

EMPATHY QUOTIENT AMONG STUDENTS IN LANGUAGE COMMUNICATION AND EDUCATION PROGRAMS

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ABSTRACT

Background and Purpose: Empathy is a vital skill in communication and education professions, significantly shaping interpersonal relationships, understanding, and professional effectiveness. With its growing relevance in these fields, this study aimed to assess the empathy levels of students enrolled in language communication and education programs. It focused on four dimensions of empathy—cognitive, affective, social, and behavioural—and explored how these aspects are interrelated. The goal was to provide insights that could support the development of empathy-focused curricula and teaching strategies.

Methodology: This study employed a quantitative, descriptive-correlational design to examine the levels and interrelationships among cognitive, affective, social, and behavioural dimensions of empathy among 147 undergraduate students from the University of Southern Mindanao, a state-run university in southern Philippines Academic Year 2024-2025. Participants were selected through stratified random sampling from communication- and people-cantered academic programs. These academic programs were purposefully chosen because they foster professional competencies that are inherently interpersonal and communication-oriented, making them ideal contexts for exploring the multidimensional nature of empathy. Data were collected using the validated Empathy Quotient (EQ) for adults and analysed using descriptive statistics and Spearman's correlation to determine empathy levels and their interrelationships.

Findings: The results revealed that students enrolled in academic programs characterized by a strong emphasis on interpersonal engagement, emotional sensitivity, and communication skills—such as

Education, Development Communication, Public Administration, Political Science, and English Language—demonstrated moderate levels of empathy across all four measured dimensions: cognitive, affective, social, and behavioral. Significant positive correlations among these dimensions indicated their strong interconnectedness. The moderate to strong correlations among cognitive, affective, social, and behavioral dimensions of empathy suggest that these components are interdependent and collectively contribute to shaping an individual's overall empathetic response.

Contributions: The study emphasizes the importance of embedding empathy training into communication and education curricula. By supporting a holistic approach to empathy development, it provides practical recommendations for educational policy and program design. These findings aim to prepare students to become empathetic professionals, contributing to their success in personal and professional settings, and strengthening their emotional and social competence.

Keywords: Empathy quotient, interrelationship, communication programs, education programs.

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1.0 INTRODUCTION

Empathy is a foundational skill in professions that require strong interpersonal communication and the ability to cultivate meaningful relationships. In education, it enables teachers to connect with students on a deeper level, understand their individual needs, and foster supportive, inclusive learning environments. Similarly, in communication fields, empathy enhances key competencies such as active listening, conflict resolution, and the ability to convey messages with emotional intelligence and sensitivity (Batson, 2011; Riess, 2017).

Given the significant role empathy plays in both education and communication, academic programs in these fields are uniquely positioned to nurture this essential skill. Recent studies underscore that empathy not only improves professional relationships but also enhances leadership, ethical decision-making, and adaptability in complex social contexts (Decety & Holvoet, 2021; Segal et al., 2017). Within education, Aldrup et al. (2022) found that teachers who demonstrate empathy contribute to students' emotional well-being, academic success, and classroom engagement, reinforcing the teacher-student relationship as a key mechanism for positive learning outcomes.

In the field of communication, research suggests that empathy enables practitioners to understand and respond to diverse audience perspectives, improving the clarity and emotional impact of messages (Davis et al., 1994; Koole & Tschacher, 2016). This is particularly important in today's polarized and digitally mediated environments, where empathy serves as a tool for fostering dialogue, reducing misunderstandings, and promoting social cohesion.

Despite the clear benefits of empathy in professional practice, its deliberate cultivation during the formative academic years remains underexplored. While much of the existing literature emphasizes empathy's professional outcomes, limited research has addressed how empathy is developed through educational practices. Some scholars advocate for experiential learning, narrative pedagogy, and structured reflection as promising approaches for fostering empathy in higher education (Segal et al., 2017). However, empirical studies measuring the effectiveness of these strategies within communication and education curricula are still scarce.

More recent investigations have begun to examine how specific teaching methodologies influence empathy development. For instance, Haber-Curran and Cooper (2020) emphasizes the role of interdisciplinary curricula and civic engagement projects in enhancing students' empathic awareness, while Zembylas (2021) argues that affective pedagogies—those that consciously integrate emotion into teaching—can be transformative for empathy cultivation. These emerging approaches point toward the need for a more intentional, evidence-based integration of empathy-building practices within academic programs.

Additionally, a significant gap in the existing literature lies in the lack of comparative research that examines the interrelationships among the various dimensions of empathy—namely cognitive, affective, and behavioral empathy—across different academic disciplines. Most empirical studies tend to explore empathy as a unidimensional construct within a single field, limiting our understanding of how these distinct yet interconnected components evolve in tandem within different educational environments. Hence, this gap holds important implications for curriculum design and pedagogical strategies, as it suggests that without a nuanced understanding of empathy's multidimensional nature across contexts, educators may miss opportunities to foster holistic empathy development tailored to the unique needs and dynamics of specific disciplines.

Thus, recognizing the aforementioned gap, this study seeks to address these limitations by assessing and comparing the empathy profiles of students enrolled in education and communication programs at a higher education institution in the Southern Philippines with specific attention to how the cognitive (perspective-taking), affective (emotional resonance),

social awareness (interpersonal sensitivitiy) and behavioral (empathic concern and responsiveness) components of empathy manifest and interact.

By exploring these interrelationships, the study intends to generate data-driven insights into how empathy can be cultivated in a more integrated and discipline-sensitive manner. Ultimately, this research aspires to inform curriculum design and pedagogical strategies that intentionally target the multidimensional development of empathy. In doing so, it provides practical recommendations for academic programs seeking to prepare future educators, communicators, and leaders to navigate the interpersonal, ethical, and relational demands of their respective fields with greater emotional intelligence and professional competence.

In line with these goals, the primary objective of this study is to determine the Empathy Quotient among students enrolled in Language Communication and Education programs at a higher education institution in the Southern Philippines. Additionally, the study aims to identify the interrelationship of the Empathy Quotient among these student respondents, exploring how empathy manifests and correlates within and across these academic disciplines.

1.1 Conceptual Framework

Based on the provided correlations from the objectives of the study, below is the conceptual model that visualizes the interrelationships of these empathy dimensions:

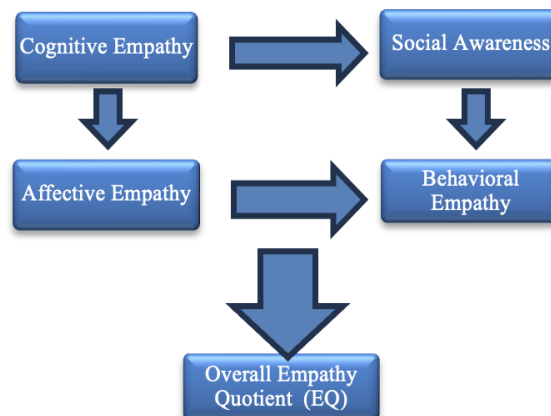


Figure 1: Conceptual framework

This conceptual framework helps clarify how different dimensions of empathy interact with one another and how they contribute to overall empathetic behaviors in student respondents. Furthermore, it outlines how empathy functions as an interconnected set of skills that influence

students' ability to understand and interact with others in the context of Language Communication and Education programs, they belong.

2.0 LITERATURE REVIEW

Empathy is broadly defined as the ability to understand and share the feelings of others, often conceptualized along two key dimensions: cognitive empathy (understanding another's perspective) and affective empathy (emotionally resonating with others) (Davis, 1983; Decety & Jackson, 2004). According to Baron-Cohen and Wheelwright (2004), the Empathy Quotient (EQ) is a psychometric tool designed to assess these dimensions and has been used widely to examine individual differences across populations, including students in various academic disciplines. Recent frameworks further situate empathy as a multifaceted construct that is socially, neurologically, and educationally significant (Segal et al., 2017). Empathy has been linked to prosocial behavior, emotional regulation, and effective interpersonal communication, making it an essential skill in education and language communication fields (Riess, 2017).

In teacher education, empathy is considered a critical component of effective pedagogy. Empathetic educators are more likely to establish emotionally safe learning environments, respond to students' diverse needs, and foster inclusive classroom cultures (Aldrup et al., 2022). Studies show that teachers with high empathy levels positively influence student motivation, classroom engagement, and academic performance (Feshbach & Feshbach, 2009). Teacher training programs increasingly integrate reflective practices, service-learning, and socio-emotional learning (SEL) modules to cultivate empathy among pre-service teachers (Zins et al., 2007; Zembylas, 2021). However, there remains a gap in longitudinal data measuring the development of empathy over time within education programs, especially in diverse cultural or socioeconomic contexts.

Empathy is also central to language and communication, where understanding others' perspectives and emotions enhances both interpersonal and mass communication efficacy. Research by Koole and Tschacher (2016) underscores how empathy contributes to successful therapeutic and professional communication by improving listening, decoding emotional content, and tailoring messages. Communication students with higher empathy tend to exhibit better narrative competence and conflict resolution skills (Marsh et al., 2018). Narrative-based learning and role-play exercises in communication curricula are known to facilitate emotional engagement and improve empathic abilities (Schrooten, 2021). Yet, the empirical evidence comparing these methods' impact on students' empathy quotient remains limited.

The Empathy Quotient (EQ), developed by Baron-Cohen and Wheelwright (2004), is one of the most widely used instruments for quantifying empathy in educational research. Other validated tools include the Interpersonal Reactivity Index (Davis, 1983) and the Jefferson Scale of Empathy, particularly used in healthcare education (Hojat, 2007). While these tools are effective, their application in non-clinical fields such as education and communication is still emerging, with recent calls for discipline-specific adaptations (Segal et al., 2017). Few studies have benchmarked empathy levels across disciplines using standardized metrics. One notable study by Nunes et al. (2011) found significant empathy differences among students in health sciences, humanities, and engineering, suggesting the importance of academic context in shaping empathy development.

Comparative research has begun to explore empathy level differences among students from various fields, though most studies focus on medical versus non-medical tracks (Raiteri et al., 2008). Limited work has compared students in education, communication, and language-related programs. Nonetheless, a study by Van Berkhouit and Malouff (2016) found that empathy training can significantly increase EQ scores across disciplines, particularly when interventions involve emotional sharing, perspective-taking, and reflective dialogue. This raises important questions about whether certain disciplines inherently nurture empathy or whether pedagogical approaches make the critical difference.

There is increasing consensus that curriculum and pedagogy play a decisive role in fostering empathy. Programs that include collaborative learning, experiential learning, intercultural communication, and service-learning opportunities tend to report higher empathy outcomes among students (Segal et al., 2017; Haber-Curran & Cooper, 2020). In both education and communication programs, embedding empathy within course objectives and classroom practices—such as peer feedback, community engagement, and critical reflection—has shown promise. However, the consistency and depth of such initiatives vary widely, calling for more intentional and evidence-based strategies (Zembylas, 2021).

Despite the rich conceptual and applied literature on empathy, several gaps remain. There is a lack of comparative studies evaluating empathy levels across specific academic programs like education and language communication. Additionally, little is known about how factors such as gender, cultural background, and prior life experiences influence empathy development in these fields. Furthermore, while the benefits of empathy are well-documented, less attention has been given to how empathy is nurtured in different educational contexts, or which pedagogical strategies are most effective. This underscores the need for empirical studies

like the present one, which seek to bridge theory and practice by evaluating empathy quotients across student populations in education and communication.

In summary, the literature consistently positions empathy as a critical skill across academic and professional domains, especially in education and communication. Grounded in both cognitive and affective dimensions (Davis, 1983; Decety & Jackson, 2004), empathy supports effective interpersonal engagement, emotional understanding, and social connectedness. Measurement tools such as the Empathy Quotient (Baron-Cohen & Wheelwright, 2004) and the Interpersonal Reactivity Index have allowed researchers to examine empathy quantitatively, though applications across non-clinical academic settings remain limited (Davis, 1983).

In education programs, empathy is recognized as a foundational trait for teachers to build inclusive, responsive, and emotionally supportive learning environments. Pedagogical interventions such as reflective practices, socio-emotional learning, and service-learning are increasingly used to cultivate empathy (Zins et al., 2007) though the literature lacks longitudinal data and contextualized analysis across diverse student populations (Zembylas, 2021).

Similarly, in language and communication studies, empathy is fundamental for effective interpersonal, intercultural, and mass communication. Students in these fields benefit from narrative-based learning and role-play strategies designed to enhance emotional resonance and audience awareness (Marsh et al., 2018; Schrooten, 2021). Despite this, empirical evidence on the sustained impact of these strategies on empathy development remains sparse.

Emerging studies suggest that academic discipline significantly influences empathy levels, with health and humanities fields typically scoring higher than technical or engineering tracks (Nunes et al., 2011). However, comparative studies specifically involving education and communication students are underexplored. This gap raises critical questions about whether variations in empathy are a result of disciplinary content, teaching methods, or student characteristics such as gender, culture, and lived experiences.

Furthermore, while existing curricula in both education and communication increasingly aim to embed empathy, there is considerable variation in scope, depth, and intentionality. Scholars argue for more evidence-based and systematically integrated pedagogical designs that promote empathic development (Segal et al., 2017; Haber-Curran & Cooper, 2020).

Overall, the reviewed literature converges on the importance of empathy in both educational and communicative practices, yet diverges on the clarity of how best to cultivate and measure it within academic settings. The lack of comparative, interdisciplinary, and context-specific studies underscores a pressing need for empirical research. This study, therefore, seeks to address these gaps by comparing empathy levels among students in education and communication programs, and by identifying the curricular and personal factors that influence empathic growth. Such research has the potential to inform pedagogical innovation and professional preparation in empathy-intensive fields.

3.0 METHODOLOGY

3.1 Research Design

This study adopted a quantitative research design, specifically a descriptive-correlational method, to examine empathy levels of education and language communication students and the interrelationship of the various dimensions of students' empathy levels such as cognitive empathy, affective empathy, social awareness, and behavioral empathy. Quantitative research involves the collection and statistical analysis of numerical data to describe phenomena and explore relationships between variables (Mohajan, 2020). A descriptive-correlational approach is appropriate when the objective is to determine the strength and direction of associations among variables without manipulating them (Möttus et al., 2020). This design enabled the researcher to assess empathy levels among students enrolled in language communication and education programs and to analyze how these levels correlate with relevant independent variables.

3.2 Participants

The target population of the study comprised undergraduate students enrolled in language, communication, and education programs at a higher education institution in the Southern Philippines. A stratified random sampling technique was employed to ensure proportional representation across academic years and disciplines. The sample size of 147 participants was determined using Slovin's formula with a 95% confidence level and a 5% margin of error. Inclusion criteria required participants to be currently enrolled and aged 18 years or older. Prior to data collection, ethical clearance was obtained, and informed consent was secured from all participants.

The respondents were enrolled in the following academic programs: Bachelor of Secondary Education (n = 30), Bachelor of Elementary Education (n = 25), Bachelor of

Physical Education (n = 18), Bachelor of Science in Development Communication (n = 20), Bachelor of Arts in Political Science (n = 18), Bachelor of Arts in English Language (n = 20), and Bachelor of Public Administration (n = 16). These programs were selected because they foster professional competencies that are inherently interpersonal and communication-driven, making them highly relevant for investigating the multidimensional nature of empathy.

In terms of demographic profile, most participants were aged 18 to 21 years, with a relatively balanced distribution of male (52%) and female (48%) students. The sample included first-year (56%) and second year (44%) students, reflecting early-stage undergraduates in the process of developing their academic and professional identities. The decision to focus on freshmen and sophomores was intentional—to assess at an early stage whether these students inherently possess the empathy required in their chosen fields, and to determine how empathy may be applied and further developed as they prepare for future professional roles that demand emotional intelligence, perspective-taking, and interpersonal sensitivity. This demographic distribution ensured a representative understanding of empathy across socially oriented disciplines, where students are expected to engage diverse populations, facilitate learning, shape public discourse, and lead with cognitive, affective, and behavioral empathy.

3.3 Research Instrument

The primary instrument used for data collection was the Empathy Quotient (EQ) questionnaire developed by Baron-Cohen and Wheelwright (2004). The EQ is a 60-item self-report scale designed to assess both cognitive empathy, affective empathy, social awareness, and behavioral empathy. It consists of 40 empathy-related items and 20 filler items, with responses recorded on a 4-point Likert scale (High Empathy to No Empathy). The instrument has demonstrated high reliability and validity across various populations (Lawrence et al., 2004). The questionnaire was adapted, when necessary, to fit the academic context of the participants while preserving the integrity of the scale.

3.4 Data Collection Procedure

Data collection was conducted during the academic term through in-person and online surveys distributed with the assistance of program coordinators. Participants were briefed on the purpose of the study and assured of the confidentiality and anonymity of their responses. The EQ questionnaires were administered either digitally through secure online forms or as printed copies, depending on participants' access and preferences. Completed surveys were retrieved and securely stored for data processing and analysis.

3.5 Data Analysis

Data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics (mean, standard deviation, frequencies, and percentages) were used to summarize participants' empathy levels. Inferential statistics included Spearman rho correlation analysis to determine the interrelationships among the dimensions of empathy levels. All analyses were conducted using Statistical Package for the Social Sciences (SPSS) with a significance level set at $p < 0.05$.

4.0 ANALYSIS AND DISCUSSION

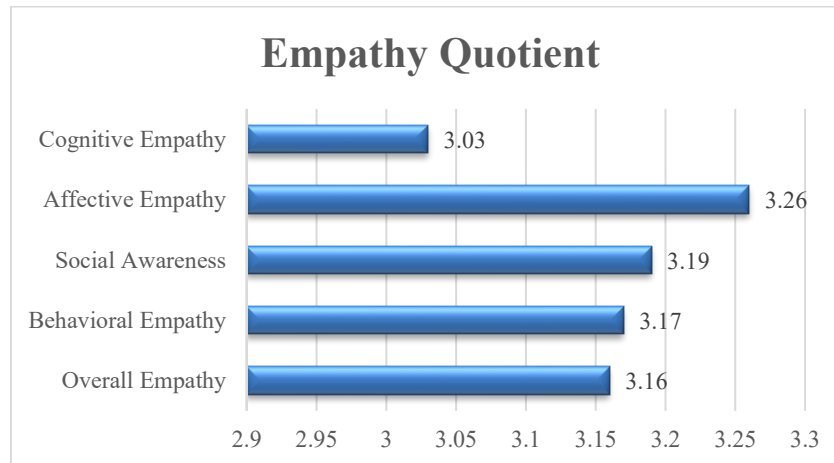
4.1 Demographic Profile of the Respondents

The table below outlines the comprehensive demographic profile of the 147 respondents who took part in the study. The data are categorized according to four key variables: academic program, age range, sex, and year level. These demographic indicators provide contextual background necessary for understanding the composition of the study sample and for interpreting the findings with greater accuracy.

Category		Frequency (n)	Percentage (%)
Academic Program	Bachelor of Secondary Education	30	20.41%
	Bachelor of Elementary Education	25	17.01%
	Bachelor of Physical Education	18	12.24%
	BS in Development Communication	20	13.61%
	BA in Political Science	18	12.24%
	BA in English Language	20	13.61%
	Bachelor of Public Administration	16	10.88%
Age Range	18–21 years old	147	100%
Sex	Male	76	52%
	Female	71	48%
Year Level	First Year	82	56%
	Second Year	65	44%
Total Respondents		147	100%

4.2 Level of Empathy of the Respondents

Figure 1 presents the distribution of Empathy Quotient (EQ) scores among the student respondents in communication and education programs. This figure illustrates the varying levels of empathy, categorized into four distinct levels based on the EQ scores. The visual representation provides a clear overview of how empathy is distributed across the student sample, offering insights into the overall empathy tendencies within these academic programs.



Legend: 4.00-3.50 - High Empathy; 3.49-2.50 - Moderately Empathy; 2.59-1.50 Low Empathy; 1.49-1.00 No Empathy

Figure 1: Empathy quotient among the student respondents

Cognitive Empathy. In terms of Cognitive Empathy, it achieved a composite mean of 3.03, with a verbal interpretation of Moderate Empathy. This means that students have a reasonable ability to understand others' thoughts and perspectives, but there is room for improvement in fully grasping others' emotions and situations. This implies that while students in communication and education programs possess basic cognitive empathy, their ability to apply this understanding in complex interpersonal scenarios may be somewhat limited.

These findings align with previous studies that suggest cognitive empathy can vary significantly among individuals, even within specific academic fields. For example, research by Zhang et al. (2021) found moderate levels of cognitive empathy among university students, highlighting the challenges of developing deeper cognitive understanding. Similarly, Yaghoubi Jami et al. (2021) and Wink et al. (2021) also reported that students often possess foundational cognitive empathy, but struggle to fully engage with complex emotional dynamics in social interactions.

Affective Empathy. In terms of Affective Empathy, it achieved a composite mean of 3.26, with a verbal interpretation of Moderate Empathy. This means that students exhibit a moderate capacity to share and respond to the emotions of others. This implies that while students can emotionally connect with others to some degree, their emotional resonance may not always align with the intensity or complexity of others' feelings.

This finding is consistent with other studies that have observed moderate levels of affective empathy in students. For instance, Estrada et al. (2021) found that students in academic programs often show an average ability to empathize emotionally but may lack the depth to fully engage with the emotional experiences of others. Likewise, Walther et al., (2020) and Alzayed et al. (2021) noted similar patterns of affective empathy, where students demonstrate a basic emotional understanding but may struggle with more intense or nuanced emotional connections.

Social Awareness. In terms of Social Awareness, it achieved a composite mean of 3.19, with a verbal interpretation of Moderate Empathy. This means that students are somewhat aware of the social cues and emotions of others in their environment. This implies that while students can recognize social dynamics and the emotional states of those around them, they may not always be fully attuned to more subtle or complex social signals.

These findings are consistent with other research highlighting moderate levels of social awareness in academic settings. Knoblauch (2020) observed similar trends, noting that while students can identify social cues, they may lack the depth of understanding necessary for more nuanced social interactions. In addition, Krumhuber et al. (2023) and Saxbe et al. (2020) found that students often demonstrate a basic awareness of others' social and emotional states but may struggle with more intricate or contextual social dynamics.

Behavioral Empathy. In terms of Behavioral Empathy, it achieved a composite mean of 3.17, with a verbal interpretation of Moderate Empathy. This means that students demonstrate a moderate level of empathy in their actions and behaviors towards others. This implies that while students are generally capable of responding empathetically through their actions, they may not consistently exhibit empathy in all situations or toward all individuals.

These results are in line with other studies that report moderate levels of behavioral empathy in student populations. Grigoropoulos (2020) found that students display a fair degree of empathetic behaviors, but the expression of these behaviors may be inconsistent. Similarly, Shamay-Tsoory and Hertz (2022) highlighted that while students can engage in empathetic

actions, they may not always do so in a way that reflects a deep understanding of others' needs or emotions.

Overall Empathy. The overall Empathy score achieved a grand mean of 3.16, interpreted as Moderate Empathy. This means that across the four areas—cognitive empathy, affective empathy, social awareness, and behavioral empathy—students exhibit a generally moderate level of empathy. This implies that while students have a foundational capacity for empathy, their ability to deeply understand and engage with the emotions and perspectives of others may be somewhat limited in more complex scenarios.

These findings are consistent with similar research on empathy levels in student populations. Levitt et al. (2022) reported moderate empathy levels in university students, indicating that while students can relate to others, their empathy may not be fully developed. Additionally, Decety and Holvoet (2021) and Blitz et al. (2020) observed comparable trends, where students demonstrated basic empathetic abilities but did not consistently engage with others' emotions at a deeper level.

Table 1 displays the interrelationship of the Empathy Quotient (EQ) components among the student respondents. It highlights the correlations between the four key empathy dimensions—cognitive empathy, affective empathy, social awareness, and behavioral empathy. This table provides a detailed view of how these components are related to each other, offering insights into the complex nature of empathy within communication and education programs. The data presented here help to better understand the interplay between different facets of empathy.

Table 1: Interrelationship of empathy quotient among the student respondents

	Cognitive Empathy	Affective Empathy	Social Awareness
Affective Empathy	.654**		
Social Awareness	.783**	.628**	
Behavioral Empathy	.718**	.623**	.793**

4.3 Interrelationship of Empathy Quotient among the Student Respondents

The results in Table 1 show positive and significant relationships across all areas of the Empathy Quotient, with the highest correlation observed between Social Awareness and Behavioral Empathy ($r = 0.793$). This means that as students' social awareness increases, their

ability to demonstrate empathetic behaviors also strengthens. The moderate to strong correlations across cognitive, affective, social, and behavioral empathy imply that these aspects of empathy are interrelated and likely influence one another in shaping overall empathetic responses. For example, students who demonstrate higher cognitive empathy tend to exhibit stronger affective empathy and social awareness, suggesting that understanding others' perspectives enhances emotional and social responsiveness. This implies that improving one dimension of empathy may foster growth in other areas, contributing to a more holistic development of empathy.

These findings align with existing literature on the interrelationships among various dimensions of empathy. Jiang et al. (2021) found that cognitive empathy, which involves understanding others' perspectives, is positively correlated with both affective empathy (the ability to share others' emotions) and behavioral empathy (the actions that reflect empathy). Similarly, Thompson et al. (2022) reported that individuals with higher social awareness also demonstrate stronger empathetic behaviors, supporting the strong correlation between social awareness and behavioral empathy observed in this study. Additionally, Gallant et al. (2020) emphasized that emotional understanding, reflected in affective empathy, enhances social interactions, making empathetic behaviors more likely to occur, further corroborating the interrelatedness of the empathy dimensions in this study.

The positive and significant relationships found among the dimensions of empathy suggest that fostering one aspect of empathy can promote growth in others, which has important implications for both policy and practice. In educational settings, policies that integrate empathy training into curricula could enhance students' cognitive, affective, and behavioral empathy, leading to more empathetic interactions both in and outside the classroom (Van Dijke et al., 2020). Additionally, incorporating social awareness into programs can improve students' ability to engage empathetically with diverse groups, thereby promoting inclusivity and emotional intelligence in academic and professional environments (Yan et al., 2021). Practically, educators and practitioners may benefit from adopting teaching methods and activities that simultaneously target multiple empathy dimensions, such as collaborative projects, reflective exercises, and role-playing, which have been shown to enhance empathy development across different contexts (Pérez-Fuentes et al., 2020).

5.0 CONCLUSION

The overall findings indicate that the students in communication and education programs exhibit moderate levels of empathy across the various dimensions measured. This suggests that

while students possess an essential capacity for understanding and engaging with others, there remains room for further development in their empathetic abilities. The moderate levels of empathy observed highlight the importance of intentional strategies to nurture and refine these traits, ensuring that students are better prepared to engage in their professional roles, where empathy is crucial for effective communication and relationship-building. Fostering empathy in academic settings can have far-reaching impacts, improving not only personal growth but also professional success in communication and education.

The significant positive correlations found between the different empathy dimensions emphasize that empathy is a multifaceted construct where each aspect influences the others. This interconnectedness underscores the importance of a comprehensive approach to empathy development, where enhancing one dimension can promote growth in the others. In educational and communication programs, fostering empathy should not be siloed into individual components but rather approached holistically to encourage the interrelated development of cognitive, affective, social, and behavioral empathy. By recognizing and nurturing these interrelationships, academic programs can better equip students with the empathetic skills necessary for success in both personal and professional contexts.

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