



Emotions and Success in Education: From Apathy to Transpathy

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Abstract Following the introduction of the concepts of apathy, sympathy, empathy, metapathy, and their correspondence with emotioncy, the present study aimed to present the concept of transpathy, and its respective type of concern, transvolvement, as the highest level of concern about others. Additionally, it sought to investigate which types of emotions are typically experienced with different concern types, and which one is deemed as the most desirable one among students. As the first step, five different scenarios measured the emotions experienced by each type of concern (i.e., apathy, sympathy, empathy, metapathy, and transpathy). The scenarios' validity was verified with the consolation of professionals. The data obtained from 104 participants revealed that transpathy enjoys the highest percentage of positive emotions, and subsequently, transpathic teachers are deemed as the most successful ones. However, despite being overly concerned, negative emotions were also attributed to metapathic and transpathic teachers, reaffirming the friction previously mentioned in studies.

Keywords: *Academic emotions, Teacher success, Academic concerns, Emotioncy, Transpathy*

1. Introduction

Verbal and non-verbal stimuli are commonly recognized as factors that align the conversations made in one's interpersonal relationships to either support or aggress the other party, commonly executed using bodily or verbal means. Consequently, verbal interactions between a student and a teacher are highly important. Henceforth, by being aware of the impact that apathetic and sympathetic sentences may have on a learner's mind, a teacher may be enabled to communicate effectively with their learners. Following the reiteration of the significance of academic emotions (Mendzheritskaya et al., 2019) and the need to study the following carefully, the literature on emotional experiences in the classroom environment has expanded. The studies (Ebrahimi et al., 2018; Ebrahimi et al., 2022; Pishghadam et al., 2019) show emotional experiences affect a learner's motivation, learning strategies, and development while also being bilaterally affected by the learner's personality and classroom environment (Noteborn et al., 2012). According to Pishghadam et al. (2019), the rationale behind the necessity of emotions in teaching is how it improves one's communication with others, socio-emotional

<https://doi.org/10.22034/cee.2023.172495>

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Received: March 2023

Revised: April 2023

Accepted: April 2023

Published: May 2023

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skills, and how it aids them in overcoming the tensity and the anxiety caused by education and the desire to become successful.

Should a teacher incorporate sensory elements into their teachings, they would lay the foundations for a class in which the learners can use their senses while learning (Ghandehari Nezhad, 2019). It should be noted that positive emotions play a pivotal role in one's learning procedure while simultaneously increasing their motivation to learn (Pekrun, 2006). Accordingly, positive emotions would be able to not only gain a learner's attention, boosting the learning capabilities, but also affect how the learner accumulates and stores the learned information (King & Chen, 2019). Such findings cause constant exposure to emotional experiences, resulting in better and quicker learning (Meyer & Turner, 2006). Negligence toward such events will have undesired consequences.

Besides emotions, teacher effectiveness also affects the dynamic in the classroom environment, which is rooted in how a teacher pays attention to learners and what behavioral strategies they incorporate to create rapport. Teachers who spend a significant amount of energy or considerable effort on such do not solely mind how learning takes place or how much has been conveyed. Besides, they also care about how learners feel about the class. Hence, they opt to engage their learners emotionally and strive to create positive emotional experiences. Such teachers should be more concerned with their teachings, learners, and the amount they have conveyed (Pishghadam et al., 2023). Thus, it is concluded that teachers must share sympathy and compassion and actively assist their learners in their scientific and practical development during their education.

Following the previous voicings over the importance of educational emotions (Pekrun et al., 2002) and their direct association with teacher concern, the present paper attempts to expand the levels of being concerned, as proposed by Pishghadam et al. (2022), with the notion of *transpathy*, expanding the graph with the new level of *transvolvement*. Transpathy means the ability to identify with someone else beyond oneself emotionally. It implies that whenever a person does something good or bad, you feel as if you had done it. For instance, as a teacher, you may be so engaged in your students' lives and fates that you become happy or sad with their successes or failures.

The present study anticipates that the most concerned teachers humbly assist their learners and offer their ideologies, inventions, and knowledge to help them further develop themselves and behave as if their future and fate are highly important to them. Under such circumstances, a knowledgeable and orderly generation of learners is guaranteed. Moreover, this study aims to examine the correlation between academic emotions experienced by the learners and the levels, as mentioned earlier, of concern to bring light to emotions (either positive or negative) experienced by the learners considering the levels of concern of their teachers and the reasoning behind it. This study may open new doors for researchers to understand better the relationship between academic emotions, levels of concern, and teacher success from learners' perspective, which would cause teachers to realize their behavioral, emotional, and instructional strengths and weaknesses. Such realization paves the path for learners toward efficient learning, satisfaction, self-development, and growth. Accordingly, teachers who are concerned with their learners' fate and well-being and actively try to create positive emotions that encourage a learner to be creative and daring are successful.

2. Theoretical Framework

2.1. Academic Emotions

Following the impact of emotions, senses, preferences, and behavioral patterns on language achievement or failure, emotions have been highlighted in the recurring literature (Ebrahimi et al., 2018; Pishghadam, 2015). Dependent on emotions and engagement, learning is a procedure in which learners control and adjust their learning strategies (cognitive, motivative, and behavioral; Pintrich, 1999). Emotions affect education and learning; they may cause convenience for one, while at other times, they may cause a blockage. If they are sought properly, they may smoothen the learning curve, often resulting in better learning and storage of information; however, negligence toward emotions will have consequences mostly undesired.

Pekrun et al. (2002) proposed a theory of educational emotions suggesting that emotions play a crucial role in learning and academic achievement. According to this theory, two main types of educational emotions are achievement and social. Achievement emotions are related to the individual's perception of competence and success in academic tasks. These include pride, satisfaction, hope, anxiety, shame, and anger. For example, a student may feel proud after receiving a good exam grade or anxious before taking a difficult test. Social emotions are related to the individual's interactions with others in the academic context. These include admiration, envy, sympathy, and boredom. For example, a student may feel envious of another student who receives praise from the teacher or feel bored during a lecture that they find unengaging. Pekrun et al. (2002) also proposed that these educational emotions can be further categorized into four dimensions: valence (positive or negative), activation (high or low), control (controllable or uncontrollable), and relevance (task-related or not task-related). The theory of educational emotions has important implications for educators, as it suggests that emotional experiences can affect students' motivation, engagement, and academic performance. By understanding the different types and dimensions of educational emotions, educators can design learning environments that promote positive emotional experiences and support students' academic success.

According to Schutz and Pekrun (2007), if one values learning activities, they will enjoy learning, and if they were to resent learning, they would perceive it as futile. It can easily be deduced that emotions can affect the quality and application of learning. Denoting such, Schutz and Pekrun (2007) divided emotions into two groups of activating and deactivating, each of which shall be fully explored.

2.1.1. Activating and Deactivating Emotions

Pekrun et al. (2002) proposed a theory of emotions that suggests emotions can be activated and deactivated differently. According to their theory, emotions are activated when individuals perceive events or situations as relevant to their goals, values, or interests. This activation can lead to a range of emotional experiences, such as joy, anger, fear, or sadness. However, they also suggest that emotions can be deactivated through various mechanisms. For example, individuals may use cognitive reappraisal techniques to reinterpret the meaning of an event or situation in a more positive light, which can reduce negative emotional experiences.

Individuals may engage in distraction techniques or other forms of emotion regulation to reduce the intensity of their emotional responses. Overall, activating positive emotions strengthens motivation, while deactivating negative emotions undermines motivation. However, relaxed contentment following success can be expected to reduce immediate motivation to re-engage with learning content but strengthen long-term motivation to do so.

This theory highlights the dynamic nature of emotions. It suggests that they can be activated and deactivated depending on the context and the individual's goals and strategies for emotion regulation. Understanding these processes can help individuals manage their emotional experiences and improve their well-being.

According to Pekrun's (2006) Control-Value Theory, academic emotions' impact on growth correlates with one's cognitive and motivational inventory (cognitive sources, learning motivation, and learning strategies). Furthermore, positive emotions, namely joy, hopefulness, and pride, probably positively impact motivation, flexible learning strategies, self-adjustment, and ease of using cognitive resources for engagement. Opposite to the positive impact, negative emotions can cause improper changes in motivation, resulting in the recurring use of inflexible learning strategies, such as simple repetition or linear-fashioned learning. Anger and anxiety, in particular, lessen the impact of cognitive resources and self-adjustment. It should be noted that academic emotions and their association with teacher success have been considered in many areas. Pishghadam et al. (2013) stated that emotions caused by learning a second language (Emotion-based language instruction) are among the necessities required by a learner to fully gain the language; therefore, instructors should pay attention to the emotionalization of language. Kim and Pekrun (2014) also studied the impact of emotions on learning, claiming that, according to their findings, emotions affect cognitive processes, decision-making, and motivation, resulting in an obvious change in the learning curve.

Pishghadam, Shayesteh, et al. (2016) believe that due to the importance of contextualization and emotionalization, contextualization is a more crucial factor than emotionalization for teacher success. The authors suggested that when both factors are combined, the chances of a teacher becoming successful are noticeably increased. Pishghadam, Zabetipour, et al. (2016) found that emotions also affect learning foreign languages. Their findings showed learners experience different emotions when learning the main skills, such as anxiety, anger, fatigue, hopelessness, embarrassment, and more, with each changing the course of learning.

2.2. Levels of Concern

The significance of compassion and sympathy in academic settings, the impact of successful rapport, and the multilayered construct of concern led Pishghadam et al. (2020) to bring forth the notion of *metapathy*. It should be said that concern means how individuals would behave in the face of others and their respective issues, what thoughts and feelings they would have, and how such reactions would manifest themselves in their discourse or behavior (Pishghadam & Ebrahimi, 2023a). Multiple types of concern, previously four, were introduced accordingly based on the notion of *emotioncy* (emotions + frequency; Pishghadam et al., 2022). The present study adds a fifth level, further expanding the graph.

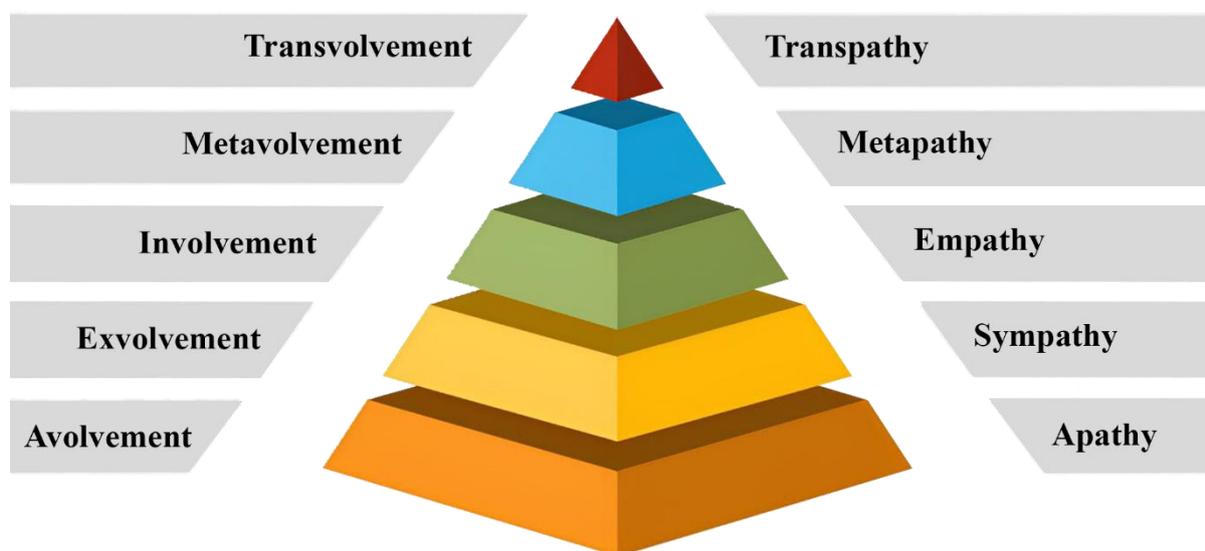


Figure 1
New Concern Types

Introducing emotioncy, Pishghadam (2015) stated that individuals gain a meticulous perception of their surroundings because of their sensory experiences, which require the involvement of their senses. Depending on how much one gets to become sensory stimulated (via auditory, visual, olfactory, gustatory, or tactile means), one would gain an insight into distinct entities. Based on how frequently one gets exposed to a subject, the sensory means of engagement, and the emotions experienced in quantitative and qualitative amounts, emotioncy has been further elaborated by proposing a metric comprising multiple layers.

According to the metric, individuals may be clueless about an entity, defined as the avolvement stage. A prime example would be a student who has yet to learn about what they will learn. When the said individual gains a picture of what that entity is about, allowing them to feel distal emotions, they become exvolved. An exvolved individual may have heard (auditory emotioncy) about, seen (visual emotioncy), or touched (kinesthetic emotioncy) the entity in question. For instance, take a learner who has heard the word 'liberal' for the first time from his teacher or seen pictures of it.

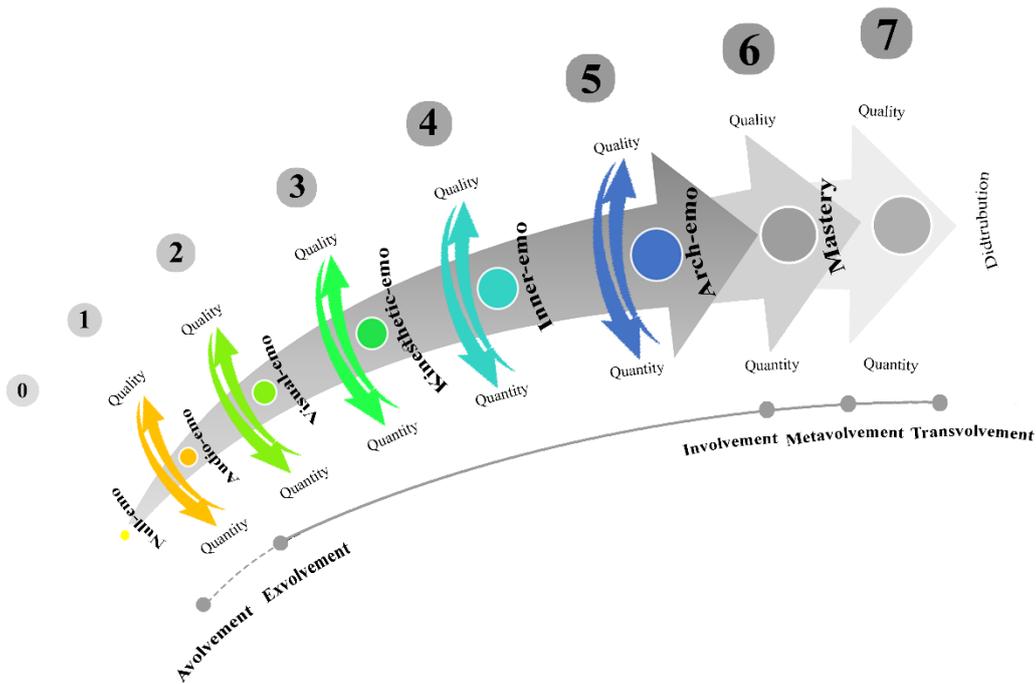


Figure 2
New Model of Emotioncy

The next stage, involvement, occurs when the same individual is subjected to go through or execute certain activities related to the entity they previously experienced through external means (inner emotioncy). They may go beyond mere experience and research and internalize the subject (arch emotioncy). A teacher asking learners to read or organize a play based on freedom would be an example of what involvement is about and how a learner is involved by the teacher. Pishghadam et al. (2019) added the layer of metavolvement, believing that learners may become capable of going beyond internalizing information, essentially becoming proficient enough to become an agent of the said subject (mastery emotioncy). A learner becoming knowledgeable enough to lecture their classmates would be a fine example of metavolvement. The present study attempts to add another layer under transvolvement, which explains how an individual becomes knowledgeable and skilled in that s/he is able to invent, introduce, or discover new ideas in a given subject area (Figure 2).

Based on the layers mentioned earlier in emotioncy, Pishghadam et al. (2022) introduced four layers of concern: apathy, sympathy, empathy, and metapathy. Apathetic teachers are those who have no concerns or worry about their learners, essentially making them indifferent (in correspondence with avovlement). Such teachers believe they are solely responsible for teaching material, do not have any emo-sensory engagement with their learners, and are negligent toward their learners inside or outside of the classroom setting. Their apathetic nature may be a byproduct of job burnout, demotivation, sensory oppression, or lacking the facilities needed to become flexible toward their surroundings (Farhad & Steffens, 2021). Apathetic teachers share the same type of discourse when talking to their learners, which includes statements like, “It’s your problem, not mine. You must study all the material taught”; “For God’s sake, you are students! You must study on your own!”; “What a waste of time teaching you all!” and such. Unlike apathetic teachers, sympathetic teachers show verbal sympathy and compassion toward their learners. They do not, however, act on their learners’ problems (Pishghadam et al., 2022). Such teachers acknowledge their learners’ concerns and feelings to a lesser degree but do not take any action. Therefore, they are to be considered passively concerned, with their only aid being verbal, preferably giving bits of advice or passing judgment (Pishghadam & Ebrahimi, 2023b). Sympathetic teachers correspond with exvovement. Their general discourse includes sentences such as, “I’m so sad to hear that. I hope that you’ll overcome it”; “May your father rest in peace. My deepest condolences”; “I appreciate you seeing me as a friend. All is going to be fine”. Empathetic teachers, on the other hand, go beyond words and feel involved with how their learners feel and what problems they

have; they would try to picture the situation from the eyes of their learners, taking action during the said course to solve the existing problem. This concern is hence considered an involving one in which companionship is often opted for. The discourse associated with such individuals comprises sentences such as, “I’m right here whenever you need help”; “Have my email and write me whenever you need me” and “You can always count on me.” Going even beyond empathy, as put forward by Pishghadam (2022), is metapathy, in which the teacher feels even more concerned toward their learners. Such teachers may be even more concerned over the problem than the learner in question and, therefore, would see past their present situation and take steps that, according to them, would be most appropriate for their learners. In other words, learners may not see the true intention of their metaphatic teacher, which is to their learners, and therefore, may even resent it (Pishghadam, 2022; Pishghadam et al., 2023a). Metapathy has one take matters into the hand with a sound maneuver that would benefit the other in the future, as if the issue at hand is their own, making their levels of concern go beyond what the other person would imagine (Pishghadam & Ebrahimi, 2023b).

2.3. Introducing Transpathy

Following those mentioned above, the present study introduces a new level of concern called transpathy. Transpathy is defined as the utmost emo-sensory concern of a teacher toward their learner as a transvolver, who, along with being compassionate, concerned, and metaphatic toward a learner, offers their knowledge to them (being known as the distribution stage), becoming extremely over engaged and ultimately, reaching transvolvement. A transpathic teacher does not differentiate between their and others’ feelings, often placing themselves in the shoes of their learners. They will probably become over-engaged with their learners’ lives, happy with their growth and success, and sad about their failures. Such behavior may occur in their ways of teaching, monetizing their knowledge, or publicizing their findings. Considering how overly engaged such teachers are, it is expected that their respective learners gain more academic achievements, eventually, become distributors who publicize their teacher’s findings. Doing so would cause an expansion of novelty in ideas. Transpathic discourse comprises sentences such as, “I will email you, my papers. Do read them and let me know what you think of them. Be mindful of your thesis so that you’d get a perfect score”; “No worries, I’ll back you up and do everything in my power to get you the best placement possible”; “You don’t know how glad I am to hear the news. I’ll meet you next week for the scheduling. We must improve your resume”.

Feeling \ Thinking	Apathy	Sympathy	Empathy	Matapathy	Transpathy
Disengagement	Avolved	-----	-----	-----	-----
Underengagement	-----	Exvolved	-----	-----	-----
Engagement	-----	-----	Involved	-----	-----
Overengagement	-----	-----	-----	Metavolved	-----
Extreme Overengagement	-----	-----	-----	-----	Transvolved

Figure 3
New Concern Types Based on the Model of Emotioncy

Notably, the stages mentioned may also be studied from the anti-emotioncy metric (Pishghadam et al., 2023). A teacher who believes they should be concerned over the learner's welfare may act metapathatically, but attain results contradictory to their expectations. For instance, forcing a learner to go abroad, despite their intentions to remain in their home country.

3. Methodology

Page | 7

3.1. Participants

The population for this study comprised 104 Iranian university students from different grades (B.A., M.A., and Ph.D.) who were selected based on purposive sampling. They included males (N= 33) and females (N =71) (30.4% and 69.6% respectively), ranging from 18 to 54 years of age, studying for their bachelor's (N= 70; 68.6%), master's (N= 23; 20.6%) and doctor's (N= 11; 10.8%). They came from different majors, namely Persian language and literature, translation studies, applied linguistics, education, and so on, and were invited to Ferdowsi University of Mashhad for an interview.

3.2. Instruments

This study employed a semi-structured interview to assess the relationship between levels of concern and the emotions experienced by the learners. This interview comprised five scenarios, each with five questions, for a total of 25. Each scenario corresponded with one of the five types of emotioncy (avolvement, exvolvement, involment, metavolvement, and transvolvement), with each being in correspondence with one of the five types of concern related to emotioncy (apathy, empathy, sympathy, metapathy, and transpathy). Moreover, the participants were asked in two separate qualitative sections about their reasoning behind the selection of the emotions experienced and their teacher of choice. It must be mentioned that the scenarios were based on frequent occurring situations in universities (scenario 1: stress and anxiety for an exam; scenario 2: having an issue with a friend in an academic setting; scenario 3: incomprehension of the explanations provided by the teacher; scenario 4: facing a blockage when working on a thesis or being incapable of finding a topic for a paper and the stages that come afterward; scenario 5: achieving a placement in national or international festivities). The questions were given to four experts to be validated in terms of content validity. They all confirmed the validity of the questions (Appendix I). The participants were also asked to state their opinions on which teacher would hypothetically be successful considering types of concern.

3.3. Procedure

The researchers developed interviews that the professionals validated to measure the newly introduced notion of transvolvement, as put forward by the present study. After being validated, the questions were given to five focus groups (four groups of 20 and one group of 24). The researchers interviewed the mentioned groups for five 90-minute sessions. After discussing the questions and the rationale behind each answer, the students were asked to name the most prevailing emotion in each scenario based on their perspective and explain why they deemed it successful. The gathering of data continued until the saturation point. The emotions deemed as most prevailing by the learners were sorted into groups of activating and deactivating positive/negative emotions based on Pekrun et al. (2002) active and deactivating classification of emotions. These include activating positive emotions, such as joy, hope, and pride; deactivating positive emotions, such as tranquility; activating negative emotions, such as anger, embarrassment, anxiety, and boredom; and negative deactivating emotions, such as fatigue. The frequency of the said emotions in each scenario was also studied and labeled based on the types of concern.

4. Results

In the first place, the results of emotions regarding each concern and teacher's success were sorted into charts (see Table 1).

Table 1*Educational Emotions and Concern Levels*

Concern levels	Negative Emotions	Positive Emotions
Apathy	100%	0
Sympathy	23.12%	76.88%
Empathy	19.12%	80.88%
Metapathy	46.28%	53/72%
Transpathy	8/52%	91.48%

Students' emotions toward teachers' level of concern were initially sorted into two groups positive and negative. The sorting, as mentioned before, was based on Pekrun et al. (2002) classification of positive and negative emotions.

As clear in the results, the highest percentage of negative emotions is primarily associated with apathy and, secondarily, despite being overconcerned, with metapathy. There is little difference between the percentage of negative emotions associated with sympathy and empathy; as for transpathy, it is apparent that it is associated with the lowest percentage of negative emotions, which shows the individual's satisfaction with such concern. As regards the positive emotions, the results mirror the negative ones, with transpathy being associated with the highest and apathy the lowest percentage of positive emotions.

After carefully examining the relationship between positive and negative emotions and levels of concern, the emotions were again sorted, based on Pekrun et al. (2002) academic emotions, into four groups of activating positive, deactivating positive, activating negative, and deactivating negative emotions. The relation between the four groups and levels of concern in each of the five scenarios presented were then analyzed (see Table 2).

Table 2*Activating and Deactivating Educational Emotions and Concern Levels*

Concern levels	Activating Negative	Deactivating Negative	Activating Positive	Deactivating Positive
Apathy	92.94%	7.06%	0	0
Sympathy	52.06%	24.82%	13.02%	10.1%
Empathy	55.7%	25.18%	15.9%	3.22%
Metapathy	46.46%	32.18%	14.1%	7.26%
Transpathy	64.8%	26.68%	5.98%	2.54%

As shown in Table 2, regarding apathy, activating negative emotions was reported to be the highest experienced, while activating/deactivating positive emotions was reported to be the least experienced. For sympathy, activating the positive was the most, and deactivating the negative was the least experienced emotion. Empathy was highly associated with activating positive and least associated with deactivating negative ones. Metapathy experienced the activating positive ones the most, while deactivating negative ones were reported to be the least experienced ones. Similarly, transpathy experienced activating positive ones the most and deactivating negative ones the least. Students were asked about their reasonings behind each emotion they chose for the levels of concern, as shown in Table 3.

Table 3*Themes Extracted from the Selected Emotions in Concern Levels*

Concern Levels	Selected Emotion	Reason for Choosing the Emotion
Apathy	Negative Emotions	Speaker's disregard for the audience The hard-heartedness of the speaker The speaker's cruelty The speaker's insensitivity Rebuke Taunting the audience Jealousy Easy to judge

		Inappropriate behavior
	Positive Emotions	None of the participants chose this option
Sympathy	Negative Reassure Emotions	Cajole Curry favor Just talking and not acting Giving hope in vain The futility of momentary sympathy Decrease Energy
	Positive Emotions	Feeling important to others Feeling relaxed The feeling of friendship Appreciate Reassure
Empathy	Negative Emotions	Pity Cajole Not understanding another’s pain The unreality of empathy Feeling anxious due to lack of time Loss of self-confidence to ask for help from others
	Positive Emotions	Get motivated Compassion Intimacy and help Camaraderie Being Supporter
Metapathy	Negative Emotions	Excessive meddling and prying Backslap Interfering with individual autonomy Imposing opinions and ideas The feeling of knowing more than others Creating stress Palter threatening
	Positive Emotions	Being kind Being compassionate Honesty and Loyalty Fealty
Transpathy	Negative Emotions	Promotes his thoughts and ideas Abuse A sense of self-conceit
	Positive Emotions	Devote and Sacrifice Encouragement and hope Being generous Having a great soul Being a father to others Mastering the subject Sincerity Showing humanity and conscience

Concerning apathy, all participants (100%) reported that the reason behind selecting negative emotions was factors like the speaker’s disregard for the audience, hard-heartedness of the speaker, cruelty, insensitivity, rebuke, mockery, jealousy, judgment, and bad behavior. They stated that others being indifferent and raising concerns only when faced with a problem only fuels their anger and dissatisfaction. Statements such as the following were reported as the reason for the claim: “Makes me mad, but not at him, at myself. Why do I even open up to all people I meet? Whenever I’m told that it’s ‘none of their business,’ I become frustrated. I should keep my distance from now on”; “When I open up about my problem and concerns, it means that I’ve become close enough to talk about this stuff with

that person; but, when I see how indifferent they would act afterward, about me or my concerns, I get angry. How can they be so judgmental of others? Even if you were prepared for a big exam, feeling anxious would still be natural. During such, my silence is louder than any other....”; “If a professor were to tell me so, I would only give them the eye, one that would tell them how insignificant it is for me to study, and how I plan to give up on studying as I simply do not care”; “It’s like being forced into something that you know little about with no help. As if you were told to swim, even though you don’t have the slightest idea about swimming. And if you were to drown, then so be it. The important thing is that they do not get involved in our so-called ‘mess’”; “I feel like them being indifferent stems from jealousy, as if they would feel better by slamming me. That makes me feel happy and proud”.

Negative emotions associated with sympathy originated from cajole, accompanied by curry favors, bluffing, false hopes, futile and momentary sympathy, and pointless consolation. Statements supporting such belief include, “Whenever I hear things like, ‘it is what it is,’ or, ‘you shouldn’t cry over spilled milk,’ I feel drained as if I’m being devoid of all life and energy. I feel down the most”; “Despite the OK behavior, whenever a teacher tells me it’s a hard lesson and that it’s natural not to get it, I’d feel even worse. If I’m not getting it, and my teacher’s not helping, I’d feel drained before I even look at the lesson. I need to be motivated, and my only motivation, which is forced on me, is to get an acceptable grade. This is what I call a tiring attempt”; “What sort of answer is this? I will not get a good grade with hopes and prayers! It’s so ironic”.

Regarding positive emotions, the participants believed sympathetic individuals made them feel important, at peace, and relaxed, feeling friendship, reassurance, and appreciation. They stated that being understanding by showing such quality during speeches made them feel that there was a silver lining. They stated that “Having some sympathy is like putting some ice on fire”; “It feels so good to be understood.”; “Still better than nothing,” and “Sometimes, words would do the job just fine.”

Similarly, the participants found empathy shown by others is filled with cajole, bluffing, pity, loss of self-confidence, and anxiety. They believed the speaker could not share their worries and concerns, and their empathy was unreal. According to them, concerns raised over empathy are mere words, and empathetic individuals could not possibly ‘understand’ them. They stated, “The only words that cross my mind are, ‘How weak I must be to feel like this’. My connection to others has been damaged, and I haven’t been doing anything but nagging in front of them. Why become an extra weight for them when they clearly have their issues to deal with? I’m embarrassed by myself”; “If they were telling the truth, they would’ve genuinely put themselves in my shoes. Their supposed empathy only infuriates me”; “It’s as if they were pitying me!”; “Easier said than done!”; “This could’ve been my chance to shine, but no. To tell me to come, if possible, makes it seem less appealing”. Regarding the more positive emotions, participants stated that empathy made them feel motivated to take a step, believing that empathetic statements are a sign of camaraderie, compassion, support, and closeness. They reported statements such as, “This person has the probable capabilities to assist me. Had he not, he would not have told me so. To have someone back me up makes me feel calm and happy”; “Whenever they are empathetic, they make me instantly feel happy. To have someone along you in your lowest is a blessing”; “Thank God, they understand me”; “To have someone show empathy makes me feel more motivated than ever”.

The reason participants reported experiencing negative emotions regarding metapathy was commonly caused by anxiety due to lack of time, the sense of excessive meddling and prying, backslapping, interfering with individual autonomy, creating stress, palter, and feeling threatened. They stated, “Hearing such sentences makes me feel stressed out. It feels as if it were too late for me to even try. Although, I believe such stress to be rather positive. It pushes me to strive and do more in the little time I have”; “There’s this friend I hate whenever they try to be like this toward me. Just because I’ve opened up once or twice doesn’t give them the right to decide what’s best for me”; “They may want what’s best for me, but they’ve gone too far”; “They make me feel anxious”; “I feel like they’re meddling too much.” Regarding the positive emotions, the participants claimed the reasons include being fealty, honest, loyal, compassionate, and kind. The following have been reported as the sentences associated with their reasoning, “They’re a kind person; otherwise, they wouldn’t care this much”; “The more the

severe, the better I become”; “They’re wiser and more experience; naturally, I would try to listen to them”; “It shows how honest and pure their intentions are”.

Last, regarding transpathy, the negative emotions were reported to be caused by the sense of self-conceit, abuse, and the over-promotion of their thoughts and ideas. Statements such as the following are a sign of the said emotions, “They’re trying to abuse me. This much devotion seems irrational”; “They always force their ideas on me just because they think they know more,” and “Who says that this is the right way?”. The positive emotions named by the participants were devotion and sacrifice, encouragement and hope, being generous, being a kind soul, being a father figure, mastery of a subject, sincerity, and conscience. The positive emotions associated with transpathy had the highest percentage among other emotions. The following qualities, devotion, generosity, humbleness, and treating one as their son, were the reasons behind such. The participants presented the following statements to support their claims, “Having such people in your life who genuinely feel how you feel is heartwarming and encouraging. They lessen my stress and encourage me to attain the very best”; “Only an angel can be so pure and kind”; “I believe that having a professor who’s concerned with their learners’ future and fate is an encouraging factor itself”; “The fact that they treat me as their son is genuinely unique and wonderful”; “Their presence will help me get rid of my issues and become a better person”.

After carefully examining the student’s opinions regarding the levels of concern, they were further asked to select which teacher was hypothetically deemed the most successful considering the levels of concern (Figure 6).

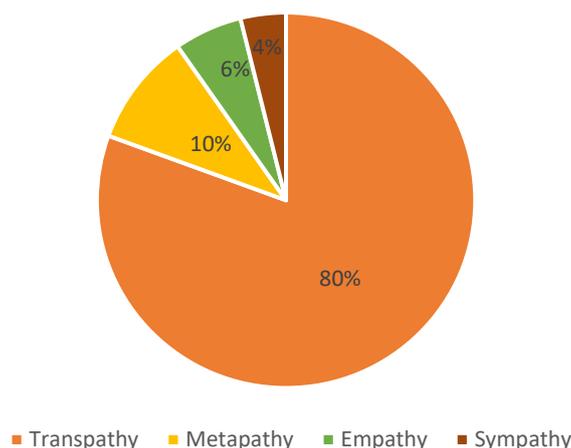


Figure 6
Teachers’ Success and Concern Levels

As shown in Figure 6, 80% of the participants considered transpathic teachers the most successful. They believed that transpathic teachers, besides being willing to offer their knowledge, treat their learners with the utmost kindness and raise genuine concerns over their future and growth. They stated transpathic teachers play a pivotal role in cultivating and growing ideas. Even after their graduation, they would still be in touch with their teachers, showing how important their fate is to the said teachers. Transpathic teachers, owing to their attachment and concerns, would have plans for their students and aid them in their future paths. Students believe that a teacher should also raise concerns over their learners in non-academic environments; to care for them outside of the classroom. Successful rapport is not limited to teaching material; it must also include aiding students in their career paths and future decisions.

10% of the participants found metapathic teachers to be the most successful regarding effective rapport. They believe that with their harsh attitude comes inevitable growth and improvements, as it is for their benefit. They state metapathic teachers worry more about their student’s future than the students themselves; therefore, it would be only natural to trust and confine to them. According to 10% of the participants, the class environment must provide the necessities for a teacher and a student to become

close. That sympathetic and empathetic verbal support suffices for one to become successful. Such teachers can raise the excitement bars via positive strokes, resulting in enough motivation for the learner to achieve success. It should be noted that apathetic teachers were never once deemed achieving teachers as all participants unanimously believed them to be cold, rude, cynical, and indifferent, who would make their students experience burnout, become demotivated, and lose their positive outlook toward their subjects.

5. Discussion

A teacher's communicative skills are just as essential as their teaching skills, as they are prerequisites for building rapport and facilitating successful communication with students. These skills can help to reduce tension and anxiety in the classroom environment and create motivation in one's mindset to become engaged in the learning process (Mercer & Gkonou, 2020; Xie & Derakhshan, 2021).

A successful teacher is the byproduct of capability, knowledge, and personality. Respectively, each of these would help one organize and manage their plans, properly prepare the class environment, teach the material effectively and rightfully, and become the change others may need with their personality and attitude (Lupascu et al., 2013). In academic settings, teacher-supportive behavior affects the teacher-student relationship; for learning to occur, the teacher must be capable of gaining their students' attention, becoming engaged, and cultivating positive emotions in others (Schmidt, 1995). Such behavior is conducted to cultivate positive emotions and a sense of security in students via offering feedback and verbal and non-verbal positive and negative messages. A supportive educational setting is made into a reality by the communications that take place in it. When a teacher is acquainted with their learner and properly shows their support in how they behave or communicate, they become able to motivate and engage their learners in classroom activities (Imani et al., 2023).

One of the most important behavioral elements that affect teacher success is the concern teachers have toward their learners, which establishes a sense of self-value and self-confidence, creates positive emotions, and forges a friendly teacher-student interaction. In every teacher-student interaction, if intentional, desirable and non-desirable verbal and non-verbal messages are exchanged as a sign of reciprocal attention, a type of verbal stroke manifested as a type of concern that shows a teacher's care about their learner's future (Pishghadam et al., 2019). Naturally, the more this concern is, the more sense of being valued the learner will receive. If so, positive emotions will gradually cultivate in the learner in question.

The present study endeavored to introduce a new construct regarding the relationship between academic emotions, levels of concern, and teacher success called transpathy. In doing so, the present study attempted to evaluate students' academic emotions via semi-structured interviews in several scenarios designed to represent a level of concern and ask their opinion about the said emotions and teacher success. The results showed that most students (80%) believed that a successful teacher is the one who is most concerned with their learners. The said teacher is genuinely devoted to their learners, one that would not hesitate to help them in their academic career, and constantly offers the ideas and knowledge they have. On the opposite side of the spectrum is the apathetic teacher who is indifferent toward their learners and oppresses their emotions and academic emotions with negative strokes, often resulting in further anxiety and stress (Alnuzaili & Uddin, 2020). Therefore, teachers should prioritize the learning of needs, senses, and emotions that would create what is perceived as a friendly and interactive space. They should also expand their roles as bankers of knowledge to caring teachers who are concerned with their learners as, similar to teacher energy (Pishghadam et al., 2023) and verbal strokes (Pishghadam & Khajavy, 2014), they affect the learner's internal and external motivation and their learning process.

It is apparent that teachers who are dissatisfied with their instruction and are experiencing burnout are generally not concerned about their subjects either and see teaching as an obligation that must be done in due time. It should be noted that apathetic teachers may become susceptible to emo-educational divorce (becoming reluctant to teach a specific audience or class, eventually becoming indifferent to all) (Pishghadam et al., 2022). Emo-educational divorce must be seen as a red flag for teachers, indicating that they are at risk of burnout over time and should look for new ways to motivate themselves. Apathy lessens positive emotions, and seeing as how burnout causes negligence toward

emotions, it may cause job burnout (Kant & Shanker, 2021). Pishghadam et al. (2022) have also shown a negative correlation between emo-educational divorce and teacher success. Ignoring such would cause additional problems, such as job burnout.

Apathetic teachers may act as energy drainers and killers who cultivate negative emotions in their audience and further cause them to become disappointed. It is apparent that such a class is often considered tiring; the lack of attention demotivates and leaves little to become engaged with. Such teachers kill the energy within their learners with their negligence and callous nature, often ruining every ounce of motivation left in a learner's nature, making the learner see the teacher as someone who has been forced to attend this class (Pishghadam et al., 2023). As shown in the results, apathetic teachers are the least successful from learners' perspective, who frequently cause them to feel anxious and angered. On the other hand, even empathetic and sympathetic teachers are more reliable (Ghandehari Nezhad, 2019) and frequently use multiple panaceas to become closer to their learners, such as sensory strokes (Shirzadeh & Jajarmi, in press). Transpathic teachers are associated with the highest percentage of activating and deactivating positive emotions, commonly seen as the most successful teachers.

It should be noted that despite the level of concern perceived in metapathic teachers, some learners may see it as interference and become anxious. The frequency of activating negative emotions was higher compared to other levels of concern, which reaffirms Pishghadam's (2022) belief that metapathy may cause friction between the speaker's and listener's goals, causing the person to act against their will. Regarding transpathy, it is to be stated that according to Pishghadam et al. (2023), the teacher is an energy creator who not only attends their classes with the utmost energy but is also concerned with their learners' fate and path. Henceforth, they would constantly strive to guide their learners to develop new ideas and expand their horizons. Transpathic teachers are extremely concerned with their learners, becoming content with their success and unhappy with their failures as if they were their own.

Overall, teachers are expected to be also qualified professionally, and one such is being concerned with their learners. The more concern, the better and closer the relationship between the two parties, resulting in the proper upbringing of learners (Kasalak & Dagher, 2022). As mentioned earlier, learners who benefit from the teachers often enjoy closer relationships and higher self-confidence and are more interested in their teachers and field of study (Andrzejewski & Davis, 2008; Gürbüz et al., 2023). They often perceive academic settings more positively (Hughes et al., 2005). Such learners are more successful in their career path, often seen as more motivated. Ergo, teachers should be highly considerate of their learners' needs and take a step towards an efficacious approach to tending to their learners.

The present study tended to the topics of concern, academic emotions, and the amount of success qualitatively. Future studies should tackle the matter quantitatively and look into its impact on multiple variables, such as emo-sensory intelligence, flow, amount of learning, comprehension of material, teacher success, and activating and deactivating the motivation of learners. The mentioned variables may also be studied with teaching experience and gender in mind. It is hoped that teachers strive to better their levels of concern with this new awareness, overcome the educational hurdles present, and solve the complications of demotivation and negative educational emotions in their learners.

Disclosure Statement

The authors claim no conflict of interest.

Funding

The research did not receive any specific grants from funding agencies.

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Appendix 1

A Sample of Scenarios to Elicit Emotions

Interview about the relationship between concern types and academic emotions

Gender: Female Male Age: _____ Grade: _____ Major: _____

Dear learner, please answer the following questions based on your emotions (each question includes 5 situations based on which you should state what type of emotions you feel). We deeply appreciate your time and attention .

Scenario 1

Imagine you participated in an important exam and you have been talking about the stress and anxiety you experienced thereof with your family or friends. Please, state what type of emotion you feel in the face of each of the responses below.

When told about anxiety and stress, they answer with:

- A. You should've studied more. It's your own fault if anyone's.
- B. I feel you. It must be hard. You'll get through; fingers crossed. No worries.
- C. I genuinely want to help. Is there anything I can do to help?
- D. You have to stay awake and study in the upcoming nights, no matter what. I'll do so as well and accompany you. You have no idea how vital this exam is.
- E. Look, I've previously summarized this lesson and codified it. I'll give them to you so you can finish them easily. We're alike, you and I. I'll help you. No worries.