



A Context-Based Examination of the Relationship between Teachers' Ability to Empathize and Their Ability to Manage the Classroom

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ABSTRACT

Most of the time, people prefer to use their body language as a way to communicate without words. For empathy in these situations, you also need to be good at communicating without words. To understand what people are really thinking and feeling, you need to be able to read their body language and facial expressions. This takes empathy skills. Empathy helps explain things like illusions, feelings, and moral feelings. Empathy brings behaviors and feelings to the same level. Empathy is important on an instinctual level. Empathy first showed up in psychology, where it was found that when empathy worked, so did the therapy. People's lives have been shown to get better in places where empathy education is taught. Empathy makes life better, and it is a process that affects the whole person. Assuming that empathy has a big effect not only on relationships and behaviors but also on learning, this effect is likely to depend on how much empathy teachers show. Taking into account the existing body of literature pertinent to the topic at hand, the purpose of this study is to investigate, on the basis of this context, the relationship between the ability of teachers to demonstrate empathy and their capacity to manage a classroom.

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1. Introduction

Emotions have always served as the foundation for human communication, and in many cases, this is also true across the animal species. Emotions have a substantial influence on the development of a person's mental health, morals, psyche, and cognitive capabilities. According to Coşkun (2019), social and emotional competencies are therefore a useful criteria in the learning process. It is not appropriate to think about persons in isolation from their feelings. Emotions are the internal aspect that direct the individual while they communicate with the other person, hence they are very important.

In order for individuals to participate actively in social life, they must constantly converse with one another throughout their whole lives. It is possible for people to be successful in their interactions with other people if they first understand and accept themselves, and then it is feasible for them to rightly accept others. The capacity to appropriately interact with one's pupils is another skill that should be had by teachers. To be able to communicate effectively and consistently with pupils, the first thing that you need to be able to do is sympathize with them and put yourself in their shoes.

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Empathy is sometimes described as the capacity to comprehend what another person could be thinking by placing oneself in the position of the other person; nevertheless, it is possible to arrive at varied definitions of empathy depending on the technique taken. Even the ego, according to Freud (1920), needs empathy in order to comprehend another, and empathy is defined as a unique type of identification that is predicated on the similarities that exist between the object and the subject (Ozbay & Canpolat, 2003).

The control of friendship relationships among students requires a healthy dose of empathy on everyone's part. Children who have a high degree of empathy are typically more willing to help others and work together with others than children who have a low level of empathy. It is particularly crucial for youngsters, especially those who are expected to have less empathy than their peers, to acquire this talent (Roberts & Strayer, 1996).

According to Altınbaş, Güloksüz, Özçetinkaya, and Oral (2010), the cognitive behavioral approach views empathy as a factor that supports the interaction the client. Empathy is also considered a role in the treatment of depression. Because several research have shown a connection between empathy and mirror neurons. The findings that come from the destruction of mirror neurons, which leads to a loss of empathy, are considered to be the most crucial indications of this link (Keysers, 2011, as cited in Korkman & Tekel, 2020).

It has been found that children's abilities to empathize with others improve around the age of 12 and beyond, which is when they transition from operating in an abstract manner to operating in a concrete one. Empathy and actions that promote peaceful settlement of conflict are like two interrelated links in the chain of communication for individuals (Demir, 2012).

According to Özgan (1999), a teacher who controls her class with empathy and understanding should honestly regard each student as a person and should avoid trying to force her own views and ideas on her pupils. She should also avoid seeing her students as extensions of herself. In general, students who are aware that their teachers are managing them with empathy report feeling more comfortable and developing closer relationships with their teachers (Kuzgun, 2000). As a result of this, in order for teachers to be successful in classroom management, they need to apply their empathy abilities in the most effective way possible. If a teacher believes he lacks the empathy and classroom management skills necessary to be effective, he should seek out training in these areas and work to improve himself. If he does not, it is possible that he will struggle to establish an atmosphere in his classroom that is conducive to effective management.

When previous research on the topic is reviewed, it becomes clear that factors such as whether or not teachers have received training on emotional intelligence or classroom management, as well as whether or not they chose to become teachers on their own volition, have an impact on the ability of teachers to manage their classrooms effectively and to empathize with their students. These factors were included in the research as a sub-problem so that their significance could be evaluated within the context of the overall investigation.

It has been noted that there have not been many research conducted in the field of education on the topic of the connection between effective classroom management and the idea of empathy (Başer, Kıriloğlu & Kalaycı Kıriloğlu, 2019). When it comes to managing a classroom effectively, having an understanding of the significance of possessing empathy skills may help throw light on the challenges that teachers may face. As a consequence of these assessments, it is required to evaluate the influence of empathy skills of instructors working in public institutions on classroom management abilities. This is necessary because of the significance of empathy skills in the context of classroom management.

2. Background

2.1. Empathy and Skills in Empathy

Humans have felt the desire to communicate from the beginning of time. Consequently, they communicated with one another wherever they were. As a social entity who is conscious of the need to sustain communication, the human must be understood by those around him.

Lipps (1897) was the first to use the term empathy, which he termed "Einfühlungsvermögen." According to numerous studies, empathy is the capacity to comprehend the emotions of others (Ersoy & Koşger, 2016). De Waal (2008) [as cited in Başer, Kırılıoğlu and Kalaycı Kırılıoğlu (2019)] defines empathy as the state of being affected by and experiencing the sentiments of another, being able to identify with the other person and adopt his point of view.

In response to another person's emotions and ideas, empathy is the capacity to place oneself in that person's position. It is considered that those with empathy can read the emotions of those around them and see their inner worlds with greater ease. According to Goleman (1998), empathy is the capacity to comprehend the other person's emotions, worries, and wants and to put oneself in his/her shoes (as cited in Titrek, 2016).

According to Wispe (1990) and Hoffman (1982), empathy is the emotional response to the problems of other people, not the individual (Gürtunca, 2013). On the other hand, Carl Rogers (1980) defines empathy as the ability to view circumstances from the perspective of another person by placing oneself in his/her shoes and completely understanding his/her thoughts and ideas (as cited in Dokmen, 2008). Knowing the core of empathy is the root of empathy. The greater the clarity of emotional expression, the greater the capacity to comprehend emotions. To comprehend how others recall, one must comprehend nonverbal abilities such as mimicry, speech rhythm, gestures, and facial expressions (Goleman, 1995; Titrek, 2016).

According to Rogers (1980), a scientist and therapist, empathy or being empathetic is the proper understanding of another person's inner world and emotional components as though they were a significant person. Empathy is itself a therapeutic force. Since it liberates and validates, empathy is one of the most potent parts of therapy. Attempting to comprehend the other person thoroughly and without judgment is empathy. Simultaneously, empathy demands attentive listening that illuminates the other person's experiences and meaning without imposing one's own beliefs.

"Globalization is one reason why empathy is becoming increasingly necessary for corporate executives." Mistakes and misconceptions are common outcomes of intercultural communication. Empathy is a remedy. Those who possess this skill grow attuned to the nuances of body language; they can decipher the underlying meaning of spoken words. Additionally, empathy is essential for the retention of talent. Leaders have always need empathy to cultivate and retain talented employees (Goleman, 2019).

Empathy is a talent that demonstrates perception and comprehension of people's perspectives on situations. To be able to empathize, a person must assume that the other person has distinct viewpoints and values. In this regard, he should not criticize the person with whom he is communicating and instead seek to comprehend the circumstance (Yüksel, 2015).

Empathy is a skill that enables someone to perceive that their perspective is understood. A person's capacity for empathy is exactly proportionate to his or her awareness that the other person might dominate other values and ideas. Attempting to view the other person as "it" without judgment is the talent of empathy. The other person's emotions are comprehensible, even if they are not completely felt. Empathy has a significant impact on healthy interpersonal communication. Because humans have an innate need to be understood and accepted. We believe that someone who communicates with us empathically understands and accepts us. This enhances our mutual communication (Kabapınar, 2015).

2.2. Components and Importance of Empathy

There are many different views on the components of empathy. However, the consensus of most scientists is; empathy consists of cognitive and affective cognitions.

Cognitive empathy is people trying to understand the intentions, needs, ideas, feelings and thoughts of the people in front of them. Rather than feeling cognitive empathy, it is empathy through thought. It is possible to show cognitive empathy without any emotion or sympathy. Cognitive empathy; basically, it is the ability to put yourself in someone else's shoes and to look at situations from his/her point of view (Dökmen, 2008).

Empathy is not only a beneficial activity for the empathizer, but it is also a crucial action for the empathizer. Individuals with strong empathetic inclinations and developed empathy abilities are more likely to be loved and sought after by their surroundings (Dökmen, 2008) Individuals with excellent empathy abilities also possess the characteristic of becoming a leader.

Empathy is the most effective technique to assist another person. When a kid perceives that his instructor is assisting him in a school setting, he is able to demonstrate empathy. It might be claimed that empathetic interactions are especially crucial for teenagers who are problematic. In terms of education, the notion of empathy is sometimes misconstrued, and it can be observed that the concept of empathy is described as being interested or impacted. Adler (1956) described empathy as "seeing with another's eyes, hearing with another's ears, and experiencing with another's heart." The outcome of demonstrating empathy is that the other person feels understood. This is essential to effectively communicate with young adults (Hanna, Hanna, & Keys, 1999).

Many teachers believe they comprehend their students' concerns and challenges and may believe they are connecting with them by isolating them. When a middle school student tells her teacher that she can't do her homework because of problems at home and the teacher responds, "Don't worry about what's going on at home, you're studying; I've been teaching for years and there's no reason I haven't heard of it," the student may feel misunderstood and discouraged by the teacher's lack of empathy. But if the teacher actually takes the time to listen to his pupil, he may discover that the youngster's parents are verbally arguing every day at home, threatening to divorce, and not taking responsibility in front of the children.

In reality, the instructor may support his student in this scenario by providing a very simple response and reassuring him that he understands the difficulty of the situation. By doing so, the student's respect for the teacher would improve and he would feel more valued. Thus, the relationship between the student and teacher may evolve more quickly, and the student could feel accountable for completing their assignments.

In classrooms where empathetic understanding predominates, teachers do not steer students with their own ideas, do not push their own beliefs on students, but instead accept students as they are (Ozgan, 1999). A teacher who lacks empathetic attitudes may be an excellent educator and present the subject matter in the best way possible, but he will be unable of achieving the desired outcomes (Ozbay & Sahin, 1999).

In their study with more than 100 students, Marzano and Marzano (2003) reported that instructors with strong connections with their students have 31% less discipline problems, such as rule breaking, than teachers with poor ties with their students.

2.3. Characteristics of Empathy in Learning and Teaching

Empathy; It is divided into three groups as basic, intensive and functional empathy. Basic empathy is divided into primary features and the meaning of communication. Primary characteristics: being accepting and open, attracting attention, listening, being interested, displaying a positive and accepting approach, showing enthusiasm; Meaning of communication: facial expressions and interaction, gestures, body language and movements, height and distance, language and tone of voice.

Functional empathy; group empathy and whole-class relations are addressed as encouraging the perspective of others in the group. This can be achieved by setting boundaries, rules and codes, discipline, fairness, control, behavior and empathic structures. Intense empathy; developing positive emotions and interaction, understanding oneself and others and explaining understanding, gratitude to all relationships, distance and depth to empathy, taking behavior and responsibility, accepting others' and each other's perception and adapting to a high degree, moral perspectives (Cooper, 2004).

A person who can use empathic understanding in his life can take on a role that facilitates his relations in his professional life. One of the most important duties of a teacher is to contribute to the self-knowledge of the group he teaches and to facilitate this. The teacher is not only responsible for lecturing, but is the person who helps his student to solve any problem when necessary. It prepares its students for life and guides them on their journey of self-realization. In a way, an educator is someone who gives something of himself to his students, like a therapist. For this reason, the teacher's self-evaluation when necessary, being able to understand whether he is empathetic or not, and making efforts to improve himself in this regard, make him a better teacher (Akkoyun, 1982).

2.4. Teacher, Positive Classroom Environment and Empathy

Rogers (1980) defines empathy as 'a process that expresses an existence that is experienced privately between two people', based on the outcome of psychiatric practices. He defines this process as entering into the private world of the person, being able to realize his experiences, the source of his experiences, emotions such as anger, fear, love, and being sensitive and understanding towards his feelings. He says that in order for this dual relationship to be effective, an empathic approach must be realized (Kabapınar, 2015).

In recent years, studies on the use of the concept of empathy in the classroom also emphasize the importance of using the concept of empathy in the classroom. The concept of empathy is suggested and used as a teaching method (Ersoy & Köşger, 2016).

Being able to empathize depends primarily on the teacher's empathy skills, awareness of emotions and the teacher's personality structure. The most important difficulty that the teacher will experience while empathizing in the classroom environment; For as many people as the number of students, it is to put themselves in their shoes and try to understand their feelings. In order to facilitate this process, the teacher (Kabapınar, 2015):

- Should know that empathizing is one of the ways to understand the student,
- Be aware that empathy is a skill that can be developed,
- Must be a good listener,
- Must recognize emotions well and be successful in diagnosing them,
- It should be used together with other communication skills in order to establish a successful empathy,
- He should know that the empathy relationship he will establish with his students will directly affect the classroom management,
- Be gentle in the empathy process,
- Should know what to do in the empathy process and be open to experience.

2.5. Classroom Management Skills

The notion of management is concerned with the control of the necessary environment for learning to occur; therefore, the topic of classroom management is concerned with the environment in which learning occurs, namely the conducive classroom environment. When discussing the classroom environment, there are several variables to consider, including the student-teacher connection and communication, the classroom's order and structure, and the students' motivation (Karip, 2017).

"The concept of classroom management is to manage the objectives in the lesson by removing the obstacles that will be placed in front of the students and teachers for the efficiency and continuity of

the teaching, ensuring the participation of the students in the activities, and making efficient use of the teaching time" (Erdoğan, 2008; Tunca, 2010).

There are two primary objectives of classroom management. One of them is to establish a climate of trust in order to boost student motivation. The second objective is to enhance students' feeling of responsibility and teach them how to govern their talents. If the instructor wishes to establish an environment conducive to efficient classroom management, he or she can obtain the desired behavior by allowing students the opportunity to construct their own learning and by regulating these behaviors, rather than by pushing them. Management of the classroom is a strategy for fostering students' self-evaluation abilities and sense of responsibility (Karip, 2017).

"Classroom management strategies can be categorized as conventional, preventative, reactive, developmental, or holistic". During an educational time, it may be essential to carry out each of these models alone or together. The use of classroom management methods differs based on objectives, desires, and needs (Başar, 2003).

"The components of classroom management abilities consist of five areas of activity. These; The physical condition of the classroom environment, the teacher's planning and planning with the methods and techniques used in the lesson, the effective use of the time to be spent in the classroom, and the arrangement of the communication and interactions with the students in a manner that results in positive behavioral changes" (Küçükahmet, 2009; Tunca, 2010).

2.6. Discipline in Classroom Management

"Discipline is the whole of the measures taken to ensure that people comply with the general thoughts and behaviors of the community they live in" (Türk Dil Kurumu Sözlüğü, 2020). "Discipline is the conduct of things in a certain order with consistent and determined behaviors in order to prevent negative situations and behaviors from occurring" (Erdoğan, 2008; Tunca, 2010).

At the center of the concept of discipline are the teacher and the student. The frequent use of punishment, reward and obedience techniques in the classroom environment prevents students in the classroom from having a healthy moral development. Discipline can change or affect negative behavior only in short-term evaluations. The fact that students constantly expect them to abide by the rules created by their teachers makes it very difficult for students to grow up as adults with moral values (Saban, 2000).

The methods to prevent disciplinary problems in the classroom can be listed as follows (Yıldırım & Aktepe, 2004):

- Working with a Plan: Thanks to the study plan, the teacher can both use the time in the classroom efficiently and prevent the complications that may occur.
- Fluent Activity: Instead of lecturing for forty minutes, teachers should give students periods of time where they can 'do nothing'. Because the things that are excessive, fluency deteriorates after a certain period of time and the distraction of the student in the lesson causes the lesson to be divided. Here, the discipline may also deteriorate (Terzi, 2002).
- Consistency: The more consistent the teacher is with the students about the behaviors that he wants the student to develop, the faster the student will be able to acquire this behavior. It is very important for the teacher to be consistent in applying the classroom rules.
- Teacher Control: If the teacher is not aware of what is going on in the lesson, that is, if he cannot follow the dialogues or actions between his students while he is teaching, he cannot be successful in preventing undesirable behavior there.
- Setting Rules: Usually, every student wants to create a set of specific rules. And this is how they want to know what their teacher expects of them. Teachers should also explain to the students why the rules are necessary, what they expect from the students, and be a role model for their students (Aytekin, 2003).

2.7. The Relationship between Empathy Skills and Classroom Management Skills

For a teacher, the concept of empathy is not just a way of showing behavior. Empathy is also considered as a skill that helps the teacher to do many necessary studies such as getting to know the student, producing student-centered gains, and making appropriate educational plans for students. The teacher should be empathetic, clear and understandable when communicating with the student. He should be able to express himself properly and should not forget that he is generally giving in his communication with the student. A teacher who can show his students that he has empathic skills can also be largely successful in making students feel that he values them.

One of the most important effects of an effective classroom management; is to develop the relationship between teacher and student in a quality manner in the classroom. Parts of being able to develop good relationships; to understand and to know. Teachers should take steps to know the characteristics of their students, each of which is unique for the development of their students. Although students are very successful in hiding their feelings, they are always willing to establish good relations with their peers, teachers and families (Wormeli, 2003).

Teachers who adopt a good relationship with their students in classroom management are more likely to focus on their students' development and help them develop socially and positively appropriate behaviors. The characteristics of an effective teacher-student relationship are not related to the teacher's character traits or being liked by his students. Relationships are determined by the basic behaviors and certain behavioral strategies shown by the teacher (Bender, 2003). With this approach, it is aimed to show personal interest to students, to establish clear learning goals, to be an assertive, egalitarian and positive model (Rogers & Renard, 1999; Hall & Hall, 2003). Many studies reveal that; The most effective classroom management is the kind of classroom administrators who do not treat all students the same. Because effective classroom managers are classroom managers who apply different strategies to different students (Brophy & McCaslin, 1992).

It would not be right to expect a teacher who lacks empathy skills to behave positively towards his students and to behave appropriately with the awareness that each student is unique. For this reason, a teacher who does not have empathy skills encounters many problems in classroom management. He does not know that he should listen to his student in the first place, he always thinks that he knows the truth, and because he cannot empathize with this thought, he may fail to communicate.

2.8. The Implications of Empathy Skills for Classroom Management

The notion of empathy, which has been prevalent and well-known in the field of education for the past two decades, and study into how this concept might develop are particularly relevant to education and management.

Twenty years ago, the school system had a drastically different effect on pupils than it does now. Although students are no longer autonomous from the outside world, they appear to be generations that think more of themselves, are far from the social awareness, and are directed by others regarding what they should accomplish. The school system's greatest flaw is that it cannot educate the next generation how to behave. (Kocayörük, 2004) Therefore, education institutions must be rebuilt to satisfy the emotional and social needs and shortcomings of pupils.

Schools and classrooms are the best places for kids to improve their understanding of emotional intelligence and its facets. The school is the institution that offers educational continuity after the family. The teacher is largely responsible for integrating the notion of empathy into learning contexts in schools and classrooms. Consequently, classrooms with high levels of empathy will have a favorable effect on both the learning process and the climate of schools and classrooms (Titrek, 2007).

The majority of students follow their instructors' example as soon as they enter school. Passing on positive behaviors to his pupils is one of a teacher's primary objectives in an atmosphere where student-teacher relationships are based on conduct as an example. The more a teacher shows good

behaviors in the classroom, the greater the likelihood that children would imitate similar actions (Başar, 2008). Therefore, the most crucial conduct to change should be the teacher's attitude. These include reward, belief, emotional communication, and being oneself. All of these characteristics are related with the notion of empathy (Kaya, 1998).

Each educator has an own educational philosophy. The educator's educational philosophy is founded on a number of perspectives and convictions. While forming these perspectives and beliefs, they assimilate their fundamental characteristics, such as their teaching methods and tactics, student relationships, and classroom management. Both in their conduct and classroom management, teachers employ two fundamentally successful strategies. It can be described as both dictatorial and democratic (Alicigüzel, 1998)

In classrooms governed using an authoritarian approach, students' expectations and needs take a second seat, and the instructor makes all classroom choices. In order to be effective in classroom management, teachers may employ strategies such as disciplinary punishment, peer comparison, and incentives.

In classrooms administered with a democratic approach, on the other hand, students are involved in the decision-making process, are respectful of themselves and their peers, and understand the repercussions of their actions. Education has a crucial impact in the improvement of an individual's degree of empathy. Because it is possible to increase empathy abilities through schooling.

When conducting a literature study on the notion of empathy, it is evident that the topic has been studied in a variety of disciplines and with a variety of variables, with the majority of these research focusing on education and business difficulties. Again, in research on classroom management abilities, 'classroom management' is typically emphasized, and these studies focus on the elementary education level. It appears to have been investigated.

4. Discussion

The purpose of this study is to investigate, on the basis of this context, the relationship between the ability of teachers to demonstrate empathy and their capacity to manage a classroom. So that the purpose of the research is discussed below in the context of other studies in the relevant literature.

Özbay and Şahin (1999) in their study on 'University students' perceptions of empathic classroom atmosphere', aimed to examine the perceptions of teachers' empathetic classroom environment attitudes of students studying in different departments of the university within the framework of humanistic education and student-centered education approach, and carried out the research on 480 students. As a result of their research, they concluded that there are differences between departments in terms of empathic classroom environment, the students in the arts education department perceive the classroom environment more empathetic than the students in the science and social departments, and the female students in the social and science departments find the teacher attitudes more empathetic.

According to the results of Türnüklü and Yıldız (2002) research; it has been revealed that when teachers encounter undesirable student behaviors, they generally try to cope with undesirable student behaviors by using strategies such as making eye contact with students, repeating the rules of the class, warning the student by name, and trying to include the student in the lesson. Another striking result is that teachers do not use punishment strategies as a result of undesired behavior.

In his research, Atıcı (2003) aimed to help students in problem solving and taking responsibility for their behavior. He discussed the results of his research in six stages according to Glasser's (1998) problem-solving steps. The results of one of his researches are also included in the short study sample examined. An in-class problem between the teacher and her student Hülya in the example was solved by using the 'I' language, one of Glasser's (1998) problem solving steps.

According to the results of İra's (2004) study on 'Effective classroom management and active learning'; According to effective classroom management, it is not enough for the teacher to keep the students silent in order to prevent undesirable behavior, for an effective classroom management, the teacher-student relationship in the classroom should be established not only by the teacher but with the students, the causes of the events that occur in the classroom should be discussed rather than the results, all the students in the classroom. It has been revealed that students are important individually and that a student-centered method should be taken as a basis.

Titrek (2004) aimed to determine the relationship between emotional intelligence levels and academic achievement levels of faculty members working in education faculties in his study named 'Comparative research between the use of emotional intelligence competencies in business life and academic success levels of faculty of education'. As a result of his research, Titrek concluded that the faculty members found themselves competent in emotional intelligence competencies, but the faculty members found themselves significantly lacking in the skills of 'synthesizing positive and negative emotions together, understanding their feelings correctly, self-control in stressful situations, sensing opportunities'. However, it was concluded that the faculty members saw themselves as inadequate in 'turning the pessimistic moods of their friends into optimism, speaking diplomatically, influencing their colleagues, understanding the perspectives of others, leading, persuading people and taking part in the team'. Titrek determined that there was a low-intensity, significant and positive relationship between the emotional intelligence dimensions of faculty members and their academic level.

According to the results of the study conducted by Sağlam, Adıgüzel, and Güngör (2008), it was seen that the most misguided behavior of the students during the lesson was speaking without raising a finger, this behavior was followed by the behavior of not doing the homework on time, and then the behavior of not listening when someone was talking. Among the most used methods of coping with undesirable behavior by teachers, approaches such as making a statement, giving a proper verbal warning, and showing some positive student attitudes as symbols were seen.

In the results of Tunca (2010) research, it is seen that teachers' emotional intelligence and mood levels are quite high, their levels of benefiting from and expressing their feelings are low, and their general emotional intelligence levels are at an average level. When the average values obtained regarding the classroom management skill levels of primary school teachers are examined, it is seen that their classroom management skills are extremely high.

As a result of their research in Acun Kapıkıran, Kapıkıran and Başaran (2010), researchers concluded that the gender variable only makes a difference between expressing father feelings and empathy orientations, and does not make a difference with other variables.

150 teacher candidates participated in the research on 'Examination of empathy skills of primary school teacher candidates' conducted by Demir (2012) and it was tried to measure the empathy skills of primary school teacher candidates in the research. The aim of the research is to measure the empathy skill levels of the candidates who are trained as classroom teachers and to try to reveal what their levels are with some variables. As a result of the research, it was concluded that the empathy skills of the classroom teacher candidates were moderate, there was no significant difference in empathy skills under the title of 'learning style' and 'gender' factors, but there was a difference in empathy skills in the variable of 'acquiring social studies learning in classroom management'.

Güvenç (2012) collected the results of his research in eight items. In summary, it has been observed that primary school teachers choose their emotional intelligence level as 'very often'. However, teachers also stated that they were deficient in some dimensions of emotional intelligence.

It was aimed to test whether the scale used by Görtunca (2013) in his research has sufficient psychometric properties to be used in Turkey. As a result of his research, he concluded that the Görtun scale is a suitable measurement tool that can be used to measure the empathy skills of children and adolescents between the ages of 8-14, whose validity and reliability are within acceptable limits.

In the results of Toytok's (2013) research, it was seen that 15% of the number of teachers participating in the research had a low level of emotional intelligence competency, and the competencies of these teachers in the empathy dimension were lower than the competencies in other dimensions, and gender did not have an effect on their emotional intelligence skills. In terms of education, it was observed that as the level of education increased, the level of emotional intelligence decreased. In terms of professional seniority, it is revealed that as the seniority increases, teachers think that their emotional competence is higher than other teachers. Therefore, as the seniority increases, it can be concluded that there is a parallelism between the emotional intelligence levels of the teachers.

In his research, Dağda (2017) aimed to examine the relationship between the empathy tendencies of psychological supporters who have not yet started the profession and their tendency to show their feelings, and as a result of his research, Dağda saw that parental attitudes did not make a significant difference between empathic tendencies, but made a difference between their level of showing feelings.

Şakar (2020) examined the factors affecting empathy in children in three dimensions as family, school and neurodevelopment in his study on "Supporting the development of empathy in children". As a result of his research, he concluded that empathy begins to develop in children from birth and continues to develop with adequate support.

When we look at the results of similar studies on classroom management in Turkey, it is observed that most of the teachers are inadequate in many aspects of classroom management skills. These deficiencies need to be addressed immediately. On the other hand, it is concluded that most of the teachers gain proficiency in classroom management skills as they gain experience (Türnüklü & Yıldız, 2002).

Cooper (2010) discussed some empirical studies on modeling moral values in schools in his research. It aimed to highlight the hidden influence of work environments on classroom relations. In the results of his research, Cooper (2010) reached the conclusion that there are 4 special types of empathy and they are; basic, functional, deep and false empathy.

Stojiljkovic, Djigic and Zlatkovic (2012) aimed to measure the relationship between empathy and self-evaluation in their study on "Empathy and teacher's role". In a study involving 120 teachers from various schools in Serbia, the researchers concluded that empathy can benefit teachers' success in fulfilling their professional roles.

Goroshit and Hen (2016) aimed to examine teachers' competencies and emotional competencies in their study in 2016. In their research with 543 teachers, they concluded that both self-efficacy contributed to the development of teachers' empathy skills, but that self-efficacy contributed more.

In the research titled "Teacher empathy: A model of empathy for teaching for student success" by Meyers, Rowell, Wells and Smith (2019), he argued that teacher empathy improves student learning and made some suggestions to teachers for this. These suggestions; listening, validating students' experiences, setting limits, and directing students to professional services.

Valente, Monteiro and Lourenço (2019) aimed to measure how teachers' emotional intelligence affects classroom management and to measure the relationship between teachers' emotional intelligence levels and gender, academic level and working hours. As a result of their research, it has been seen that teachers with high emotional intelligence can easily affect the emotional intelligence levels and behaviors of students, and that teachers with high emotional intelligence can easily change in-class activities when students cannot concentrate in the classroom, and can easily distinguish which students tend to cause problems.

Valente and Lourenço (2020) investigated how teachers' emotional intelligence skills affect classroom management conflicts in their research, and as a result, they concluded that teachers with higher

emotional intelligence skills are more compatible and more complementary in solving problems with students in the classroom.

5. Conclusion

Recent research has demonstrated the significance of empathy in the professional and personal lives of individuals, and this topic has been the focus of several studies throughout the years. It has become apparent that the capacity to empathize is a quality that cannot be overlooked, particularly in classroom management abilities within the educational area. The primary objective of this study is to evaluate the link between instructors' empathy competences and classroom management skills in the context of existing studies.

In his study titled "Examination of the Empathic Tendency of Classroom Teachers," Ozen (2015) found that the average degree of empathic orientation among primary school teachers is relatively high. Avunduk (2016) revealed that educational status groups varied significantly in terms of the empathy dimension. It was discovered that academics had the greatest empathy scores, whereas general practitioners had the lowest. According to their emotional intelligence levels, Güvenc (2012) stated in his study that teachers had a "Very Frequent" perception level in the "empathy" sub-dimension of emotional intelligence. In this regard, it can be stated that there is a considerable correlation between instructors' empathy abilities and classroom management skills, and that teachers with strong empathy skills also possess strong classroom management competences. In line with the outcome, Tunca (2010) asserts that when he studies the findings of his research on the classroom management abilities of primary school teachers in 2010, their classroom management skills are very high.

Karasu and Ozdemir (2019) noted in their study's findings that there was no variation in the mean scores of the emotional intelligence scale based on the gender of the students. According to the findings of Ozaslan, Kumcagiz, and Baba Oztürk's (2020) research, the emotional intelligence levels of rookie instructors differed depending on their gender, with women achieving higher average scores than males. In their research, Diken and Aydodu (2018) determined that the emotional intelligence skill levels of novice science instructors did not differ by gender, which supported the conclusion that the novice teachers' empathy abilities did not differ by gender.

According to the results of his research, Tunca (2010) found that the age of the instructors influences whether or not the emotional intelligence levels of primary school teachers vary with age. As a consequence, he found that instructors over the age of 51 gain more from emotions than teachers between the ages of 20 and 30. This indicates that the emotional intelligence abilities of instructors aged 50 and older are better developed than those of their younger counterparts. According to Çelik and Çağdaş (2008), there was no difference in the empathetic tendencies of preschoolers based on age, but there were substantial differences in characteristics such as gender and career choice.

Karasu and Ozdemir (2019) observed in their study that as the age of the participants grew, the total average score on the emotional intelligence scale decreased significantly, as did the total average score on all subdimensions. Even if the participants in this study and those in the literature belong to the same age range, there may be discrepancies between the two sets of findings. In his study, Toytok (2013) concluded that, according to the education department, there was no difference in the sub-items of self-consciousness and social skills, but there was a substantial difference in the sub-dimensions of motivation, maintenance, and empathy. The Tukey-b test, which was undertaken to determine the cause of this discrepancy, revealed a significant difference in the empathy item between those with a master's degree and those with other education levels.

Ozen (2015) concluded that there was no difference in the empathetic attitudes of teachers based on their professional seniority in the 2015 study titled "Examination of Empathic Tendency of Classroom Teachers". Toytok (2013) conducted a variance analysis on the sub-dimensions of emotional intelligence in teachers' classroom management based on their professional seniority. According to the

results, it was determined that there is a significant difference between the emotional intelligence elements of classroom management abilities and the instructors' professional seniority.

Ethical Statement

Since human subjects are not used, there is no ethics committee document.

Declaration of Interest

The authors declare that there is no conflict of academic or financial interest.

Informed Consent

Since human subject records were not used in the current analysis, informed consent was not required

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