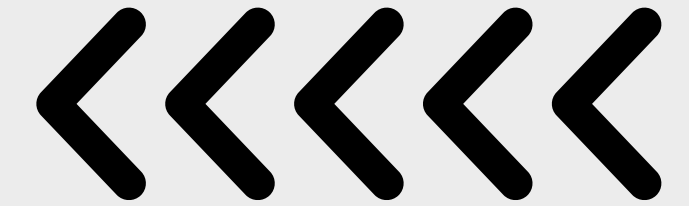




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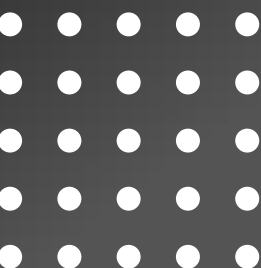
# **Samanthians Secondary Teachers' Essence of Empathy, a Hermeneutic Phenomenological Study**

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# RESEARCH JUSTIFICATION



## INVESTIGATION INTEREST

There is a gap in phenomenological research regarding teachers' understanding of empathy. It is imperative to build clear links between teachers' understanding of empathy and their practice of empathy.

## STATEMENT OF PURPOSE

Understanding what the essence of empathy is for Semanthians Day School Secondary School teachers. Empathy will be generally defined as "the ability to recognize or infer what another person is feeling, even if they are suffering (cognitive empathy) and our emotional response to their thoughts and feelings which drives us to action (affective empathy)" (Andel, et al, 2017).

## THE PREOCCUPATION

Social and political polarization around the world. In the United States there is an intensified reaction against initiatives that speak of justice and equality, as well as expansions and accessibility to diversity and equity programs (Glassdoor, 2022, Butler, 2023).





# THEORITICAL FRAMEWORK



## TEACHERS & EMPATHY

- Empathy as a fundamental pillar in the teacher-student relationship.
- Empathy as a key component of the professional identity of teachers.
- The need for further research on the experience of empathy in teachers.

## REGARDING EMPATHY

- The multifaceted nature of empathy.
- The role of empathy in human connection and understanding.
- The limitations and complexities of measuring and studying empathy.





# PRINCIPAL OBJECTIVE



To capture through a phenomenological process the essence of the understanding and practice of empathy of Samanthians Day School secondary school teachers.



# POPULATION, SAMPLE, AND ETHICS



## SAMANTHIANS DAY SCHOOL

- Progressive approach
- Commitment to diversity and equity
- Support programs

## ETHICAL ASPECTS

- Initial assessment and mitigation of bias
- Data management and security
- Peer review

## PARTICIPANTES

- Diversity of roles
- 23 secondary school teachers, 7 chose to participate, 6 participated
- Phenomenological studies suggest a participation number between 5 and 25 (Creswell, et al, 2018)



# Methodology

## EPOCHe

Putting one's own position in parentheses in order to attend to the phenomenon in a deeper way, accessing a kind of purity, an elimination of the ego (Moustakas, 1994, p. 34).

## Qualitative

It seeks to collect data from the subjects' natural environment and uses researchers as a key instrument. It also allows for "complex reasoning through inductive and deductive logic (Creswell, et al, 2018)"

## PHENOMENOLOGICAL HERMENEUTICAL

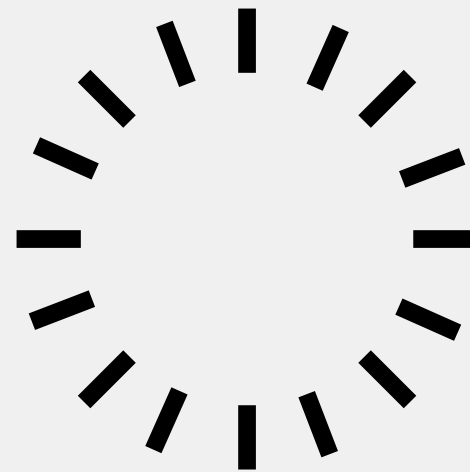
Suitable for research in education and human services as it inspects deeper layers of subjects' experiences and seeks a deeper understanding of what lies beneath (Van Manen, M., 2023).

## Constructivism

The social constructivist lens seeks to analyze the world as it is, considering one's own role in the landscape.

## Grounded Theory

It allows us to study a process, event, and generate theories, often new thoughts, about the information collected, its breakdown and dissection in relation to new information.



# DESIGN

## DATA COLLECTION AND ANALYSIS



### INTERVIEW METHOD:

BEVAN (2014)

- On-on-one semi-structured interviews
- **Three main domains:** Contextualization (natural attitude and life world), Apprehension of the phenomenon (modes of appearance, natural attitude), Clarification of the phenomenon (imagination, variation and meaning).

### DATA ANALYSIS:

COLAIZZI (1978)

1. Familiarization
2. Identification of initial themes
3. Formulation of meanings
4. Grouping of themes
5. Development of a comprehensive description
6. Data reduction
7. Verification of the structure

### VIABILITY AND RELIABILITY

Triangulation as a validation strategy  
Bevan's phenomenological interview method (2014)  
Intersubjectivity and modes of appearing (Mason, 2002)





# THEMES



## Attainment

- Realization
- Experience
- Recognition
- Relationships

## Attributes

- Experience
- Interactions
- Process
- Recognition
- Comprehension

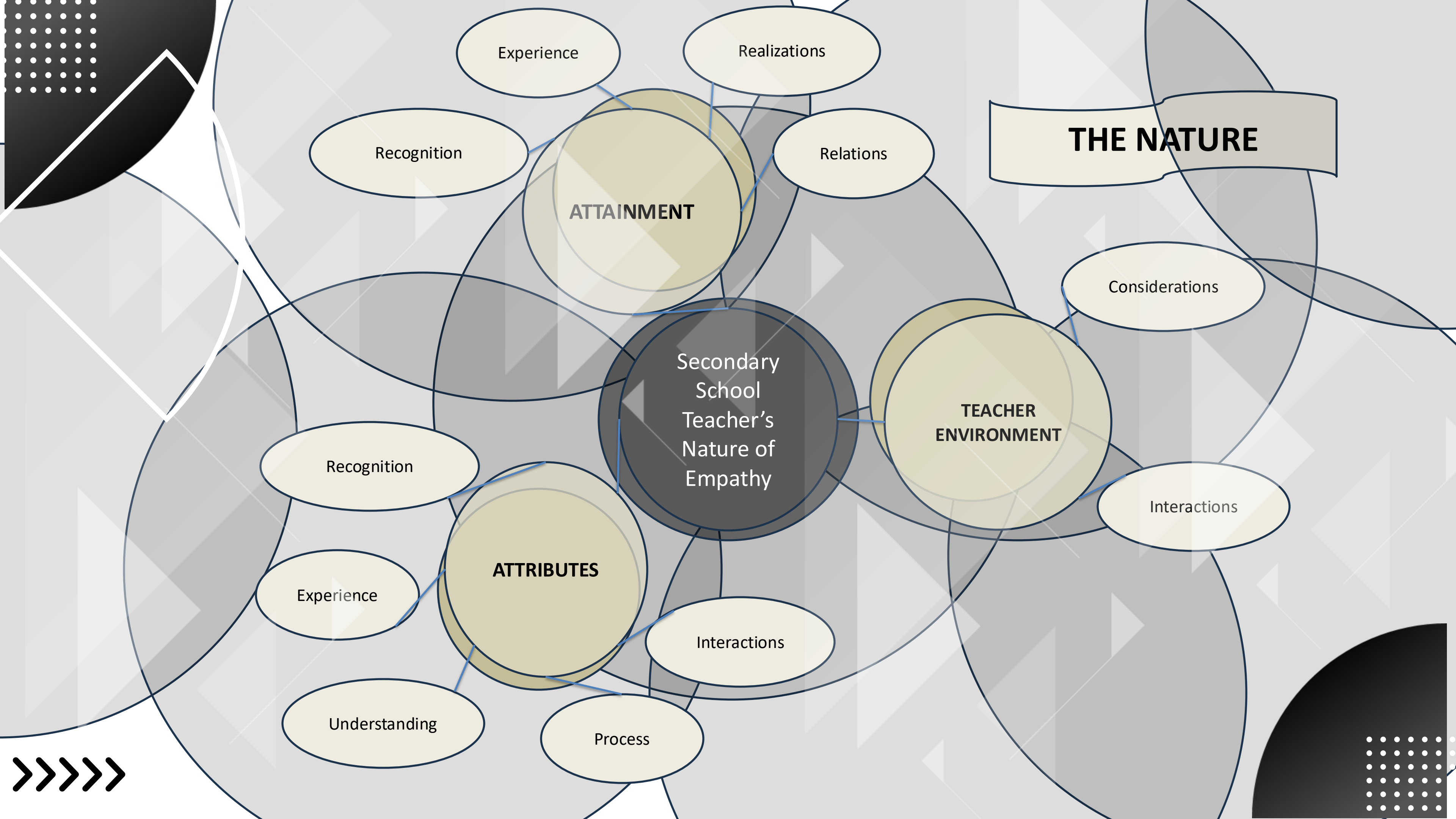


## Teaching Environment

- Considerations
- Interactions







**THE NATURE**

Secondary School Teacher's Nature of Empathy

**ATTAINMENT**

**TEACHER ENVIRONMENT**

**ATTRIBUTES**

Experience

Realizations

Recognition

Relations

Considerations

Recognition

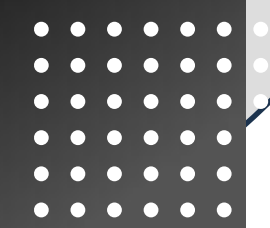
Interactions

Experience

Interactions

Understanding

Process

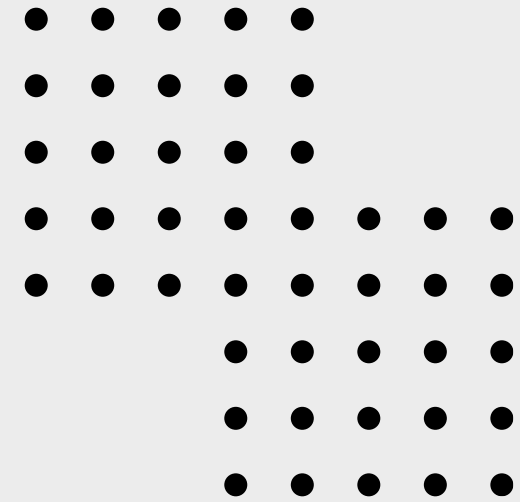


# Findings and Implications



## Principal Finding

- A combination of understanding that includes the practicing of cognitive awareness of empathy that often follows or precedes an affective practice of the phenomenon.



## Practical

- Understanding teachers' empathy is a key consideration.
- Teachers need spaces for discourse and reflection to develop empathy.
- Consideration for the impact of leadership on the practice and thinking of empathy, at a personal and professional level

## Philosophy

- We can see that empathy is a multifaceted phenomenon for teachers.
- The philosophy that surrounds the school environment has a great impact on our teachers' thinking and practice of empathy.





# CONCLUSION



## Future Lines of Investigation

- Comparative studies between different school environments
- Can a longitudinal study examine how teachers' empathy develops over time?

## Limitations

- Limitations in the depth of congruence in relation to previous research





# SPECIAL THANKS

This research is dedicated to the participating teachers of Samanthyans Day School, without whom this work would not have been possible.

## Acknowledgements

KinSite would like to thank the teachers of the department of educational sciences of the Autonomous University of Barcelona who have assisted, taught and guided this process. More specifically, we would like to thank Dr. Laura Arnau for her unwavering affection, and the research tutor Dr. Miquel Angel Essomba Gelabert for his kinship and trust and the process.

