools in Kartal district of Istanbul were carried out. Finally of the study, a significant dissimilarity was found between the empathic skill levels of the managers and teachers and the variables of school, professional seniority, age, having a child, having a child in the family, and the location of childhood. Empirical skill levels of managers and teachers high school, duty, executive seniority, graduate education in the field of management, gender, graduation status, faculty type, the profession to choose voluntarily, branch, school year, title, number of different institutions studied, job satisfaction, marital status, labor status place of work of the spouse, co-educational status, number of children, personal development education, communication education, peace, internet use, mistakes to say, being open to criticism, dealing with fine arts, listening to the problems of music, listening to the problems of the mother, maternal behavior of the mother, father's paternity behavior according to the variables it did not differ significantly.

Akbulut and Salam (2010), the empathic trend levels of her classy teachers were examined in terms of different descendants. The search was carried out on 307 samples selected from the 1257 class of breeders. Empathic knowledge as a result of research it was found that the gender base of the subjects was different and that the female teachers had a higher level of empathic orientation than the male teachers. In addition to this, the maritime status of the teachers in the search, the state of occupation in the teacher, the place they served, the level of empathic tendency between the professions' desire, did not show any difference.

Altıngül Yorgancı (2011) the objective of this study is to determine the opinions of primary school students, science teacher candidates and science teachers about motivation. In this qualitative study, structured bilateral interview technique was used.

For this purpose, the motivation of prospective teachers, elementary school student, and teacher candidates is defined. Open-ended structured interview questions are adapted to each group to determine what they plan to do, how motivation activities affect learning, how teachers understand that their students are motivated, what kind of problems do not motivated students to lead during class and what they do to solve these problems. He was asked. The responses of the individuals in each group were categorized and the frequencies of these categories were calculated.

At the end of the research; motivation has an important place in the learning and teaching environment. The healthy communication between the teacher and the student was found to be effective in the internal motivation of the students. It has been found that the teachers' motto is to motivate the students to learn their lessons with life-related activities and strategies. It is foreseen that teachers should behave in a process-oriented manner in class management in solving problems with non-motivated students. The study is important because it has not been studied before when it is examined in terms of both research methodology and sample, and it is thought to shed light on science.

Barr (2011) examined the relationship between teachers' perceptions of empathy and school culture. Teachers may be unable to adequately respond to interpretation skills and student behavior to change their school culture. As teachers' empathic abilities increase, it seems likely that they will be more successful in understanding them and responding appropriately to their students. From the students' point of view, peer relationships were positively correlated with positive perceptions of school norms and educational opportunities. Personal problems of teachers negatively affect their relationship with their students. Empathy is not enough in student-teacher relations. Empathy alone is considered to take too much time to negotiate the complex relationship between students and teachers. Teacher training programs are now taking into account the needs of teachers and further educating the cognitive and emotional empathy capacities of future teachers.

Stojiljkovic, Djigic, Zlatkovic (2012) stated that teaching profession is related to many different roles. They stated that teaching is related to many different roles such as motivating, evaluative, social relations specialist, diagnostic role in a narrow sense. In their



studies, they aimed to investigate whether teachers' empathy depends on their performance in their roles and their success in self-assessment. 120 teachers from various schools in Serbia participated in the study. Research findings show that empathy contributes to teachers' professional roles successfully.

Eileen & Peck, 2012 Preschool teachers' perspectives of empathy and parent-teacher partnership in early childhood education in their qualitative study focused on understanding empathy and its role in partnerships between teachers, children, and their families within the context of early childhood education. Eighteen comprehensive preschool educators took part in introductory meetings; five of whom partook in follow-up meetings. Generally speaking, the examination found that numerous educators communicated compassion toward kids, families, and families' social practices, however some did not. Instructors whose announcements were exclusively empathic portrayed their associations with families in a positive manner; while educators whose announcements reflected basic perspectives frequently depicted disappointment in their associations with families.

Motataianu (2014), in this study review, the teacher's empathy and communication skills, on the characteristics of the structure of psycho-pedagogical competences, proves that the teacher's productivity is variable compared to others. Although very important, little attention is paid to these features. The ability to communicate is reduced to the capacity to present information in a synthetic and accessible way. Effective listening capacity, active listening behavior and, above all, attitudes towards communication with the student are not taken into account. Empathy is only necessary to advise students and families and to make information accessible. This has an indigenous foundation, but not through teaching practices, but through systematic learning. The mentor has a great role: a model and mentor for the student who is preparing to become a teacher; the mentor should use continuous empathy and communication skills. Their aim was to shape two dimensions of the personality of a teacher in our students in a training program conducted in the continuation of teaching practices. The program it develops uses specific content and methods that focus on action and interaction.

According to Gursel, 2016 research was performed in order to analyze the branch teacher's empathy tendency levels in terms of different variables; also the status shows us the quality of communication realized by them in their professional and daily lives. The sample of this research was 3 secondary school selected from the ministry of education of Istanbul province in the 2015-2016 academic year. Participants in this research were 100 male and female teachers. According to research, the female teachers' empathy tendency was significantly higher than the male teachers'. Also, People who participated in this research did not have any significant differences whether they were married or unmarried.

Hamide, Sinem, & Nursan (2018), directed the Adolescent Measure of Empathy and Sympathy Scale (AMES), to the Turkish form, in this exploration point of this investigation was to look at the legitimacy and unwavering quality of the examination was led with 212 understudies concentrating in secondary school inside the limits of Sakarya. Alongside the logical factor investigation, it was observed that 12 items were isolated into 3 factors as a result of the content validity and that loads of all factors were above 0.50. As per the corroborative factor examination, it gives a significant advantage compared to existing measurement tools by distinguishing affective empathy, cognitive empathy, and sympathy.

At the end of this literature; obviously, empathy has an important place in the learning and teaching environment. The healthy communication between the teachers and the students was found to be effective in the internal empathy of the students. It has been found that the teachers' is to motivate the students to learn their lessons with life-related activities and strategies. It is foreseen that teachers should behave in a process-oriented manner in class management in solving problems with non-motivated students. The study is important because it has not been studied before when it is examined in terms of both research methodology and sample, and it is thought to shed light on science.

### **1.12. Purpose of the study**

The purpose of this study is to develop and validate a new instrument to measure teacher's empathy, and to know the relationship between teachers and students in classroom. The following objectives will be sought within the framework of this research.

1. To know the difference of teachers empathy according to gender.
2. To know dose age effect on teachers empathy.
3. To know the difference of teachers empathy according to marital status.
4. To know teachers' branches make a significant difference on their empathic tendencies.
5. To know the fact that teachers are satisfied with their life or not.
6. To know dose empathic thinking effect on relationships between teachers and student.
7. To know the levels of teachers empathy according to their experience.

### **1.13. Importance of the study**

Empathy is an important parts of education system. On ideal education teachers learn how to deal with the academic and emotional needs in a school, besides making a contribution to the learning process, the main significant point in this research is to develop teacher's empathy scale and translation from Turkish to the Kurdish language. And trying to understand how this scale can impact the educational sector, the social and psychological condition of the teachers as well as getting interactive. And this scale is the first development of the Kurdish language.

Empathy has a conspicuous position in daily life among individuals. People are in contact with other people at all phases of life. This relationship may sometimes be positive and sometimes full of problems. Individuals are defined as continuous in the

relationship and this situation plays an important role in determining the living standards of individuals. The most vital mission in the provision of people in all groups who are at the primacy of the important factors, which are below the social ants of life, is the education system. Social antiquity keeps the bottom of the important factors, the most critical mission is the education system in the provision of people who come and go to all age groups.

In order for the educating learning process to be effective, a very special relationship should be established between the students and the teachers of this process. In other words, a special connection should be established between the teachers and the students. This special bond can only be performed with empathy. Empathic thinking and behavior can also make the teachers think of him as a person who is humane, sincere and important to the students. The teachers can understand the students' situation by putting himself in his students' place. From the student's face, speech, the content of the physical appearance and body movements, teacher can understand that student wants him to take his perspective and feel empathic, when students realize that their teachers try to understand what they feel and put themselves in their place, that is, when they realize their teachers' empathic skills, they probably feel closer to, trust and even are influenced their teachers.

In actuality, Rogers (1975) found a positive relationship between the level of empathy of the teachers and the academic achievement levels of the students. Simply put, when the students realize that their teachers try to understand themselves and love them, both their teachers love them more and their school successes are a plus. This study is expected to keep light on the researches on the importance of empathy in teacher-student communication. It is thought that classroom teachers working in schools will help them to develop their empathic tendencies in their communication with their students. It is thought that it will contribute to the preparation of in-service training programs for school teachers. Improve communication and empathy skills for higher education institutions will play an active role in the preparation of programs. (Coopersmith, 1974).

#### **1.14. Limitation of the study**

The limitations of this research are listed below:

1. The research is limited to the Teachers in the province of Duhok from Kurdistan of Iraq.
2. The research data was limited to the 2018-2019 academic years.
3. 653 Teachers participated in this research and data on empathy was collected by Teachers empathy scale.



## **2. CHAPTER TWO**

### **METHODOLOGY**

This chapter focuses on the statistical methods and model of this research study how used in the evaluation of the data collection. This chapter also provides the goals of this research questions. And the procedure for data collection tools is detailed and data collection is viewed. Finally data analysis is addressed.

#### **2.1. Research Model**

This research was designed with cross-sectional scanning model, one of the screening models in accordance with quantitative research methods. The questionnaires' model is one of the research designs that are carried out on the sample to be taken from the universe or the general population to obtain generalizable information. Screening models are research approaches that aim to describe a situation that exists in the past or the present. The subject of the research, the individual or the object is tried to be defined in its own conditions and as it is (Karasar, 2009). And the relationship between the variables measured in questionnaires' type research can be examined (Büyüköztürk, 2008).

#### **2.2. Participants and Sampling groups**

The sample of the study consisted of 653 classroom teachers working in the official schools of the Dohuk Provincial Directorate of National Education. Result a total of 653 (female324 (49.6%) male329 (50.3%) questionnaires were taken into consideration.

The classroom teachers who participated in the study were evaluated in terms of their gender, age, marital status, education status, graduated branch, experience years, school level, satisfaction with life, economic situation; demographic information obtained from the questionnaires is shown below in the feedback tables.

**Table 1: Distribution of classroom Teachers according Gender**

Gender	Frequency	Percent %
Male	329	50.3
Female	324	49.6
Total	653	100

Table 1 shows the distribution of the class teachers participating in the research by gender. According to this study, 329 (50.3%) of the group are male teachers and 324(49.6%) are female teachers. When the distribution of class teachers according to gender is examined, it is seen that male teachers are more than female teachers.

**Table 2: Distribution of classroom Teachers according Marital Status**

Marital Status	Frequency	Percent %
Married	499	76.4
Single	154	23.5
Total	653	100

In the table 2, The 653 teachers who participated in this study included in the research sample, 499 (76.4%) were married and 153 (23.5%) were single according to table the teachers who had married was more than single teachers.

**Table 3: Distribution of classroom Teachers according to age**

Age	Frequency	Percent %
20-30	136	20.8
31-40	361	55.2
41-50	119	18.2
51- over	37	5.6
Total	653	100

Table 3 shows the distribution of the different ages of classroom teachers who participated in the study. When the table is examined, 136 (20.8%) of the teachers are

between (20-30 years); the number of teachers who are (31-40) years is 361 (55.2%), and the number of the teachers who are (41-50) is 119 (18.2%); the number of the teachers who are 51 and over is 37 teachers (5.8%). According to this, the class teachers aged 31-40 have the highest percentage with (55.2%), whereas the teacher aged 51 and over have the lowest percentage with (5.6%).

**Table 4: Distribution of class Teachers according to Educational Status**

Educational Status	Frequency	Percent %
Associated	280	44.8
Bachelor	332	50.6
Postgraduate	12	1.9
Total	624	100

According to Table 4, 280(44.8%) of the teachers who participated in the research had graduated from Institute, 332 (50.6%) of the teachers had Bachelor's degree in difference branch. and 12(1.9%) of this teachers had Postgraduate certificate and just one of this teachers how participated in this research study. When the table showing the distribution of the class teachers participating in the study according to the educational status is examined, it is seen that (50.5%) of the teachers with bachelor's degree constitute more than half of the teachers with the highest percentage, while the lowest percentage of teachers with graduate education is the lowest percentage with 1.9% postgraduate .



**Table 5: Distribution of classroom Teachers according experience years**

Experience years	Frequency	Percent %
0-3 years	69	10.5
4-6 years	66	10.1
7-9 years	95	14.5
10-12	139	21.2
13-over	284	43,4
Total	653	100

Table 5, class teachers participating in the study, 284 (43.4%) was 13 years and over, 139(21.2%) was between 10-12 years of experience; 95 (14.5%) of the teachers are 7-9 years. also the 4-6(10.1%) of this teachers who participated had 0-3 years and experience years had (10.5%). When the distribution of the class teachers participating in the study is examined, it is observed that more than half of the class teachers who have 13 years and over of professional experience with 43.2% it has been observed that the classroom teachers .

**Table 6: Distribution of classroom Teachers according school level**

School level	Frequency	Percent %
Pre-school	14	2.1
primary school	321	49.1
Middle School	198	30.3
High school	120	18.3
Total	653	100

In Table 6, the distribution of classroom teachers who are participating in the research is satisfied by their school level, this study consists four school level the more teachers who participated in this study worked in primary school 321 (49.1%) teachers. the

second one is middle school 198 (30.3%) teachers, the third one is 120 (18.3%) and the last one is pre-school 14 (2.1%) teachers.

**Table 7: Distribution of classroom Teachers according Satisfaction with life**

Satisfaction with life	Frequency	Percent %
Satisfied	537	82.2
Not satisfied	116	17.7
Total	653	100

According to Table 7 as shown 537(82.2%) of the teachers are satisfied with own lives, 116 (17.7%) that not satisfied with life and the least of this teachers are not satisfied with life was less than others.

**Table 8: Distribution of classroom Teachers according economic situation**

Economic situation	Frequency	Percent %
Agree	248	37.9
Disagree	26	3.9
Intermediate	379	58.0
Total	653	100

In the table 8 most of teachers was intermediate with economic situation 379 (58.0%), and teachers who agree with own economic situation 284 (37.8%), the teachers whose disagree with own life 26 (3.9%).

**Table 9: Distribution of classroom Teachers according Branch**

Branch	Frequency	Percent %
Language	209	33.7
Social	121	19.5
Science	230	37.1
Art	59	9.5
Total	619	100

The 653 teachers included in the research sample just 619 teachers given the branch and others didn't wrote, 209 (33.7%) of this teachers were language faculty teachers, 121 (19.5%) were graduated from social faculty 230 (37.1%) of this teachers was graduated from science faculty's and the last one is art faculty frequency of the teachers who graduated from their 59 (9.5%), as shown in the table 9 the large category of the teachers was science faculty 203 (37.1%) and the small category was art faculty 59 (9.5%).

### **2.3. Data collection tools**

The data collection tools are consisting of two parts was used as the questionnaire. In the first part, there is a personal information form to identify the descriptive features, in the second part, the empathy Scale for Teachers used in research it is given.

In order to collect demographic information, the Personal Information Form and teacher's empathy Scale were used to obtain empathy data; also it has questions about the relationship between teachers and student in class.

### **2.4. Demographic Information Form**

This form is developed by researcher. The form, which consists of 10 questions, was prepared by the researcher to obtain information about the personal and

professional characteristics of the teachers. Personal Information Form consists of questions that are related to gender, age, marital status, experience years, branch, satisfaction with life; relationship between teachers and students, economic situation, school level and having or not having children.

In demographic information form, we used some variables to know how these variables affect empathy or dose of these variables' effects on it. As shown in literature, in terms of the effect of gender on empathy, some studies found that women are more empathic than men, and they are not equaled in empathic. According to scientific evidence women's hormones were different. Female had more oxytocin, which is positive to emotional empathy, while men had more testosterone which is negatively related to cognitive empathy. As it is known human generally changes throughout life, we wondered whether age affects empathy of the individuals or not, so we used age in demographic information form. Also, we wanted to know whether marital status affects empathy; therefore, we used it in our personal information form because some researchers found that the people who are married and have a child were more empathic than single person. And, we used branch because we thought different branch may affect empathy because some branches deal with human behavior like social branch and students who graduated from language branch are more open to life and new relationships. Also, the experience may have an impact on empathy because of that the life changes human behavior. Oldest individuals had more life experience than the youngest one.

## **2.5. Teachers Empathy scale**

We developed the teachers Empathy Scale (TES); the aim of this scale is to measure the potential of empathy in teachers. We prepared as a 27-item of Empathic Scale of the items approximately ,Individuals were asked to mark one of the numbers 1 to 5 next to each item and indicate the extent to which they agreed according to the opinion in that item. The points that individuals mark after reading the items are the points related to that item. Negatively written items are scored in reverse and 1 is totally disagreed and 5 are given.

Since it is a Liker-type scale, individuals mark one of the numbers 1 to 5 next to each item. These numbers correspond to the expressions, (Never), (occasionally), (sometimes), (most of the time), (always), the numbers indicated by the individuals constitute their scores for that item.

## **2.6. Scale Development Process**

In the Development Process section, the studies carried out to ensure the validity of the scale will be explained. Firstly, the scale development process for the data collected and literature review was conducted; and then, we wrote the scale items, afterwards, we gave it to experts for the scope validity, and then, the results of the Explanatory and Confirmatory Factor Analysis were given for the construct validity. The following steps are followed in the scale development process.

To develop the data collection tool, firstly, the literature review was conducted. In particular, the concept of empathy was examined. Teachers and experts working in the field of teacher's empathy were asked to express examples that reflect traditional and egalitarian perspectives on women and men within the professional framework. While creating the expressions, attention was paid to the use of a simple language; the verbs do not consist of the same expressions consecutively, and the ethically disturbing expressions were not present on the scale. After the pool of scale items, the researches on scale development were examined and expert opinions were taken and a 5-item Likert-type scale form consisting of 38 items was prepared. The items in the scale were arranged to have a 5-point Likert-type rating.

The opinions of the experts in the fields of measurement and evaluation, teachers, psychological counsellors and guides were obtained about the clarity of the expressions of the scale items that were formed and their degree of relevance to the subject. The pool of substances prepared for this purpose was sent to experts working in universities.

We aim to develop a scale to investigate the teacher's empathy in the school within the scope of the 38-item scale thesis. A literature review was conducted to measure the tendency to choose the teachers empathy, and traditional and egalitarian items including obvious empathy have been written following the target. The form was prepared with

the directive of Psychological Counseling and Guidance, after experts' evaluating the responses, required corrections were made on the scale. The experts came to an agreement on the distressed items, and 11 items were removed from the scale, also, regulation of expressions in some items and grammar corrections were made, The scale, which was prepared as 27 items after expert opinions, then, was translated to Kurdish and English language by language experts who know this two language like their mother language, and after the first step of translation of scale, the Kurdish and English form were also translated to Turkish language again to evaluate the reliability of the language forms.

After the scale was ready to be applied, the application was made to Dohuk Provincial Directorate of National Education to carry out the application in more than 100 schools determined and the necessary application permission was obtained. It was decided to collect data from more than 100 schools to be used in explanatory factor analysis, and reliability calculations will be applied to the school administration with the permission of the school.

After the pilot application, the directive of the scale was revised and finalized and the actual application was started. For the actual application, during 2018-2019 Academic Years, a total of 700 or more teachers who work in schools in the province of Dohuk were reached. After the application, all scales filled out were examined, and some incorrectly filled or incomplete forms were excluded from the assessment; and scale development analyzes were started by entering data of 653 forms.

In the chapter three, scope validity and reliability then the results of the Explanatory and Confirmatory Factor Analysis were given for the construct validity.

## **2.7. Data analyses**

In the statistical SPSS 20.0 package program was used in the evaluation and analysis of the data collected from the field research. Data analysis, 0.5, significance level was determined. Frequency and percentage distributions of all questions in the questionnaire and the answers given to the propositions in the scale were calculated and these distributions are shown in tables and graphs. In addition, descriptive statistics such

as mean, standard deviation, median, minimum and maximum values were used. For differential and two variables and the comparison of quantitative data t-test was used, and for more than two variables one way Anova test was used and for intergroup comparisons of parameters in case of more than two groups, and Post Hoc test was used for the determination of the group causing the difference.

And Kaiser -Meyer -Olkin measure of sampling adequacy was conducted ensure that there was adequate and variability in the collected data. Also for reliability test cronbach alpha was conducted to find internal consistency among the items and principal component analysis with varimax rotation was conducted on the collected data



### 3. CHAPTER THREE

#### FINDINGS AND CONCLUSION

In this chapter firstly the validity and reliability studies performed during the development of the scale are explained. And after that we used exploratory factor analysis, confirmatory factor analysis, internal consistency reliability coefficients (Cronbach Alpha). And statistical analysis and result that obtained from these analyses and the frequency and percentage distributions of the answers given to the questions in the questionnaire are shown and interpreted with tables.

#### 3.1. The construct validity of the Empathy scale

The data were reviewed concerning their propriety for principal component analysis through Kaiser- Meyer-Olkin measure of sampling adequacy, Before empathy validity analyzes were conducted, it was investigated whether the sample was suitable for factor analysis. For this purpose, the analysis was performed to determine the suitability of the sample size analysis test KMO and factor analysis. As a result of the analysis, it was determined that the KMO value was 0,848. With this value, it was concluded that the sample was good enough for factor analysis and there was sufficient and higher variability in the data to conduct components analysis (Sürücü.B, 1999).

**Table 10: Validity of Empathy scale**

Kaiser-Mayer-Olkin measure of sampling adequacy	,848
Approx. chi-square	878,969
Df	21
Sig	,000

As we see in table 10, KMO value was calculated as 0.848, test result x: 878,969, df: 21,  $p < 0.000$ . According to KMO test results; it was found that the sample size was sufficient and there was a significant and high-level relationship between variables, and it was concluded that it was suitable for applying factor analysis.



After the suitability of the data for factor analysis is tested, which method is used to examine the factor structure validity and factor structure of the scale the K-M-O selected (Seçer, 2015). In this study, firstly, the 27-item draft form basic components used as a data collection tool in the group were tested with principal components analysis technique. As a result of the analysis between the items aiming to measure similar behavior in the commonalities table 7 items :( 1, 3, 4, 5, 7, 8, and 9).

**Table 11: Explained Variance Values of the empathy scale**

Initial Eigenvalue		extraction sums of squared			loading	
	Total	% variance	cumulative %	Total	% variance	cumulative %
1.	2,958	42,258	42,258	2,958	42,258	42,258
2.	,807	11,535	53,793			
3.	,741	10,587	64,380			
4.	,707	10,098	74,478			
5.	,668	9,541	84,018			
6.	,618	8,828	92,845			
7.	,501	7,154	100,000			

When the factor component matrix obtained from the first analysis was examined, it was found that these factorizations were significant. When the eigenvalues of the factors are examined, it is seen that the factor has a very large eigenvalue ,In order to simplify the factor structure, the analysis was continued using rotation methods. Vertical rotation method, which is frequently used in scale development, is adopted as the rotation method. Vertical rotation can be done with Varimax. This technique was not preferred because the scale was predicted to have more than 2 factors. Varimax and Equamax techniques were used to determine which one to use. As a result of the analyzes and investigations, it was found that the factorizations in Equamax technique were conceptually more meaningful.

the results of the Principal Component Analysis are examined, it is seen that the draft scale has a 7-items structure with an eigenvalue above and the total variance

explanation rate is 100%. When Table 10 is examined; eigenvalue is seven dimensions greater than the total between (2,932 and, 504) and the variance explained is 39.209%. Eigenvalue greater than 1 is a criterion in deciding the number of factors. When the variances explained by the seven factors were examined separately, the highest of factor (41,886%) and the lowest is factor (7,197%) It is seen that the variances explained by the factor was very close, When examined, it is seen that the scale has inclined fractures at points and the distance is at a significant distance. In this case, it can be stated that the scree plot and total variance explained tables give parallel information.

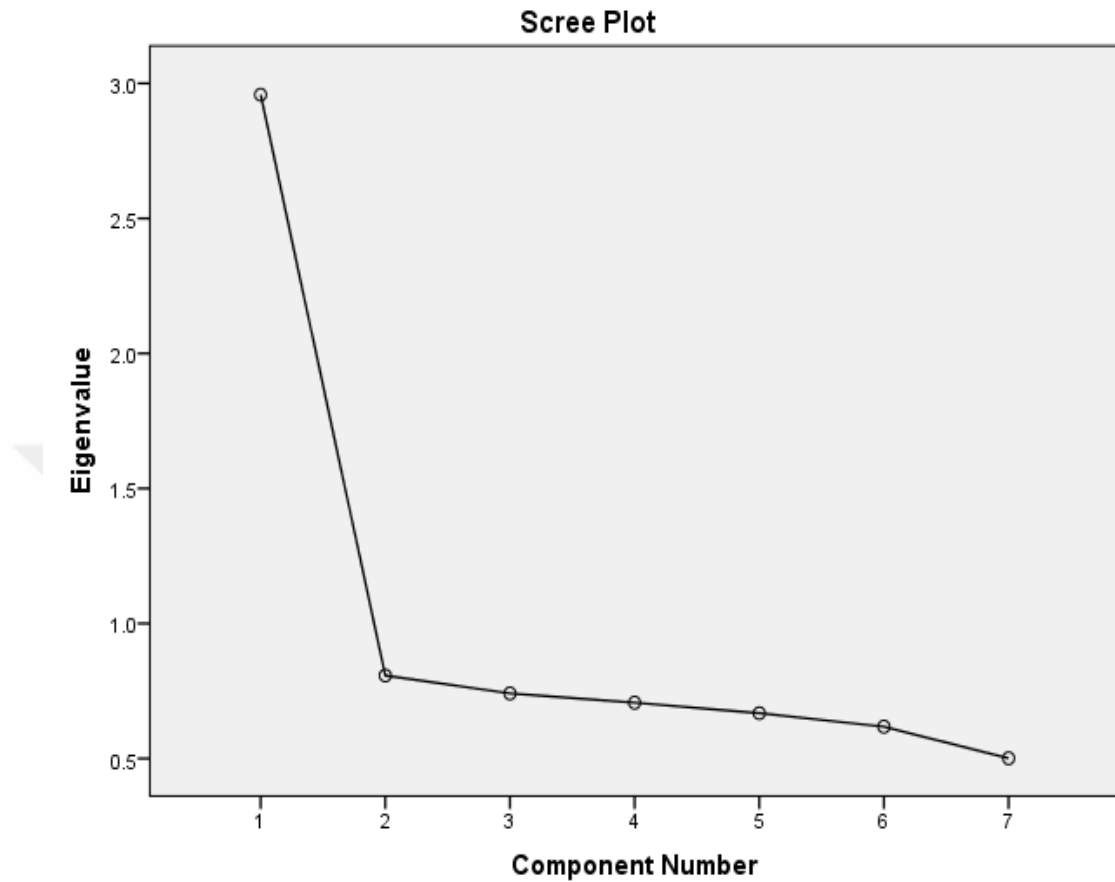
As a result of the analysis made in accordance with the criteria mentioned above 16, 12, 10, 13, 6, 27, 14, Items 11,14,15,17,18,19,20,21,22,23,24,25, and 26 have a factor load of less than 0.45 has been removed from the scale. The items were respectively, were excluded because they were overlapped. As a result of all these item reductions, it was seen that one factors consisted of only 7 items. , according to the determined criteria, there are no items left from the scale and the scale has taken its final shape. The final analysis (Appendix-D) values obtained from the rotated component matrix are shown .

**Table 12: loading factors for every item**

items	Components
E5	,705
E8	,683
E3	,666
E7	,651
E9	,635
E4	,604
E1	,600

A scale consisting of one factor and 7 items emerged as a result of the items which could not meet the required conditions. The percentage of explanation of total variance of the scale was founded, the component of each item is viewed in table 10 the high one is empathy scale itms5 (E5) and the low one of the items of empathy scale is (E1). It is seen that the items in the scale are in one factor and their loads vary between ,600 and ,703. Before applying Varimax, one of the rotation techniques, it was determined that item factor loads were collected on a single factor according to the principal

components analysis. This finding shows that all items of this 7-item scale are intended to be measured.



**Figure 2: Line graph obtained as a result of the exploratory factor analysis.**

In the screen plot graph in Figure 2 is examined, it seen that the slope are seven nodes. The highest component number is (2,958) as shown on figure and the low component number is (501) it supports the finding that the data set in Table 11 is seven-dimensional. After these investigations, the component in above table was examined before the rotation with the item factor load values.

To see the items that can explain at least 10% variance of each factor under each factor, the basis of factor load value is 42%, and the load values of the items under each factor are examined. If a substance has sufficient load values under more than one factor, it is

an overlapping substance and the overlapping substance must be removed from the scale. Because the main purpose of scale development studies is to have items with high load values explaining that dimension under each dimension formed. However, this is not always the case in scale development studies, a substance can have a sufficient load (, 42 and above) under one dimension.

### 3.2. Reliability of Empathy scale

According to Sekaran if the result of coefficients of Cranach's Alpha is between 0.00 to 0.50 is consider a poor reliability, between 0.50 - 0.70 is considered a moderate reliability, between 0.70 - 0.90 represents high reliability, and finally above 0.90 represents "excellent" reliability (Sekaran, 2003).

**Table 13: Result of reliability statistics**

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of items
,771	,771	7

Cronbach's alpha reliability coefficient of our scale was found to be 0.771. It is possible to say that there are substances that reduce the reliability of the scale. First of all, we tried to increase the reliability by removing the items with high correlation. After that we found a very acceptable Cronbach's alpha, 771 and substances on 7 items.

**Table 14: Result of items statistics**

Items	$\bar{x}$	sd	n
E5	2.9939	1.02792	653
E8	2.9128	1.00841	
E3	2.8685	.96864	
E7	2.9557	.95993	
E9	2.9847	1.03525	
E4	3.2982	1.03452	
E1	3.3089	.93724	

In table 14 examined the reliability of the empathy scale was substance. Because the highest of  $\bar{x} = (3, 3089)$  and the less one is  $(2, 8685)$ . Therefore, it should not remove any other item from the scale. substance that reliability is  $(sd=, 937)$  because of that according to statistical of reliability our reliability was scientific .Also, all the correlation coefficients shown in the table were significant, a positive significant correlation was found between the empathy scores of the teachers at different time.

**Table 15: Result of the item-total statistic**

Items	Scale mean if items deleted	Scale variance If items deleted	Corrected Items total Correlation	Squared Multiple Correlator	Cronbachs Alpha if Items deleted
E5	18,3287	15,076	,549	,324	,731
E8	18,4098	15,357	,524	,284	,736
E3	18,4541	15,700	,505	,286	,740
E7	18,3670	15,834	,492	,252	,743
E9	18,3379	15,535	,479	,238	,746
E4	18,0245	15,751	,450	,213	,752
E1	18,0138	16,280	,444	,205	,752

The reliability of the empathy scale according to corrected total items between 0,444 and 0,549. The Cronbach's Alpha was deleted as seen in table 13; the scale ranged from 0,752the reliability coefficient of the whole scale is 0,731. In this case, it can be said that the scale has a high level of reliability.

### 3.3. The effect of gender on Teachers empathy

To determine the difference between the empathy of teachers according to their gender, t-test was used for unrelated samples.

**Table 16: Results of Empathy Scale Scores According to teachers Gender**

Gender	n	$\bar{x}$	sd	t	df	P
Male	329	20,82	4,39	-2,965	651	,003
Total						
Empathy						
Female	324	21,86	4,54			

As illustrated in Table 16, the teacher's empathy who participated in this study was a little difference according to their gender. The female teachers empathy scale score ( $\bar{x}=21, 86$ ;  $sd= 4, 54$ ) was little more than the male teachers' empathy scale, who got ( $\bar{x}=20, 82$ ;  $sd= 4, 39$ ) score .and the degree of freedom with the source of variance is ( $df=651$ ). In terms of empathy, gender isn't a significant variable. In other words, there isn't a significant difference in terms of empathy by gender [ $t(653) = -2,965, p < 0, 05$ ]. In the literature, many studies are examining whether empathy changes according to gender. Some of the studies concluded that there was a significant difference between empathic tendency and gender. Some of these studies are as follows: Barut (2004), Duru (2002), Öztürk et al. (2004), Guide (2007). , Steel (2008), Ekinci (2009). According to the findings of the aforementioned studies, there isn't a significant difference between empathy and gender. Women's empathy was higher than men's. This result supports the findings of this study. The reason why female class teachers have higher emphatic scores than male class teachers may be because women are more emotional than men. There are also studies showing that empathic tendency does not

differ according to gender. Some of these researches Alisinanoglu and Koksall (2000); Koksall (2000); Wisdom- Amount and Quick (2002); Yavas (2007); Akyel and Yilmaz (2008); Young and Caulk (2008); Ercoskun and Nalçacı (2008); Yiğiter (2008); Bastuğ (2009); Early (2009).

### 3.4. The Effect of Marital Status on teacher's empathy

To determine whether there is a difference between the marital status of teachers and the mean empathy scores, t-test was used for unrelated samples.

**Table 17: Results of Empathy Scale Scores According to Marital Status**

Marital statuses	n	$\bar{x}$	sd	t	df	p
Married	501	21, 30	4, 51	-, 424	651	, 671
Total empathy						
Single	152	21, 48	4, 44			

**\*p<0.05**

According to Table 17, the married teachers' empathy scores ( $\bar{x}$ =21, 30; sd=4, 51) and single teachers empathy scores ( $\bar{x}$ =21, 48; sd=4, 44). According to the findings, the average score of single class teachers is not higher than the average score of married teachers. Also they aren't difference between them. According to the statistical values obtained from the t-test, the difference between the mean of the scores is not significant at the level of [t (653) = -, 424, p<0671] and the degree of freedom with the source of variance is (df=651). The empathy tendencies of the classroom teachers who participated in the study show their wasn't difference according to their marital status. Emine about (2010) examined the empathy of school teachers in terms of some variables.

### 3.5. The effect of life satisfaction on Teachers empathy

In order to determine whether there is any a significant difference according to Teachers life satisfaction and the mean of empathy scores, t test was used for unrelated samples.

**Table 18: Results of Empathy Scale Scores According to teacher's satisfaction with their life or not**

Life satisfaction	n	$\bar{x}$	sd	t	df	p
Satisfied	537	21,30	4,40	-,478	651	,633
<b>Total empathy</b>						
Not satisfied	116	21.52	4,91			

According to Table 18, the empathy score of teachers who are satisfied with their life ( $\bar{x}= 21, 30$ ); an empathy score of those who are not satisfied with their life ( $\bar{x} =21, 52$ ). When the findings are examined, it is seen that the average of empathy score of the classroom teachers who are satisfied with their profession is near the average of those who are not satisfied. This difference between the scores according to the statistical values obtained from t-test is not significant at the level of 05 ( $t (653) = 0.478$ ;  $p> 0.633$ ) and the degree of freedom with the source of variance is ( $df=651$ ).

Çelik (2008) examined the empathy tendencies of pre-school teachers in terms of some variables. The findings showed that the empathy tendency scores of teachers who love their profession and satisfied with life are higher than those who do not like their profession. This result does not support the findings of this study. It is seen in the researches that the teacher who satisfied with their own life is also loved by the students in the classroom. The teachers make the school and the classroom a good place to his students. (Kılıç, 2009: 166).



### 3.6. The effect of having Child or not on teachers empathy

**Table 19: Results of Empathy Scale Scores according to the teachers who had children or not**

					T-test		
Having child		n	$\bar{x}$	sd	t	df	p
Total Empathy	No	197	21,58	4,43	,912	651	,362
	Yes	456	21,26	4,52			

\* $p < 0.05$

As it seen in table 19, the teachers who are childless is higher than teachers who have children even we can say its same score because it is not a big difference between them, the empathy score of the teachers who have a children ( $\bar{x}=21,26$ ;  $sd=4,52$ ). And those who have no children ( $\bar{x}=21, 58$ ;  $sd=4, 43$ ). According to the statistical values obtained from t-tests, this difference between the scores is not significant at the level of [t (653) =, 912,  $p < 0, 05$ ] and ( $df=651$ ).The empathy of the teachers who participated in the study did not show a significant difference according to whether they have a children or not. This result was found surprising.

### 3.7. The Effect of experience on Teachers Empathy

**Table 20: Results of Empathy Scale Scores According to teachers experience years**

Experience years	N	$\bar{x}$	sd
0-3	69	21,17	4,44
4-6	66	20,78	4,80
7-9	95	21,31	4,27
10-12	139	21,61	4,41
13-over	284	21,39	4,56
Total	653	21,34	4,49

According to the findings obtained from the teachers who participated in the study, the Empathy Scale score of teachers with experience 0–3 years ( $\bar{x}= 21,17$ ) The second score of teachers with experience years between 4-6 years ( $\bar{x}= 21,78$ ); The third score of teachers with 7-9 years ( $\bar{x}=21,31$ ). And the fourth score of the teachers between 10-13 years obtained ( $\bar{x}=21, 61$ ) and the last one is 13-over ( $\bar{x}=21, 34$ ). To now dose there any difference between teachers experience years we used One-way analysis of variance (ANOVA).

**Table 21: AVONA Test Results of Empathy Scores according to teacher's experience**

	Sum of squares	df	Mean square	f	P
Between groups	33,151	648	8,288	,408	,803
Within groups	13158,322		20,306		
Total	13191,473				

According to result of ANOVA, there wasn't a big difference between the years' experience. According to the statistical results obtained from the F test, this difference between the means of the scores is not significant at the level of 05. There was no significant difference between the empathy and teacher's experience who participated in the study, In other words, the empathy score of teachers do not change according to their experience, There was no significant difference between the empathy and experience years of teachers who participated in the study ( $f(, 408) = , 803; p > 0.05$ ) and the ( $df=648$ ), so teachers' empathy does not change according to their experience.

### 3.8. The Effect of age on Teachers Empathy

**Table 22: AVONA Test Results of Empathy Scores according to teacher's age**

Age	n	$\bar{x}$	sd	f	P
20-30	136	21,25	4,43	,742	,528
31-40	362	21,22	4,64		
41-50	119	21,84	4,44		
51-+	37	21, 83	3, 95		
Total	654	21,32	4,52		

According to the findings obtained from the teachers who participated in the study, the Empathy Scale score of the teachers with age between 20–30 years is ( $\bar{x}$ = 21, 25). The score of teachers with age between 31-40 years is ( $\bar{x}$ = 21, 22); the score of teachers with 41-50 is ( $\bar{x}$ = 21, 84). And the score of teachers who are between 51 and over is ( $\bar{x}$ =21, 83). One-way analysis of variance (ANOVA) was used to determine whether the empathy scale scores of the branch teachers participating in the study according to the branch variable, There was no significant difference between the teachers empathy according to age ( $f$  (, 742) =, 528;  $p > 0.05$ ). So teachers' empathy do not change according to this research.

### 3.9. The Effect of educational level on Teachers Empathy

**Table 23: Results of Empathy Scale Scores According to teacher's educational level**

Education level	N	$\bar{x}$	Sd
Associate graduate	280	21,50	4,55
Bachelors graduate	332	21,21	4,50
Mater graduate	12	21,25	4,15
Total	624	21,34	4,51

As viewed in Table 23, the empathy score of the teachers who had associate certificate ( $\bar{x}=21, 50$ ) score of those who had bachelor's certificate degree ( $\bar{x}= 21, 21$ ) and the score of teachers who had a master certificate is ( $\bar{x}=21, 25$ ). When the findings were examined, the average scores of teachers were found to be close to each other. The difference between the mean of the scores according to the statistical value obtained from the f test is not significant at the level of 05. So to know the difference between groups, One-way analysis of variance (ANOVA) was used to determine whether the empathy scale scores of the teachers participating in the study.

**Table 24: ANOVA Test Results of Empathy scale Scores according to teacher's educational level**

	Sum of squares	df	Mean square	f	P
Between groups	12,559	621	6,299	,308	,735
Within groups	12706,632		20,462		
Total	12719,231				

There was no significant difference between the empathy and level of education of teachers who participating in the study, ( $f, 308 = p > 0.735$ ). In other words, the empathy average mark of teachers didn't change according to their educational level (certificate). Öztürk, Koparan, Hasıl, Efe, Özkaya (2004), empathy status of coaches and referees in the study investigated, according to the level of empathic approach does not differ according to education. There is no significant difference between education level and the empathic approach.

### 3.10. The Effect of education branch on Teachers Empathic

**Table 25: ANOVA Test Results of Empathy scale Scores according to teacher's educational branch**

educational branch	n	$\bar{x}$	sd	f	P
Language	209	21,74	4,49	1,426	,234
Social	121	20,87	4,39		
Science	230	21,32	4,65		
Art	59	20,66	4,31		
Total	619	21,31	4,52		

According to Table 25, the empathy score of the teachers who graduated from the faculty of Language is ( $\bar{x}=21, 74$ ), and the score of those who graduated from Social faculty is ( $\bar{x}= 20, 87$ ), and the score of teachers who graduated from science faculty is ( $\bar{x}=21, 32$ ) and who graduate from the Art faculty is ( $\bar{x}=20, 66$ ). When the findings were examined, the average scores of teachers were found to be close to each other. This difference between the mean of the scores according to the statistical value obtained from the F test is not significant at the level of 05. One-way analysis of variance (ANOVA) was used to determine whether the empathy scale scores of the teachers participating in the study differed significantly according to the faculty variable. There was no significant difference of teacher's empathy according to different faculty they graduated from ( $f 1,426 = p > 0.05$ ). In other words, the empathy average of teachers did not change according to the faculty they graduated from.

## **4. CHAPTER FOUR**

### **CONCLUSIONS AND RECOMMENDATIONS**

To achieve more an understanding of the result of this study, this chapter will consider the Results of Scale Developed and validity and reliability also the factor analyses, In this section, the significant findings and teachers' gender, marital status, education level, the faculty they graduated, child owner, age, whether they teachers years' experience, the results obtained from the findings based on the relationship between the level of empathy are given.

#### **4.1. Results of Scale Development**

In the first stage of the research, the literature related to the field of developing teacher's empathy, teacher's empathy was searched. As a result of the screening, a Liker-type form consisting of 27 items was created by using expert opinions. The draft scale form obtained was applied to a sample of 653 teachers consisting of randomly selected from different public schools in the province of Duhok from Iraqi Kurdistan government.

#### **4.2. Result of Validity and factor analysis**

Factor analysis to determine the construct validity of the scale revealed which factors related to the teacher's empathy. Firstly, it was checked whether the data structure was suitable for factor analysis by using KMO (Kaiser Meyer Olkin) test and Bartlett test methods. KMO test value was 0.848 and Bartlett test was 879, 969 ( $p < 0.05$ ) (Table 10). These two values indicate that the data set is suitable for factor analysis. The eigenvalue statistics and the line graph of the eigenvalues were used to determine the number of factors. There was no initial limitation on the number of factors. Factor analysis revealed that items with low item load values and overlapping items were excluded from the scale, in this study just had one-factor analysis for the scale.

### 4.3. Result of Reliability Analysis

The more reliable a scale is the more similar and stable the results of the independent measurements. To ensure the reliability of the instrument, validity analysis was performed based on Cronbach's alpha and lower-upper groups for the scale's validity. The Cronbach alpha value was found to be 0.771 in the reliability analysis for the 7-item empathy scale as in table 13.

### 4.4. Results Related to scale

1. The teachers who participated in the study they was female teachers 49.3% (325) and 50.6% (331) was male teachers. According to the results of the research, empathy of Teachers hadn't a big difference significantly according to their gender. The female Teachers empathy scale score is ( $X=21.86$ ), male Teachers empathy sale score is ( $X= 20.82$ ), in this section we can't say it's higher. Because the empathy of female Teachers was near the empathy of male Teachers. Although studies are supporting this result in the literature, there are also studies showing that empathy does not differ according to gender. Akbulut (2010) found that there is no a significant difference between the empathic levels of primary school teachers and gender. When the literature is reviewed, while studies are showing that empathy does not differ according to gender.
2. The 76.7% of Teachers who participated in the research are married and 23.7% are single Teachers. Empathy scores of married Teachers ( $x= 21.30$ ); single Teachers empathy scores ( $x= 21.48$ ). According to the results of the study, empathy of Teachers does not show a significant difference according to their marital status. According to the marital status of the teachers participating in the study, it was determined that empathy hasn't differed. It was concluded that single teachers and married Teachers empathy are same. Çelik (2008) examined the emphatic tendencies of preschool teachers in terms of some variables. According to the results of the study, no significant difference was found between the marital status and the empathic tendency. Akbulut (2010), in the study of empathic tendency levels of classroom teachers, according to the results

of the research, empathic tendencies of classroom teachers do not show a significant difference according to marital status.

3. According to this research, the Teachers who shared in this study 82.2% of the class Teachers were satisfied with life and 17.7% of Teachers were not satisfied with life. Empathy score of the Teachers who were satisfied with their life is ( $X= 21.30$ ); empathy score of those who are not satisfied with the life is ( $X=21.52$ ). According to the results of the research, there is no significant difference between the empathy of Teachers and whether they are satisfied with their life.
4. Among the Teachers who partake in the study, the Teachers who had children 69.8 % and the teachers had no children 30.1 %. The Empathy score of the Teachers who had a child is ( $X= 21.23$ ); empathy score of those who had no child is ( $X=21.58$ ). According to the results of this research, there wasn't any significant difference between the empathy of Teachers.
5. In order to Teachers experience years the, Teachers who participated in the research according to experience years were 0–3 years, 10.5% and the teachers their experience between 4–6 years 10.1% and, and they were 7-9 years 14.5% and the teachers who had 10-12 years 21.2% also the teachers had 13 years of experience and more 43.4% . According to the findings, the Empathic Scale score of school Teachers with experience years between 0–3 years is ( $X= 21.17$ ); the score of class teachers with experience between, 4-6 years is ( $X=21.78$ ) and also the score of class teachers with experience between 7-9 years is ( $X= 21.31$ ); the score of the class teachers with 10-12years of experience is ( $X=21.61$ ) and who had 13years and more experience is ( $X= 21.39$ ). According to the results of the research, it was found that the teachers' empathy and experience there were no significant differences. Erçoban (2003) found that there was no significant difference in empathic tendency levels of teachers in the second stage of primary education according to their years of service. Barut (2004) found that the teachers' empathic tendency levels and conflict tendency levels were examined in terms of some variables.



6. The Teachers who participated in the research according to their age were 20–30 years, 20.8% and the Teachers their experience between 31–40 years 55.4% and, and they were 41-50years 18.2% also the Teachers had 51 years and more 5.6%. According to the findings, the Empathy Scale score of school Teachers with their age between 20–30 years is ( $X=21.25$ ); the score of class Teachers with their age between 31 and 40 years is ( $X=21.22$ ); the score of the teachers with 41-50 years is ( $X=21.84$ ) and who had 51 and more age is ( $X= 21.83$ ). According to the results of the research, it was found that the Teachers empathic and age there were no significant differences. The researches were examined; Tutuk, Al, and Doğan (2002) found no significant difference between the age variable of empathic tendency in the assessment of communication skills and empathic tendency level of nursing students. Barut (2004) found that there was no significant difference between the empathic tendencies of teachers working in secondary schools and age variables.
7. The teachers who attend in the research were Associate graduate 44.8 %, bachelor 53.2% master graduate Teachers 1.9%, the empathy score of Teachers who had Associate graduated is ( $X =21.50$ ) and the Teachers had bachelor grad is ( $X=21.21$ ), and the master class graduate Teachers was ( $x=21.25$ );. According to the results of the study, there is no significant difference between the empathic of the Teachers and their educational level and certificate.
8. The Teachers who join in the study according to the educational branch 33.7% were Teachers Language, 37.1% were Science Teachers and Art were 9.5% who graduated from other faculty of social 19.5%. Constitute. Empathy scores of classroom Teachers who graduated from faculty of language is ( $X= 21.74$ ); a score of those who graduated from science and art faculty is ( $X= 21.32$ ) the score of Teachers graduated from social faculties It is ( $x = 20.87$ ) and the score of art Teachers is ( $x=20.66$ ). According to the results of the study, it was found that the Teachers empathy there wasn't a significant difference between the faculties.

#### **4.5. Recommendations**

1. The courses of empathy that will improve empathy should be included in the programs of school classroom teachers and all education levels.
2. The activities on empathy education should be prepared by the Kurdistan Ministry of education and distributed to Teachers in all schools.
3. Seminars and in-service pieces of training on empathy should be provided and Teachers should be encouraged to increase the empathy of classroom teachers.
4. The empathy of Teachers should be tried to be developed with empathy training programs by the ministry of education.
5. Due to the female teachers empathy compared to male teachers, various seminars can be organized through drama activities to increase empathy.
6. This research was applied only to public schools. The sample of the research can be expanded by applying to private schools teachers.
7. A similar study can be done by increasing the sample size and some changes.

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## APPENDIX 1

### TEACHERS EMPATHY SCALE IN ENGLISH LANGUAGE

Dear Participant

This data collection form is designed to collect the data of a purely scientific study. There is no right and wrong answer. Please completely choose the option that suits you best. The accuracy of the answers will completely affect the results of the research. Therefore, it is very important for select the most suitable option for you in this form. The findings of this study will be used for scientific purposes only and will not be shared with any institution or person. Thank you for your participation.

Asst.prof,Dr, Fuat TANHAN

Furat HASAN

Honer Ibrahim

1. Gender                      Male( )                      female ( )
2. Experience years .....
3. Age .....
4. Branch .....
5. School level              Pre-School( )    Primary School( )    Secondary School ( )  
High School ( )
6. Marital status    married ( )    single ( )
7. Do you have children    yes ( )    no ( )
8. Are you satisfied with your life    satisfied ( )    not satisfied ( )
9. Which of the following best describes your relationship with your students:  
( ) Students must obey their teachers.  
( ) students should listen to their teachers quietly in class.

( ) Students should be able to express their wishes and objections to their teachers comfortably.

10. How do you evaluate your economic situation good ( ) bad ( ) not bad( )

Items no.	Dear participant, please choose the sincere option for each item you read.	Never	Sometimes	occasionally	most of the time	Always
1	When I look at my students, I know how they feel.					
2	I notice when students get bored in class					
3	If my students try to hide own emotions, I will realize how they feel.					
4	I understand how my students feel about me.					
5	I understand my students' feelings without telling me.					
6	I notice students trying to appear relevant in their classes					
7	I can tell you how the students feel					
8	sometimes when I argue with my students, I concentrate more on your answer than on what she/he says					
9	I understand what students feel in their behavior					
10	I try to think like my students to make my lessons more effective					
11	I tell a lesson by considering the values of my students					
12	I get nervous when my students are nervous					
13	when my students are upset i became upset too					

14	I also feel happy when my students feel happy					
15	when my students feel excited about the lesson I get excited too					
16	When my students get bored in class I get bored too.					
17	if my students don't want to take lesson i wont too					
18	When my students don't want to learn, I lose my desire for teaching.					
19	when my students are willing I'm willing to					
20	when my students fail I get upset					
21	I will be happy when my students develop in class					
22	I feel irritated when my students have difficulty to understanding the lesson					
23	I would be happy to see my students' learning efforts					
24	I feel sorry for students being bullied					
25	I feel sad when I see my students' learning difficulties					
26	the presence of students who do not understand me makes me angry					
27	students who do not realize their efforts as teachers make me unhappy					

## APPENDEX 2

### TEACHERS EMPATHY SCALE IN TURKISH LANGUAGE

Sayın Katılımcı

Bu veri toplama formu, tamamen bilimsel bir çalışmanın verilerini toplamak için düzenlenmiştir. Cevapların doğru ve yanlışlığı söz konusu değildir. Lütfen tamamen size en uygun düşen seçeneği işaretleyiniz. Cevapların doğruluğu tamamen araştırmanın sonuçlarını etkileyecektir. Bu nedenle size en uygun seçeneği işaretlemeniz araştırma açısından oldukça önemlidir. Bu araştırmanın bulguları sadece bilimsel amaçlar için kullanılacak olup, hiçbir kurum ve kişiyle paylaşılmayacaktır. Katılımınız için teşekkürler.

Doç. Dr, Fuat TANHAN

Furat HASAN

Honer Ibrahim

1. Cinsiyet  Kadın  Erkek
2. Hizmet Yılı.....
3. Yaş.....
4. Branş.....
5. çalıştığı okul kademesi  Okulöncesi  ilkokul  Ortaokul  
 Lise
6. Medeni Durum  Evli  Bekar

7. Çocuk varmı ( )Çocuk yok ( )Çocuk var
8. Yaşamınızdan memnun musunuz ( )Evet memnunum ( )Hayır memnun değilim
9. Asağdakilerden hangisi öğrencilerinizle olan ilişkinizi en iyi betimler
- ( ) Öğrenciler öğretmenlerine itaat etmelidirle
- ( )öğrenciler öğretmenlerini derste sessizce dinlemelidirler.
- ( )Öğrenciler ders ve ders dışında öğretmenlerine istek ve itirazlarını rahatlıkla söylemelidirler.
10. Ekonomik durumunuzu nasıl değerlendirirsiniz ( ) iyi ( )Kötü ( )orta

Madde no.	değerli katılımcı okuduğunuz her bir madde için kendinize en uygun olduğunu düşündünüz seçeneği içtenlikle işaretleyiz lutfen	Hicbir zaman	ara sıra	bazen	coğu zaman	her zaman
1	Öğrencilerime baktığımda onların ne hissettiğini anlarım.					
2	öğrencilerimin derste sıkıldıklarında bunu fark ederim					
3	öğrencilerimin duygularını saklamaya çalışırken onların ne hissettiğini fark ederim.					
4	öğrencilerimin benim hakkımda ne hissettiklerini anlarım.					
5	öğrencilerimin bana söylemeden de					

	onların duygularını anlarım					
6	derslerinde ilgili görünmeye çalışan öğrencileri fark ederim					
7	Öğrencilerin ne hissettiğini söyleyebilirim					
8	öğrencileriminle tartışırken bazen dikkatim, onun söylediklerinden çok vereceğim cevap üzerine yoğunlaşır					
9	Öğrencilerin davranışlarında Ne hissettiklerini anlarım					
10	Derslerimi daha etkili hale getirmek için öğrencilerin gibi düşünmeye çalışırım					
11	Öğrencilerimin değerlerini dikkate alarak ders anlatırım					
12	Öğrencilerim Tedirgin olduğunda da tedirgin oluyorum					
13	öğrencilerin üzüldüğünde Ben de üzülürüm					
14	öğrencilerin mutlu hissettiğinde ben de mutlu hissederim					
15	öğrencilerin derse karşı heyecanlı hissettiklerinde ben de heyecanlanırım					
16	öğrencilerin derste sıkıldığında ben de sıkılırım.					
17	öğrencilerin derse girmek istemediklerini de ben de distediği kaybederim					
18	öğrencilerin öğrenmek istemediklerini de ben de öğretime isteğimi yitiririm					
19	Öğrencilerin istekli olduğunda ben de istekli olurum					
20	Öğrencilerin başarısız olduğunda üzülürüm					



21	Öğrencilerin derste gelişim gösterdiklerinde mutlu olurum					
22	Öğrencilerin dersi anlamakta zorlandıklarında tedirgin oluyorum					
23	Öğrencilerin öğrenme çabalarını gördükçe mutlu olurum					
24	Öğrencilerin zorbalığa maruz kaldıklarında üzülüyorum					
25	öğrencilerimin öğrenme güçlüklerini gördüğümde üzülürüm					
26	beni anlamayan öğrencilerin varlığı beni öfkelenendirir					
27	öğretmen olarak çabalarını fark etmeyen öğrenciler beni mutsuz eder					

### APPENDEX 3

#### TEACHERS EMPATHY SCALE IN KURDISH LANGUAGE

بەژداربوی بەرێز

ئەف فورما کومکرنا زانیاریان، هاتیە ئامادەکرن بو کومکرنا هەندەک زانیارییەت زانستی، نە لەسەر بنەمای بەرسزادانەکا دروست یان خەڵت. بە زەحمەت لایف هزرکرنا هەوە کیش بو هەوە بتمامی یا طونجاییە نیشان بکەن، بەرسزادانە وە یا دروست دێ کاربەرێ ل ئەنجامیەت ژەکولینی کەت دێر هندی کیش بو هەوە یا طونجاییە نیشان بکەن دبو ژەکولینی دێ بتمامی یا طرنطە. ئەنجامیەت ژەکولینی بتمامی بو مەبەستەت زانستی دێ هیئە بکارنیان بو هیض دامەزرانەکی یان کەسەکی ناهینە بەلاظکر.

زور سوئاس بو بەژدابونا هەوە:

1. رەطەز: ( ) نیر ( ) مێ ( )
2. سالیخ خزمەتی: .....
3. دێ (عەر): .....
4. باوەرنامە و بەش: .....
5. ئاستی قوتابخانە تۆ لێ وانا دببیدی: ( ) نامادە ( ) ناوەندی ( ) سەرەتای ( ) بەری قوتابخانە ( )
6. باری خێزانی: ( ) زطورد ( ) خێزانداری ( )
7. خودان زاروکی: ( ) بەلی ( ) نەخیر ( )
8. تۆ دێانا خوێی رازی: ( ) بەلی ئەزێ رازی ( ) نەخیر نەیی رازی ( ) ئیضەکی رازی ( )
9. ئەطیضن ل خواری کیش دوان بباشی دەربرینی دێئەوئەندیا دناظبەر تە و قوتاییان دکت: ( ) دفت قوتایی طوهدریا ماموستایی خوە بکت.
- ( ) قوتایی دوانا ماموستایی خوەدا ببیدەنطی طوهداریا وانی بکت.
- ( ) قوتایی دوانیدا یان ددەرطە وانی بیت ماموستا دشبیت داخواری و نەرازیبونیت خوە ببیدتی.

10. تو باري ئابوري يي خوة ضهوا ديبني: باش ( ) خراب ( ) ناوئند ( )

بتمامي يا طونجايبه	طائفاك يا طونجايبه	يا طونجايبه	تېصتكا طونجايبه	نېئا طونجايبه	
					بەددار بويي بەررېز بو هەر نيك ذ ظان رستين ل خوار ي تو دخويني تو هزر دكەي كيش بوته يا طونجايبه ده لېدار تنيبت بترامبەر نيشان بكة.
					1 وەختي ئەس بەري خوة ددەمە قوتاببيت خوة ئەس دزانم ئەو هەست ب ض دكەن.
					2 وەختي قوتاببيت من زەوق ي وان ل واني نەدەت ئە نيكسەر دزانم.
					3 ئەطەر قوتاببيت من هەستيت خوة ظەشپيرن ذي ئەس دزانم ئەو هەست ب ض دكەن.
					4 ئەس دزانم قوتاببيت من دەربارەي من هەست ب ض دكەن.
					5 ئەس هەستت قوتاببيت خوة دزانم ئەطەر خوة ئەو نەبېدنة من ذي
					6 ئەو قوتاببيت طرنطي يي نەدەتە وانيت من و ئەويين دخوين هەست ئي دكەم
					7 قوتاببيت من هەست ب ض دكەن ئەس دشيم بييم
					8 ئەطەر قوتاببيت من هەستي ت خوة ظەشپيرن ذي ئەس دزانم
					9 قوتاببيت من د رەفتاريت خوەدا ض هەست دكەن دزانم
					10 داكو وانيت من نتر دكاريطەرن قوتاببيت من ض هزر دكەن ل ديف وان نامادە دكەم
					11 ئەس ل ديف هەلسەتپاندا قوتاببيت خوة واني بو وان ديبم
					12 قوتاببيت من (متوتر) بين ئەس ذي (متوتر) ديم.
					13 قوتاببيت من بخەم بکەظن ئەس ذي بخەم دكەظم
					14 قوتاببيت من هەست بکەيف خوشيي بکەن ئەس ذي هەست بکەيف خوشيي دكەم.
					15 قوتاببيت من بترامبەري واني بجوش بن ئەس ذي بجوش دكەظم
					16 قوتاببيت من ذ واني بي زەوق بين ئەس ذي بي زەوق ديم
					17 هەردەمي قوتاببيت من نەظيا بهينه د واني دا حەزا منذي بو وانه طوتني نامينيت
					18 هەردەمي قوتاببيت من حەزا فيربوني نەبيت ئەس ذي حەزا فيرکرن ي ددەست ددەم
					19 هەردەمي قوتاببيت من حەز هەبت حەزدي ل دەف منذي تەيدابيت
					20 هەردەمي قوتاببيت من نەدسەر کەفتي بن بخەم دكەظم
					21 قوتاببيت من د واني دا تيشطةضوني بخوةظە بينن کەيف خوش ديم
					22 هەردەمي قوتاببيت من بزەحمەت د واني بطةهن ئەس (متوتر) ديم

					قوتاببيت من وختي دوضاري زحمةتيا دبن و دنافا دمينن بختم دكةظم	23
					هقردهمي همولدانيت خاندني لدهف قوتاببيت خوة دبينم كهيف خوش ديم	24
					زحمةتبيت فيربوني لدهف قوتاببيت خوة ببينم بختم دكةظم	25
					هتبوننا قوتاببيت دمن نطةهن من تورة دكتن	26
					وئك ماموستايتك نغو قوتاببيت دهمولدانيت من نطةهن من بي هيطي دكتن	27

## APPENDEX 4

Component Matrix<sup>a</sup>

	Component					
	1	2	3	4	5	6
E5	.561	.121	-.392-	-.157-	-.002-	.179
E1	.550	-.077-	-.260-	.088	.048	-.076-
E7	.540	-.050-	-.312-	.102	.113	.099
E4	.537	-.044-	-.266-	.095	.001	.054
E9	.527	.036	-.326-	-.117-	-.060-	-.050-
E3	.499	.078	-.421-	-.048-	.083	.252
E8	.488	.156	-.453-	-.075-	.086	.005
E2	.452	-.105-	-.194-	.230	.187	.037
E10	.450	-.142-	-.046-	.156	-.340-	-.374-
E19	.419	-.028-	.270	-.228-	-.273-	-.123-
E14	.411	-.224-	.288	-.299-	-.201-	.001
E13	.401	.260	.202	-.325-	-.054-	-.051-
E20	.400	-.230-	.397	-.272-	.068	.103
E18	.092	.680	.042	-.089-	-.227-	.111
E27	.058	.570	.066	.260	.093	-.090-
E17	.120	.567	.185	.106	-.362-	.381

E12	.229	.545	.068	-.078-	.017	-.035-
E22	.204	.520	.326	-.006-	.233	-.248-
E21	.339	-.492-	.416	.030	.082	.253
E24	.292	-.429-	.398	-.224-	.126	.110
E16	.220	.421	.388	.288	-.151-	.352
E15	.314	-.315-	.366	.297	-.171-	.153
E6	.363	-.259-	.011	.489	.114	-.150-
E25	.335	-.005-	.418	.051	.473	.127
E11	.366	-.140-	.235	.355	-.404-	-.319-
E26	.100	.383	.327	.263	.396	-.102-
E23	.379	.282	.218	-.300-	.157	-.416-

## CURRICULUM VITAE

### Personal Information

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### Education

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VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ  
Eğitim Bilimler Enstitüsü

LİSANSÜSTÜ TEZ ORJİNALLİK RAPORU

VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ  
Eğitim Bilimler Enstitüsü

13/ 09/2019

Tez Başlığı / Konusu

..... Empati ölçeğinin geliştirmesinin : bir güvenlik ve gerçeklik çalışması.

Yukarıda başlığı/konusu belirlenen tez çalışmamın Kapak sayfası, Giriş, Ana bölümler ve Sonuç bölümlerinden oluşan toplam 95 sayfalık kısmına ilişkin, 13/09/2019 tarihinde şahsım/tez danışmanım tarafından turnitin intihal tespit programından aşağıda belirtilen filtreleme uygulanarak alınmış olan orijinalite raporuna göre, tezimin benzerlik oranı % 9 ( Dokuz) dir.

**Uygulanan Filtreler Aşağıda Verilmiştir:**

- Kabul ve onay sayfası hariç,
- Teşekkür hariç,
- İçindekiler hariç,
- Simge ve kısaltmalar hariç,
- Gereç ve yöntemler hariç,
- Kaynakça hariç,
- Alıntılar hariç,
- Tezden çıkan yayımlar hariç,
- 7 kelimedenden daha az örtüşme içeren metin kısımları hariç (Limit match size to 7 words)

Van Yüzüncü Yıl Üniversitesi Lisansüstü Tez Orijinalite Raporu Alınması ve Kullanılmasına İlişkin Yönergeyi İnceledim ve bu yönergede belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içemediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini bilgilerinize arz ederim.

13/09/2019  
Furat Salih Hasan  
Adı, Soyadı, İmza

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13/09/2019

**ENSTİTÜ ONAYI**  
**UYGUNDUR**  
13/09/2019  
Servet ÇAN  
Enstitü Sekreteri