The Relationship between Empathy and Responsibility Levels of 5th Grade Students: A Sample from Turkey#

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ABSTRACT

In the current study, it is aimed to examine the relationship between empathy and responsibility levelsof fifth grade students and for this purpose, the said relationship was examined in terms of gender, Social Studies achievement score and school socioeconomic level. The research is a correlational study and the universe of the study consisted of fifth graders from all state schools in six districts of Ankara (the capital of Turkey). The sample is 1079 fifth-grade students from 18 public schools in these districts. As data collection tools of the research, "Responsibility Scale for Children", "Empathy Scale" and "Personal Information Form" were applied to the students. Descriptive statistics, independent groups t-test, parametric and nonparametric correlation analysis were used for data analysis (with SPSS 15.0). According to the results of the research, there is a positive, moderate and significant relationship between empathy and responsibility levels of students. The level of the relationship between empathy and responsibility levels of students is higher in males than in females. The students have the highest level of the relationship between empathy and responsibility levels is the group with middle Social Studies success, followed by those students who achieved success at a high level and who achieved success at a low level. The students from upper socioeconomic schools have the highest level of the relationship between empathy and responsibility levels. These are followed by those students from low socioeconomic schools and who from medium socioeconomic schools, respectively.

Key words: Social Studies Program, Responsibility, Empathy

INTRODUCTION

In the middle of the twentieth century, as we were passing through to a democratic culture from traditional culture, our educational institutions were also under the influence of this transition. They have begun to adopt the humanistic approach that deals with the feelings, perceptions, beliefs, and aims that are contemporary, differs from the others and are unique (Kandemir and Ozbay, 2009). When the humanist point of view is examined, it is anticipated that human beings should be essentially free (Rogers, 1961). The basis of the humanistic approach is the student. The basis of humanist education is self-awareness, self-motivation, personal responsibility, development of skills, creativity, and flexibility in the face of events (Ozbay and Sahin, 1997). The school and classroom atmosphere must be appropriate for the pupil to develop these qualities.

Statement of the Problem

In order to develop responsibility, one has to grow up in an environment where one can take responsibility. In the environment where the person is trained, the sense of responsibility cannot develop if you are not given the opportunity to choose for yourself and be responsible for the results of your choice. For this reason, in families who do not allow their children to say and apply their own thoughts, children cannot mature (Cuceloglu, 2002: 211).

According to Cubukcu and Gultekin (2006), in primary education, which is responsible for acquiring basic knowledge, skills, behaviors and habits that all individuals in the society have to possess, one of the basic skills that should be given to the students is social skills. Social skills are a great way for an individual to have good relationships with others, to comply with social rules, to take responsibility, to help others, and to use their rights.

According to Eisenberg and Strayer (1990), one of the reasons for the great interest of empathy and empathy-related structures is the assumption that empathy is mediated by prosocial behavior by many psychologists and thinkers. Empathy brings together many positive social behaviors, suggesting that it must also have an effect on the responsibility, which is the human value that social life requires. In this direction, empathy emerges as a necessity to reveal its relationship with responsibility. Despite the fact that a large number of researches, both at home and abroad, are related to responsibility and empathy separately, there is paucity of researches on the relationship between empathy and responsibility in terms of various variables. Based on the previous research findings, it is believed that this research, which examines the relationship between empathy and responsibility levels of the fifth-grade students in terms of various variables, can contribute to the literature.

Significance of the Study

The basic elements of the Social Studies Program are skills, concepts, values and general purposes. The program also includes empathy skills among the 15 skills intended to be acquired at the 4ᵗʰ to 8ᵗʰ grade levels. On the other hand, since 2005, Social Studies Programs have placed more emphasis on the value of responsibility, and the number of studies on responsibility value is increasing day by day.

The present study is important because it explains the relationship between responsibility and empathy, and draws attention to empathy as a tool that can be used to teach values. Based on the findings of this study, policymakers can understand the importance of empathy for a society of responsible citizens and work on this issue. In addition, empathy skills development activities can be planned by the school administration to improve student responsibility by considering the relationship between responsibility and empathy.

Ressearch Questions

The problem of this research; "What is the relationship between the levels of empathy and responsibility in fifth-grade students?" Sub-problems are listed below.

For the fifth-grade students:
1. Is there a significant difference between their levels of responsibility in terms of
  1.1. gender?
  1.2. the Social Studies course success score?
  1.3. the school socioeconomic level?
2. Is there a significant difference between their levels of empathy in terms of
  2.1. gender?
  2.2. the Social Studies course success score?
  2.3. the school socioeconomic level?
3. What is the relationship between empathy and responsibility levels of the students in terms of?
  3.1. gender?
  3.2. the Social Studies course success score?
  3.3. the school socioeconomic level?

LITERATURE REVIEW

The principles and concepts that humanist education brings to such a class atmosphere are important. For the class atmosphere to be positive, the concept that is most emphasized by the humanistic approach is empathy (Kandemir, 2006). The concept of empathy, which is loaded in a different sense, is simply the understanding or understanding of the emotions and thoughts of the opposite person (Eisenberg, 1983; Merwin, 2003; Preece and Ghozati, 2001; Preston and Weal, 2002; Roberts and Strayer, 2004; Wiseman, 1996). The subject is capable of understanding his/her feelings, desires, and thoughts without experiencing his/her experiences at that moment by putting him/herself in another consciousness (Ozbay and Canpolat, 2003).

We can say that empathy, which has a wide use area, must also be an important variable in the learning process. If the education is not provided in the notion of empathy, the responsibility is on the teacher. The learners are expected to take responsibility in their lives. (Kandemir, 2006). However, responsibility emerges with selective behavior. The demonstration of the selective behavior of the student is related to the degree of freedom presented to him (Glasser, 1985; as cited in Ozbay and Sahin, 1997).

It is useful here to clarify the definition of responsibility. The sense of responsibility that facilitates harmony with the physical and social environment in which the person lives is expressed in various definitions in the sources:

According to Yavuzer (1998) the responsibility is the child's expected behavior to fulfill his/her duties in accordance with the child's age, gender and level of development, starting with early childhood. The responsibility is defined by Altinkopru (1999) as "Starting from the birth of the child, developing with his first impressions, is to share oneself with others and make some concessions from himself". Basaran (1971) also describes responsibility as:

"The sense of responsibility is a feeling of being involved in assigning or receiving a given job at any cost until the very end and giving answers when it is necessary. This emotion occurs in the individual as a result of the mutual relationship between the facts of the social circle and the mind which we call the ideal rules."

Another definition of responsibility is; "The undertaking of one's own behavior or the consequences of any event falling within its jurisdiction" (TDK dictionary).

Responsible person is respectful to herself/himself and others. S/he fulfills his/her duties. S/he does his/her own work and does not want to be burden others. S/he only holds himself/herself responsible for feelings, thoughts and behaviors. What they expect from life is proportional to what they give. They do not take what they do not deserve. They are hardworking people, good parents and good neighbors (Foster, 1953; as cited in Altinkopru, 1999).

METHOD

The current research is a correlational study. According to Karasar (2003, p. 81), "Correlational models are research models aimed at determining the presence and/or degree of
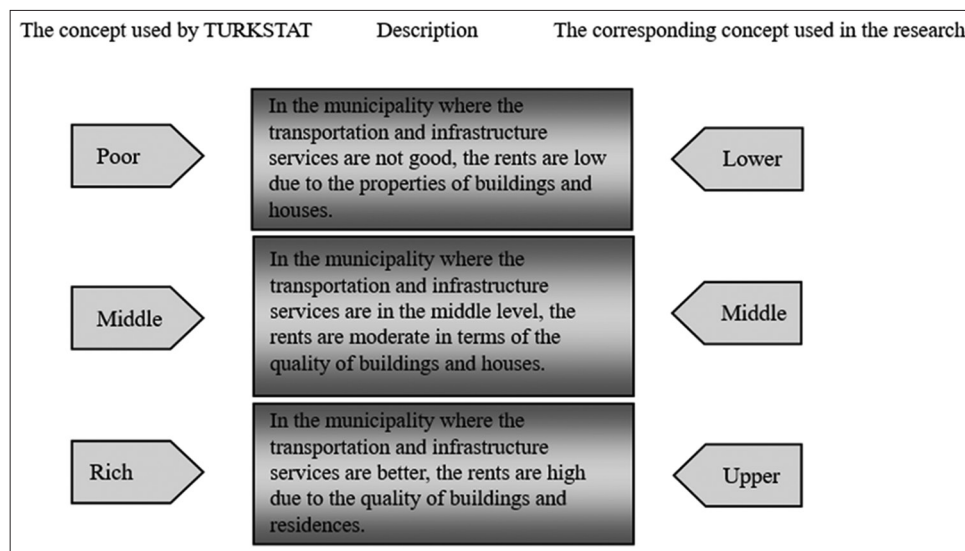
Figure 1. Socioeconomic levels determined by TURKSTAT and their explanations

exchange between two or more variables." In the study, the correlation type which is one of the two types of relational analysis is used. "In correlational type relationship analysis, it is tried to learn whether variables have changed together and how to change if they change together." (Karasar, 2003, p. 82).

Sampling

The universe of the study is the fifth-grade students from all public schools in the six districts (Etimesgut, Yenimahalle, Cankaya, Kecioren, Altindag, Mamak) of Ankara the capital of Turkey in 2012. Using stratified sampling method, students who attend the two branches of the fifth-grade classes each of the three state schools (have different socioeconomic levels) in these six districts were included in the study (information abut school socioeconomic levels is taken from Turkish Statistical Institute – TURKSTAT). Consequently 1079 fifth-grade students participated in the research. Details of the socioeconomic levels determined by TURKSTAT are presented in Figure 1.

Detailed information on sampling is provided in the following tables:

As shown in Table 1, approximately 47% of the students are female and 53% of the students are male.

According to Table 2, 34.6% of the students go to lower the socioeconomic schools, 34.7% in the middle, and 30.8% go to the upper socioeconomic schools.

When Table 3 is examined, it is seen that 26.6% of the students have a lower score in Social Studies, while 41.5% are middle and 31.9% are higher. When these ratios were determined, the mean scores of students and histogram graphs were used to pay attention to what points were accumulated. Due to the fact that the student scores are generally high and close to each other, attention has been taken to keep them medium-wide in order to increase the distinction of the difference.

The Social Studies course success score ranges determined at the end of the examinations are presented in Table 4:

Table 1. Frequency and percent distribution of the sample by gender

Gender	N	%
Female	510	47.3
Male	569	52.7
Total	1079	100

Table 2. Frequency and percent distribution of sample according to school socioeconomic level

School socioeconomic level	N	%
Lower	373	34.6
Middle	374	34.7
Upper	332	30.8
Total	1079	100

Table 3. Frequency and percent distribution of the sample according to social studies course success point

Social Studies Success	N	%
Low (0-74 point)	287	26.6
Middle (75-89 point)	448	41.5
High (90-100 point)	344	31.9
Total	1079	100

Table 4. Score ranges for the assessment of the social studies course success

Score ranges	Description
0-74.99 point	Low
75.00-89.99 point	Middle
90.00-100.00 point	High

Instruments

Responsibility scale for children

A three-phase study has been conducted by the researcher in order to improve the level of responsibility scale. In the first phase, responsibilities that the learner should fulfill in the school and at home were determined by literature review and proposals related to these were written and a pool of substances was created. Some materials have been turned into negative expressions.

In the second phase, the created substance pool was presented to the expert's opinion, and after the necessary corrections the tentative scale was obtained.

In the third phase, the tentative scale was applied to the fifth-grade student in a sufficient number (231). After the application, necessary analyzes were made and the items with low factor load were removed from the scale. In addition, it has been found that the materials converted into negative expressions are collected in one factor, and they are decided to be removed from the scale. As a result, a one-factor scale of 29 items was obtained. The Cronbach alpha reliability coefficient of the scale is.953. Buyukozturk, (2004) stated that the reliability coefficient calculated in psychological tests is.70 and higher is generally sufficient for the reliability of the test scores.

The scale is of the 4-point likert type; "I strongly disagree" (1 point), "I do not agree" (2 points), "I agree" (3 points) and "I fully agree" (4 points). In this study statistical analyzes related to the scale were made on the mean scores instead of the total scores. It is not intended that scores taken on the scale express a certain level of responsibility. Mean scores obtained from the scale were used in the inter-variable comparisons.

Empathy scale

Empathic Concern and Perspective-Taking subscales of two dimensions of the Interpersonal Reactivity Index (IRI) scale developed by Davis (1980) were used to measure the empathy levels of the students. A nine-item draft "Empathy Scale "was created. This draft scale has been translated into Turkish by three researchers, including this researcher. This translation has been examined by a language expert and has determined the most appropriate responses in Turkish language and delivered the necessary corrections to the researcher. Scale items were also examined by field experts, so that the obtained scale of the test was applied to the fifth-grade student in the sufficient number (231) and analyzed. As a result of analysis, a factor with a low factor load was subtracted from the scale and reached a one-factor scale of eight items. The Cronbach alpha reliability coefficient of the scale was.71.

The rating for the scale is based on the "Responsibility Scale for Children", which is 4 points-likert-type in the form of "I strongly disagree" (1 point), "I do not agree" (2 points), "I agree" (3 points) and "I fully agree" (4 points). Statistical analyzes were performed on the arithmetic mean of the scores obtained from the scale. On Davis' recommendation, the mean scores were used to compare variables, not used to determine students' empathy levels.

The personal information form

The personal information form prepared by the researcher was used to obtain the personal information of the students constituting the sample of the researcher. In this form there are items for obtaining information such as the student's class, student number, gender, parental education status.

Data Analysis

The data obtained from the personal information form belonging to the students were analyzed by using descriptive statistical methods in the form of percentage and frequency; Independent group t test, Mann-Witney U test, one-wayANOVA, Kruskal-Wallis test, regression and correlation analysis were used in the analysis of data obtained from the scales through Statistical Package for Social Sciences (SPSS). Nonparametric statistical analysis methods were used when the data were not normally distributed.

RESULTS AND DISCUSSION

Findings related to Level of Responsibility of Fifth-Grade Students

Findings of students' level of responsibility according to gender

The Mann-Witney U test was performed on nonparametric tests to determine the level of responsibility of fifth-grade

Table 5. Mann-whitney U test results regarding the level of responsibility of students by gender

Gender	N	Mean rank	Sum of ranks	U	Sig.
Female	510	623.41	317937.00	102558.0	0.000*
Male	569	465.24	264723.00		

* *P < 0.01*

Table 6. Kruskal-wallis test results regarding the level of responsibility of the students according to the social studies course success score

Social studies success	N	Mean rank	df	x^2	p	Significant differences
Low	287	451.47	2	40.291	0.000	Low-Middle*,
Middle	448	543.48				Low-High*,
High	344	609.33				Middle-High*
						(Tamhane's T2)

* *P < 0.01*

students according to gender, since data were not normally distributed. The results are presented in Table 5:

When Table 5 is examined, it is seen that the mean rank of the scores of female students in the Responsibility Scale for Children is higher than the mean rank of male students. When p value of significance of this difference is considered (p <.01), it is understood that it is significant at 0.01 level. Therefore, the level of responsibility of female students is significantly higher than the level of responsibility of male students.

Findings about the level of responsibility of the students according to Social Studies course success score

The results of the Kruskal-Wallis test on the level of responsibility of the students according to the success score of the Social Studies course are shown in Table 6:

When the rank order in Table 6 is examined, it is seen that the students with low Social Studies course success score have the lowest mean score of responsibility while those with medium success level have higher and those with high achievement score have the highest mean score of responsibility.

It is understood that the difference between the groups is significant at 0.01 and among all groups according to the results of the Post Hoc test. Therefore, the mean score of responsibility of the students whose success score is low, medium and high is significantly different.

Findings of students' level of responsibility according to school socioeconomic level

Descriptive statistics and one-way ANOVA results of the students' level of responsibility according to the school socioeconomic level are shown in Table 7 and Table 8:

Looking at Table 7, which shows the mean score of the students' responsibility according to their school SEL (socioeconomic level), it is seen that the students with the lower SEL have a lower mean score of responsibility than those with the middle and upper SEL.

Table 7. Descriptive statistics related to the level of students' responsibility according to school socioeconomic level

School socioeconomic level	N	$\bar{x}$	S
Lower	373	3.50	0.47
Middle	374	3.54	0.42
Upper	332	3.54	0.40
Total	1079	3.53	0.43

When Table 8 is examined, it is understood that there is no significant difference between the groups. Therefore, the school socio-economic level variable does not make a significant difference on the level of responsibility of the students.

Findings Related to the Level of Empathy of Fifth-Grade Students

Findings of students' empathy levels according to gender

The Independent Groups T-Test was conducted to determine the level of empathy for fifth-grade students by gender. The results are presented in Table 9:

When Table 9 is examined, it is seen that the mean score of female students' empathy scale is higher than male students' mean scores. When p value of significance of this difference is considered (p < 0.01), it is understood that it is significant at 0.01 level. Therefore, female students 'empathy levels are significantly higher than male students' empathy levels.

Findings of empathy levels of students according to success score of Social Studies course

Descriptive statistics and one-way ANOVA results of the students' empathy levels according to Social Studies success score are shown in Table 10 and Table 11:

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When Table 11 is examined, it is understood that the difference between the groups is significant at.01 level and among all groups. Therefore, the empathy mean score of students with low, medium and high scores in Social Studies course differ significantly.

Findings of empathy levels of students according to school socioeconomic level

Descriptive statistics and one-way ANOVA of empathy levels according to school socioeconomic level of students are shown in Table 12 and Table 13:

Table 12, shows the empathy mean scores of the students according to the school socioeconomic level. It is seen that the lower socioeconomic school students have the lowest empathy mean score. The students from the middle and upper socioeconomic level schools, which have very close

Table 8. One-way ANOVA results regarding the level of students' responsibility according to school socioeconomic level

	Sum of squares	df	Mean square	F	Sig.	Significant differences
Between groups	0.326	2	0.163	0.871	0.419	(Tukey HSD)
Within groups	201.490	1076	0.187			
Total	201.816	1078				

mean scores, have higher them.

When Table 13 is examined, it is understood that the difference among the groups is significant at.05 level and it is between the students from lower socioeconomic schools and the others. Therefore, the empathy mean score of students from lower socioeconomic schools was found to be significantly lower than the students from middle and upper socioeconomic schools.

Findings about Relationship between Empathy and Responsibility Levels of Students

The results of the correlation analysis conducted to determine the relationship between empathy and responsibility levels of the students are presented in Table 14:

The data in Table 14 indicate the existence of a positive, moderate and significant relationship between students' empathy and levels of responsibility. In other words, the level of empathy and responsibility of the students changes together.

Findings about relationship between the empathy and responsibility levels of studentsaccording to gender

The results of the correlation analysis conducted to reveal the relationship between empathy and levels of responsibility according to gender are presented in Table 15:

In Table 15 it is seen that there is a poositive, moderate and significant relationship between empathy and responsibility levels of both male and female students. When the correlation coefficients (Spearman) are examined, it is un-

derstood that the level of the relationship is more in male students than in female students.

Findings related to the relationship between the empathy and responsibility levels of students according to their Social Studies course success score

The results of the correlation analysis conducted to determine the relation between empathy and levels of responsibility according to students' success score in Social Studies course are presented in Table 16:

According to Table 16, it is seen that all of the students with low, medium and high level of Social Studies achievement had a positive, moderate and significant relationship between their empathy and responsibility levels. When the correlation coefficients (Spearman) were examined, it was found that this relationship had the students with the most moderate success, followed by the students with high success and the ones with the least low success.

Findings of relationship between the empathy and responsibility levels of students according to their school socioeconomic level

The results of the correlation analysis conducted to determine the relationship between empathy and levels of responsibility according to the socioeconomic level of the schools in which the students are attending are presented in Table 17:

In Table 17, it is seen that in all of the school socioeconomic levels, there is a positive, moderate and significant relationship between the empathy and responsibility levels of the students. When we look at correlation coefficients (Pearson), it is understood that the students from upper socioeconomic schools have the highest level of the relationship between the empathy and responsibility levels. These are followed by those students from low socioeconomic schools and who from medium socioeconomic schools, respectively.

The most significant finding from this study is that there is a positive, moderate and statistically sigificant relationship between the levels of empathy and responsibility of the students. The relationship; according to the gender, male students were higher than female students and in terms of Social Studies success score those who have middle and high success rate respectively were significantly higher than those who have low success rate. According to the socioeconomic levels of the schools, the findings were higher in the upper and lower socioeconomic school students than in the middle socioeconomic school students.

Table 9. Independent groups T test results regarding the empathy levels of students by gender

Gender	N	$\bar{x}$	S	df	t	Sig.
Female	510	3.31	0.40	1077	7.825	0.000*
Male	569	3.11	0.45			

* *P* < 0.01

Table 10. Descriptive statistics related to empathy levels according to students' social studies course success score

Social studies success	N	$\bar{x}$	S
Low	287	3.01	0.44
Middle	448	3.24	0.42
High	344	3.33	0.39
Total	1079	3.21	0.44

Table 11. One-way ANOVA results regarding the level of empathy according to students' social studies course success score

Source of variance	Sum of squares	df	Mean square	F	Sig.	Significant differences
Between groups	17.534	2	8.767	50.418	0.000	Low-Middle*,
Within groups	187.105	1076	0.174			Low-High*,
Total	204.640	1078				Middle-High* (Tukey HSD)

* *P*<0.01

Table 12. Descriptive statistics related to empathy levels of students according to school socioeconomic level

School socioeconomic level	N	$\bar{x}$	S
Lower	373	3.16	0.45
Middle	374	3.23	0.44
Upper	332	3.24	0.40
Total	1079	3.21	0.44

Table 13. One-way ANOVA results regarding the empathy levels of students according to school socioeconomic level

	Sum of squares	df	Mean square	F	Sig.	Significant differences
Between groups	1.591	2	0.795	4.215	0.015	Low-Middle*,
Within groups	203.049	1076	0.189			Low-High*,
Total	204.640	1078				(Tukey HSD)

* $P<0.05$

Table 14. Correlation analysis results related to the relationship between the empathy and responsibility levels of students

N	ρ	Sig. (2-tailed)
1079	0.530	0.000*

* $P<0.01$

Table 15. The results of correlation analysisof the relationshipbetween the empathy and responsibility levels of students by gender

Gender	N	ρ	Sig. (2-tailed)
Female	510	0.478	0.000*
Male	569	0.503	0.000*

* $P < 0.01$

Table 16. The results of correlation analysisof the relationship between the empathy and responsibility levels of students according to their social studies course success score

Social studies success	N	ρ	Sig. (2-tailed)
Low	287	0.431	0.000*
Middle	448	0.549	0.000*
High	344	0.532	0.000*

* $P < 0.01$

Table 17. The results of correlation analysisof the relationship between the empathy and responsibility levels of students according to their school socioeconomic level

School socioeconomic level	N	r	Sig. (2-tailed)
Lower	373	0.578	0.000*
Middle	374	0.431	0.000*
Upper	332	0.625	0.000*

* $P < 0.01$

DISCUSSION

The results of the research generally coincide with similar studies in the literature. The mean score of female students' responsibility was found to be significantly higher than that of male students. Abdi Golzar (2006) achieved results similar to this study in his study of 5th grade students developing a responsibility scale to determine their level of responsibility. Aladag (2009) has also found results in favor of female students in a similar way to this study in the study of value education approaches examining the influence of fifth-grade students on the level of attaining responsibility value. In addition, Sahan (2011), in his study of the achievement levels of achievement towards responsibility education in the 5th and 8th grade curriculum of primary education, came up with differentiation in favor of females in the 5th grade students› perceptions of responsibility as «Personal Responsibility» and «Legal Responsibility» factors.

Akbas (2004) found significant differences in favor of female students in terms of their scores on the "having responsibility" values of females and males in their study of the levels of achievement of the 8th grade students› values in primary schools. In studying the current situation regarding the role of the Social Studies course in developing democratic attitudes, Saglam (2000) stated that female students have higher rates than male students in fulfilling homework.

On the other hand, Ozen (2009) did not find any significant difference between the personal and social responsibility scores of the students according to the gender in their study of the level of personal and social responsibility of the 8th grade primary school students. Similarly, Sahan (2011) did not find a significant difference in the gender variable for 8th grade students in the study of students› perceptions of responsibility.

When the literature is examined, it is understood that almost all of the studies to determine the level of responsibility reveal a significant difference in favor of women as in the majority of the above studies. Regarding the reason for this, it is thought that the process of culture and socialization may have

influenced the further development of responsibility in women. The relative burden of responsibility for women in terms of social roles may have led to this. In addition, they may have been involved in games and activities that are richer in affective characteristics since younger ages and may have promoted higher levels of responsible behavior than men in general.

The conclusion that female students have a higher empathy mean score at a significantly higher level than male students is similar to the literature. As a matter of fact, Yildirim (1991; as cited in: Simsek, 1995: 24) found that the empathic skill levels of women were significantly higher than those of males in the study of guide teachers' empathic tendency and empathic skill levels on various variables. Similarly, Duru (2002) found that the mean score of empathic tendency for female teacher candidates was significantly higher than that for male teacher candidates, in the study of whether there was a difference between the groups in terms of empathic tendency scores, depending on some psychosocial variables. In a study of Davis (1983) with psychology students, it turned out that female students are superior to men in their attempt to take perspective. The findings of Whalen's (2010) college first-year students indicate a significant difference in favor of female students in all sub-dimensions of empathy.

CONCLUSION

As the two variables that can be evaluated within the scope of the affective domain, between responsibility and empathy; positive, moderate and statistically significant relationship is encouraging in the direction of thinking about the effects of these two variables on each other, conducting research and finding out the interaction levels of the different variables. It is expected that all the findings obtained in this study will contribute to the work on the affective domain that increasing popularity in recent years.

It is agreed that the following recommendation should be included in the context of the results of the study:

The study found that the level of responsibility of female students was significantly higher than that of male students. It will be appropriate for teachers to give more responsibility to male students and to develop their responsibilities.

As a result of the statistical analysis, it was found out that the students' Social Studies course success score and responsibility score change together. For this reason, in order to enhance the responsibility of the students, the teachers should take the necessary precautions to teach Social Studies courses more effectively.

Since female students' empathy levels are significantly higher than that of males, teachers need to be informed that they need to pay attention to the development of male students in activities to promote empathy.

It has been determined as the result of analysis the students' Social Studies course success scores and empathy scores increase together. Taking this into account, teachers should seek ways to improve students' success in Social Studies in order to improve their empathy levels.

It was understood that students from lower socioeconomic schools had the lowest mean empathy score and there was a statistically significant difference between the mean scores

of theirs and the other groups. For this reason, supportive studies can be conducted to improve empathy skills in the lower socioeconomic schools.

As practitioners, it should be considered by the teachers that, empathy can be considered as an important tool for increasing the level of responsibility of the students. In addition, studies should be designed to investigate other skills that may be effective in improving the value of responsibility.

The relationship between "responsibility" and "empathy" was examined in the research. Relationships between different values and skills can be examined in possible correlational studies.

A similar study can be performed for different age and learning levels.

In this research, only scales were used as data collection tools. In a more comprehensive research, more detailed data can be obtained by using different data collection methods for example data triangulation.

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