

Empathy of Higher Education Institutions for Learners, Empirical Research at the University of Labor and Social Affairs

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ABSTRACT

A service delivery organization that empathizes with service users makes them feel cared for, supported, and supported. An educational institution is a training service provider and learners are their customers. Educational institutions that promote the quality of teaching, improve the quality of facilities and understand the wishes and answers to learners' questions will satisfy learners' expectations. Using the method of document research and data investigation, the article sheds light on the theoretical basis of empathy, educational institutions, and learners. The survey results of learners' assessments of the educational institution's sympathy for them in the experimental research section have shown us that educational institutions in Vietnam are gradually improving the quality of training. These units have created favorable conditions and served learners with the best learning conditions. Although there are still some low evaluations about the facilities, learners believe that the educational institution is finding every measure to overcome difficulties and help learners achieve maximum comfort during the learning process.

Keywords: Educational institutions, Empathy, Learners, University of Labor and Social Affairs

I. INTRODUCTION

Vietnam aims to socialize higher education and encourage the development of private higher education institutions; Prioritize private higher education institutions operating not for profit; have preferential policies for organizations, businesses and individuals investing in education and training, science and technology activities at higher education institutions; There is a policy of tax exemption and reduction for donated assets, support for higher education, scholarships and participation in student credit programs. In addition, the Education Law also stipulates the

development of uniform policies to ensure the autonomy of higher education institutions associated with accountability. Associate training with labor demand of the market, research and apply science and technology; promote cooperation between higher education institutions and businesses and science and technology organizations; have tax incentive policies for science and technology products of higher education institutions; Encourage agencies, organizations and businesses to receive and create conditions for learners and lecturers to practice, intern, conduct scientific research and transfer technology, contributing to improving training quality. To achieve educational goals and tasks, educational institutions must improve training quality, and ensure fairness and empathy for learners. Empathizing with learners in education is placing the school's position in the learner's feelings to know the learner's emotional state, difficulties and desires. This study aims to build a theoretical basis for empathy and empirically evaluate learners' feelings towards the empathy of educational institutions for them.

II. THEORETICAL BASIS

2.1. Empathy

According to Cuff et al. (2014), research on empathy will not be effective if we confuse the concept and conflate the concept. The author believes that empathy is divided into 8 different types of nature when studying 43 concepts: "Distinguishing Empathy from Other Concepts; Cognitive or Affective?; Congruent or Incongruent?; Subject to Other Stimuli?; Self-other Distinction or Merging?; Trait or State Influences?; Has a Behavioral Outcome?; and Automatic or Controlled?" (p.1). Wispé (1986), the term "Empathy" was introduced in the 19th century, adapted from the German word "Einfühlung" (pp.314-321). Some other authors believe that

"Empathy" originates from Philosophy and its ideological system (Stotland et al., 1978). Batson et al. (1987) stated that empathy is "The other-focused, congruent emotion produced by witnessing another person's suffering involves such feelings as compassion, compassion, softheartedness, and tenderness." (p.20). Empathy is "A way... to capture the customer's feelings and meanings." (Clark, 2010, p.95). Cohen & Strayer (1996) also define empathy as "The ability to understand and share another person's emotional state or context." (p.988). Colman (2009) states that "The ability to understand and make sense of another person's feelings and emotions or to experience something from another person's perspective." is empathy (p.248). Decety & Moriguchi (2007) define empathy as "The ability to share and understand another person's emotional state in relation to oneself." (p.22). Another study on empathy by Geer et al. (2000), empathy is "The ability to perceive another person's perspective, experience another person's emotions, and behave compassionately." (p.101). What if our research uses the wrong theory when Empathy has so many definitions? Can it lead to negativity and bias in theoretical research and practice? Therefore, the purpose of our study "Empathy of Higher Education Institutions for Learners" is to understand the empathy of educational service providers for customers. The definition we use as a theoretical basis must represent the empathy of the service provider and use the definition of "Empathy" in the field of service provision. Representing the concept of empathy in providing service quality, Parasuraman et al. (1991) are highly appreciated and accepted by many experts in the field of service provision. Parasuraman et al. believe that "Empathy is the ability to provide personal attention and care to customers" (pp 57-67).

2.2. Higher education institution

The Law on Education (2019) stipulates: Higher education institutions are educational institutions belonging to the national education system, performing the function of training at all levels of higher education, scientific and industrial activities, technology, and community service; Universities and academies (in the future referred to as universities) are higher education institutions that provide training and research in many fields and are organized according to the provisions of this Law; University is a higher education institution that provides training and research in many fields, and is organized according to the

provisions of Law; The university's constituent units agree to implement common goals, missions and tasks (Law No. 43/2019/QH14).

2.3. The educational institution's empathy with learners

According to Article 80 of the Law on Education (2019), learners are people studying at educational institutions in the national education system including: Children of preschool educational institutions; Students of general education establishments, vocational training classes, vocational education centers - continuing education, vocational education centers, intermediate schools, university preparatory schools; Students of colleges and universities; Students of master's training institutions; Fellows of doctoral training institutions; Students enrolled in continuing education programs (Law No.: 43/2019/QH14). The empathy of the educational institution in the process of providing training services to learners also has an impact on the quality of training. Empathy is highly appreciated by learners, showing that they are satisfied with the quality of services provided by the educational institution. The empathy of educational institutions is demonstrated through dedicated support for learners to be educated, develop comprehensively and maximize their potential. Take care of the quality of life for learners throughout the learning process at the educational institution, listen and absorb learners' opinions and respond quickly and concisely to the results. Always evaluate the quality of activities provided to learners regularly such as teaching quality, facility quality, and service quality. Provide measures to improve and enhance the quality of training for learners when detecting unsafe content. Improving empathy for learners helps educational institutions have a more sympathetic view and learners enjoy their rights more fully and with better quality.

III. METHODS

The research uses document research and data investigation methods. Through document research, we have learned the theoretical basis of "Empathy" from documents and reports on empathy. The theory of "Educational Institutions" and "Learners" is synthesized through the Law amending and supplementing several articles of the Law on Higher Education No. 08/2012/QH13, which has amended and supplemented a number of articles. according to Law No. 32/2013/QH13, Law No. 74/2014/QH13 and Law No. 97/2015/QH13 and Education Law No. 43/2019/QH14. Using the

data survey method, we proceed to determine the sample and survey sample size. To help empirically evaluate the University of Labor and Social Affairs' empathy for students, the sample size was taken to include 350 students to ensure representativeness. The survey results and analyzed data help clarify

the research objectives. The research sample was selected using the probability sampling method. Data collection method using a questionnaire. With 350 questionnaires distributed, the research team received 302 valid questionnaires.

Table 1. Assessment of educational institutions' empathy for learners

Question	Survey content
Empathy 1	University of Labor and Social Affairs always organizes dialogues between the University and students
Empathy 2	University of Labor and Social Affairs regularly inspects and evaluates the quality of facilities and libraries to serve students' learning and activities.
Empathy 3	University of Labor and Social Affairs always organizes assessment of teaching quality for students
Empathy 4	Questions and feedback from students are handled quickly and according to procedures
Empathy 5	University of Labor and Social Affairs regularly organizes to collect student opinions on assessing the quality of academic advising for students.

Source: Construction by the research team

IV. RESULTS OF EXPERIMENTAL EVALUATION

University of Labor and Social Affairs has the mission of "training human resources with political and ethical qualities, knowledge and professional practice capacity" at all levels from university to doctorate in labor and social affairs. The University of Labor and Social Affairs must combine teaching and scientific research. The school's scientific research activities in the field of labor and society combine training with scientific research, production, and service provision according to society's requirements. In addition, the school also has the mission of "international cooperation in training and scientific research"; Organizing training and fostering of employees in the labor and social sector; Managing and developing the school's staff, lecturers and staff to ensure quantity, quality and structure of majors; Organizing enrollment and managing pupils and students; Participate in social activities appropriate

to assigned tasks. To complete assigned tasks, the University of Labor and Social Affairs constantly improves the quality of training, upgrades facilities and enhances the evaluation of services provided to students studying at the University. To evaluate the situation and consider existing points in supporting students, we analyzed data collected from students to assess the level of sympathy the school has for them. The results and existing points are presented below.

4.1. Assess the school's level of empathy

The content of assessing the school's level of empathy is shown through descriptive statistics from collected data. Descriptive statistical analysis helps us have an overall view of student's assessment of the University of Labor and Social Affairs' empathy through the average value of observed variables. The descriptive statistical results of the questions from the survey are shown in Table 1.

Table 2. Results of descriptive analysis of empathy

Question	students	Min	Max	Mean	St. deviation	Skewness
Empathy 1	302	1	5	4.12	1.026	-1.021 .153
Empathy 2	302	1	5	3.37	1.165	.099 .153
Empathy 3	302	2	5	4.17	.996	-.974 .153
Empathy 4	302	1	5	3.76	.928	-.524 .153
Empathy 5	302	1	5	3.40	.894	-.171 .153

Source: Processing of investigation results by the research team

We can see that the survey results and the results processing support of SPSS 22 software show that the indicators reach a good normal distribution quite well. From the results of analyzing the average scores of all 5 observed variables, students rated them mainly as above average (above level 3). In addition, we can see that the variable Empathy 1 has a Skewness parameter > 1 of -1.021 , representing a deviation outside the normal distribution greater than -1 . Skewness of a probability distribution measures the symmetry of that distribution. According to Trong & Ngoc (2008), "The higher the absolute value of skewness, the more asymmetrical the distribution is." Asymmetric distribution has zero skewness.

Positive skewness means that extreme values greater than the mean will be further away than extreme values less than the mean however the degree of excess is very small and insignificant, so the data of the observed variable Empathy 1 can still be used for analysis.

4.2. Experimental assessment of educational institutions' empathy towards learners

Using surveys and data collected from students at the University of Labor and Social Affairs, we analyzed student assessments. The results of assessing students' empathy towards the school are shown in Table 3.

Table 3: Empathy survey results

Unit of measure: Person

Criteria	Empathy 1	Empathy 2	Empathy 3	Empathy 4	Empathy 5
Totally disagree	11	18	10	14	15
Disagree	41	63	36	28	39
Normal	30	103	39	78	114
Agree	95	44	84	117	98
Totally agree	125	74	133	65	36
Total	302	302	302	302	302

Source: Processing of investigation results by the research team

With the question about Empathy 1, "University of Labor and Social Affairs always organizes dialogues between the University and students", out of 302 survey questionnaires, 11 students answered completely disagree, accounting for 4%, 41 students answered disagree, accounting for 14%, 30 students participating in the survey chose the Normal option, accounting for 10%, the number of students choosing to agree was 95 students, accounting for 31%, and finally, 125 students completely agreed, accounting for 41%. Thus, most people believe that the University of Labor and Social Affairs always organizes dialogue sessions to listen to and answer students' questions and concerns in teaching and learning activities at the school.

In response to Empathy 2, "University of Labor and Social Affairs regularly inspects and evaluates the quality of facilities and libraries to serve students' learning and activities", the result is 18 comments. Completely disagree students participating in the survey accounted for 6%, 63 students chose to disagree accounted for 21%, choosing Normal had 103 students choosing and accounting for 21%, rate of 34%, the number of students who answered agree and completely agree with the statement was 44 students, accounting for 15%, and 74 students, accounting for 25%. In general, the number of students who agree and

completely agree with the above statement is quite low, in other words, the majority of them do not completely believe that the management department of the University of Labor and Social Affairs regularly checks, evaluates the quality of facilities serving students' learning and activities.

With the observation variable Empathy 3, "University of Labor and Social Affairs always organizes to evaluate the quality of teaching for students", there are 10 student's opinions chose Totally to disagree, 36 students accounting for the percentage 12%, 39 students accounting for 13%, 84 students accounting for 28% and 133 students accounting for 44% with choices ranging from disagree to completely agree according to the Likert scale for the statement above. It can be seen that students think that the University of Labor and Social Affairs always evaluates the quality of teaching for students.

With the observed variable Empathy 4, "Students' questions and feedback are handled quickly and according to procedures", 14 students responded, accounting for 5%, 28 students, accounting for 9%, and 78 students, students accounted for 26%, 117 students accounted for 39% and 65 students accounted for 22% with their choices ranging from completely disagree to completely agree according to the Likert scale for the above statement. It can be seen that most

students think that their questions and feedback are handled quickly and according to the correct procedures.

Finally, with Empathy 5, "The school regularly organizes to collect student opinions on assessing the quality of academic advising for students." According to the data summary table, we see that 15 students chose to completely disagree, accounting for 5%, 39 students chose to disagree, accounting for 13%, and 114 students chose to disagree. Students gave a neutral opinion, accounting for 38%, 98 students chose to agree, accounting for 32%, and 36 students chose to completely agree, accounting for 12%. With this result, we see that students do not completely agree with the statement "The school regularly organizes to collect student opinions on assessing the quality of academic advising for students".

V. DISCUSSION

From the above comments, it can be said that empathy is greatly influencing students' feelings about the quality of facilities and service quality. Through investigation and interviews with students, the research team determined that the causes are:

Firstly, some opinions of students asked on the sidelines said that the school does not regularly organize to collect student opinions on assessing the quality of living and learning conditions. Accordingly, these opinions suggest that the school only cares about evaluating the quality of teaching, while the quality of living and learning conditions does not receive much attention. Therefore, the school needs to periodically organize to collect student opinions on assessing the quality of living and learning conditions to find out the bad aspects of students' reactions and find ways to overcome them, we continue to improve.

Second, many opinions say that the school does not regularly inspect and evaluate the quality of facilities, the quality of learning services, and student activities. In fact, the school has evaluated the quality of facilities and service for students, but only evaluated each period. To fix the problem, the school will regularly inspect and evaluate the quality of facilities serving students' learning and activities during the teaching period of each semester to immediately fix existing problems. Quality of facilities to serve students' learning and activities.

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