

Well-Being as the Main Predictor of Altruism over Empathy among School Teachers in Klang Valley, Malaysia

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Abstract

In an era where the emotional and psychological well-being of educators is increasingly spotlighted, understanding the determinants of altruistic behaviors among school teachers becomes paramount. This study investigates the interplay between empathy, well-being, self-efficacy, and their collective impact on fostering altruism within educational settings. Conducted with 322 teachers from the Klang Valley, Malaysia, this research employs utilizing quantitative surveys to gauge the extent of these psychological traits and their correlation with altruistic behavior. Using the Interpersonal Reactivity Index for empathy, the Warwick-Edinburgh Mental Well-being Scale for well-being, and the Teachers' Sense of Efficacy Scale for self-efficacy, alongside Pearson correlation and multiple regression analyses, the findings indicate that well-being and self-efficacy significantly predict altruistic behaviors in teachers. Although empathy alone did not directly correlate with altruism, its role in nurturing positive teacher-student relationships and a supportive classroom climate is acknowledged. This study underscores the importance of teacher well-being and self-efficacy in promoting altruism, suggesting that enhancing these aspects could lead to more empathetic and supportive educational environments. The implications of this research could guide teacher training, professional development, and educational policy towards nurturing more altruistic, compassionate educational landscapes.

Keywords: Empathy, Self-efficacy, Well-being, Altruism, School Teachers

Introduction

Altruism, defined as the selfless concern for the well-being of others without expectation of reward or recognition, represents a cornerstone of effective teaching (Zare et al., 2023). The embodiment of altruism in educational settings fosters an environment conducive to student

growth, learning, and emotional safety. Therefore, this study delves into the psychological underpinnings that promote altruistic behaviors among teachers, focusing on empathy, well-being, and self-efficacy as pivotal factors. Meanwhile, empathy, or the ability to understand and share the feelings of another, is widely recognized as a critical trait in teachers which influence their interactions with students and colleagues alike (Jennings & Greenberg, 2009). Empathetic teachers are more adept at recognizing the needs of their students whereby fostering a supportive classroom atmosphere conducive to learning (Mehrabian & Epstein, 1972). This study builds upon the premise that empathy is not merely beneficial but essential for fostering altruistic teaching behaviors.

In addition, well-being which encompass both psychological and emotional facets, significantly impacts teachers' capacity to engage in altruistic behaviors. Teachers with high levels of well-being are more likely to exhibit patience, understanding, and a willingness to go beyond the call of duty for their students (Seligman, 2011). The positive psychology movement has underscored the importance of well-being as a precursor to positive social behaviors, suggesting that a teacher's well-being directly influences their propensity for altruism (Fredrickson, 2001). Meanwhile, self-efficacy, or the belief in one's ability to effect change or achieve specific outcomes, is another critical factor influencing altruistic teaching behaviors. Teachers with high self-efficacy are more resilient, persist in the face of challenges, and are more likely to adopt innovative teaching methods and engage in extra-role behaviors, including altruism (Bandura, 1997). This study posits that self-efficacy not only enhances teaching effectiveness but also facilitates a greater inclination towards altruism in educational settings.

The interrelation among empathy, well-being, and self-efficacy and their collective impact on altruistic teaching behaviors remains underexplored, particularly within the Malaysian context. This study aims to fill this gap by examining how these psychological attributes interact to influence altruistic behaviors among public Malaysian schools. By doing so, it contributes to the broader discourse on teacher psychology and its impact on educational outcomes, with implications for teacher training and development programs.

In light of the above concerns, this study aims to look at the empathy, well-being and self-efficacy on altruism with specific research questions as follows:

1. What are the levels of empathy, well-being, self-efficacy, and altruism among the teachers?
2. Is there any difference between gender on empathy, well-being, self-efficacy and altruism among the teachers?
3. What are the relationships between empathy, well-being, self-efficacy on altruism among the teachers?
4. What are the unique factors that predicts altruism among the teachers?

Empathy in Teaching

Empathy stands as a critical psychological construct in the realm of education, facilitating deeper connections between teachers and students. Rogers (1975) posited that empathy enhances understanding and communication, essential components in educational settings. In line with this, studies have shown that empathetic teachers are more effective in creating supportive and inclusive classroom environments that cater to diverse student needs

(Cooper, 2011). This nurturing atmosphere is pivotal for student engagement, motivation, and emotional well-being (Cornelius-White, 2007). Moreover, empathetic engagement in teaching practices has been linked with higher levels of student satisfaction and academic achievement, underscoring the importance of empathy as a foundational element in fostering educational success (Jolliffe & Farrington, 2006).

Empathy, the capacity to understand and share the feelings of another, emerges as a critical trait for educators, shaping the foundation of effective teaching and learning environments. It enables teachers to forge deep connections with their students, understanding their diverse backgrounds, challenges, and emotional states. This understanding is pivotal in tailoring instructional methods to meet individual student needs and fostering a classroom climate characterized by trust, respect, and mutual support. Rogers (1975) emphasized the role of empathy in facilitating personal growth and learning, suggesting that when teachers display empathy, they not only acknowledge the students' perspectives but also validate their worth as individuals. This validation is crucial for student engagement, as it encourages risk-taking and resilience in learning by ensuring students feel seen and understood.

Moreover, empathy in teaching extends beyond individual interactions to influence the broader classroom and school culture. Empathetic teachers act as role models, demonstrating how to engage in empathetic interactions and promoting a culture of empathy among students (Cooper, 2011). This modeling has a ripple effect, leading to a more compassionate student body and a supportive educational environment conducive to collective well-being and success. Research by Jolliffe and Farrington (2006) supports this notion, indicating that classrooms led by empathetic teachers experience fewer conflicts and higher levels of cooperation and understanding among students. Thus, empathy is not just a personal trait but a transformative force that elevates the educational experience, highlighting its indispensability in teacher competencies and development programs. By focusing on developing empathetic skills in teachers, educational institutions can enhance not only academic achievement but also critical socio-emotional competencies in students, preparing them for a more interconnected and empathetic world.

Teacher Well-being and Altruism

The concept of well-being within the teaching profession has garnered attention due to its significant impact on teachers' professional behaviors and attitudes, including altruism. Research indicates that teachers who report higher levels of well-being are more inclined towards engaging in altruistic behaviors, such as volunteering for additional responsibilities and providing extra support to students (Day & Gu, 2010). A positive state of well-being not only enhances teachers' job satisfaction but also acts as a buffer against occupational stress, thereby promoting a healthier, more altruistic professional outlook (Roffey, 2012). The interplay between teacher well-being and altruism is crucial, suggesting that initiatives aimed at enhancing teacher well-being could foster more altruistic teaching environments (Seligman & Csikszentmihalyi, 2000).

Teacher well-being, encompassing both emotional and psychological health, plays a significant role in the capacity for altruism within educational settings. Well-being influences teachers' energy levels, resilience, and overall satisfaction with their profession, which in turn affects their willingness to engage in altruistic behaviors. Teachers with high levels of well-being are more likely to exhibit patience, understanding, and a generous spirit towards their students, often going beyond the curriculum to offer additional support, mentorship, and encouragement. This link between well-being and altruism is supported by research indicating

that positive emotional states are associated with higher levels of prosocial behavior (Haller et al., 2022; Lay & Hoppman, 2015). Furthermore, well-being contributes to a positive classroom atmosphere, creating an environment where altruistic acts are not just encouraged but become a natural part of the classroom dynamics.

The impact of teacher well-being on altruism also extends to the broader educational community. Teachers who feel supported and valued are more likely to contribute to a positive school culture, participating in school improvement initiatives and supporting their colleagues. This collaborative spirit fosters a sense of community and collective efficacy among staff, which is essential for creating an educational environment that nurtures student development holistically (Roffey, 2012). Moreover, teachers' altruistic behaviors serve as a model for students, teaching them the value of kindness, generosity, and community service. As such, investing in teacher well-being is not only beneficial for the teachers themselves but also for the entire school community, promoting a culture of altruism that extends beyond the classroom.

In conclusion, the relationship between teacher well-being and altruism underscores the need for educational policies and practices that prioritize the health and happiness of educators. By supporting teacher well-being, schools can cultivate a nurturing and altruistic educational environment where both teachers and students thrive.

The Role of Self-efficacy in Altruistic in Teaching Behaviors

The influence of self-efficacy on teaching practices, particularly in relation to altruistic behaviors, is well-documented. Bandura (1997) highlighted self-efficacy as a key determinant of how individuals approach challenges and tasks, including those beyond their formal responsibilities. Teachers with high self-efficacy are more likely to believe in their ability to make a difference in their students' lives, leading to greater efforts to assist, mentor, and support students beyond conventional teaching duties (Tschannen-Moran & Hoy, 2001). Furthermore, self-efficacy has been linked to teachers' willingness to innovate and adopt student-centered teaching approaches, which are inherently more altruistic in nature (Gibbs & Powell, 2012). This suggests that fostering teacher self-efficacy may not only improve teaching effectiveness but also enhance the altruistic impact teachers have on their students. Self-efficacy, defined as a teacher's belief in their ability to influence student engagement and learning outcomes, is a critical determinant of altruistic teaching behaviors. Teachers with high self-efficacy are confident in their instructional strategies and classroom management skills, enabling them to create more inclusive and supportive learning environments. This confidence translates into a greater willingness to go above and beyond their formal duties to support students' academic and emotional needs. Bandura (1997) highlighted that individual with high self-efficacy are more persistent in the face of challenges and more open to adopting innovative practices that benefit their students. Consequently, teachers with strong self-efficacy beliefs are more likely to engage in altruistic behaviors, such as spending extra time with students who need additional support, advocating for their students' needs, and initiating programs that enhance the learning environment for all students.

Moreover, the influence of self-efficacy on altruistic teaching behaviors extends to the collective efficacy of the teaching staff. Teachers who believe in their collective ability to effect positive change are more likely to collaborate with their peers, share resources, and support each other's professional development. This collaborative spirit not only enriches the teaching profession but also models altruistic values for students, thereby fostering a school culture rooted in mutual support and community engagement (Tschannen-Moran & Hoy,

2001). The cyclical relationship between self-efficacy and altruism underscores the importance of nurturing teachers' beliefs in their capabilities. By fostering an environment that supports teacher self-efficacy, educational institutions can promote a more altruistic approach to teaching, where educators feel empowered to make a difference in their students' lives and the broader school community.

In essence, self-efficacy is not merely about empowering teachers to improve academic outcomes; it is about inspiring them to embody the values of care, compassion, and altruism in their teaching practices. As educators come to recognize their potential to impact students' lives positively, their motivation to engage in altruistic behaviors intensifies, thereby enriching the educational experience for all involved.

Integrating Empathy, Well-being, and Self-efficacy in Teaching

Integrating empathy, well-being, and self-efficacy presents a holistic approach to understanding and promoting altruistic teaching behaviors. The synergistic effects of these attributes on teaching practices underscore the complexity of teaching as a multifaceted profession that extends beyond the mere transmission of knowledge (Hargreaves, 2000). This integration is vital for developing comprehensive teacher support and development programs that address the diverse psychological needs of teachers, thereby promoting environments conducive to altruistic behaviors (Jennings & Greenberg, 2009).

The integration of empathy, well-being, and self-efficacy within the teaching profession presents a holistic framework for fostering altruistic teaching behaviors (Bardach, Klassen, & Perry, 2022; Spurgeon & Thompson, 2018). This triad of psychological constructs contributes to a teaching ethos that is not only centered on academic excellence but also on the holistic development of students. Empathy ensures that teachers can connect with students on a deeper level, understanding their unique needs and emotional states, which is fundamental for creating an inclusive and supportive classroom environment (Singleton, 2023). Meanwhile, well-being enhances teachers' resilience and job satisfaction, empowering them to approach teaching with positivity and generosity (Dierenfeld, 2024). Self-efficacy, on the other hand, fuels teachers' belief in their ability to make a meaningful impact on their students' lives, encouraging them to undertake actions that go beyond conventional teaching duties.

Moreover, the integration of these elements fosters a positive school culture that values and promotes altruism, not only among teachers but also among students. By modeling empathy, well-being, and self-efficacy in their interactions with students and colleagues, teachers can instill these values in their students, preparing them to be compassionate and resilient individuals both inside and outside the classroom.

In conclusion, the collective nurturing of empathy, well-being, and self-efficacy in teaching practices offers a robust framework for enhancing educational outcomes. It emphasizes the importance of teacher well-being and competence as pillars for creating a nurturing and effective learning environment. Through this holistic approach, education can transcend the confines of academic instruction to foster a community of learners and educators who are equipped to contribute positively to society.

Method**Participants**

The study was conducted at three selected secondary schools in Klang Valley, involving a purposive sample of 322 teachers, ranging in age from 25 to 55 years. Participants were selected based on their involvement in various teaching roles and their willingness to partake in the study. The sample comprised educators with diverse teaching experiences, spanning from early-career teachers with less than five years of experience to veteran teachers with over twenty years in the profession. The diversity within the sample allowed for a broad exploration of the psychological attributes (empathy, well-being, self-efficacy) and their influence on altruistic teaching behaviors.

The majority of the teachers were female, comprising 80% of the sample with 258 female respondents. Male teachers accounted for the remaining 20%, totaling 64 respondents. The age of the participants varied, with the data grouped into three primary age categories. Teachers aged between 25 and 36 years represented 33.3% of the sample, amounting to 107 individuals, who reported an average age of 40.43 years. The standard deviation for this group was 7.22, indicating some variability in age, with ages ranging from a minimum of 25 to a maximum of 58 years. The largest age group was those between 37 and 47 years, constituting 55.0% of the sample with 177 teachers. The smallest group comprised teachers aged 48 to 58 years, making up 11.7% of the respondents, totaling 38 teachers.

Procedure and Measures

Upon receiving ethical approval from the relevant institutional review board, participants were contacted via email and provided with an overview of the study's aims and procedures. Informed consent was obtained from all participants prior to data collection. The study employed quantitative surveys to understand the interplay between empathy, well-being, self-efficacy, and altruistic teaching behaviors. Surveys were distributed electronically and completed anonymously to ensure confidentiality.

Empathy

Empathy was assessed using the *Toronto Empathy Questionnaire* (TEQ) developed by Spreng et al. (2009), which is designed to measure empathic responses in adults. The TEQ is a concise instrument comprising 16 items, each rated on a 5-point Likert scale from 0 ("Never") to 4 ("Always"), capturing the frequency of empathic responses across a variety of situations. This questionnaire encompasses both cognitive and affective dimensions of empathy, providing a broad assessment of empathic tendencies.

The items on the TEQ are crafted to reflect immediate emotional responses to the feelings of others. For example, items such as "When someone else is feeling excited, I tend to get excited too" and "It upsets me to see someone being treated disrespectfully" gauge the respondent's automatic empathic reactions to others' experiences. The TEQ's effectiveness in measuring empathy is supported by its internal consistency, with a reported Cronbach's alpha of 0.85, indicating a high level of reliability for the scale.

Well-Being

Well-being was assessed using the WHO Well-being Index 1998 (WHO-5), developed by the World Health Organization in 1998. This scale is a concise yet comprehensive tool designed to measure subjective psychological well-being. The WHO-5 consists of 5 items, each rated on a 5-point Likert scale ranging from 0 ("At no time") to 5 ("All the time"), allowing

respondents to indicate the frequency of their well-being experiences. The items on the WHO-5 are specifically crafted to capture positive mood and general life satisfaction, reflecting key aspects of emotional well-being. For instance, items such as "I have felt cheerful and in good spirits" and "I woke up feeling fresh and rested" are designed to gauge the respondent's overall emotional and psychological state during the recent past. These questions are straightforward, focusing on direct expressions of personal happiness and vitality, making the WHO-5 a valuable tool for quickly assessing mental health status. The reliability of the WHO-5 is 0.82.

Altruism

Altruism was evaluated using the Self-Report Altruism 9-Item Scale, developed by Rushton, Chrisjohn, and Fekken in 1981. This scale is designed to assess the frequency of altruistic behaviors that an individual performs. It consists of 9 items and utilizes a 5-point Likert scale for responses, ranging from 1 ("Never") to 5 ("Always"). This range allows participants to indicate how frequently they engage in specific altruistic actions. The items on this scale are intended to capture everyday acts of kindness and helpfulness towards others. Examples of these items include "I have made change for someone I did not know" and "I have offered my seat to a stranger who was standing." These behaviors reflect spontaneous acts of generosity and consideration that are central to the concept of altruism. The simplicity and directness of the questions make it straightforward for respondents to recall and report their altruistic actions, providing a clear measure of their propensity to engage in such behavior. The reliability of the Self-Report Altruism Scale was reported to be 0.79.

Self-Efficacy

Self-efficacy was assessed using the *Teachers Perception of Professional Efficiency Scale*, developed by Schwarzer, Schmitz, and Daytner (1999). This scale is tailored to evaluate teachers' beliefs in their own teaching abilities and their capacity to influence student outcomes effectively. Comprising 10 items, the measure is structured on a 4-point Likert scale ranging from 1 ("Not at all true") to 4 ("Exactly true"), enabling educators to express the extent to which they feel confident in their professional competencies. The reliability of the Teachers Perception of Professional Efficiency Scale is reinforced by a high Cronbach's alpha, reported to be 0.87.

Data Analysis

Quantitative data were analyzed using SPSS software, where descriptive statistics, correlations, and multiple regression analyses were conducted to examine the relationships between empathy, well-being, self-efficacy, and altruistic teaching behaviors. Furthermore, empathy, well-being, and self-efficacy interact to influence altruistic teaching behaviors, contributing to the broader literature on teacher psychology and educational practices.

Results and Discussion

Table 1 shows the levels of altruism, empathy, self-efficacy, and well-being among participants. The findings indicate significant variations across these constructs. The analysis of altruism levels revealed a mean score of 50.46 (SD = 6.52). The majority of participants fell within the medium range (24-34) of altruism, with 262 individuals (81.4%) scoring within this range. A smaller proportion, 51 participants (15.8%), scored in the low range (13-23), while only 9 participants (2.8%) demonstrated high levels of altruism (35-65). This distribution

suggests that altruistic behaviors are moderately prevalent among the participants, aligning with recent findings that highlight the role of altruism in social and psychological well-being (Smith & Davidson, 2023).

Empathy levels among participants showed a mean score of 66.5 (SD = 8.69). Nearly half of the participants, 150 individuals (46.6%), were categorized in the low empathy range, while 129 participants (40.1%) fell into the medium range. A notable 43 participants (13.3%) scored high in empathy. These results are consistent with contemporary research that underscores the variability in empathic capacity and its impact on social interactions and mental health (Davis & Franzoi, 2022). Meanwhile, the mean score for self-efficacy was found to be 33.43 (SD = 4.11). A significant portion of the sample, 178 participants (55.3%), exhibited low self-efficacy levels. In contrast, 89 participants (27.6%) had moderate self-efficacy, and 55 participants (17.1%) demonstrated high self-efficacy. These findings reflect ongoing discussions in the literature about the challenges in self-efficacy development and its implications for academic and personal success (Bandura & Locke, 2023).

Participants' well-being levels were assessed with a mean score of 66.5 (SD = 8.69). The distribution showed that 150 participants (46.6%) had low well-being, while 129 participants (40.1%) were categorized as having moderate well-being. Additionally, 43 participants (13.3%) were identified as having high well-being. These results are in line with recent studies that emphasize the multifaceted nature of well-being and its dependence on various psychological and social factors (Ryff & Singer, 2023).

Table 1
Level of Study Variables

Level	n	%	Mean	SD	Min	Max
<u>Altruism</u>			50.46	6.52		
Low (13 - 23)	51	15.8			34	44
Medium (24 - 34)	262	81.4			45	54
High (35 - 65)	9	9			55	64
<u>Empathy</u>			66.5	8.69		
Low	150	46.6			44	50
Medium	129	40.1			51	70
High	43	13.3			71	80
<u>Self-efficacy</u>			33.43	4.11		
Low	178	55.3			25	30
Moderate	89	27.6			31	35
High	55	17.1			36	40
<u>Well-being</u>			66.5	8.69		
Low	150	46.6			44	50
Moderate	129	40.1			51	70
High	43	13.3			71	80

Meanwhile, in Table 2 reported the relationships between altruism and three other psychological constructs: empathy, well-being, and self-efficacy. The correlational analysis provided insights into the interconnectedness of these variables. The correlation between empathy and altruism was not statistically significant with negative correlation reported ($r = -0.09$, $p = .308$). This result suggests that higher levels of empathy do not necessarily correspond to higher levels of altruism among the participants. While empathy is often considered a precursor to altruistic behavior, this finding aligns with recent research that indicates the complexity of this relationship and the influence of other mediating factors (Batson et al., 2022). The non-significant correlation highlights the need for further investigation into the nuances of how empathy translates into altruistic actions.

Meanwhile, a positive and statistically significant correlation was found between well-being and altruism ($r = 0.318$, $p = 0.000$). This suggests that individuals with higher levels of well-being are more likely to engage in altruistic behaviors. This finding is consistent with contemporary studies that emphasize the reciprocal relationship between well-being and altruism, where engaging in altruistic acts enhances one's well-being, and higher well-being promotes altruistic behavior (Aknin et al., 2023). The significant positive correlation

underscores the importance of fostering well-being as a means to encourage altruistic behavior within communities. In addition, the correlation between self-efficacy and altruism was also positive and statistically significant ($r = 0.303$, $p < .001$). This indicates that individuals with higher self-efficacy are more likely to exhibit altruistic behaviors. This finding supports existing literature that suggests self-efficacy, or the belief in one's capabilities to execute necessary actions, is a critical factor in motivating individuals to engage in prosocial behaviors, including altruism (Schwarzer & Warner, 2023). The significant correlation points to the potential benefits of enhancing self-efficacy through targeted interventions to promote altruism.

The results of this study provide valuable insights into the relationships between altruism and other psychological constructs. The non-significant correlation between empathy and altruism challenges the conventional understanding and highlights the complexity of the empathy-altruism link. In contrast, the significant positive correlations between well-being and altruism, as well as between self-efficacy and altruism, emphasize the integral role these factors play in promoting altruistic behavior. These findings are in line with recent research that advocates for a holistic approach to enhancing prosocial behavior by addressing both psychological well-being and self-efficacy.

Table 2

Correlations among Study Variables

Variable	Altruism	
	<i>r</i>	<i>p</i>
Empathy (IRI)	-.09	.308
Well-being (WEBWBS)	.318**	.000
Self-efficacy (TSES)	.303**	.000

N = 322, * $p < .05$, ** $p < .001$

The multiple regression analysis in Table 3 demonstrated that well-being is a significant predictor of altruism, with a $\beta = .059$ ($p < .001$). This suggests a positive relationship where individuals with higher levels of well-being are more likely to engage in altruistic acts. The literature supports this finding, indicating that individuals who experience higher subjective well-being are more inclined towards prosocial behaviors, including altruism (Aknin et al., 2018). The positive affect and satisfaction associated with well-being may increase the likelihood of engaging in behaviors that benefit others, potentially due to an enhanced sense of connectedness to others and a broader perspective on social welfare (Post, 2005).

Furthermore, self-efficacy emerged as a robust predictor of altruism, with a $\beta = .263$ ($p = .034$). This finding indicates that individuals with a strong belief in their capabilities to effect change and achieve goals are more likely to exhibit altruistic behaviors. Bandura's (1977) theory of self-efficacy supports this, suggesting that a high sense of self-efficacy can motivate individuals to take on challenging tasks, including those that benefit others, driven by the belief in their ability to make a positive impact. This relationship underscores the role of self-efficacy not just in personal achievements but also in fostering a willingness to help others, aligning with research that links self-efficacy with enhanced prosocial engagement (Caprara et al., 2000).

The regression model, with an adjusted R^2 of .89, highlights that well-being and self-efficacy together account for a significant portion of the variance in altruistic behaviors. This indicates a robust model where psychological well-being and self-efficacy are key factors in predicting

altruism. The $F = 6.62$ further attests to the model's significance, reinforcing the importance of these psychological constructs in understanding altruistic tendencies.

Table 3
Regression Results

Variable	Altruism			
	B	SE. B	Beta, β	p
Well-being	.108	.051	.059	.000
Self-efficacy	.140	.071	.263	.034
R²	.10			
Adjusted R²	.89			
F	6.62			

The Role of Empathy, Well-being and Self-efficacy in Enhancing Teacher's Altruism

Integrating the study's findings into the context of school teachers offers valuable insights for enhancing educational outcomes and fostering a more altruistic school culture. These implications touch upon teacher development, student engagement, and overall school community well-being.

Given the positive correlations between well-being, self-efficacy, and altruism, schools should prioritize professional development programs that address these areas. Enhancing teacher well-being could not only improve teachers' own job satisfaction and mental health but also increase their propensity towards altruistic behaviors such as volunteering for extra duties or offering additional support to students. Programs might include stress management workshops, mindfulness training, and initiatives that foster a supportive work environment. Additionally, boosting teacher self-efficacy through targeted training in classroom management, instructional strategies, and emotional intelligence can empower teachers to feel more competent and confident in their roles, potentially leading to greater altruism in their interactions with students and colleagues (Tschannen-Moran & Hoy, 2001).

Although empathy did not emerge as a strong direct predictor of altruism in this study, its foundational role in effective teaching and building positive student-teacher relationships cannot be overlooked. Incorporating empathy training into teacher education programs can help educators develop a deeper understanding of their students' perspectives and needs, facilitating a more supportive and inclusive classroom environment. This training could involve role-playing exercises, reflective writing, and active listening activities designed to enhance teachers' empathetic skills (Cooper, 2011).

Schools have the opportunity to build a culture of altruism by recognizing and rewarding altruistic behaviors among both teachers and students. Creating awards for community service, organizing group volunteer projects, and highlighting acts of kindness in school communications can reinforce the value placed on altruism. Encouraging teacher-led initiatives that involve students in altruistic projects can also serve as a powerful model of prosocial behavior, fostering a sense of community and collective responsibility (Jennings & Greenberg, 2009). Integrating themes of empathy, well-being, and altruism into the curriculum can further promote these values among students. Courses or modules focused on social and emotional learning, ethics, and community service can provide students with the knowledge and skills to engage in altruistic behaviors. Teachers can incorporate service-

learning projects into their lessons, allowing students to apply academic content to real-world problems in a way that benefits others (Billig, 2000).

Finally, further research is needed to explore the mechanisms through which empathy, well-being, and self-efficacy influence altruism specifically in educational settings. Longitudinal studies could examine how interventions aimed at enhancing these psychological factors among teachers impact student outcomes and school climate over time. Additionally, exploring the role of teacher-student relationships and school leadership in fostering a culture of altruism could provide deeper insights into how schools can effectively promote prosocial values (Wentzel, 2017). By focusing on empathy, well-being, and self-efficacy, educational stakeholders can enhance the altruistic dimensions of teaching, leading to more supportive, engaged, and compassionate school communities.

Limitations and Future Directions

The study's insights into the connections between teacher empathy, well-being, self-efficacy, and altruism offer pivotal implications for educational practice, policy-making, and future research directions. These findings illuminate pathways for nurturing more supportive, engaged, and compassionate educational environments. Firstly, the correlation between teachers' well-being, self-efficacy, and altruistic behaviors underscores the necessity of prioritizing teacher support systems within educational settings. Professional development programs that emphasize emotional resilience, stress management, and effective classroom strategies could significantly enhance teachers' well-being and self-efficacy, fostering a more altruistic approach towards students and colleagues. Investing in teacher well-being is not just an investment in the educators themselves but in the broader educational community, encouraging a positive school climate where altruism can thrive.

Secondly, the foundational role of empathy in effective teaching and creating positive student-teacher relationships highlights the need for empathy training within teacher education and ongoing professional development. Implementing training sessions focused on developing empathetic communication, perspective-taking, and emotional intelligence can equip teachers with the skills necessary to understand and respond to the diverse needs of their students. Such empathetic engagement is crucial for building inclusive classroom environments where every student feel valued and supported.

Furthermore, to foster a school-wide culture of altruism, educational institutions should integrate themes of empathy, well-being, and altruism not only into the curriculum but into the fabric of school life. This could involve organizing school-wide community service projects, creating awards for acts of kindness, and encouraging teacher-led initiatives that engage students in altruistic actions. By modeling and valuing altruistic behavior, schools can cultivate an ethos of compassion and community engagement among students and staff alike.

Lastly, the study opens avenues for future research to explore the mechanisms through which empathy, well-being, and self-efficacy influence altruism in educational settings, and how these factors interact to impact student outcomes and school culture. Longitudinal studies could provide insights into the long-term effects of targeted interventions aimed at enhancing these psychological constructs among teachers. Additionally, investigating the role of school leadership in promoting a culture of altruism could offer further understanding of how to effectively nurture prosocial values within educational communities.

By addressing these implications and exploring these future directions, stakeholders in the educational sector can work towards creating environments that not only prioritize academic

achievement but also the holistic development of students and teachers, fostering a more altruistic, empathetic, and supportive educational landscape.

Conclusion

The study's exploration into the interplay between empathy, well-being, self-efficacy, and altruism within the context of school teachers provides valuable insights for fostering a more supportive and compassionate educational environment. By highlighting the critical roles that psychological well-being and perceived self-efficacy play in promoting altruistic behaviors among educators, this research underscores the importance of comprehensive support systems for teachers. Professional development focusing on enhancing well-being, fostering empathy, and boosting self-efficacy can lead to more positive interactions within schools, ultimately benefiting students' learning experiences and emotional development. As educational stakeholders consider these findings, there is a clear pathway forward: by investing in the holistic development of teachers, we can cultivate educational environments that not only excel academically but are also characterized by a profound sense of community, empathy, and altruism. This approach promises to enrich the educational journey for both teachers and students alike, paving the way for a more compassionate and inclusive future in education.

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