



A Study of Empathy Among Married and Unmarried B.Ed. Teacher Trainees

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Abstract: Students gain understanding of value from the teachers than from the texts taught to them. In this concern teacher education needs reorientation to meet this demand. Empathetic understanding has become a crucial concept in many professions requiring human contact. This research is to find and compare the empathy level of B.Ed. trainees with respect to marital status. This study is conducted on a random sample of 105 B.Ed. teacher trainees, out of 105, 50 married and 55 unmarried B.Ed. teacher trainees selected of B.Ed. college of Hyderabad city. The descriptive survey method is used for data collection using Toronto Empathy Questionnaire (TEQ) (Sprengh et al., 2009). For data analysis mean, standard deviation and standard error is used as measures of descriptive statistics. t-test is used under inferential statistics to calculate the significance of the results for $\alpha=0.05$. It was found that there is no significant difference empathy level among married and unmarried B.Ed. teacher trainees.

Key Words: Empathy, B.Ed teacher trainees, marital status .

1. INTRODUCTION:

human interaction that prefer to assist mental growth and humaneness, which prepare grounds for satisfying experiences of self-actualization and/or self realization in various life situations. Education is a area of human contact where the learning conditions should be rigorously delineated. With the changing roles of teachers from strictly defined teaching agents to be facilitators to intensify self-learning, the consideration for empathetic classroom climate have taken more awareness of both practitioners and theorists. Teacher empathy has been defined as “the ability to express concern and take the perspective of a student, and it involves cognitive and affective domains of empathy” (Tettegah & Anderson, 2007, p. 50). supportive learning environments (including empathic and supportive teacher practices) are conducive to student learning and achievement, relationship between teachers' empathy and their teaching ability is linked to the classical notion that a teacher cannot properly instruct pupils without knowing them well”. Thus, teacher empathy is a required teaching skill that promotes a positive learning environment for all students. Moreover, researchers tends to agree that teachers can be trained to be more empathic

1.1. Statement of the Problem:

A Study of Empathy Among Married and Unmarried B.Ed. Teacher Trainees

1.2. Objectives of the study :

- To measure the level of Empathy among the B.Ed. teacher trainees
- To compare level of Empathy between married and unmarried B.Ed. Teacher Trainees

1.3. Hypothesis of the study:

B.Ed. teacher trainees have above the average level of Empathy.

There is no significant difference in empathy levels between married and unmarried B.Ed. teacher trainees .

2. METHODOLOGY OF THE STUDY:

The present study was carried out through descriptive survey method. Its endeavor to compare two independent groups married and unmarried B.Ed. teacher trainees.



2.1. Population and sample : The population for the present study consists of the B.Ed. teacher trainees in B.Ed. College of Hyderabad,G.H.M.C limits. The sample is small number of representative individuals from the population. The sample of the present study is conducted on anwar-ul-uloom college of education,nampally,Telangana Hyderabad

2.2. Size of the sample: This study is conducted on a sample of 105 Students, 50 married and 55 unmarried of B.Ed. College of Hyderabad. The final sample is selected randomly.

2.3. Tool for measurement:

The tool used in this study is Toronto Empathy Questionnaire (TEQ) (Spreng et al., 2009) was employed by the researchers for the purpose of data collection. It consists of 16 questions, each rated on a five point Likert scale ranging from never, rarely, sometimes, often to always.

Psychometric properties:The questionnaire has been shown to have high internal consistency, construct validity, and test-retest reliability. The TEQ demonstrated high test-retest reliability, $r = .81, p < .001$.Moreover, it exhibited good internal consistency and high test-retest reliability with .81 (Spreng et al., 2009). Thus it was concluded that TEQ is a brief, reliable and valid instrument for the assessment of empathy as an emotional process. The scale has been widely used in Indian and Western setting (Safariolyaei, 2016, Yousuf et al., 2014; Kourmousi et al., 2017; Haque et al., 2017; Fragkos et al., 2019; Donald, 2016).

3. STATISTICAL TECHNIQUES:

In this study different statistical techniques were used to analyze and interpret the result. They are:

A. Descriptive Statistics:

- Graph
- Mean
- Standard Deviation
- Standard error

B. Inferential Statistics:

- Unpaired sample t test.

4. RESULT: Collected data through above mentioned inventories were analyzed in terms of mean, standard deviation and t-test method. The results have been presented in the tables.

Table 1 : Mean, Standard Deviation and standard error of empathy of B.ed Teacher trainees with respect to marital status

| Empathy | Group | Sample | Mean | Standard Deviation | Standard error |
|---------|-----------|--------|------|--------------------|----------------|
| | Married | 50 | 47.8 | 5.489 | 0.78421 |
| | Unmarried | 55 | 46.9 | 5.339 | 0.726651 |

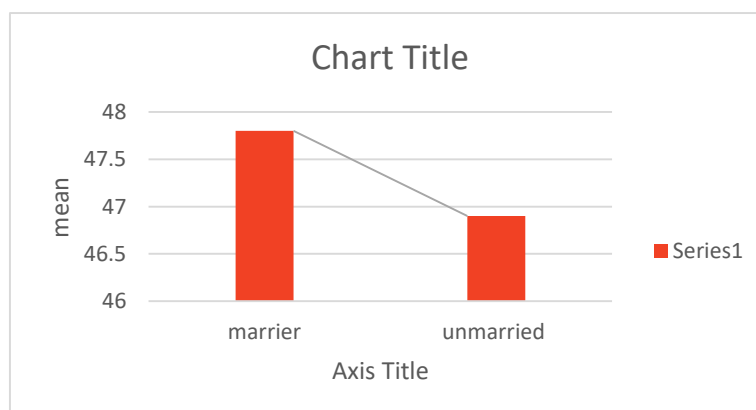


Figure1: Bar Diagram of Means



Inferential Statistics :

Hypothesis 1 : B.Ed. teacher trainees have above the average level of Empathy.

Hypothesis 2: There is no significant difference in empathy levels between married and unmarried B.Ed. teacher trainees.

Table 2 : Mean, Standard Deviation and t-value of Empathy of married and unmarried B.Ed. teacher trainees

| Empathy Level | Group | N | Mean | Standard Deviation | t cal | Sig |
|---------------|-----------|----|------|--------------------|--------------|--------------------------------|
| | Married | 50 | 47.8 | 5.489 | 0.864 | H₀: rejected |
| | Unmarried | 55 | 46.9 | 5.339 | | |

Interpretation: it was evident from the above table showed that there was non significant difference in empathy level between married and unmarried B.Ed. teacher trainees and which means that empathy was not dependent or influenced by marital status

5. CONCLUSION AND DISCUSSION:

The present research focused on comparing the empathy level between married and unmarried b.ed teacher trainees. From the analysis of data, The findings reveal that B.ED Teacher trainees has above average level of empathy and empathy level is found to be slightly high in married teacher compared to unmarried teacher. It is further found empathy is slightly lower among the unmarried B.Ed. students who are who belongs to the age group of 26 & above, nuclear family, urban area.

Following are the suggested ways to enhance the empathy among B.Ed. teacher trainees :

- Including moral and value related lessons as a curricular components.
- Organizing development programs
- Create opportunities for collaboration :team teaching

6. SCOPE FOR FURTHER RESEARCH:

SUGGESTIONS FOR FURTHER RESEARCH

- Similar study can be extended to students in the field of medical, law and management.
- Empathy in relation to classroom management / home management.
- Empathy in adolescents students of divorced and married parents
- Relationship between empathy and emotional intelligence among secondary school students

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