

Role of Mother's Education in Developing Children's Empathy

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Abstract

We learn an abundance of skills during our first few years of life – our mothers play a vital role in having a major influence on our personality formations, skill sets, and the nature of goals. Whereas an educated mother helps her child to form views regarding the world, far broadened and contemporary as compared to children of uneducated mothers. As a child is treated with continuous high-quality caregiving, and raised in a pro-social positive environment, he or she develops a basic understanding of the incumbent benefits of developing empathy towards family, friends, and others. This research article seeks to establish the relationship between a mother's education and children's empathy level. The study was limited to two public schools in Lahore (N=384), Class 6 and 7 only. A quasi-experimental study was carried out and established a relationship between a mother's education and the development of empathy in children. The impetus for research is the plethora of everyday incidents taking place in our homeland, Pakistan whereby empathic skill at the root level seems invisible in the personalities of violent perpetrators and criminals. This vagrant evil may not sustain into the following decades, if we may acclimate young children to have personalities that are innately generous, kind, and empathic, thus moving towards building a caring society. Long-term implications of this research are aimed at developing a national empathy program for schools, and parent-child workshops, whereby fostering empathy and kindness in upcoming generations for the betterment of our society and country.

Keywords: Mother, Child, Developing Empathy, Education, Empathy

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1. Introduction

The family, as a social institution has existed invariably in many forms across centuries and cultures. This unit forms a stronghold for the basis of learning in the early years of life. Where both parents are a part of the child's upbringing, it is seldom seen that there is an equivocal impact. Furthermore, the first single-digit years of life formulate the foundation for expectations, aspirations, and personality-building for the remainder of life. In the social development of children, mothers play a more supportive role (Huang & Macek, 2021). Mothers have an impact on their families, in more ways than noticed, where not only education and financial aspects are concerned. Her attitudes toward life and outlook shape the incumbent attitudes and outlook her children hold, and many similarities are bred. With closer insight, a mother's educational level can have a deep impact on children. It is said that the hand that rocks the cradle rules the world, highlighting the role of mothers. A study of Turkish immigrant mothers showed that less education negatively affected the psychological wellness of their children (Fassbender & Leyendecker, 2018).

The significance of education cannot be undermined, even as successful entrepreneurs and multiple billionaires have acquired financial prosperity after dropping out of college. The opportunities provided to those with reputable and thorough education may be likened to the replacement of a closed mind with an open one. In the twenty-first century, research has focused on educating mothers, and the impact a mother's education brings about on her children and their subsequent life achievements. Educated mothers are more knowledgeable and equip their children with important skills for success in life. They are instrumental in supporting children to develop good habits. A mother displaying empathic skills towards her children receives reciprocal behavior from her children, as the first few years of life are primarily spent in the mother's presence before schooling begins. Cross-generational studies show the link between a mother's social brain and children's prosocial abilities (Levy *et al.*, 2019).

It is seen that children who are recipients of care that is responsive and attuned are known to develop secure attachment. This brings greater positive outcomes for their development. On the contrary, children who receive the opposite treatment become insecure and may later develop psychological problems (Borelli *et al.*, 2020). Fostering empathic abilities in children from a young age is essential to their increased academic skills, workplace performance, and overall productivity in life. The social and emotional aspect as signified upon education has been noted since almost a century ago. Dewey (1933) emphasized students' social and emotional skills to be addressed in education, as education would not be fulfilling its purpose if the knowledge disseminated was not portrayed through emotions.

Teaching empathy is significant because empathy education helps to improve interpersonal skills in children which are an important aspect of building healthy relationships. Empathy is being able to understand other people, their feelings, emotions, and being able to place yourself in the other person's situation in that time and place (Ornaghi *et al.*, 2020). Empathy plays a role in developing positive attitudes and is significant for children, teachers, parents, and people in all segments of life. It can improve the quality of life, and help children develop into content, well-adjusted adults, with a better understanding of people, situations, and circumstances. Empathy is a form of social skill, essential to the well-being of a child (Kochenderfer-Ladd & Ladd, 2019). As empathy is considered one of the cornerstones for success in life, and mothers play an important role in developing all the important skills including empathy, this study aims to establish the link between a mother's education and empathy in children. The significance of the study is that it attempts to build healthy social relations by developing empathy to improve interpersonal skills, focusing on the impact of a mother's education on children's empathic level. The objective of the research is to find out if a mother's education has an impact on the empathy level of their children.

2. Literature Review

Parents' education, financial, and socioeconomic status have important repercussions on their children and children's education (Erola, Jalonen, & Lehti, 2016). Educated mothers may help children's languages more efficiently during primary and secondary schooling.

2.1. Impact of Mother's Education

It is seen that mothers who have higher levels of education can instill in their children, better and more stimulating learning environments, opening doors of cognitive possibilities and opportunities for the children (Davis-Kean, 2005). An educated mother knows well the significance of acquiring education and how it enhances personal cognition as well as public communication with other like-minded individuals. Education prepares one in a better manner to pass the triumphs and tribulations of life, in comparison to one without education.

Mother's education associates in a positive and important way with her child's educational development, well-being, and employment later in life. A study has shown that in a household with an educated mother, children are less likely to spend time watching television, and rather spend a greater expanse of time reading books (Harding, Morris, & Hill, 2017). The IQ level also, of children with educated mothers is higher. The environment that the children are raised in lays the foundation of their personalities as

well as personal achievements. An educated mother raises her children while looking for innate qualities and polishing them (Harding *et al.*, 2015).

In developing countries, where fathers may not spend as much time at home as mothers due to work, a mother's education may be even more important. If a child behaves in an untoward manner, an educated mother may handle situations effectively and soothe the concerns of her child in a more intelligent manner. The cognitive and analytical skills of the educated mother can assist her. A household with a better learning environment in an ode to an educated mother, would have good books to increase children's knowledge and the children would learn about the world, in the home as well as in school; the learning process is improved (Harding, 2015). A critical component of a child's early years is the quality of parenting and mother-child synchrony (Levy *et al.*, 2019) and where synchrony is diminished, the child's empathic response also lessens (Pratt *et al.*, 2016).

2.2. The Importance of Developing Empathy in Children

Empathy is the ability to see things from another's perspective in an unjudgmental and unbiased way, having affective, cognitive, and behavioral components (Telle & Pfister, 2016). Empathy consists of two aspects or components – the affective (emotional) and cognitive (perspective); whereas the affective form allows a person to stand in another's shoes and feel similar to what the other is feeling. Cognitive empathy allows understanding another's a situation without emotional involvement.

The development may precede the growth of capabilities such as self-motivation (Wentzel, 2017). A child has a greater capacity to meet life's challenges and is better equipped to stand up again after defeat if he or she has been raised with the importance of developing prosocial skills. Parents, thus, must focus on developing their children cognitively and give importance to the socialization process (Huang & Macek, 2021). The importance of empathy may be understood by its embodiment of the characteristics significant for children's mental health and psychology (Dadds *et al.*, 2008).

Social interactions that are a part of children's lives can be managed successfully with an empathic response (Decety, 2010). The presence or lack of empathy in an individual can make explicit their best and worst characteristics. Children early in life show signs of empathy when they respond to others' emotional states (Dadds *et al.*, 2008). The home environment determines the child's emotional attachment, learning ability, and his motivation – a favorable environment provides children with peace of mind to learn (Akram & Pervaiz, 2020). Children who learn to manage their difficult emotions can do so in the future and become confident in handling such situations (Borelli *et al.*, 2020).

3. Methods

3.1. Data Sources and Field Procedures

The Quasi-Experimental Design was used for the study. The two schools of Lahore, Pakistan were selected for research, with four sections each of classes 6 and 7; from 8 sections the experimental group and control group were selected. A threat to internal validity may have been the diffusion of treatment. The interaction between participants of the control group and the experimental group did not pose a threat to the experimental design. The school comprised classes from Nursery to Matric with eight to ten sections of each class in both schools, with an average of 60 students. Therefore, the chances of diffusion of treatment did not pose a major threat.

3.2. Population

The two schools selected for research were Islah-e-Moashara for Boys and Muhammadia Girls School, of Lahore, Pakistan (N=384). Principals of the above-mentioned schools showed a willingness to carry out the study.

3.3. Sampling

The sample was drawn from one girls' school (Muhammadia Girls School, Classes 6 and 7) and one boy school (Islah-e-Muashira School for Boys, Classes 6 and 7). Both girls and boys were included in the sample to get an overall view of the level of empathy of students in 6 and 7 classes (age 11 - 16 years).

3.4. Procedure

Two sections of classes 6 and 7, from Muhammadia Girls School and Islah-e-Muashira School for Boys schools were assigned as the experimental group, and two sections of class 6 and class 7 from both schools were assigned as a control group. The treatment group engaged in different activities to enhance empathy. The intervention consisted of a folktale, discussing the emotions of the characters, and relating them to their behavior. The children were encouraged to discuss what they were taught, and no judgment was passed on their comments. Afterward, children engaged in an activity focusing on developing empathy. The intervention program took place twice a week and was carried out in both schools. To find out any changes in the children's empathy level, a posttest was given twice, once after Phase 1 and another time after Phase II of the study.

3.4.1. Group 1 - Treatment Group

- ➔ The researcher taught empathy and used storytelling as a teaching technique
- ➔ Discussion time to highlight empathic ability in children
- ➔ Activities adapted from Caselman (2014), Shapiro (2008), and Breakstone *et. al* (2008).

3.4.2. Group 2 - Control Group

- ➔ No intervention by the researcher

3.4.3. Timetable for Lessons

The intervention program spread over four months and was carried out twice a week. In the first phase of the study thirteen interventions were used, and the same number of interventions in the second phase of studies. For qualitative data generation, the researcher further applied six interventions to the selected groups: one boy's class and one girl's class.

3.4.4. Tools of Data Collection

A pretest was conducted to find out the current level of empathy among children, and the present level of aggressive tendencies (bullying) in children. Their academic results were also obtained. The researcher was assisted by helpers to carry out the intervention program.

3.4.5. Data Analysis

Statistical tests of Pearson's Correlation, t-test, ANOVA, Regression, and, Tukey HSD (using SPSS version 21: Statistical Package for Social Sciences) were carried out to analyze the quantitative data, and NVIVO was used for qualitative data.

3.4.6. Limitations of the Study

Following are the limitations of the study:

- Two schools in Lahore city and only students of two classes were the participants of the research.
- The quasi-experimental design had been used because a true experiment was not possible.

3.4.7. Long Term Consequences

Empathy programs such as this are being carried out in other countries. Roots of Empathy is one such program that started in Canada in 1999 and is now rated as the best out of six empathy programs that are being conducted worldwide. The positive results of the Roots of Empathy program have inspired the initiation of other empathy programs. Provided that the current research yields beneficial outcomes (increase in the level of empathy, as shown in lessening of bullying behavior, and improved academic achievements, in school), the researcher would be able to give suggestions for the application of the current study, as the implementation of such empathy programs in schools in Lahore (in different cities as well.)

3.4.8. Measures of Study

In the present study, the liaison and status of empathy were established with the age, and gender of the student, student's class level, school's status, education of parents

(father's education, and mother's education), the profession of the parents (father's profession, mother's profession), student's performance in the class (result of the previous class; marks in percentage), and level of her/his sharing feelings with family members.

3.4.9. Measure of Empathy

A questionnaire to assess Cognitive and Affective Empathy in Children' by Carsten Zoll and Sibylle Enz (Zoll & Enz, 2010) is used (with permission) in this study. Reliability for the scale was reported $\alpha = 0.735$. (Mason *et al.*, 2019). Each item's response was collected using a 5-point scale ranging from "I strongly disagree" to "I strongly agree". A score of 1 was assigned to those who answered, "I strongly disagree", 2 to "I somewhat disagree", 3 to "I don't agree or disagree", 4 to "I somewhat agree", and 5 to "I strongly agree". Scores from twenty-two items were combined to create an index of Empathy. Cronbach's Alpha was calculated for the present study which was $\alpha = 0.715$.

A measure of empathy among students was created using twenty two items asking to what extent student had the level of empathy while asking the questions: "When I am angry or upset at someone, I usually try to imagine what he or she is thinking or feeling," " It makes me sad to see a child who can't find anyone to play with," " I can tell by looking at a person, whether they are happy," " Seeing a child who is crying makes me feel like crying," " I really like to watch people open presents, even when I don't get a present myself," " Sometimes I cry when I watch TV," " When I am arguing with my friends about what we are going to do, I think carefully about what they are saying before I decide whose idea is best," " I can tell what mood my parents are in by the look on their faces," " I get upset when I see a child a being hurt," " I notice straight away when something makes my best friend unhappy," " Some songs make me so sad I feel like crying," " I feel sorry for people who don't have the things that I have," " I can often guess the ending of other people's sentences because I know what they are about to say," " When I see someone suffering, I feel bad too," "I often try to understand my friends better by seeing things from their point of view," "When I walk by a needy person I feel like giving them something," "On the phone I can tell if the other person is happy or sad by the tone of their voice," " It upsets me when another child is being shouted at," "I often know the ending of movies or books before they have finished," "When my parents get upset I feel bad," "I think people can have different opinions about the same thing," "I get upset when I see an animal being hurt," "I can tell by the look on my parent's face whether it's a good time to ask them for something."

4. Findings

Table 1: One Way Analysis of Empathy and Bullying (Phase 1 pre) for Control Group and Experimental Group Based on Father's Education

Student Groups	Source of variance	SS	df	MS	F	p
Empathy Phase 1 Pre						
Control Group	Between Groups	427.6	7	61.08	.880	.52
	Within group	1229	177	69.44		
	Total	1271	184			
Empathy Phase 1 Pre						
Experimental Group	Between Groups	930.9	7	132.9	.934	.482
	Within group	2024	191	106.9		
	Total	2117	198			
Bullying Phase 1 Pre						
Control Group	Between Groups	603.8	7	86.26	1.78	.094
	Within Group	8572	177	48.43		
	Total	9176	184			
Bullying Phase 1 Pre						
Experimental Group	Between Groups	379.0	7	54.14	.934	.482
	Within Group	1107	191	57.99		
	Total	1145	198			

A one-way between-groups analysis of variance was conducted to explore the impact of Father's Education on empathy and bullying scores in control group and experimental groups. Subjects were divided into eight groups according to their Father's Education (Group 1: Uneducated, Group 2: under Primary, Group 3: Primary, Group 4: Middle, Group 5: Matric, Group 6: F.A. Group 7: B.A., Group 8: M.A.) The table 1 shows no statistical difference for eight groups of Father's Education in control group as well as in experimental group.

Table 2: One Way Analysis of Empathy and Bullying (Phase 1 post) for Control Group and Experimental Group based on Father's Education

Student Groups	Source of variance	SS	df	MS	F	p
Empathy Phase 1 Post						
	Between Groups	853.1	7	121.8	1.38	.213
Control Group	Within group	1554	177	87.82		
	Total	1639	184			
Empathy Phase 1 Post						
	Between Groups	185	7	26.43	.528	.81
Experimental Group	Within group	9558	191	50.04		
	Total	9743	198			
Bullying Phase 1 post						
	Between Groups	722.6	7	103.2	1.44	.189
Control Group	Within Group	1262	177	71.31		
	Total	1334	184			
Bullying Phase 1 Post						
	Between Groups	926.3	7	132.3	1.7	.11
Experimental Group	Within Group	1482	191	77.64		
	Total	1575	198			

A one-way between-groups analysis of variance was conducted to explore the impact of a Father's Education on empathy. There were eight groups of Father's Education (Group 1: Uneducated, Group 2: under Primary, Group 3: Primary, Group 4: Middle, Group 5: Matric, Group 6: F.A. Group 7: B.A., Group 8: M.A.) Table 2 show no statistical difference for eight groups of Father's Education in the control group as well as in the experimental group.

Table 3: One Way Analysis of Empathy and Bullying (Phase 2 post) for Control Group and Experimental Group based on Father's Education

Student Groups	Source of variance	SS	df	MS	F	p
Empathy Phase 2 Post						
Control Group	Between Groups	800.6	7	114.3	1.31	.248
	Within group	1545	177	87.32		
	Total	1625	184			
Empathy Phase 2 Post						
Experimental Group	Between Groups	91.26	7	13.03	.961	.461
	Within group	2591	191	13.56		
	Total	2682	198			
Bullying Phase 2 Post						
Control Group	Between Groups	775.0	7	110.77	1.57	.147
	Within Group	1247	177	70.47		
	Total	1324	184			
Bullying Phase 2 Post						
Experimental Group	Between Groups	564.2	7	80.60	1.49	.172
	Within Group	1032	191	54.04		
	Total	1088	198			

A one-way between-groups analysis of variance was conducted to explore the impact of Father's Education on empathy and bullying scores in the control group and experimental groups. There were eight groups of Father's Education (Group 1: Uneducated, Group 2: under Primary, Group 3: Primary, Group 4: Middle, Group 5: Matric, Group 6: F.A. Group 7: B.A., Group 8: M.A.) Table 3 shows no statistical difference for eight groups of Father's Education in the control group as well as in the experimental group.

Table 4: One Way Analysis of Empathy and Bullying (Phase 1 pre) for Control Group and Experimental Group based on Mother’s Education

Student Groups	Source of variance	SS	df	MS	F	p
Empathy Phase 1 Pre						
Control Group	Between Groups	901.4	7	128.7	.193	.068
	Within group	1181	177	66.76		
	Total	1271	184			
Empathy Phase 1 Pre						
Experimental Group	Between Groups	1394	7	199.1	1.923	.068
	Within group	1977	191	103.5		
	Total	2117	198			
Bullying Phase 1 Pre						
Control Group	Between Groups	839.9	7	119.9	2.55	.01**
	Within Group	8336	177	47.09		
	Total	9176	184			
Bullying Phase 1 Pre						
Experimental Group	Between Groups	554.8	7	79.26	1.39	.212
	Within Group	1090	191	57.06		
	Total	1145	198			

A one-way between-groups analysis of variance was conducted to explore the impact of Mother’s Education on study variables (phase 1 pre-bullying and empathy), in the control group and after the usage of interventions in experimental groups. Subjects were divided into eight groups according to their Mother’s Education (Group 1: Uneducated, Group 2: under Primary, Group 3: Primary, Group 4: Middle, Group 5: Matric, Group 6: F.A. Group 7: B.A., Group, 8: M.A.).

Table 4 reports that there was a statistical difference at the $p < .05$ level in phase 1 pre-bullying for eight groups of Mother’s Education in the control group: $F(7, 177) =$

2.548, $p = .016$. The effect size calculated using eta squared was .09, indicating a medium effect of Mother's Education on phase 1 pre-bullying score. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 3 ($M = 30.22$, $SD = 6.207$) was significantly different from Group 6 ($M = 23.00$, $SD = 5.060$), but did not differ significantly from other groups in the control group.

Table 5: One Way Analysis of Empathy and Bullying (Phase 1 post) for Control Group and Experimental Group based on Mother's Education

Student Groups	Source of variance	SS	df	MS	F	p
Empathy Phase 1 Post						
Control Group	Between Groups	478.2	7	68.31	.760	.622
	Within group	1590	177	89.93		
	Total	1639	184			
Empathy Phase 1 Post						
Experimental Group	Between Groups	793.8	7	113.4	2.42	.01**
	Within group	8949	191	46.85		
	Total	9743	198			
Bullying Phase 1 post						
Control Group	Between Groups	612.4	7	87.49	1.22	.296
	Within Group	1273	177	71.93		
	Total	1334	184			
Bullying Phase 1 Post						
Experimental Group	Between Groups	757.9	7	108.2	1.38	.216
	Within Group	1499	191	78.52		
	Total	1575	198			

A one-way between-groups analysis of variance was conducted to explore the impact of Mother's Education on study variables (phase 1 post bullying and empathy),

in the control group and after the usage of interventions in experimental groups. Subjects were divided into eight groups according to their Mother's Education (Group 1: Uneducated, Group 2: under Primary, Group 3: Primary, Group 4: Middle, Group 5: Matric, Group 6: F.A. Group 7: B.A., Group, 8: M.A.).

Table 5 reports that there was a statistical difference at the $p < .05$ level in phase 1 post empathy for eight groups of Mother's Education in the experimental group: $F(7, 191) = 2.420, p = .01$. The effect size calculated using eta squared was .08, indicated the medium effect of Mother's Education on phase 1 post empathy score. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1 ($M = 92.14, SD = 7.661$) was significantly different from Group 3 ($M = 97.13, SD = 5.348$) and Group 5 ($M = 97.05, SD = 6.434$), but did not differ significantly from other groups in the experimental group.

Table 6: One Way Analysis of Empathy and Bullying (Phase 2 post) for Control Group and Experimental Group based on Mother's Education

Student Groups	Source of variance	SS	df	MS	F	p
Empathy Phase 2 Post						
Control Group	Between Groups	458.1	7	65.44	.73	.64
	Within group	1579	177	89.26		
	Total	1625	184			
Empathy Phase 2 Post						
Experimental Group	Between Groups	193.7	7	27.67	2.12	.043*
	Within group	2489	191	13.03		
	Total	2682	198			
Bullying Phase 2 Post						
Control Group	Between Groups	630.4	7	90.06	1.263	.271
	Within Group	1261	177	71.29		
	Total	1324	184			
Bullying Phase 2 Post						

Experimental Group	Between Groups	638.2	7	91.17	1.69	.111
	Within Group	1024	191	53.65		
	Total	1088	198			

A one-way between-groups analysis of variance was conducted to explore the impact of Mother's Education on study variables (phase 2 post bullying and empathy), in the control group and after the usage of interventions in experimental groups. Subjects were divided into eight groups according to their Mother's Education (Group 1: Uneducated, Group 2: under Primary, Group 3: Primary, Group 4: Middle, Group 5: Matric, Group 6: F.A. Group 7: B.A., Group, 8: M.A.).

Table 6 reports that there was a statistical difference at the $p < .05$ level in phase 2 post empathy for eight groups of Mother's Education in the experimental group: $F(7, 191) = 2.124, p = .043$. The effect size calculated using eta squared was 0.07, indicating the medium effect of Mother's Education on phase 2 post empathy score. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1 ($M = 99.35, SD = 3.766$) was significantly different from Group 4 ($M = 101.68, SD = 3.810$), but did not differ significantly from other groups in the experimental group.

5. Discussion and Conclusion

The present study aimed to establish the effect of a mother's education on the development of empathy in her children. Results of the present study revealed that the education level of the mothers has a significant impact on the development of empathy in children. There was a statistically significant difference in empathy in phase 1 (post-testing) after intervention for eight groups of Mother's Education in the experimental group. There was also a statistically significant difference in empathy at phase 2 (post-testing) after the second phase of intervention for eight groups of Mother's Education in the experimental group. Whereas non-significant difference was found in empathy in phase 1 and phase 2 (post-testing) without intervention for eight groups of Mother's education in the control group. So, we can say that the mother's education plays an important role in the development of empathy.

An educated mother can support her children on a journey to prosperity and success in multiple avenues of life, through her broad-minded educated, and honed mind. Children having this advantage have well half-begun on their path; they develop personality traits per emerging as a prominent member of society. Their contributions are significant, albeit within their local community, nationwide, or globally. The importance of external influences during the early formative years of a child's life cannot be exhaustively stressed. Many people deal with traumas of childhood after decades have

passed. And such psychological dilemmas may be owed to experiences in their early years.

Both parents are important in the children's lives and play different but significant roles. Parents' socioeconomic class, educational level, and education are reported to have significance in the cognitive development of children (González et al., 2020). The incumbent research has unveiled the importance the mother's education for her child to become an empathic individual, understanding the needs of others and feeling their pain as his or her own. In Finland, a study was conducted studying the role of a mother's education, occupation, class, and income and the effects on children's education, and it was found that a mother's education had a significant impact on the achievement and higher education of her child. A mother's education level can help predict her child's success and education achievements, as those children belonging to educated mothers are well suited and open to receiving learning as well as earning opportunities (Akram & Pervaiz, 2020).

Father's education also has an impact on his child's upbringing, personality formation, and acquiring skills. However, it has an advantage to a child in terms of skills learned for labor, and work (Erola et al., 2016). The current study does not establish a link between a father's education and empathy development in children. A reason could be that as compared to fathers, mothers spend more time with children, especially in their formative years. Therefore, mothers' education has a greater impact on developing empathy in their children. A study conducted to research the impact of US and Norwegian mothers' education on children's lives, established that mothers' education is significant for children's self-regulation (Lenes et al., 2020). In Pakistan, the impact of a mother's education on children's income and education is of importance as women are expected to upbringing of children (Akram & Pervaiz, 2020). Thus, the studies in Pakistan and other parts of the World support the results found by this current study.

The practical implications of this study are policy formulation for the advantage of female education, including policies within schools. Various benefits to society are expected to result, including socioeconomic status gains, well-rounded personalities of children, a respectful and empathic society with harmonious citizens working towards, instead of meager selfish gains, but towards the greater good of all. Theoretical implications of the incumbent research include exploration of different levels of education impact of a mother's education on developing empathy in children. The relationship between the father's education and the impact on the development of children's empathy should be investigated further in depth.

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