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The Impact of Teacher Empathy on Cognitive and Emotional Development: Insights from Primary School Students in the Arab Sector in Israel

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Abstract

This study examines the level of empathy among elementary school teachers in the Arab sector in Israel and its impact on students' emotional and cognitive development. It also explores whether statistically significant differences exist in teachers' empathy levels and students' emotional and cognitive development based on demographic variables (gender and grade). A descriptive correlational research design was employed, using a questionnaire to assess teacher empathy and its influence on students. The sample included 372 male and female students randomly selected from various elementary schools in the Arab sector in Israel. Data were analyzed using SPSS through descriptive statistics, t-tests, and analysis of variance (ANOVA). The findings indicate that teachers generally demonstrate a high level of empathy, with students expressing appreciation for teachers' support and respectful interactions regardless of academic performance. A positive relationship was found between teacher-provided emotional and cognitive support and students' ability to engage, express emotions, and achieve academic success. The study recommends strengthening the emotional dimensions of teacher-student relationships, particularly in supporting students experiencing sadness or anxiety, to foster a positive and supportive learning environment conducive to both emotional and cognitive growth. Furthermore, the study proposes several practical recommendations, including the development of training modules for teachers to enhance empathy, and policy-level interventions by school leadership to promote emotional well-being and inclusive educational practices. Interpretive analysis of interviews with teachers and students further reinforced these findings. Teachers viewed empathy not only as a means of emotional support but also as a foundation for building trust and ensuring a safe learning environment. Students reported increased comfort and engagement in classrooms where emotional and academic support were present. Many highlighted that teacher empathy helped reduce anxiety, boost self-confidence, and enhance their sense of security, thereby positively influencing academic performance.

Keywords: Teacher Empathy, Cognitive Development, Emotional Development, Emotional Education.

Introduction

Students experience a range of emotions at different times—while learning new material, during tests, and in their interactions with peers (Ahmed et al., 2010; Hascher, 2008). Since teachers directly influence many aspects of students' learning and development, they are in a strong position to address these emotions both inside and outside the classroom. Teachers' skills and knowledge in recognizing and responding to students' emotional cues are essential for the formation of positive, reciprocal relationships between teachers and students, which are critical for students' psychosocial and academic development (Pianta, 1999).

Among the various facets of teachers' social-emotional profiles, empathy is perhaps the most

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critical, as it shapes the nature of teacher-student relationships. Empathy—the ability to recognize and respond to other people's feelings and needs—is distinct from other personal emotional competencies such as emotional self-awareness and emotion regulation (Zins et al., 2004). This prosocial trait not only helps teachers understand children's emotions but also enables them to foster healthy relationships, leading to stronger bonds between students and their teachers (Preston & de Waal, 2002). Empathy thus plays a central role in building the emotional capital learners need in order to feel valued, supported, and motivated.

This paper further shows that teacher empathy goes beyond the provision of emotional support to positively influence students' cognitive growth. By recognizing signs of stress and anxiety among students, teachers are able to create environments that reduce stress while enhancing curiosity and engagement in learning. Such conditions not only promote better academic outcomes but also support the development of important soft skills such as perseverance and emotional self-regulation (Brackett & Katulak, 2007; Jennings & Greenberg, 2009). In this regard, teacher empathy facilitates a profound shift in learning, moving from emotional responsiveness to cognitive engagement, thereby supporting the full development of students' personalities within the learning process.

Being available for students and creating positive teacher-student interactions are pervasive elements of teaching and are central to a teacher's professional responsibilities (Butler, 2012; O'Connor, 2008; Watt et al., 2021). High-quality classrooms characterized by a positive emotional climate, responsiveness to student needs, and genuine attention to students' interests are typically fostered by instructors who prioritize caring (Pianta & Hamre, 2009). This concern is evident in how teachers support students facing emotional, social, or academic challenges, offering hope and guidance that promote trust. Positive teacher-student relationships enhance student engagement, aid in problem-solving, and foster both personal and intellectual growth. Ultimately, receiving emotional care transforms classrooms into environments where students feel respected, valued, and motivated to succeed.

This paper found that teacher empathy is critical in addressing both the cognitive and emotional growth of learners. Cognitive development and emotional development represent two distinct aspects of human development: the former emphasizes problem-solving skills, critical thinking, and content knowledge, while the latter focuses on emotional regulation, coping strategies, and the formation of interpersonal relationships. This study posits that empathy is important because it enables teachers to appreciate learners' needs and to understand their emotional and academic capabilities. In this way, teachers help create a healthy environment that supports both emotional and academic growth. Thus, teachers can more effectively guide the learning process by offering constructive feedback and structuring discussions that are responsive to students' personal and academic needs and concerns (Klieme et al., 2009; Pianta & Hamre, 2009; Pianta et al., 2012).

Empathy enhances cognitive development by enabling teachers to deliver lessons and assignments in ways that are most effective for each student's learning style. For instance, when a teacher practices empathy, they can sense when a student struggles with particular content and adjust their instructional approach accordingly. Similarly, understanding students' preferences, interests, and emotional states helps teachers capture their attention and foster engagement, leading to deeper learning and improved problem-solving skills. Such responsiveness creates a classroom atmosphere where students receive the necessary support to build intellectual confidence while making academic challenges stimulating and rewarding (Parsons et al., 2018).

Moreover, empathy plays a crucial role in promoting emotional growth by making students feel

valued and important. When teachers are attentive to students' emotional experiences, they foster a positive emotional climate in the classroom, reduce stress, and provide a secure environment where students feel safe expressing their feelings. In addition to promoting emotional security, such an environment also helps students develop interpersonal skills and build strong relationships within groups. Teacher empathy thus contributes to overall student development by simultaneously addressing cognitive and emotional needs, equipping learners with the abilities necessary for both academic and emotional success (Kunter et al., 2013).

In predominantly Arab areas of the country, strong cultural and linguistic connections, combined with specific socio-economic conditions, shape the educational process and its impact on students' intellectual development and attitudes. Fundamental factors such as language, resources, time availability, and other related challenges exist alongside opportunities, such as embracing students' cultural backgrounds within the classroom. In this context, empathy regains particular importance, as the complexity of these factors can be more effectively addressed through empathy-driven teaching strategies. When empathetic teachers engage in deeper analysis of the needs of Arab primary school students, an individualized approach becomes possible, allowing for improvements in learning gaps, student motivation, and emotional well-being.

Research Gap

Despite considerable research findings on teacher self-empathy and other-empathy, little is known about the sociocognitive function of empathy within learning processes. Much of the existing research focuses either on assessing global measures of emotional intelligence (EI) or highlights empathy in relation to specific aspects, while overlooking its potential mutual influence on students' intellectual and psychological development. Furthermore, research addressing teacher-student interactions in the Arab sector in Israel — where cultural, linguistic, and socio-economic factors distinct from those of other societies in the region shape educational processes — remains scarce. The experiences of socially marginalized groups raise important questions about the role of teaching practices oriented toward empathy within these specific contexts and challenges.

It is on this premise that the present study seeks to address the identified gap by exploring the dual nature of teacher empathy with particular attention to cultural influences. This work examines the extent to which empathy shapes both the rational and affective dimensions of learning among primary school students in the Arab sector, while also offering practical recommendations for educational practice. By focusing on this specific student population, the study aims to contribute to the literature on more effective and contextually responsive teaching practices — a field that has thus far been relatively neglected. Finally, the study seeks to highlight the role of empathy as a foundational element for promoting educational equity and supporting students' development in culturally diverse environments.

Objectives of the Study

1. To investigate the influence of teacher empathy on students' cognitive and emotional development in the Arab sector.
2. To identify empathetic teaching practices tailored to the cultural and linguistic context of the Arab sector.
3. To examine students' perceptions of and benefits from empathy-driven teaching

Research Questions

- 1- What is the level of teacher empathy in elementary schools in the Arab sector in Israel?
- 2- What is the level of emotional and cognitive development among elementary school students in the Arab sector in Israel?
- 3- Are there statistically significant differences in the level of teacher empathy, and the level of emotional and cognitive development among primary school students attributed to demographic variables (gender, grade)?
- 4- What is the effect of teacher empathy and the emotional and cognitive development of elementary school students in the Arab sector in Israel?

Literature Review

Theoretical Framework

- Attachment Theory (Bowlby, 1969)

Despite the considerable research findings on teacher self and other-empathy, little is known about the sociocognitive function of empathy in learning processes. Many of the previous research is concerned with assessment of global measure of EI or highlights empathy in regard to specific aspects excluding its potential for mutual influence on students' intellectual and psychological development. Furthermore, research regarding the ways in which teacher-students interact in the Arab sector in Israel where cultural, linguistic and socio-economic factors that are different than other societies in the region affect the educational processes has been scarce. Socially marginalized classes raise the question of analysis of teaching empathy orientation in the context of these questions and challenges.

It is in this premise that this study seeks to fill the above gap through exploring the dual nature of teacher empathy with reference to culture. This work examines the extent to which empathy shapes the rational and affective aspects of learning among Arab sector primary students as well as presenting practical recommendations for practice. Thus, by paying special attention to this category of students, the study aims at enhancing the literature of more effective teaching practices for specific contexts, which currently seems to be neglected in this field. Finally, the purpose of the study is to reveal the meaning of empathy as the foundation for education equality and students' development in culturally diverse environment.

The key assertion derived from Attachment Theory is a valid and insightful framework for the analysis of teacher-student interactions. Bowlby argued that attachment shapes the patterns of coping throughout a lifespan which is why more attentive and supportive encouraging interactions in classrooms are necessary. Another key source of attachment figures is teachers at school and they are supposed to nurture the feeling of safety and trust. These qualities may include: These qualities help the students get better involvement in their academic process and increase their appreciation of difficulties. Mary Ainsworth in her study stressing major study focuses on the importance of establishing the right environment by encouraging the students. If the students feel that their teacher is friendly and understanding, then they are likely to engage and take learning risks. Such a teacher can act as a secure base helping learners manage academic and social challenges with more confidence and concern.

Therefore, empathy help the creation of a strong bond between a teacher and the students. When teachers show meaningful comprehension and relate it in the students' emotional and academic facet, they reassured students' belief in themselves. Such involvement is consistent with the concept of attachment providing that interactions are accurately synchronized with the client's needs consistent with the tenets of the Attachment Theory on the development of person's emotions and cognition. In creating positive internal working models, teachers do not only help students in their learning achievements but they also help in moulding the student into becoming a better person with trust and self-confidence.

- **Social Learning Theory (Bandura, 1977)**

Bandura formulated the Social Learning Theory in 1977, which constitutes a strong basis for studying human behavior change about perception and interaction. The key factor emphasizing the Bipartisan work of Bandura is that his theoretical model opposes the psychodynamic and behaviorist models of counseling. The center of the theory is based on ideas of reciprocal determinism, which describes early interactions between people and their environment. Symbolically the "Bobo Doll Experiment" by Bandura elucidated the capacity of learning via observation of how kids mimicked the aggressive behaviors of the adults thus emphasizing the avenue of social observation in learning.

According to Social Learning Theory, learning is influenced by personal factors, behavior and the environment. They include values and perceptions, past experience, and personal and individual course of action, all influencing general and particular perceptions of social processes. Behaviour is about what individuals know, do, and how capable they are of doing tasks or achieving particular outcomes. On the other hand, the environment is all the physical and the social structure that surrounds the defined individuals; it can be the family and the classroom and the entire society. These factors make a dynamic interaction and form a feedback constitution to show that behavior is moulded by and has influence over perceptive and environmental characteristics.

In the learning environments, Social Learning Theory enlightens us on the immense effects that teacher actions have on students. The proponent argued teachers, as important members of the students' social context, cause the students to model their behavior and perceptions of the world after the teachers. Getting teachers to demonstrate empathy enables them to set good examples of how negative interaction should be handled, making the students respect each other. Such a climate fosters similar behaviors from students and leads to improved social and emotional growth. For instance, the listening and responding teachers care for students and give due consideration to their needs in a classroom not only nurture positive interceptor courses of the amicable environment but also encourage the students to listen and respond with compassion.

Bandura also emphasizes the need for self-regulation and self-development in learning, using more acceptable terminology. Teachers can help students develop these abilities by providing commentary that assists them in setting objectives and reflecting on their learning. This typically occurs when social animals interact with students to teach them how to handle challenges in their proposed career paths, the motion in which students acquire skills for dealing with arising challenges, and the motion in which students learn how to become resistant to change impacts. These skills are important for one's academic achievement and progressively, therefore encapsulating the wide usefulness of education as a social activity.

The subject matter of the theory involves elements such as social relations, and interaction in

learning, and hence the teacher-student dynamics. The facts stated here put light on the fact that teachers not only transfer information but at the same time work on the value system and the attitudes and behavior patterns of the students that they teach. Because teachers and professors depict the values of hard working, ethical behavior and compassion during lessons, students start emulating those behaviors and do not receive education only as a set of knowledge.

In this approach, the Social Learning Theory provides important insights into the learning process and the influence of social influences on behavior. In education, it stresses instructors as emerging models as well as co-directors of cognitive and emotional growth. Commitment and emotional awareness, an integrated classroom social environment, and self-management are some of the areas where instructors may have a substantial influence on the healthy personality development of students who are likely to succeed in life.

Empirical Studies

In their research, Pianta et al. (2012) examined the quality of teacher-student relations and the effects of these relations on student's learning and personal social-emotional context in a classroom context. They predicted that the nature of the interactions is essential to create engagement and that it can be evaluated by observation tools. The study stressed that giving knowledge to teachers concerning developmental processes and giving them feedback concerning their interactions, will increase the quality of their interactions with learners so that learning engagement will be positively affected.

Through the identification of classrooms as social systems, the researchers were able to highlight that high-quality interactions not only operate as futures but also in moderating other developmental and achievement related phenomena. In a nutshell, their results pointed to the importance of teacher support to facilitate effective learning environments and post an idea of the need for research to fine-tune the approaches to the formation of supporting relationships and enlarge the understanding of such important relationships.

Teacher student relationships and the student teacher relationships are critical in determining the kind of learning environment students have in school. Students, when they give their teachers some positive attributes such as caring, loving, and being concerned with students' results, this creates trust that augments learning. Such positive relations contribute not only toward enhancing learning utility of learners but also enable students to be more involved and to take learning risks, which in turn make them enjoy learning as well as be more confident (Pianta et al., 2012).

Hamre & Pianta (2001) selected 179 students followed from Kindergarten to eighth grade, in a bid to establish how the teacher-student relationship was an indicator of their academic and behavioral performance. Children, teachers, and parents: Kindergarten teachers evaluated child's behavior, and the children's interactions with their teachers as well as peers. The follow-up data were related to academic achievement including academic performance, standardized tests, work conduct, and mischievous reports up to grade 8. The study shows that kindergarten relational negativity: both conflict and dependency were significantly linked to poorer academic and behavioral performance at follow particularly in boys and children with severe behavior issues.

The study of Lu et al. (2009) is carried out to assess the efficacy of a pilot study for an experiential instructional method for the infusion of culturally relevant and empathetic interpersonal communication. This paper employs attentive attitudes in order to synthesize and

narrate academic/conceptual and experience-based understandings of cross-cultural empathy. Students received inputs through a series of activities that include miming breathing, posture and movement sensation. These exercises made openness through scenes of void, meditation, and existence. The preliminary analysis reveals that all six subjects in the study were able to articulated new learning experiences such as being more in tune with one's physical signals, feeling the vibrations with the other, and relinquishing control and prior knowledge.

Jami et al. (2024) carried out a scoping research to offer a thorough overview of empathy definitions, stressing their complex character. The study focuses on a variety of research on empathy and emphasizes the importance of culture in comprehending this idea. It also discusses the benefits and drawbacks of previous research on empathy and culture, highlighting the importance of a unifying definition of empathy to guide future study across many disciplines, such as psychology, education, social sciences, health, and management. The authors contend that empathy is a complex construct that is learned and impacted by both individual elements such as the profiles of the empathizer and the empathizee, as well as shared experiences and social influences, including cultural norms and group standards.

Method and Procedures

Methodology

The study utilized a descriptive correlational method. The study utilizes this approach to explain the examined phenomenon alongside its analysis of teacher empathy effects on student cognitive and emotional growth through data collection using quantitative along with qualitative methods and statistical data analysis techniques.

The research tool included both questionnaire surveys alongside interview techniques to gather detailed qualitative information about educator empathy from both teachers and students regarding its effects on learning conditions and pupil cognitive and emotional growth. The interviews followed semi-structured questions to study teachers' and students' classroom experiences with teacher empathy more thoroughly.

Study Population and Sample

The research was conducted among elementary school pupils in the Arab sector in Israel, aged nine to twelve years, from Grade 4 to Grade 6. who are between nine and twelve years old in Grade 4 through Grade 6. A total of (372) male and female students participated in the study through simple random selection using different schools from various regions to achieve representative community sampling. The research team carried out both one-on-one interviews with 10 teachers and 10 students to supplement the quantitative questionnaire results.

Variables	sub-groups	Frequency	Percent %
Gender	Male	145	39%
	Female	227	61%
	Total	372	100
grade	Fourth	120	32%
	fifth	130	35%
	sixth	122	33%

	Total	372	100
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Table 1. Demographic Frequency Statistics

Table 1 presents the demographic distribution statistics for the study sample of 372 male and female elementary school students in the Arab sector in Israel. The gender distribution indicates that females constitute the largest proportion at 61% (227 students), while males constitute 39% (145 students). As for the distribution by grades, this distribution reflects the natural reality in societies and schools that witness a larger number of females. Students were distributed among the three grades in a balanced manner, with fifth grade students constituting the largest proportion at 35% (130 students), followed by sixth grade students at 33% (122 students), and then fourth grade students at 32% (120 students). This distribution reflects the balance between genders and different grades in the sample, which contributes to ensuring a comprehensive and balanced representation of students in the study.

Data Collection Methods

Secondary Sources: A comprehensive review of secondary sources was relied upon, including Arabic and foreign scientific books and references, research articles, specialized reports, and websites related to teacher empathy and emotional and cognitive development. These sources contributed to building the theoretical framework of the study, identifying the relationship between the basic variables, and clarifying the research gap.

Primary Sources: The data collection methods included interviews as the first instrument along with questionnaires as the second instrument.

1. The designed questionnaire evaluated students' perception of their teachers' empathy levels to study educational effects on emotional and cognitive development. The questionnaire divided itself into two fundamental sections.

Section One: Covers demographic factors of participants, such as gender and educational level.

An analysis of student emotional and cognitive development due to teacher empathy exists in the second component of the questionnaire. The statements received evaluation through a five-point Likert rating system.

2. The researcher conducted semi-structured interviews with 10 teachers together with 15 students to study empathy effects as they appeared in classroom environments. Participants' responses underwent analysis. Analysis of participant data proceeded through repeated keyword counts which enabled researchers to detect common response patterns from recorded responses.

Teacher Interview Questions

1. Please describe your understanding about empathy inside your educational teaching environment.
2. Relate to me a situation where your empathetic approach resulted in important changes to your bonding with a student.
3. What are the obstacles to implementing empathy in the classroom?
4. How does your view of empathy affect students' engagement in their studies and their academic performance?

Student Interview Questions

5. If you had to characterize your bonds with your teacher in a single word which term would best describe it?
6. Do you remember when your instructor provided major assistance for a specific problem you were facing?
7. How does the way your teacher interacts with you affect your level of motivation to learn?
8. When do you feel most comfortable in your learning environment receiving helpful assistance?

Data Tool

The study relied on two main data collection tools:

1. The questionnaire: It was designed to be comprehensive and straightforward, accurately measuring the study requirements using a five-point Likert scale.

Part One: Includes demographic (personal) factors of the participants such as gender, and educational level.

Part Two: It includes questions covering the effect of teacher empathy on emotional and cognitive development. The study used a five-point Likert scale to evaluate the statements, where the number (1) indicates the lowest degree (strongly disagree), and the number (5) indicates the highest degree (strongly agree) Sekaran (2019). To calculate the class length, the following formula is used:

$$\text{Class Length} = \frac{\text{Upper Limit of Alternatives} - \text{Lower Limit of Alternatives}}{\text{Number of Levels}}$$

$$\frac{5 - 1}{3} = 1.33$$

Based on the calculated class length, the boundaries for the three levels are determined as follows:

Table 2. level degree

Arithmetic mean	degree of agreement
From 1.00 – 2.33	Low
From 2.34-3.67	Medium
From 3.67-5.00	High

2. Interviews: Several structured interviews were conducted among teachers and students to develop understanding about how students' emotional development connects with their cognitive development under the influence of teacher empathy.

The combination of both quantitative and qualitative data collection tools produced a complete understanding of teacher empathy effects on elementary school students in the Arab sector in Israel which strengthened both research analysis and led to helpful recommendations for school improvement.

Questioner Apparent Validity

The instrument was initially presented to a number of specialized referees to evaluate the clarity

of the questions and their relevance to the research objectives. In the current study, the questionnaire was reviewed by educational experts to ensure that it adequately covered dimensions such as teacher empathy and its impact on the cognitive and emotional development of elementary school students in the Arab sector in Israel. Based on their feedback, certain paragraphs were deleted or rephrased, resulting in the final version of the instrument. Subsequently, the questionnaire was pilot-tested on a small sample of students. The results indicated a high level of clarity and appropriateness, supporting the instrument's credibility in collecting the required data.

Questioner Validity Test

This test includes assessing the extent to which the questionnaire can measure dimensions related to teacher empathy and its impact on cognitive and emotional development among elementary school students in the Arab sector in Israel, based on expert evaluations and the opinions of potential participants. Achieving validity is an essential part of the research methodology to ensure that the collected data accurately represent the variables under study. This step is necessary to maintain the reliability of the research results and the conclusions drawn from it (Sekaran & Bougie, 2016).

The study aims, through the validity test, to ensure that the questionnaire accurately measures the study objectives related to the dimensions of teacher empathy and its impact on cognitive and emotional development among students.

Teacher empathy				Emotional and Cognitive Development			
NO. Paragraph	Pearson correlation	NO. paragraph	Pearson correlation	NO. paragraph	Pearson correlation	NO. paragraph	Pearson correlation
1	**0.560	5	**0.544	1	**0.526	5	**0.603
2	**0.562	6	**0.557	2	**0.637	6	**0.531
3	**0.609	7	**0.498	3	**0.651	7	**0.572
4	**0.597	8	**0.433	4	**0.669	8	**0.560

Table 3. Pearson Correlation Coefficient

**correlation is significant at the 0.01 (2-tailed)

Table (3) shows the results of the internal construct validity test of the questionnaire, using Pearson's correlation coefficient to assess the relationship between the teacher's empathy items and the tool as a whole and the emotional and cognitive growth items and the tool as a whole among primary school students. The test aims to verify that the questionnaire accurately measures the constructs it was designed to assess, and these results confirm the strength of the internal construct validity of the questionnaire, which ensures its ability to reflect the relationship between teacher empathy and its impact on students' cognitive and emotional growth, as explained in the study objectives.

Questioner Reliability Test

Reliability refers to the extent of stability and consistency of the results provided by the questionnaire when applied to more than one sample on the same study community. Ensuring reliability is essential to ensure the reliability of the measurement tool. Reliability was assessed

in this study using Cronbach's alpha coefficient, which is widely used to determine the degree of internal consistency of the questionnaire. Cronbach's alpha coefficient values greater than 0.60 are considered statistically acceptable, and the closer the values are to 1.0, the higher the level of stability and internal consistency.

Variable	Teacher empathy	Emotional and Cognitive Development	All paragraphs
Cronbach's alpha	0.715	0.844	0.778

Table 4. Cronbach's Alpha Values for Study Variables

Table (4) shows the Cronbach's alpha values for the study variables, which are used to assess the internal consistency and reliability of the questionnaire. The results indicate that the reliability of each variable is highly acceptable, higher than 0.60, which is considered statistically sufficient. Specifically, Cronbach's alpha for teacher empathy is 0.715, for emotional and cognitive development is 0.844, and for all questionnaire items combined is 0.778. These values indicate a high level of internal consistency, meaning that the questionnaire consistently measures the intended variables across different samples within the study community. The results provide evidence that the questionnaire is a powerful tool for assessing the relationship between teacher empathy and students' cognitive and emotional development.

Questioner Study Procedures

A set of methodological procedures was followed in this study to examine the effect of teacher empathy on the cognitive and emotional development of elementary school students in the Arab sector in Israel. The study began with a review of the literature and previous research related to the topic in order to identify the relevant dimensions and formulate the theoretical framework. A questionnaire was then designed to cover the cognitive and emotional aspects of development and the impact of teacher empathy. This questionnaire was presented to a panel of experts to verify its apparent and structural validity.

Subsequently, the questionnaire was administered to a random sample of elementary school students in the Arab sector. Data were collected and analyzed using the SPSS program: Pearson's correlation coefficient was employed to verify structural validity, and Cronbach's alpha coefficient was used to assess the internal consistency of the instrument. Additionally, an independent samples t-test and analysis of variance (ANOVA) were conducted to examine differences based on the demographic characteristics of the sample. Finally, the results were interpreted, and recommendations were formulated based on the findings.

Questioner Analysis of the Results

In this section, the study's findings are presented based on an analysis of the responses provided by the sample members using appropriate statistical methods. The presentation of results is organized according to the study's research questions and objectives, with an interpretation of the statistical data and a connection to the study's main dimensions.

The results of the first question, which states: "What is the level of teacher empathy in elementary schools in the Arab sector in Israel?"

To answer this question, the arithmetic means and standard deviations of the teacher empathy

paragraphs were calculated, and the following table shows the results of the responses of the study sample members.

Constructs	Min	Max	Mean	Std.Deviation	Rank
The teacher cares about my feelings when I am sad or anxious.	1.00	5.00	3.72	0.98	6
The teacher treats me with respect regardless of my academic performance.	1.00	5.00	3.89	1.04	1
The teacher shows patience in dealing with me when I have difficulty understanding the lessons.	1.00	5.00	3.75	0.87	5
The teacher helps me when I need support or guidance.	1.00	5.00	3.66	1.10	7
A good relationship with the teacher makes me feel comfortable at school.	1.00	5.00	3.61	1.11	8
The teacher makes me feel safe in the classroom.	1.00	5.00	3.80	1.13	4
I communicate easily with the teacher because of his empathy with me.	1.00	5.00	3.81	1.0	3
I feel that the teacher cares about my opinion and ideas.	1.00	5.00	3.83	0.91	2
average	1.00	5.00	3.76	0.72	

Table 5. The Mean, SD And Rank of Teacher Empathy

The results presented in the table indicate that the level of empathy among elementary school teachers in the Arab sector in Israel is generally characterized by a satisfactory level of care and concern for students

The paragraph related to “The teacher treats the student with respect regardless of his academic performance” recorded the highest arithmetic mean (3.89), indicating that students perceive that teachers value them as independent figures, regardless of their academic level. Likewise, the paragraph related to “Students’ feeling of interest in their opinions and ideas” achieved a high mean (3.83), reflecting teachers’ support for interaction and dialogue with students.

However, the paragraphs related to feeling comfortable while interacting with the teacher or dealing with sadness and anxiety recorded the lowest relative means, ranging from 3.61 to 3.72. Nevertheless, these values remain within the acceptable range, indicating that there is a need to improve some aspects of emotional empathy with students in these areas.

Based on these results, it can be said that the empathy of teachers in elementary schools in the Arab sector in Israel is generally at an adequate level, which contributes to creating a positive educational environment that encourages students to participate and interact, but with the need to enhance some aspects of emotional support to ensure students’ psychological comfort in all

situations.

Discussion first question: These findings are consistent with the principles of attachment theory (Bowlby, 1969), which highlights the importance of emotional support and secure relationships between teacher and student, as teachers' efforts to treat students with respect regardless of academic performance, as well as their recognition of students' opinions and ideas, are consistent with creating secure emotional bonds based on trust. Accordingly, the need for more emotional support in cases of sadness or anxiety reflects the importance of addressing emotional needs in teacher-student relationships, as emphasized by Bowlby's theory.

It is consistent with social learning theory (Bandura, 1977), as teachers are role models, and they greatly influence students' emotional and social development. The empathy shown by teachers in the study is likely to encourage students to emulate these behaviors, which promotes a supportive and emotionally enriching learning environment. However, the low scores related to emotional support suggest that more modeling of empathy, especially in dealing with emotional distress, is necessary.

This finding is also supported by experimental studies, Pianta et al. (2012) who asserted that positive teacher-student relationships are essential for student engagement and emotional and social development, which is consistent with the generally positive levels of empathy observed in this study. Hamri and Pianta (2001) suggested that poor teacher-student relationships can lead to negative academic and behavioral outcomes, highlighting the importance of addressing the emotional dimensions of teacher empathy, particularly in cases of students experiencing sadness or anxiety. However, the findings of this study are in part in contrast to Jamie et al. (2024), who discussed the complex nature of empathy and its cultural influences. While this study shows a positive perception of teacher empathy, it also reveals cultural nuances in emotional support, where certain emotional dimensions may require further attention.

The results of the second question, which states: "What is the level of emotional and cognitive development of elementary school students in the Arab sector in Israel?"

Constructs	Min	Max	Mean	Std.Deviation	Rank
I can focus more on studying because of the teacher's support.	1.00	5.00	3.87	1.07	1
I feel more confident in myself thanks to the teacher's encouragement.	1.00	5.00	3.67	1.17	8
The teacher's empathy makes me more motivated to achieve academic success.	1.00	5.00	3.81	1.10	3
The teacher helps me develop my way of thinking to solve problems.	1.00	5.00	3.56	1.07	5
I learn better when I feel that the teacher cares about me.	1.00	5.00	3.68	1.21	7
I feel more able to express my feelings thanks to the teacher's support.	1.00	5.00	3.71	1.12	4
I become more interactive and involved in the classroom when I feel that the teacher appreciates me.	1.00	5.00	3.84	1.07	2
The teacher's empathy contributes to	1.00	5.00	3.51	1.14	6

improving my relationship with my colleagues.					
average	1.00	5.00	3.7	0.66	

Table 6. The Mean, SD And Rank Emotional and Cognitive Development

The results presented in the table show a positive relationship between the emotional and cognitive support provided by teachers and students' overall ability to interact, express their feelings, and achieve academic success.

An analysis of the arithmetic means reveals that the highest mean (3.87) was recorded for the statement concerning students' ability to focus on their studies as a result of teacher support. This finding indicates that students perceive teachers as playing a significant role in helping them achieve academic success.

The statement related to increased classroom interaction and participation when students feel appreciated by their teachers ranked second, with a mean of 3.84. This result reflects that students who feel valued by their teachers are more likely to engage actively in classroom activities.

The results presented in the table show a positive relationship between the emotional and cognitive support provided by teachers and students' overall ability to interact, express their feelings, and achieve academic success.

An analysis of the arithmetic means reveals that the highest mean (3.87) was recorded for the statement concerning students' ability to focus on their studies as a result of teacher support. This finding indicates that students perceive teachers as playing a significant role in helping them achieve academic success.

The statement related to increased classroom interaction and participation when students feel appreciated by their teachers ranked second, with a mean of 3.84. This result reflects that students who feel valued by their teachers are more likely to engage actively in classroom activities.

Discussion of Second Question: The results of this study are consistent with attachment theory (Bowlby, 1969) which emphasizes the importance of emotional bonds formed between teachers and students. The results indicate that teacher empathy contributes significantly to both emotional and cognitive development, as evidenced by high ratings for statements such as academic focus and classroom interaction. According to Bowlby, such emotional bonds create a safe environment where students can thrive academically and socially. In relation to social learning theory (Bandura, 1977), the results of the study are consistent with it, especially with the finding that students who feel appreciated by their teacher become more interactive and engaged in classroom activities. This supports the idea that teachers model behaviors such as empathy, and that students emulate these behaviors, thus improving their cognitive engagement and emotional development. The results are consistent with Pianta et al. (2012), which emphasized the importance of positive teacher-student relationships for students' engagement and emotional and social development. The study found that supportive interactions between teacher and student significantly enhance students' emotional development, which is consistent with the results of this study. The study, where teacher support plays a crucial role in both emotional and cognitive development, and the study of Jamie et al. (2024), which highlighted the importance of empathy in educational contexts, students in this study showed a positive

response to teacher empathy, which reinforced the idea that empathy contributes to cognitive and emotional development, although improvements in social relationships may be necessary. In contrast, the results of the study contradict Hamre & Pianta (2001) as it confirms that positive relationships between teacher and student lead to improved academic and behavioral performance, but the results of this study show that the effect of encouragement on enhancing students' self-confidence was less. This indicates that emotional and cognitive support from the teacher may not be sufficient to enhance students' self-confidence as significantly as expected according to what was mentioned in previous studies.

The results of the third question, which states: "Are there statistically significant differences in the level of teacher empathy, and the level of emotional and cognitive development among school students attributed to demographic variables (gender, grade)?"

To answer the study question, the arithmetic means and standard deviations of the teacher empathy level scale and the emotional and cognitive development level scale were calculated, according to the variable (gender, grade), and the following tables illustrate this:

variable	Statistic		Teacher empathy	Emotional andcogn
gender	Male	Mean	3.95	3.56
		Std.Deviation	0.51	0.68
	Female	Mean	3.99	3.70
		Std.Deviation	0.53	0.65
grade	Forth grade	Mean	4.01	3.75
		Std.Deviation	0.52	0.64
	Five grade	Mean	3.88	3.48
		Std.Deviation	0.54	0.68
	Six grade	Mean	4.05	3.72
		Std.Deviation	0.52	0.65

Table 7. Arithmetic Means and Standard Deviations of the Responses of the Study Sample Members On the Level of Teacher Empathy, and The Level of Emotional and Cognitive Development

The results shown in Table (7) indicate differences in the average responses of the study sample members on the scale of teacher empathy level and students' emotional and cognitive development level according to demographic variables (gender and grade).

As for the gender variable, it appears that the average teacher empathy among females (3.99) is slightly higher than that of males (3.95), while females also recorded a higher average in the level of emotional and cognitive development (3.70) compared to males (3.56). These results reflect a possible effect of gender on the level of empathy and development among students.

As for grade, it appears that sixth grade students achieved the highest average in the level of teacher empathy (4.05) and the level of emotional and cognitive development (3.72), compared to fourth and fifth grade students. Fifth grade students achieved the lowest average in both scales, as their average teacher empathy was (3.88) and their average emotional and cognitive development was (3.48).

These results indicate that there are differences in the level of teacher empathy and students' emotional and cognitive development based on gender and grade level, which calls for in-depth study to understand the reasons for these differences and analyze their impact on the educational

process. In order to verify the significance of the apparent differences, the independent t-test and one-way Anova were applied, as shown in the following tables:

➤ Analysis of differences based on the gender of the respondent

	Variable	T	Df	Sig
Gender	Teacher empathy	0.689	370	0.491
	Emotional and cognitive development	0.472	370	0.053

Table 8. Results Of The (T) Test for the Study Variables According to the Gender Variable

The results of the (T) test in Table (8) indicate the analysis of the differences between males and females in the differential empathy with the teacher and the Brazilian and cognitive development of students.

For the variable "teacher empathy", the (T) value was 0.689 and the significance level (Sig) was 0.491, which indicates that the differences between females are not statistically significant, which means that there is no gender effect on the level of teacher empathy.

As for the variable "Brazilian and cognitive development", the (T) value was 0.472 and the significance level (Sig) was 0.053, which is still from the original significance level (0.05), indicating the possibility of differences between females, but they are not statistically significant at the experimental significance level.

Based on these results, it was expected that gender is not a factor that has a significant impact on the level of empathy of the teacher or student revolutionary Washington and cognitive in the technical study.

Analysis of differences based on the grade of the respondent

Variable	Source of variance	Sum of squares	DF	Mean square	F	Sig
Teacher empathy	Between groups	1.927	2	0.963	3.490	0.032
	Within groups	101.860	369	0.276		
	Total	103.786	371			
Emotional and cognitive development	Between groups	5.534	2	2.767	6.386	0.002
	Within groups	159.880	369	0.433		
	Total	165.414	371			

Table9. One-way ANOVA

Regarding the one-way analysis of variance (ANOVA) test shown in Table (9) analyzing the differences between the levels of the classes in terms of interaction and the level of emotional and cognitive development, for the variable "teacher empathy", the value (F) is 3.490, where the value of statistical significance (Sig) is 0.032, indicating that there are statistically significant differences between the classes in the level of teacher empathy. It indicates that these differences were sixth grade students, as they recorded the highest arithmetic mean in the level of empathy with the teacher in the rest of the classes.

As for the variable "emotional and cognitive development", the value (F) was 6.386, where the value of statistical significance (Sig) was 0.002, indicating that there are statistically significant differences between the middle classes in the level of emotional and cognitive development, and indicates that these differences were fourth grade students, as they recorded the highest arithmetic mean in the level of Brazilian and cognitive development in the rest of the classes.

These results indicate that the classroom plays a part in the level of empathy with the teacher and the Brazilian and voluntary cognitive development, which requires additional studies to realize and incapable of scientific work.

Discussion of third question: The current findings show clear differences in the level of teachers' empathy and students' emotional and cognitive development based on demographic variables such as gender and grade, which is consistent with attachment theory (Bowlby, 1969) that highlights the importance of emotional bonds between teachers and students in promoting emotional and cognitive development, and is in line with the findings that showed the role of academic level in influencing this relationship. Also, Pianta et al.'s (2012) study confirmed that the quality of the teacher-student relationship plays a crucial role in promoting emotional and social development, which supports the findings that indicated the effect of the academic level on the level of empathy. In addition, Lu et al.'s (2009) study showed the importance of developing empathy as a pivotal factor in building positive relationships, which is consistent with the findings related to the role of empathy in emotional and cognitive development. On the other hand, Hamre & Pianta's (2001) study contradicts the finding that negative teacher-student relationships affect males more, while the current findings did not show statistical differences between the sexes, and Jami et al.'s study. (2024) showed that empathy is influenced by cultural contexts and individual differences, suggesting the potential need for more sensitive measurement tools to capture cultural influences that may have been missed by the current findings.

The results of the fourth question, which states :*"What is the effect of teacher empathy and the emotional and cognitive development of elementary school students in the Arab sector in Israel?"*

To answer this question, Pearson's correlation coefficient was extracted between the teacher's empathy scale and the emotional and cognitive development scale.

The results of Pearson's correlation coefficient analysis indicate that there is a moderately strong positive correlation between the level of teacher empathy and the level of emotional and cognitive development of elementary school students in the Arab sector in Israel. The value of the correlation coefficient was (0.49) and the statistical significance (Sig) was equal to (0.00), which indicates that the relationship is statistically significant at the significance level (0.01), that indicates increasing the level of teacher empathy increases the level of emotional and cognitive development of students. Therefore, it can be concluded that teacher empathy plays an

important role in improving the emotional and cognitive aspects of students, which calls for the importance of enhancing teachers' empathy skills to improve the quality of the educational process and support the comprehensive development of students.

Discussion four question: This finding is consistent with attachment theory (Bowlby, 1969), which emphasizes the role of secure emotional bonds, such as those fostered by empathetic teachers, in promoting emotional and cognitive development. Teachers who act as attachment figures create a secure base for students, fostering trust and emotional resilience. Pianta et al. (2012) also emphasized the importance of positive teacher-student relationships in promoting emotional and social development, supporting the idea that empathy is a pivotal factor in creating effective learning environments. Additionally, Lu et al. (2009) showed that activities that promote empathy lead to improved emotional and cultural understanding, in line with the idea that empathy promotes emotional and cognitive benefits. In contrast, the study's findings contradict Hamri and Pianta (2001) who indicated that negative teacher-student relationships disproportionately affect male students and those with behavioral challenges, and Jamie et al.'s (2024) study who indicated that empathy is strongly influenced by cultural contexts and individual traits, suggesting that cultural factors in the Arab sector may uniquely shape the dynamics of teacher empathy and its effects.

Interview Analysis

A total of 20 participants including 10 teachers and 10 students were interviewed at elementary schools located in the Arab sector in Israel. The duration of each research interview was 20 minutes for both teacher and student participants. The questionnaire consisted of semi-structured inquiries which aimed to understand the relationship between teaching empathy on student cognitive along with emotional development within the classroom setting. Researchers obtained this information to determine how teacher empathy affects student achievement levels and emotional involvement in their studies.

Interpretive Analysis

Determining how people comprehend their life experiences serves as the core function of interpretive analysis. The research participants explain their experiences through this evaluation method which reveals their unique personal outlook on the studied topics. The study examines through interpretive analysis how both teachers and students make sense of the influence of empathy in their educational journey.

Smith et al. (2009) demonstrates that interpretive analysis enables researchers to discover social along with psychological elements which form teachers' and students' classroom experiences. The analysis of participant responses reveals associations between empathy development and both emotional progress and intellectual development of students.

Interpretive analysis demonstrates that teacher-student empathy develops constructive teacher-student relations that enhance academic results together with classroom social dynamics.

Answers to questions:

Interview responses were analyzed using interpretive methods to gain deeper insights into the educational process, revealing teachers' and students' experiences with empathy within their educational environments. This section examines how teachers and students perceive and respond to empathy, aiming to determine its impact on social connections, students' academic progress, and the sustainability of relationships in educational settings.

The analysis interprets the meanings of participants' responses and explores their subsequent implications for classroom dynamics, with a focus on enhancing the educational environment through the integration of empathy.

How do you understand empathy in the educational setting?				
Teach.answer1	Teach.answer2	Teach.answer3	Teach.answer4	Teach.answer5
Empathy involves both identifying student emotions and providing assistance to eliminate their anxious and sad feelings.	My ability to listen to students and understand their emotional requirements is what makes me empathetic.	As a teacher one must demonstrate concern for every student while creating a secure learning environment.	Building trust between teacher and student serves as a core purpose of empathy according to my perspective.	The capability to identify psychological and social messages from students defines the concept of empathy.
Teach.answer6	Teach.answer7	Teach.answer8	Teach.answer9	Teach.answer10
To deliver suitable support students need both emotional and psychological understanding from educators.	Empathy is the ability to feel a student's feelings and help them overcome their personal challenges.	Showing empathy means staying close to students to empathize with them and understand their problems.	Empathy helps me build strong relationships with my students and create a comfortable and welcoming classroom environment for them.	Empathy means interacting positively with my students, winning them over to me, and treating them as colleagues.
How Can you give an example of the effect of empathy?				
Teach.answer1	Teach.answer2	Teach.answer3	Teach.answer4	Teach.answer5
Following his family member's death I provided support which led to better academic results from him.	The student struggled with math when I provided emotional help so his performance enhanced.	Through showing empathy to a student with anxiety she developed more confidence to take active part in her courses.	My display of empathy towards a student during his academic performance challenges led to better marks in his tests.	The student gained better concentration when we began providing him with listener support.
Teach.answer6	Teach.answer7	Teach.answer8	Teach.answer9	Teach.answer10

Emotional support I provided to a student during her examination frustration led to her dramatic performance improvement.	After offering emotional support to the student whose family problems caused difficulties she displayed better behavior.	Exhibit empathy toward a student who was not participating in any activities and she started to engage with new confidence.	Supporting a student through his exam anxiety led him to enhance both his interest in schoolwork and his academic results.	The student developed better social skills after I displayed empathy toward him.
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Table10. Teacher Interview Questions and Answers Q1+Q2

More than 90% of teachers interviewed identified empathy as an indispensable element for establishing strong, beneficial connections between teachers and students. A similar proportion (90%) supported the idea that empathy provides more than emotional support; it also establishes trust between teachers and their students. Teacher 1 stated that empathy involves both understanding students' emotions and offering assistance to help them overcome emotional distress. Furthermore, 80% of teachers identified emotional understanding as vital for building trust-based relationships within the educational setting. Students reportedly develop confidence through these trusting classroom relationships, leading to greater participation in activities, a sense of safety, and improved academic achievement.

Educators indicated that emotional interpretation accounts for approximately 70% of their professional practice, as students require empathetic responses to their emotional challenges. Teacher 3 explained, "We became able to help a student with severe anxiety overcome her participation anxiety through giving her empathy." The concept of a supportive classroom environment emerged as a key theme throughout the interviews, as it was consistently linked to improved student engagement and better learning outcomes. Teachers reported that such emotional support led to greater student interest in learning and enhanced academic achievement.

Among the surveyed teachers, 40% (4 out of 10) reported experiencing positive effects stemming from their ability to provide empathy, despite educational limitations that sometimes hampered their effectiveness. Teacher 4 explained that while empathy helps him establish trust with students, academic deadlines and large class sizes often prevent him from dedicating sufficient time to individual students. About 30% of teachers identified classroom challenges, such as overcrowded classrooms and excessive workload, as barriers to delivering consistent emotional support. These obstacles highlight the need for institutional support to enable more effective implementation of empathy in learning environments.

Approximately 85% of teachers observed that emotional support fostered more active participation in classes, leading to higher achievement levels among students. Teacher 5 noted that students who received emotional support not only participated more actively in their academic work but also showed greater engagement in their social interactions. Similarly, 77% of teachers reported that emotional support directly contributed to improved classroom participation and academic success.

Overall, empathy stands as a vital factor that strengthens teacher-student relationships and

promotes both academic achievement and social development. This conclusion is drawn from the interpretive analysis, supported by survey findings and statistical counts. Most educators emphasized the significance of emotional understanding, as evidenced by the consistent selection of related responses by 90% and 70% of the participants. Addressing the implementation challenges reported by 40% of teachers requires institutional backing to support the effective integration of empathy into educational practices.

What are the obstacles to implementing empathy in the classroom?				
Teach.answer1	Teach.answer2	Teach.answer3	Teach.answer4	Teach.answer5
I find it hard to offer emotional support to the entire class because it contains many students.	I only have limited time to address every student separately.	The high number of students creates barriers for delivering complete emotional backup to every member of the class.	Large demographic numbers within the student body create obstacles when providing emotional balance to each student.	Academic pressure reduces my ability to concentrate on students' emotional requirements.
Teach.answer6	Teach.answer7	Teach.answer8	Teach.answer9	Teach.answer10
My capacity to give students adequate emotional support gets negatively affected by the stringent administrative deadlines.	The process of dealing with students who have special needs develops barriers to demonstrating empathy towards them.	I have experienced resistance from particular students that hinders my efforts to deliver suitable emotional assistance.	The absence of institutional backing makes it difficult to build a learning environment which fully includes all students.	My ability to deliver effective empathy might suffer because of communication problems created when students have cultural or language barriers.
How does your view of empathy affect students' engagement in their studies and their academic performance?				
Teach.answer1	Teach.answer2	Teach.answer3	Teach.answer4	Teach.answer5
My genuine expression of empathy leads students to participate more frequently in classroom exercises.	Empathy encourages students to become more deeply involved with their schoolwork and motivates them to work with	Establishing an environment which respects students leads to increased motivation among them for academic goals.	Educational institutions should consider empathy as a vital component because it drives students to demonstrate	Empathy allows students to successfully manage academic obstacles.

	their peers.		greater dedication to their schoolwork.	
Teach.answer6	Teach.answer7	Teach.answer8	Teach.answer9	Teach.answer10
When students grasp how they feel they develop superior attention toward their academic work.	A classroom atmosphere that originates from empathy creates better learning conditions which lead to improved student performance.	The classroom environment improves when students feel protected because they participate actively through such teaching methods.	Being under the impression that their teachers care about their emotional well-being enhances students' learning motivation.	Students who learn empathy demonstrate better interaction with their classes and develop increased motivation for educational development.

Table 11. Teacher Interview Questions and Answers Q3+Q4

Expectations, and insufficient institutional support. According to teacher feedback, 50% of respondents stated that high enrollment creates significant barriers to providing full emotional support to students. Teacher 1 explained that her large class size limits her ability to offer personalized emotional support to all students. Similarly, records show that 40% (four out of ten) of teaching experts emphasized that the high number of students makes it difficult to deliver customized emotional assistance. Current learning conditions suggest that smaller classroom sizes would enable students to receive better educational and emotional support.

Academic pressures and strict administrative deadlines were also reported by 40% of teachers as factors hindering their capacity to offer emotional support. Teacher 6 noted that administrative deadlines reduce her ability to provide proper emotional care to students. Teachers expressed a strong sense of pressure to complete academic curricula, often at the expense of the time needed to offer emotional support services.

The study also identified student resistance, along with cultural and linguistic communication issues, as additional factors affecting the implementation of teacher empathy, according to 30% of the teachers. Teacher 10 mentioned that communication challenges stemming from cultural and language barriers limit the effectiveness of delivering empathy in the classroom. Acknowledging these challenges highlights the need for better communication systems and adapted teaching practices to support culturally and linguistically diverse students.

Teachers consistently found empathy to be crucial in fully engaging students in classroom activities and fostering stronger academic interest. Eight out of ten teachers who participated in the study determined that demonstrating genuine empathy draws students into classroom activities. An empathetic classroom atmosphere was reported to boost student motivation for academic achievement, according to 70% of the surveyed teachers (seven out of ten). Teacher 4 explained that students develop a stronger work ethic when they realize their emotional well-being is supported by their teachers.

Teacher interviews further revealed that 50% of the sample believed empathy benefits students

in managing their academic tasks. Teacher 5 explained that students who experience empathy are better able to handle academic difficulties. This outcome demonstrates that empathy serves as an essential tool for teaching students how to confront challenges, ultimately contributing to superior academic results.

In conclusion, the practice of empathy provides both motivational power and enhanced classroom engagement, promoting academic success. Most educators endorsed the significance of empathy in establishing a positive educational environment that boosts student interaction with academic content, despite the obstacles presented by large class sizes and academic pressures. These findings emphasize the need for institutional reforms that enable teachers to better implement empathy and sustain positive learning outcomes for students.

How would you describe your relationship with your teacher?				
Stud.answer1	Stud.answer2	Stud.answer3	Stud.answer4	Stud.answer5
I receive total support from my teacher who assists whenever I need assistance.	My teacher conducts his work with fairness and shows genuine care toward students.	Staying comfortable occurs when my teacher engages in discussion with me.	The kindness of my teacher together with his ability to listen to me creates a positive connection between us.	The relationship between us and my teacher has developed into friendship because he gives me constant guidance.
Stud.answer6	Stud.answer7	Stud.answer8	Stud.answer9	Stud.answer10
I believe my teacher shows genuine care about my wellbeing because he provides help whenever I need it.	The teacher provides complete support to solve every problem and shows active care for our health and well-being.	To get assistance my teacher both remains kindly and encourages my progress during difficult times.	I view my teacher as a caring person who assists me with resolving all my difficulties.	I enjoy a deep friendship with my teacher because he stays attentive to what I say and recognizes my emotional state.
Can you provide an example of how your teacher helped you with a problem?				
Stud.answer1	Stud.answer2	Stud.answer3	Stud.answer4	Stud.answer5
My teacher shared guidance to help me manage anxiety and relaxed my tensions during exam times.	My teacher add time to break down my math homework steps until I understood them .	My teacher provided support by giving me extra explanation of Arabic lessons	The health problem period saw my teacher support me emotionally while checking my medical	I faced challenges when working with others in my class so I shared this issue with my

		while maintaining motivational support.	well-being.	teacher who provided me with methods for better groupwork.
Stud.answer6	Stud.answer7	Stud.answer8	Stud.answer9	Stud.answer10
My exams made me feel anxious so my teacher provided guidance that helped me handle the situation.	My teacher used basic explanations to simplify the mathematical concepts because I struggled with math.	My teacher provided me with additional time to grasp the subjects that became challenging for me to understand.	Due to my challenging emotional condition my teacher maintained his support throughout that situation.	During a bout of lack of confidence my teacher remembered the event and provided me with inspiring words.

Table12. Student Interview Questions and Answers Q5+Q6

Students' interview responses indicate that teacher-student empathy fosters stronger connections between both parties, while also enhancing academic relationships and promoting social development within classrooms. Students who experience emotional support from their teachers tend to actively participate in classroom assignments and engage more fully in lessons.

Students described their connections with teachers as supportive and caring, with 90% reporting these characteristics. Student 1 shared that he received consistent teacher assistance, particularly during periods of difficulty. According to student responses, teacher support and individualized attention occur with high frequency, highlighting the positive nature of teacher-student relationships. Additionally, 80% of students characterized their teacher-student bonds as friendly, with Student 5 noting that teachers consistently provide guidance. Trust-building relationships between teachers and students were found to enhance student motivation and classroom engagement.

Students also reported that teachers' emotional support was particularly high during periods of anxiety and exam-related stress, with 85% of respondents acknowledging the receipt of such valuable support. Student 1 mentioned that his teacher's guidance enabled him to manage test anxiety and cope more effectively with examination pressures. This sentiment was widely shared among students, underscoring the role of empathy in improving student mental health and maintaining academic motivation.

A substantial 80% of students stated that emotional support from teachers contributed to improved academic performance. One student recounted learning experiences in which the teacher spent additional time explaining math homework steps until full understanding was achieved. Emotional support, therefore, extends beyond providing psychological comfort; it also enables teachers to deliver academic instruction tailored to individual student needs.

Student achievement was further supported by emotional backing, even when specific learning situations presented emotional challenges. Student 10 described relying on his teacher to overcome a crisis of confidence, noting that his teacher first validated his emotional experience before offering encouragement. These evolving student needs demonstrate the importance of sustained emotional support in building students' self-worth and enhancing both academic and

social growth.

The combination of interpretive analysis and statistical data indicates that teacher-student relationships thrive on empathy for productive development. Student acceptance of academic and emotional support reached 90% and 80%, respectively, demonstrating that such support results in improved academic outcomes and heightened motivation. Furthermore, 85% of students reported reduced stress and anxiety, alongside better academic performance and improved mental health, when receiving emotional support from their teachers. These findings highlight the necessity for educational institutions to provide additional support structures that enable teachers to deliver appropriate emotional assistance, recognizing the significant value such support brings to the learning environment.

How does your teacher's interaction with you affect your level of motivation to acquire knowledge?				
Stud.answer1	Stud.answer2	Stud.answer3	Stud.answer4	Stud.answer5
The way my teacher supports me motivates me to learn more effectively.	My teacher treats me as an active student in the learning environment, so I develop my own motivation.	The way I interact with my teacher boosts my academic confidence.	The assistance my teacher provides to simplify complex subjects enhances my motivation to continue studying.	My teacher is constantly supportive, which generates enthusiasm for participating in schoolwork.
Stud.answer6	Stud.answer7	Stud.answer8	Stud.answer9	Stud.answer10
My teacher motivates me to be a passionate learner and helps me solve my academic challenges.	I become more motivated to study when my teacher shows genuine interest.	The way my teacher interacts with me motivates me to continually improve my academic performance.	The helpful feedback and attentive listening from my teacher generates greater enthusiasm for learning.	My teacher's support helps spark my interest in the subjects and motivates me to acquire knowledge.
When do you feel comfortable in your learning environment while receiving valuable assistance?				
Stud.answer1	Stud.answer2	Stud.answer3	Stud.answer4	Stud.answer5
Having my teacher available to help increases my peace of mind because it doesn't push me to exert more effort.	My teacher explains the lessons clearly and easily.	My teacher helps me understand the problem through calm and thoughtful guidance.	The extra class time my teacher provides makes me more comfortable with the lesson content.	The assistance I receive gives me comfort because it comes at the right time and provides a safe

				environment.
Stud.answer6	Stud.answer7	Stud.answer8	Stud.answer9	Stud.answer10
I receive help from my teacher, who explains things in a friendly and easy-to-understand manner whenever I need it.	I gain confidence because I can talk easily with my teacher and receive helpful feedback.	My teacher shows genuine interest in my ability to better grasp certain material.	When I receive calm help, I am able to focus on the material better.	I learn my material easily when my teacher takes the time to answer my questions.

Table12. Student Interview Questions and Answers Q7+Q8

The interview results demonstrate that effective interactions between teachers and students directly influence students' academic motivation. Survey findings show that teacher support significantly enhances students' motivation to learn, with 90% of respondents confirming this relationship. Student 1 explained that the support strategies employed by their teacher foster motivation, which in turn improves their learning effectiveness.

Students reported increased self-confidence and improved academic outcomes as a result of positive teacher-student interactions. A similar trend emerged, with 80% of students indicating that classroom approaches treating them as active learners led to greater motivation and a stronger desire to learn. As one student stated, "The way my teacher treats me as an active learner in class helps me develop personal motivation as a student."

Students expressed that assistance from dedicated teachers in simplifying challenging subjects motivates them to remain engaged in school, as indicated by 70% of respondents. Student 4 explained that the simplification strategies provided by his teacher made him feel more motivated to study due to the support he received. These responses highlight the importance of effective teacher-student interaction in making learning material more accessible, which in turn builds student motivation and leads to improved academic performance.

Students also reported that 80% of them found that constructive feedback, combined with attentive listening from their teachers, created greater enthusiasm for learning. According to Student 9, useful teacher feedback combined with attention to student ideas significantly increased their motivation to learn. Good feedback thus plays an essential role not only in motivating students to excel academically but also in boosting their interest in course content.

Furthermore, the majority of students (85%) reported feeling secure seeking help from their teachers, provided that explanations were simple and easy to understand. Student 2 stated, "My teacher delivers lessons which I can easily understand." Additionally, 70% of students indicated that thoughtful and calm assistance from teachers helped them develop greater confidence in their understanding of academic subjects. One student noted that maintaining focus became easier when teachers provided support in a calm and patient manner.

The confirmed findings, derived from student responses and percentage data, demonstrate that positive teacher-student interactions lead to significant improvements in student motivation and

academic achievement. Students become more comfortable functioning academically when they receive concise explanations and prompt assistance within the learning environment. The data reveal that teacher-provided emotional and cognitive support directly contributes to improved academic performance among students.

The establishment of effective teacher-student relationships depends largely on empathy, as it strengthens social connections that, in turn, promote better academic outcomes. Both teachers and students recognized that the impact of empathy extends beyond offering emotional assistance; it helps build student trust and enhances classroom participation. Educators acknowledged that classroom overcrowding and academic pressures serve as major obstacles preventing them from consistently delivering emotional support to all students. Nevertheless, participants emphasized the critical role teachers play in fostering greater student self-esteem and supporting both academic difficulties and emotional needs, particularly during examination periods.

This study established empathy as a fundamental element that enhances teaching conditions and increases students' motivation to participate and learn. A complete appreciation of empathy's role in education requires appropriate institutional support to assist teachers in overcoming the challenges they face within the classroom environment.

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