

# The interplay between teacher empathy, students' sense of school belonging, and learning achievement


Yuyang Cai<sup>1</sup> · Yan Yang<sup>2</sup> 

















Table 3 Model t statistics

Note. In Model 2, the covariances among ST034Q02, ST034Q03, and ST034Q05 were freed to account for method effect (non-reversed items). In Model 3, all variables, including covariates, were included. Model 4 was based on the structure of Model 3, but with variances at the school level controlled.



As suggested by the PISA measures of teacher empathy and students' sense of school belonging, empathetic teachers helped students build their self-confidence, cared about their feelings, and watched their learning progress closely. Students instructed by these teachers were less likely to have negative experiences such as feeling awkward or lonely;

The current study could have theoretical contributions to studies in teacher empathy. First, this study provided integrated evidence revealing the interplay between teacher empathy and school belonging in determining learning achievement. Previous studies











