

Empathy in the School Exploring Suffering Among Teachers

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ABSTRACT

This case study examined the impact of empathy on emotional suffering and job satisfaction among school teachers. The study surveyed 30 teachers from a private school in Abu Dhabi using a structured quantitative questionnaire. Descriptive and inferential statistics were used to examine patterns in empathy levels as well as emotional fatigue and job satisfaction with comparisons, based on gender and years of teaching experience. The findings showed that higher levels of empathy were linked with greater emotional fatigue particularly among teachers in emotionally demanding roles. Moreover female educators and those with fewer years of teaching experience reported greater emotional strain. Although empathy enriched relationships, it also contributed to emotional exhaustion highlighting the need for structured emotional support and resilience training.

Keywords: Empathy, Emotional Suffering, Teacher Well-Being, Job Satisfaction, Emotional Burnout

INTRODUCTION

Empathy is increasingly recognized as a vital skill in the teaching profession playing a pivotal role in shaping supportive classroom environments and fostering meaningful interpersonal relationships among educators and students. In a time marked by heightened emotional demands post-pandemic recovery and systemic changes in education, the emotional responsibilities of teachers have broadened considerably. Although empathy promotes collaboration and cultivates a positive school climate it may also place educators under considerable emotional strain particularly when sustained without appropriate institutional support.

Despite its benefits empathy in teaching is a complex and potentially difficult process. It not only entails recognizing others' emotions but also involves continual emotional effort absorbing students' and colleagues' challenges often without clear boundaries. This emotional investment if not regulated can lead to psychological exhaustion, known as compassion fatigue, and even professional burnout (Kim et al., 2022; Skaalvik & Skaalvik, 2021). As educators regularly face emotionally intense situations such as student trauma as well as behavioral challenges and peer distress, the cumulative exposure to such stressors can compromise their mental health and job satisfaction. The effect of these challenges on teacher well-being is increasingly recognized, as a central concern for educational systems globally.

This research explores how empathy among teachers influences their experiences of emotional suffering and overall job satisfaction. It further examines how gender and years of teaching experience may moderate this relationship with the goal of identifying patterns of susceptibility or resilience. While previous research by scholars like Hargreaves (1998, 2000) and Figley (2002) laid foundational insights into emotional labor and compassion fatigue, there is still a need demand for contemporary research that reflects current educational realities

particularly the aftermath of the COVID pandemic and the increasing mental health demands on teaching staff.

Empathy in education goes beyond simple emotional awareness; it requires constant focus, deep interpersonal involvement and at times, emotional self-denial. When these expectations are not met with structured emotional resources, educators may face chronic stress, emotional detachment and a reduction in professional efficacy. Therefore this study aims to highlight the importance of integrating systemic emotional support frameworks within schools to ensure that empathy remains a source of connection and not a cause of suffering.

By adding to a deeper understanding of how empathy interacts with emotional strain in educational settings, this research addresses a significant gap in the literature. It highlights the urgent need to protect teacher well-being through intentional emotional support strategies. The outcomes are anticipated to guide school policies and leadership practices that promote a healthy, emotionally resilient teaching workforce ultimately strengthening the overall quality of education.

Empathy continues to a core component of effective teaching, influencing not only classroom interactions but also the emotional climate among educators. In contemporary educational settings, where emotional demands are increasingly complex, empathy contributes to both personal and professional support networks. However, this same empathic engagement can render teachers vulnerable to emotional exhaustion, particularly in contexts where institutional or peer support is limited. Recent studies emphasize that empathy, while promoting collegiality and care, can result in psychological strain if not managed within a supportive framework (Kim et al, 2022; Skaalvik & Skaalvik, 2021).

Warren (2020) introduced the concept of empathy as a double-edged sword within educational contexts capable of strengthening social bonds while simultaneously increasing emotional exposure. His work, along with that of Calandri et al. (2025) and Maratos et al., (2024), highlighted that sustained empathic involvement, particularly with distressed colleagues or students, can lead to compassion fatigue. They further revealed that teachers with heightened empathy are more vulnerable to emotional stress when adequate coping mechanisms and institutional supports are absent. This becomes particularly significant in settings where educators regularly face behavioral challenges, large workloads, or under-resourced conditions.

Figley's (2002) investigation into compassion fatigue within caregiving professions, including teaching, underscored the emotional toll of empathic labor. His research pointed out that without systems in place for emotional debriefing and support, professionals involved in frequent empathetic interactions risk emotional depletion. This insight is particularly relevant in the educational sector, where teachers often serve as informal emotional caretakers for both students and peers. Building on this, Maratos et al. (2024) highlighted how sustained empathic engagement in teaching can also lead to burnout and emotional strain and stressed the significance of self-compassion and institutional support in mitigating these effects.

Czerwinski et al. (2021) offered further insight into how empathy contributes to emotional exhaustion and reduced job satisfaction. Their findings emphasized that highly empathetic teachers are at greater risk of burnout especially when stress management resources are lacking. They advocate for the integration of emotional self-regulation strategies

and professional techniques aimed at resilience-building, which aligns with emerging psychosocial practices in modern teacher training programs.

Additionally, recent literature has broadened the discourse on emotional labour in teaching. Valenti et al (2022) observed that while emotional commitment enhances meaningful teacher collaboration and institutional effectiveness, its cumulative impact can hinder long-term professional efficacy if unacknowledged or unsupported by school leadership. His work calls for policies that validate and address the emotional dimension of teaching through systematic change.

More recent research has begun to explore how demographic variables influence the experience of empathy and emotional distress. Research by Nguyen and Springer (2023) found that teaching experience often correlates with greater emotional resilience, suggesting that veteran teachers may better regulate emotional involvement. Conversely, less experienced teachers may be more susceptible to emotional overload due to a lack of coping mechanisms. Gender differences also appear relevant, as some studies suggest that female teachers may report higher levels of empathy, which without sufficient support can expose them to greater emotional fatigue (Calandri et al., 2025).

In the context of the United Arab Emirates, particularly in multicultural and high-performance private school environments like those in Abu Dhabi, teachers face a unique blend of stressors, including high parental expectations, linguistic diversity, and curriculum demands. Alshurman and Alsreaa (2021) observed that teachers in UAE schools often balance academic expectations with the emotional needs of students and staff, making empathic engagement both essential and taxing. The absence of formal emotional support systems in many such contexts further escalates the risk of teacher burnout.

Collectively, these findings affirm that while empathy is indispensable for cultivating supportive educational communities, it also introduces emotional risks when not accompanied by adequate support structures. There is a clear need for culturally responsive and context-specific strategies that help educators manage empathy without compromising well-being. This includes professional development in emotional resilience and peer support, along with leadership practices that acknowledge emotional labor as integral to the teaching profession (Gavade et al., 2023; Maratos et al., 2024).

METHODS OF RESEARCH

Participants

The sample of this study comprised 30 teachers from one of the school in Abu Dhabi, representing various stages in teaching levels, including kindergarten, primary, high school, and secondary school. The sample consist of 23 female teachers and 7 male educators, offering a broad perspective on empathy and emotional experiences within the school setting. Participants were thoughtfully selected using a non-probability random selection technique based on their availability and interest in taking part of the study.

Data collection

Data was gathered using a planned questionnaire developed in Google Forms, which was aimed to assess teachers' experiences of empathy and emotional challenges in the school environment. The questionnaire link was shared with the teachers via SMS. Participants were

informed on the study's purpose on their voluntary contribution, with an option to withdraw at any time.

Procedure

The questionnaire was administrated through Google Forms, allowing teachers to complete it privately. The study adhered through a systematic procedure to uphold ethical considerations and the validity of the findings. Several steps were implemented to collect data and obtain participants' permission. Approval for the study was obtained from the administration of the School. This authorization confirmed that the research aligned to the school's ethical rules and did not affect with the regular functioning of the institution. The school administration was fully briefed on the study objectives, methods, and the nature of the sample data collection. Following school's approval, an invitation to participates in the study was sent to the participants through SMS. Participants were informed that their entirely involvement and that they might remove from the study at any time without any after effect. The questionnaire was given through Google Forms. The link was shared to the teachers, and they were given their own time to complete it at their time. The participants could ask any questions regarding the study or the questionnaire and support was available if needed. The structured questionnaire which evaluates teachers experiences of empathy, emotional suffering, and its impact on their well-being. All responses were kept anonymous and encouraged the teachers to answer honestly and openly. After completing the data collection, a follow-up SMS was sent to thank the teachers for their participation. This procedure ensured that the study confirmed that ethical standards were met participants' rights were respected also. This process also preserved the confidentiality and anonymity of the teachers throughout the study.

The Instrument

To assess teachers' level of empathy and emotional encounters within the school setting, a self-developed organized questionnaire was employed. This instrument was developed to capture multiple proportions of empathy, emotional suffering, and well-being among teachers. This questionnaire was divided into multiple sections. In this section emotional suffering is evaluated teachers' emotional responses to stressors within the school environment, including workload challenges, emotional interactions with colleagues, and stress derived from empathic engagement. Impact on well-being and job satisfaction is measured the effect of emotional suffering and empathic engagement on teachers' emotional health, job satisfaction, and their overall happiness. Every item had a range value arranged in a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). High scores in each domain indicated higher levels of empathic engagement, emotional suffering, and well-being impact.

Data Analysis

The data collected for this empirical study will be analyzed using both quantitative and qualitative methods to ensure a comprehensive understanding of teachers' empathy levels and emotional well-being. The initial data will be collected through a structured questionnaire distributed via Google Forms, and responses will be exported to Microsoft Excel and SPSS (Statistical Package for the Social Sciences) for advanced analysis.

Participant Demographics and Sampling

The sample comprises 30 teachers from Merryland International School, including educators from Kindergarten, Primary, and Secondary levels. To provide richer context, demographic details such as participants' age, gender, teaching experience, and teaching level will be documented. This information will be analyzed to explore potential patterns in empathy and emotional suffering.

Teachers were selected using a non-probabilistic convenience sampling technique, where participants were chosen based on their availability and willingness to participate. Although this approach facilitates accessibility, it may introduce sampling bias. Therefore, limitations in generalizability will be acknowledged in the discussion. Detailed demographic characteristics of the participants are presented in Table 1.

Table 1 Characteristics of the Study Sample of Teachers at the School Abudhabi

Characteristic	Information
Study Sample	30 teachers from one of the School in Abu Dhabi
Gender	23 Female Teachers, 7 Male Teachers
Current Teaching Levels	Kindergarten, Primary, High School, and Secondary School
Focus of Study	Empathy and emotional experiences within the school setting

Instrument Design and Validation

The questionnaire used in the study was developed based on a combination of validated empathy and teacher well-being scales, such as the Toronto Empathy Questionnaire (TEQ) and constructs derived from the Maslach Burnout Inventory (MBI). The items were adapted to suit the educational context of Abu Dhabi and reviewed by academic experts to ensure content validity. A pilot study with five teachers was conducted to assess clarity and internal consistency.

Reliability of the questionnaire will be tested using Cronbach's alpha to determine the internal consistency of the subscales measuring empathy and emotional suffering. A Cronbach's alpha value above 0.70 will be considered acceptable. Construct validity will also be assessed through exploratory factor analysis.

Data Collection Procedures and Ethics

Participants were informed about the purpose and scope of the study through a consent form attached to the questionnaire. The form included details on voluntary participation, confidentiality, and potential risks and benefits. Consent was obtained electronically before participants accessed the questionnaire.

To ensure ethical compliance, the study followed institutional research ethics guidelines. Data confidentiality was maintained by anonymizing responses and storing them in a password-protected file accessible only to the researcher. No identifying information was collected.

Quantitative Analysis

Quantitative data will be analyzed using SPSS. Descriptive statistics such as means and standard deviations will summarize empathy scores and emotional well-being indicators. To examine differences between groups (e.g., gender, teaching level), independent samples t-tests

and one-way ANOVA will be used. Correlation analysis (Pearson's r) will identify relationships between variables such as empathy and teaching experience.

Where appropriate, regression analysis will be conducted to predict the impact of demographic variables on empathy and emotional exhaustion. These statistical methods will ensure robustness and depth in understanding the factors that influence empathy among teachers.

Qualitative Analysis

If open-ended responses are included in the questionnaire, they will be analyzed thematically using a coding approach. Themes related to emotional labor, coping strategies, and institutional support will be identified manually and categorized using NVivo software to enhance reliability. This qualitative data will complement the quantitative findings by offering deeper insights into teachers' lived experiences.

Cultural Validity

Considering the distinct cultural context of Abu Dhabi, particular care was taken to culturally adapt the questionnaire. The items were carefully reviewed for cultural relevance and clarity, and adjusted to reflect the local educational practices and social norms. This approach ensured that the instrument accurately captures the emotional and empathetic experiences of teachers in this context.

RESULTS AND DISCUSSION

An exploratory study was carried out using the Multidimensional Emotional Empathy Scale (MDEES) to assess teachers' emotional reactions to different situations. The research focused on three demographic variables: gender, teaching experience, and current teaching levels. These variables were analyzed in relation to the teachers' emotional empathy scores, which were measured through a Likert scale with five stages of contrast (Strongly Disagree to Strongly Agree). The primary objective was to understand how demographic factors influence emotional empathy and teachers' responses to emotional situations in school environment. Teachers' MDEES item responses are outlined in Table 2.

Table 2 Multidimensional Emotional Empathy Scale (MDEES)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Seeing a hurt animal by the side of the road is very upsetting.	0	0	0	3	22
2. It makes me happy when I see people being nice to each other.	0	0	0	5	20
3. The suffering of others deeply disturbs me.	0	0	1	5	19
4. I get very upset when I see a young child who is being treated meanly.	0	0	0	3	22
5. It makes me mad to see someone treated unjustly.	0	0	1	4	20
6. I feel good when I help someone out or do something nice for someone.	0	0	0	3	22
7. TV or news stories about injured or sick children greatly upset me.	0	0	2	5	18
8. It hurts to see another person in pain.	0	0	1	4	20

As presented in Table 2, the MDEES results reveal a pronounced pattern of emotional empathy among participating teachers. The data demonstrate that 72%-88% of respondents (n=18-22 out of 25) selected "Strongly Agree" across all empathy-related statements, with particular intensity shown toward scenarios involving vulnerable populations (Items 1, 4, and 7). Three key observations emerge from the table: (1) the complete absence of disagreement responses ("Strongly Disagree" and "Disagree" columns remain at zero for all items), (2) minimal neutral responses (0-2 cases per item), and (3) consistently high agreement levels (92%-100% combined "Agree" and "Strongly Agree"). This response distribution, as documented in Table 2, suggests that the teaching staff exhibits both strong and homogeneous empathic dispositions within school-related emotional contexts.

In Table 3 and Table 4, the results of the Empathy Scale can be organized by gender (male and female participants), with their responses rated on a 1-5 scale (where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree).

Table 3 Performance scores and averages of Male participants across the assessments

Samples	1	2	3	4	5	6	7	8	Total	Average
Sample 1	5	5	4	5	5	5	4	5	38	4.75
Sample 2	5	5	5	5	5	5	5	5	40	5
Sample 3	5	5	5	5	4	5	5	5	39	4.87
Sample 4	4	5	5	5	5	5	4	5	38	4.7
Sample 5	5	5	5	5	5	5	5	5	40	5
Sample 6	5	5	5	5	5	5	5	5	40	5
Sample 7	5	5	5	5	5	5	5	5	40	5

Table 4 Performance scores and averages of Female participants across the assessments

Samples	1	2	3	4	5	6	7	8	Total	Average
Sample 1	5	5	4	5	5	5	4	5	38	4.75
Sample 2	4	5	5	5	5	4	4	4	36	4.5
Sample 3	5	5	5	5	5	5	5	5	40	5
Sample 4	5	5	4	5	4	4	4	5	36	4.5
Sample 5	5	5	5	5	5	5	4	4	37	4.62
Sample 6	5	5	5	5	5	5	5	5	40	5
Sample 7	5	5	5	5	5	5	5	5	40	5
Sample 8	5	5	5	5	5	5	5	5	40	5
Sample 9	5	5	5	5	5	5	5	5	40	5
Sample 10	5	5	4	5	5	5	5	5	39	4.87
Sample 11	5	5	3	5	4	5	3	5	35	4.37
Sample 12	1	1	1	1	1	1	1	1	8	1
Sample 13	5	5	4	5	4	5	4	5	37	4.62
Sample 14	5	5	5	5	5	5	4	5	39	4.87
Sample 15	5	5	5	5	5	5	5	5	40	5
Sample 16	5	5	4	4	5	5	4	4	36	4.5
Sample 17	5	5	5	5	5	5	4	5	39	4.87
Sample 18	1	1	1	1	1	1	1	1	8	1
Sample 19	5	5	5	5	4	5	4	5	38	4.75
Sample 20	3	5	4	5	5	5	3	5	35	4.37
Sample 21	5	5	5	5	5	4	4	4	37	4.62
Sample 22	5	5	5	5	5	5	5	5	40	5
Sample 23	5	5	5	5	5	5	5	5	40	5

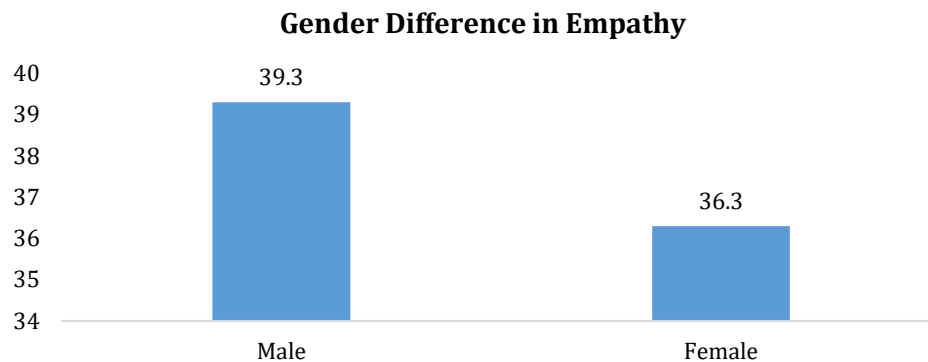


Figure 1 Gender Differences in Empathy

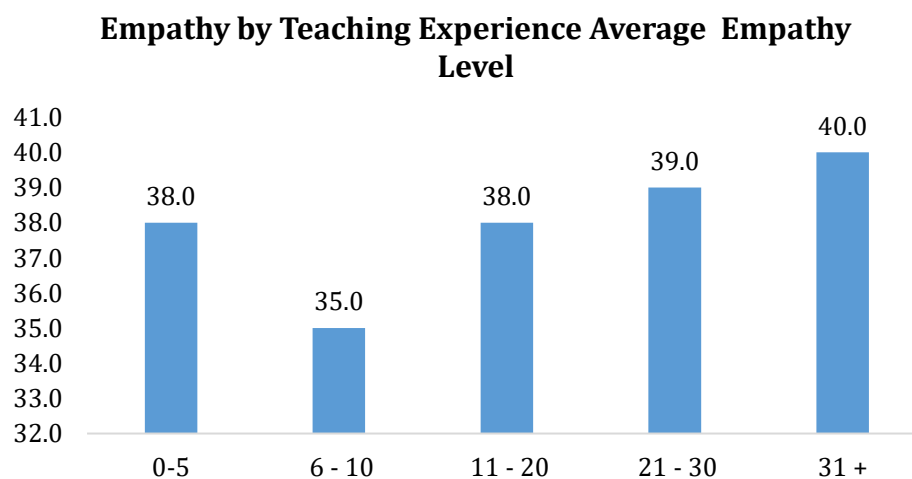


Figure 2 Empathy Teaching Experience

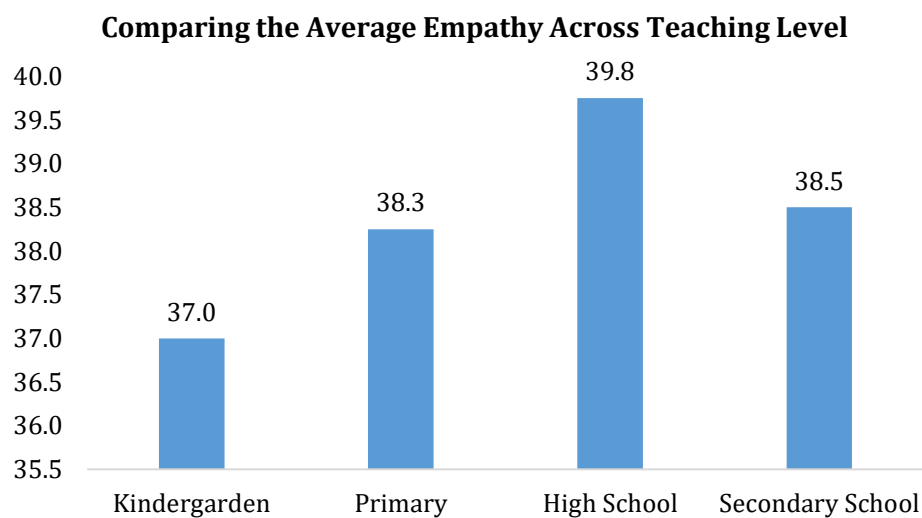


Figure 3 Comparing the average empathy across teaching levels

As shown in Tables 3 and 4, male teachers reported an average empathy score of 39.29, while female teachers averaged 36.3. This outcome contrasts with existing literature, which typically associates higher empathy with female respondents. Figure 1 visually illustrates this reversal of expected trends. The divergence may reflect contextual factors or evolving gender norms related to emotional expression within educational environments. However, without the application of inferential statistical tests such as a Student's t-test, this difference remains descriptive and cannot be deemed statistically significant.

Similarly, patterns based on teaching experience showed that educators with more than 20 years of service achieved the highest empathy scores. Figure 2 supports this observation by depicting consistently elevated empathy levels among highly experienced teachers. This trend may suggest that empathy develops over time, as a result of prolonged exposure to student needs and emotionally charged classroom environments. This finding aligns with the "spiral effects" framework described by Lavy and Eshet (2018), which proposes that emotional competencies accumulate and deepen through sustained practice. In contrast, early-career teachers (0–5 years) displayed comparatively lower empathy scores, likely due to professional adjustment stress and a lack of fully developed emotional coping strategies.

Figure 3 adds further depth by comparing empathy scores across teaching levels. Kindergarten and primary educators reported slightly higher average empathy scores than their secondary-level counterparts. This may be due to the emotionally immersive nature of early childhood education, where teachers engage in frequent nurturing, individualized attention, and ongoing emotional support. These roles require sustained empathic engagement, which may lead to both heightened empathy and increased emotional labor. These findings are consistent with Valentiet al., (2022), who observed that emotional labor is most pronounced among early childhood educators.

While these results suggest that empathy may grow through extended experience or be shaped by teaching context, the absence of statistical methods such as ANOVA or linear regression prevents the identification of statistically significant differences or correlations. Thus, the observed patterns must be interpreted cautiously and remain exploratory in nature.

Furthermore, although the study aimed to explore the relationship between empathy and teacher well-being, no statistical analysis was conducted to assess possible correlations between empathy scores and emotional suffering, burnout, or job satisfaction. This represents a critical limitation. Future research should incorporate validated tools, such as the Maslach Burnout Inventory or standardized job satisfaction scales, along with correlational techniques like Pearson's *r* to rigorously examine these relationships.

Without such analyses, the current data cannot provide conclusive insight into how empathy may buffer against or potentially contribute to emotional strain in the teaching profession.

Discussion

This study demonstrated that empathy has a significant and multifaceted role in shaping teachers' emotional distress and professional well-being. By reviewing the results from the Multidimensional Emotional Empathy Scale (MDEES), the research identified key differences in empathy scores based on gender, teaching experience, and teaching levels. These outcomes reinforce the idea that empathy is a double-edged sword, an essential element of

teacher-student relationships and school climate, yet a source of emotional burden if not supported through appropriate interventions (Warren, 2020; Valenti et al., 2022).

Educators with extended teaching experience showed higher empathy scores, suggesting that empathy may develop and deepen through sustained engagement in emotionally intensive environments. These observations are consistent with findings by Nguyen and Springer (2023), who reported that experienced teachers tend to display greater emotional resilience and regulation. This may be due to the development of effective coping strategies over time, which help mitigate the risk of burnout. In contrast, mid-career teachers showed lower empathy levels, possibly indicating emotional fatigue brought on by increased responsibilities and insufficient institutional support during critical phases of professional growth (Calandri et al., 2025).

Interestingly, male teachers in this study scored higher on empathy than their female counterparts an unexpected outcome that contrasts with previous studies where females typically scored higher (Eisenberg & Spinrad, 2014). However, this divergence aligns with newer findings suggesting that cultural norms, especially in regions like the UAE, may influence how empathy is expressed or reported across genders (Phillips & Matos, 2025). Male educators may experience fewer societal expectations around caregiving roles, enabling more open expression of emotional awareness in professional contexts. Moreover, the structure of the MDEES tool may reflect externally visible empathy behaviors, which are subject to gendered expression norms (Brackett et al., 2010).

These results carry important theoretical implications. The findings support Figley's (2022) updated work on compassion fatigue, as well as recent applications of emotional labor theory in teaching (Maratos et al., 2024). They illustrate how ongoing empathetic engagement without adequate institutional structures can lead to emotional exhaustion and diminished job satisfaction. This reinforces the understanding that empathy is not simply an innate trait but a dynamic, learned skill influenced by both personal development and systemic conditions.

From a practical perspective, the study highlights the urgent need for institutional interventions. Schools should implement structured emotional support systems, including counseling services, peer mentoring, and professional development programs centered on emotional regulation and self-care (Czerwinski et al., 2021). Special attention should be directed toward early-career and mid-career teachers, who are particularly vulnerable to burnout due to evolving professional expectations. In addition, leadership teams should formally recognize the emotional dimensions of teaching and integrate emotional labor considerations into teacher workload management and performance evaluations (Yin & Wang, 2021; Kush et al., 2021).

This study also underscores the importance of incorporating empathy training in teacher education programs. While empathy enhances classroom culture and strengthens teacher-student connections, when left unchecked or unsupported, it can increase vulnerability to emotional fatigue. Building emotional intelligence skills and cultivating a psychologically safe school environment are crucial strategies for helping teachers manage the demands of emotional labor effectively (Nguyen & Springer, 2023; Maratos et al., 2024).

In summary, this research confirms the central role of empathy in influencing teacher well-being and emotional strain. While high levels of empathy can foster stronger relationships and collaborative school cultures, they also increase susceptibility to compassion fatigue—

especially in the absence of systemic emotional support. These insights call for thoughtful, evidence-based practices and leadership policies that view empathy not just as a strength, but as a professional responsibility that must be supported structurally at the organizational level.

CONCLUSIONS

It is crucial to understand the cognitive, emotional, and behavioral skills of teachers to promote a supportive academic environment. This study highlights the emotional and social proportions of teacher's roles and examines how gender, teaching experience, qualifications, and specialization impact emotional regulation difficulties in academic. The results exposed that female teachers tend to use fewer emotion regulation strategies compared to their male counterparts, and emotional regulation problems were more established among those with 6 to 15 years of teaching experience. Specifically, teachers with 6–10 years of experience faced challenges with no acceptance of emotional responses and goal-directed activities, while those with 11–15 years of experience struggled with instinct control and a lack of emotional awareness. These findings highlight the importance of addressing emotional regulation problems in academic and the need for targeted support, such as emotional resilience training and coping instruments, to help teachers, manage the emotional demands of their profession effectively. Safeguarding that teachers have the tools to control their emotions will enhance their well-being, improve their job satisfaction, and finally contribute to a positive academic environment.

The findings of this study guide are to identify some essential recommendations. Recommendations include gives support to help teachers manage the emotional helps of empathy, especially for kindergarten teachers, who may feel more emotional strain due to their high-empathy roles. Training programs should include resilience-building and stress organization strategies specifically designed to address the specific needs of these educators. In light of the observed gender differences in empathy, where male teachers reported higher empathy levels can include challenging societal standards around emotional expression. Equipping teachers of all genders with tools to balance empathetic engagement with self-care is essential. Additionally schools could also consider implementing workshops and establishing peer support networks to foster teachers' understanding of empathy and promote sustainable emotional engagement. Embedding these practices within professional development programs will foster healthier emotional connections, progress job satisfaction, and enhance overall teacher well-being and instructional effectiveness

This study has several limitations that should be acknowledged when interpreting the findings. Primarily, the research was conducted within a single private school in Abu Dhabi, which restricts the generalizability of the results. The specific institutional culture, leadership style, and demographic characteristics of teachers may have influenced the empathy levels reported. Replicating this study across different schools, regions, or educational systems, the findings might differ due to varying institutional frameworks and teacher support mechanisms.

Second, the relatively small sample size reduces the statistical power of the study and limits the ability to draw broad conclusions. A larger and more diverse sample could yield more nuanced insights into how empathy relates to emotional suffering and job satisfaction.

Finally, the timing of data collection may have affected responses. External factors such as examination periods, school events, or seasonal stressors may have influenced teachers' emotional states and their self-reported empathy. These contextual influences must be acknowledged when interpreting the outcomes.

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