

THE STEPWISE EFFECT OF EMOTIONAL SELF-EFFICACY PROCESSES AND EMOTIONAL EMPATHY ON YOUNG PEOPLE'S SATISFACTION WITH LIFE

Tarık Totan, PhD

Adnan Menderes University, Turkey

Rukiye Şahin, PhD

Gaziosmanpaşa University, Turkey

Abstract

Considering that the development of the skills of empathy and a sense of self-efficacy have positive effects on satisfaction with life, the purpose of the research is to examine the effect of these source variables on satisfaction with life on an emotional basis. The 228 participants included 104 men (45.6%) and 124 (54.4%) women. The average age of the participants was 20 years and 5 months. The Emotional Self-efficacy Scale, the Emotional Empathy Scale, the Satisfaction with Life Scale and a personal information form were used as data collection tools. While it was determined that emotional self-efficacy and satisfaction with life in terms of emotional empathy have a positive correlation, it was also concluded from the stepwise regression analysis that, except for the variable of understanding feelings, all other variables of emotional self-efficacy and emotional empathy affect satisfaction with life.

Keywords: Satisfaction with life, emotional self-efficacy, emotional empathy, stepwise regression

Introduction:

Ill-being psychology focuses on the factors which negatively affect the individual's adaptation, focusing on individuals whose state of well-being is out of balance. However, in recent years, the evaluation of the individual from the positive psychology point of view has gained in importance. The reason for this is that the emotional strength of an individual is now considered of being composed of a combination of many factors; the development can be achieved as a result of the individual's strength, while the individual's positive and developmental potential can be discovered from

a humane point of view. Consequently, rather than inadaptability, a positive approach focuses on adaptation as relevant to the individual, and society in general., Thus, an examination of the graded effect of emotional empathy - which is thought as having a correlation with the state of wellbeing and the satisfaction with life of the individual - and emotional self-efficacy, has attracted an increasing amount of attention.

Self-efficacy, i.e. the individual's belief in their own ability to complete tasks (Ormrod, 2012; Totan, 2014a), predicts a psychological state of wellbeing (Tong & Song, 2004; Salami, 2010a; Doğan, Totan, & Sapmaz, 2013) and satisfaction with life (Karademas, 2006; Judge & Bono, 2004; Choi, Kluemper, & Sauley, 2013). Self-efficacy clearly has a correlation with these variables. According to another definition, self-efficacy is the belief in one's ability to behave effectively in a specific situation (Palesh et al., 2006). Bandura organizes the humane functions of self-efficacy into senses and emotional states of wellbeing through four main processes: cognitive, motivational, affective and selective. Emotional self-efficacy, which is one of the affective dimensions, has been found valuable in the research context (Çelikkaleli, Gündoğdu, & Kıran Esen, 2006; Bandura, Pastorelli, Barbaranelli, & Caprara, 1999), especially in terms of the satisfaction with life (Karademas, 2006; Judge & Bono, 2004; Choi, Kluemper, & Sauley, 2013) and in terms of supportive and non-supportive variables (such as depression).

Emotional self-efficacy is one of the variables that can empower the individual in conditions that cause various degree of difficulty for others. Han and his colleagues (2005) stated that emotional self-efficacy are predicted work together with the health team in the case of women with breast cancer. Accordingly, Palesh and his colleagues (2006) stated in their study, also conducted with a group of breast cancer patients with, that the women with high levels of self-efficacy proved to be resilient-oriented when it came to mood disturbance. There have also been studies on the relationship between self-efficacy and negative mood, as well as positive individual traits. The research into the relationship between self-efficacy and depression (Çelikkaleli, Gündoğdu & Kıran Esen, 2006; Bandura et al., 1999) were evaluated as being correlated with gender and educational level. The meta-analysis by Judge and Bono (2001) indicated that self-efficacy and emotional stability increased job satisfaction and job performance. In a study conducted by Çelikkaleli, Gündoğdu, and Kıran Esen (2006) on emotional, social and academic self-efficacy, it was concluded that young people with lower levels of confidence in their academic, social and emotional efficacies showed more depressive symptoms compared with those with higher levels. In a similar study, Bandura and colleagues (1999) concluded that a low level of social self-efficacy had a greater long term effect on the morale of young

females compared to males. On the other hand, as studies on depression have indicated, the fact that emotional self-efficacy is positively correlated with satisfaction with life supports studies on emotional self-efficacy, as has been demonstrated in the literature.

There is a linear connection between self-efficacy and satisfaction with life (Caprara & Steca, 2005; Vecchio, Gerbino, Patorelli, Del Bove, & Caprara, 2007; O'Sullivan, 2011). Salami (2010b) found that self-efficacy, happiness and satisfaction with life have the power to predict students' behaviour and manners. Choi, Kluemper and Sauley (2013) proposed that emotional self-efficacy predicted stress to a limited extent and satisfaction with life to a great extent. Being aware of one's emotions, understanding the sources of these emotions, and using them as a facilitator of behaviours in daily life provides the basis of personal relationships, enabling the strengthening and maintenance of these relationships. Some studies have concluded that the factors mentioned above have the power to create negative situations in peer relationships (Özer, Totan, & Atik, 2011; Kokkinos & Kipritsi, 2012), and therefore indicate that a low level self-efficacy can cause inter-personal conflict. In their study, Özer, Totan, and Atik (2011) concluded that those with a high-level of self-efficacy are less likely to be bullied, while a low levels of self-efficacy and level academic success are related to both becoming a victim of bullying, and becoming a bully. Kokkinos and Kipritsi (2012) found a negative correlation between bullying, self-efficacy and empathy. While self-efficacy has a negative correlation with such variables as depression and becoming a victim of bullying, self-efficacy and empathy have a negative correlation with adopting bullying behavior in interpersonal relationships. This situation indicates that there are important consequences for an individual's social life. In other words, emotional self-efficacy especially has both direct and indirect effects on empathy and satisfaction with life.

It has been argued that empathy and self-efficacy are important variables in the social life of the individual. Empathy involves attempting to understand another's emotions and thoughts (Dökmen, 2013). Empathy affects human relations' multi-dimensionally, and has cognitive and emotional dimensions (Totan, Doğan & Sapmaz, 2012). Emotional empathy is oriented to understanding others' emotions (Yüksel, 2004 and is thought of as a variable related to understanding the emotions, included in emotional self-efficacy. Empathy, as a determining factor in human relations (Sağkal, Türnüklü, & Totan, 2011), has been revealed as also affecting satisfaction with life. Emotional self-efficacy and emotional empathy are effective variables in explaining happiness (Peterson, Park, & Seligman, 2005), which is known to predict satisfaction with life (Totan, Doğan, & Sapmaz, 2013). According to the Diagnostic and Statistical Manual of Mental Disorders

(DSM-IV-TR, American Psychiatric Association, 2000), an overwhelming sense of self-importance is the main element behind narcissism and lack of empathy. Research has, therefore, examined the assumption that empathy and self-efficacy are correlated with satisfaction with life, in terms of both the individual's social life and with personal variables, and that emotional self-efficacy and emotional empathy are important variables in predicting satisfaction with life. Research provides for an understanding of the impact of emotional functioning on life satisfaction in early adulthood. In this context, the objective of research in this area is to examine the degree to which emotional empathy and emotional self-efficacy predict life satisfaction in young people. Thus, the general purpose of this research was the investigation of which of two independent variables, individual feeling level, and understanding and feeling others' emotion level, have the greater effect on life satisfaction.

Methods:

Participants

The participants were 228 university students in a College of Education in Turkey, 104 men (45.6%) and 124 women (54.4). The research was conducted in the spring semester, 2013, in different departments of the Faculty of Education in the Adnan Menderes University in the province of Aydın, in western Turkey. All participants were in-service teachers, with ages ranging from 17 to 25 years, and an average of 20 years and 5 months.

Data Collection Tools

The Emotional Empathy Scale

In the evaluation of emotional empathy, the measurement tool was used which was developed by Caruso and Mayer (1998) is composed of six dimensions – suffering, positive sharing, crying, emotional attention, feeling for others, and emotional contagion. This scale is composed of 30 items, and is in the form of a five point Likert scale [1 completely disagree, 5 completely agree]. The scale was adapted to the Turkish context by Totan, Koruklu, and Sağkal (2012). They obtained a structure that explains 27% of the total expressed variance, had a factor load of over .35, and considered 24 items during the exploratory factor analysis (KMO= .822, Barlett $\chi^2_{276}= 2104.40$, $p= .000$). At the end of the confirmatory factor analysis, they concluded that there was not enough compliance between the uni-dimensional structure comprised of 24 items, and the data ($\chi^2= 320.23$, $df= 244$, $\chi^2/df= 1.32$, GFI= .92, CFI= .94, IFI= .94, RMSEA= .059, RMR= .06). The total correlation of all items were over .31 and the Cronbach alpha coefficient was determined as being .86.

Emotional Self-efficacy Scale

In this study, the researcher used the Emotional Self-efficacy Scale developed by Kirk, Shutte and Hine (2008) and adapted to Turkish by Totan, İkiz and Karaca (2011). This scale has four dimensions -managing emotions, using emotions as supportive for thoughts, understanding emotions and perceiving emotions, and is composed of 32 items. This scale is in the form of a five-point Likert scale [Not sure, not very sure, a little sure, mostly sure, certainly sure]. The high score obtained from the final total of the scale indicates that the individuals concerned perceived that they possessed a high degree of emotional self-efficacy. Kirk, Shutte and Hine (2008) reported that the scale expressed 44% of the total variance, item factor loads are at an efficient level, and the Cronbach alpha value was reported as .96. Totan, İkiz and Karaca (2011) concluded that the four factor structure of the scale is validated, ($\chi^2= 1556$, $df= 460$, $\chi^2/df= 3.39$, $CFI= .94$, $RMSEA= .07$), the internal consistency value of sub-dimensions is between .70 and .83, and all items included in the scale are important distinctive characters of subgroups and super groups. Other research findings show that the internal consistency of the Emotional Self-Efficacy Scale was .92 (Totan, 2014b).

The Satisfaction with Life Scale

The Satisfaction with Life Scale was developed by Diener, Emmons, Larsen and Griffin (1985), is composed of five items and is in the form of a seven point Likert type scale (1- strongly disagree, 7-strongly agree). This scale was adapted to Turkish by Köker (1991) and Yetim (1991). A higher score indicates a perception oriented to having a higher level of satisfaction with life. Yetim (1991) found the reliability coefficient of split half test as .75 and the test-retest reliability coefficient as .81. Köker (1991) found the test-retest coefficient as .85 and Aypay and Eryılmaz (2011) found it to be .84.

Personal Information Form

This form was designed to obtain participants' personal information in the form of gender, class level and age. This form included closed-ended questions with two option questions to determine gender, closed-ended question with four options to determine class level, and one open-ended question to determine age level. In addition, this form provided information on the scope of the study and the researcher's contact information.

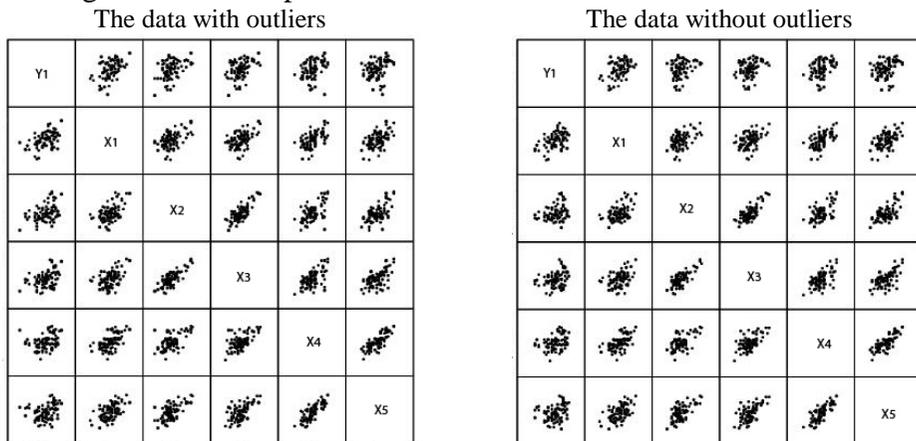
Data Collection and Statistical Analysis Process

The data of the study was collected from the students at different departments of the College of Education in Adnan Menderes University during the 2013 academic year. During the data collection process, informed

consent was obtained on participation. After the data collection and entry procedures, lost values and outliers were examined, and it was reported that the lost values were not higher than 5%. Outliers were obtained through the use of a scatter plot during the data analysis process, and were excluded from the data before the analysis. In the data analysis of the study, Pearson product-moment correlation coefficient, descriptive statistics and stepwise regression analysis were used. Stepwise regression analysis allowed the determination of the strongest independent variables using step by step with comparative procedures (Tabachnick & Fidell, 2007). The internal consistency of dependent and independent variables was examined via Cronbach alpha and McDonald omega coefficients. Data analyses were conducted using SPSS and R packages, conducted at the .05 significance level. During the examination of bilateral relations, Bonferroni Correction was conducted to the significance level to prevent type I errors. Also r^2 were used for determine to effect sizes between dependent and independent variables.

Results:

This study was conducted in order to examine the effect of emotional empathy and emotional self-efficacy, which are a set of independent variables related to satisfaction with life. Emotional empathy is composed of one dimension, while emotional self-efficacy is composed of four dimensions: managing emotions, using emotions as supportive for thoughts, understanding emotions and perceiving emotions. The dependent variable of the study is satisfaction with life. Before the analysis, outliers in terms of predicting variables and predicted variables were examined.



Y₁= Satisfaction with life X₁= Emotional empathy, X₂= Managing emotions, X₃= Using emotions, X₄= Understanding emotions, X₅= Perceiving emotions

Figure (1). Dot charts of emotionally self-efficacy areas and emotional empathy variables predicting satisfaction life

Outliers in terms of predictor variables and predicted variables were examined via Q-Q graphics and, at the same time, the linearity hypothesis was examined using scatter plots. The scatter plots above show the results before (on the left) and after (on the right) the cleaning of 18 outliers. After the cleaning of outliers, a positive linearity was found, especially between the areas of emotional self-efficacy, and it was concluded that satisfaction with life has an inclination towards positive linearity with other variables. The normality hypothesis was examined using Kolmogorov Smirnov analyses, and it was concluded that all variables have normal distributions, as follows: variables of managing emotions ($Z = .878, p = .425$), using emotions as supportive ($Z = 1.240, p = .080$), understanding emotions ($Z = 1.304, p = .067$), perceiving emotions ($Z = 1.139, p = .149$), emotional self-efficacy ($Z = 1.259, p = .084$), emotional empathy ($Z = .898, p = .395$) and satisfaction with life ($Z = 1.122, p = .161$). Before the stepwise regression analysis, the relations between the set of independent variables and the dependent variables, descriptive statistics and internal consistencies of the variables were examined.

Table (1). The relations between the dimensions of emotional self-efficacy, emotional empathy and satisfaction with life, descriptive statistics and internal consistencies

Variables	1	2	3	4	5	6	Mean	s.d.	Cronbach alpha	McDonald omega
Managing emotions [1]							31.69	4.50	.81	.88
Using emotions [2]	.81*						27.95	4.40	.83	.88
Understanding emotions [3]	.33*	.41*					30.59	4.36	.85	.90
Perceiving emotions [4]	.56*	.57*	.57*				26.21	4.03	.79	.86
Emotional self-efficacy [5]	.82*	.85*	.75*	.81*			116.44	14.76	.93	.95
Emotional empathy [6]	.53*	.55*	.54*	.58*	.68*		90.19	9.31	.86	.88
Satisfaction with life [7]	.46*	.47*	.22*	.20*	.42*	.48*	24.92	4.56	.78	.96

In the examination of the relations between the dimensions of emotional self-efficacy, emotional empathy and satisfaction with life, Bonferroni correction was used to prevent type I errors. The correlation coefficient was calculated as 21 and .05 was divided by 21 ($05/21 = .002$). After the correction, using the emotions as a regulator was positively correlated with using thoughts as supportive ($r^2 = .66$), understanding emotions ($r^2 = .11$), perceiving emotions ($r^2 = .31$), emotional self-efficacy ($r^2 = .67$), emotional empathy ($r^2 = .28$) and satisfaction with life ($r^2 = .21$);

using emotions as supportive of thoughts was positively correlated with understanding emotions ($r^2 = .17$), perceiving emotions ($r^2 = .33$), emotional self-efficacy ($r^2 = .72$), emotional empathy ($r^2 = .30$) and satisfaction with life ($r^2 = .22$); understanding emotions was positively correlated with perceiving emotions ($r^2 = .33$), emotional self-efficacy ($r^2 = .56$), emotional empathy ($r^2 = .29$) and satisfaction with life ($r^2 = .05$); perceiving emotions was positively correlated with emotional self-efficacy ($r^2 = .66$), emotional empathy ($r^2 = .46$) and life satisfaction ($r^2 = .18$); emotional empathy was positively correlated with satisfaction with life ($r^2 = .23$). At the end of the descriptive statistical analysis, it was determined that all the study variables had a greater number of average scores above their mid points. It was determined that the dimensions of emotional self-efficacy had similar standard deviation levels. High levels were determined for the internal consistency values of the dimensions of emotional self-efficacy, emotional empathy and satisfaction with life; .79 for Cronbach alpha and between .88 and .96 for McDonald omega. Because the validity examinations in the previous study were limited, the construct validity of the scale was examined using confirmatory factor analysis. According to the obtained results, item 1 (.59), item 2 (.50), item 3 (.89), item 4 (.64) and item 5 (.74) are important descriptors of one dimensional qualifying satisfaction with life ($\chi^2 = 15.45$, $df = 4$, $\chi^2/df = 3.86$, CFI = .97, RMSEA = .05, RMR = .04). Following this, the graded effects of the emotional self-efficacy dimensions and emotional empathy were examined as the descriptors of satisfaction with life.

Table (2). Stepwise regression models of emotional self-efficacy dimensions and emotional empathy predicting satisfaction with life

Model	R	R ²	Standardized R ²	s.e.	Statistics of change				
					R ² change	F change	sd ₁	sd ₂	p
1	.480 ^a	.230	.227	4,55	.230	67.500	1	226	.000*
2	.538 ^b	.290	.283	4,38	.060	18.921	1	225	.000*
3	.576 ^c	.332	.323	4,25	.042	14.093	1	224	.000*
4	.590 ^d	.348	.336	4,21	.016	5.455	1	223	.020*

At the end of the regression analyses, in which the predicted emotional self-efficacy dimensions of satisfaction with life are discussed as predictor variables, it was determined that stages occurred in 4 regression models. According to the variance analysis, the result for models were significant; 1st Stage ($F_{1-227} = 67.50$, $p < .001$), 2nd stage ($F_{1-227} = 45.89$, $p < .001$), 3rd stage ($F_{1-227} = 37.07$, $p < .001$) and 4th stage ($F_{1-227} = 29.72$, $p < .001$). It was concluded that the correlation between the dependent and independent variables is important in all of these stages. It was determined that the strongest correlation in the regression model (.59) is set in the 4th stage. Standardized residual values were determined at the lowest level as -2.07 and

at the highest level as 2.31, and also as acceptable when remaining within the interval of ± 3 . After determining that the independent variables as a whole have important predictor sets in all stages within the regression models, independent variables were examined using stepwise regression analyses.

Table (3). Output of stepwise regression models of emotional self-efficacy dimensions and emotional empathy predicting satisfaction with life

Model		Unstandardized coefficients		Standardized coefficients			95% C.I.		Multicollinearity	
		B	s.e.	Beta	t	p	Lower bond	Upper bond	Tolerance	VIF
Step 1	(Constant)	2.043	2.772		.737	.462	-3.419	7.506		
	Emotional empathy	.249	.030	.480	8.216	.000*	.189	.309	1.000	1.000
Step 2	(Constant)	.491	2.692		.183	.855	-4.814	5.796		
	Emotional empathy	.169	.034	.326	4.916	.000*	.101	.237	.717	1.394
	Managing emotions	.280	.064	.289	4.350	.000*	.153	.406	.717	1.394
Step 3	(Constant)	1.741	2.638		.660	.510	-3.458	6.940		
	Emotional empathy	.225	.037	.434	6.148	.000*	.153	.298	.598	1.672
	Managing emotions	.370	.067	.382	5.526	.000*	.238	.502	.624	1.602
	Perceiving emotions	-.350	.093	-.271	3.754	.000*	-.534	-.166	.575	1.741
Step 4	(Constant)	1.922	2.613		.735	.463	-3.229	7.072		
	Emotional empathy	.212	.037	.408	5.761	.000*	.139	.284	.583	1.715
	Managing emotions	.222	.092	.229	2.420	.016*	.041	.403	.326	3.066
	Perceiving emotions	-.386	.094	-.298	4.122	.000*	-.570	-.201	.559	1.788
	Using emotions	.238	.102	.225	2.335	.020*	.037	.439	.316	3.168

At the end of the stepwise regression analysis, it was determined in the first stage that emotional self-efficiency has the strongest relationship with satisfaction with life and is an important predictor of satisfaction with life ($\beta = .48$, $t = 8.216$, $p = .000$). In the second stage, it was concluded that, in addition to emotional empathy ($\beta = .33$, $t = 4.916$, $p = .000$), managing emotions, one of the dimensions of emotional self-efficacy included in the model, is an important predictor of satisfaction with life ($\beta = .29$, $t = 4.350$, $p = .000$). In the third stage, perceiving emotions ($\beta = -.27$, $t = 3.754$, $p = .000$) was added to emotional empathy ($\beta = .43$, $t = 6.148$, $p = .000$), which is an important predictor variable, while managing emotions ($\beta = .38$, $t = 5.526$, $p =$

.000) is an important predictor. In the last stage, using emotions as supportive ($\beta = .23$, $t = 2.335$, $p = .020$) was added to the model in which emotional empathy ($\beta = .41$, $t = 5.761$, $p = .000$), managing emotions ($\beta = .23$, $t = 2.420$, $p = .016$) and perceiving emotions ($\beta = -.30$, $t = 4.122$, $p = .000$) are important predictors. In addition, it was concluded that unstandardized regression coefficients remained within the 95% confidence intervals.

Discussion and Conclusion:

The purpose of this study is to examine the correlations between the emotional self-efficacy processes and emotional empathy and satisfaction with life, and also to determine the emotional processes which express satisfaction with life at the highest level. This aim was achieved by examining descriptive statistics and internal consistencies of emotional self-efficacy, emotional empathy and satisfaction with life. The internal consistencies of emotional self-efficacy processes, emotional empathy and satisfaction with life variables were all observed to reach a favorable level according to the Cronbach alpha and McDonald omega, which were used to determine the internal consistency of coefficients. Because the validity studies of the Satisfaction with Life Scale were limited in previous studies, confirmatory factor analysis was used to confirm the existence of an efficient data model consistency in the five item construct of the scale.

It was concluded from the study that there are acceptable relationships (medium to high level) between the emotional self-efficacy dimensions, emotional empathy and the satisfaction with life variables. In particular, the emotional content of empathy being related to understanding the individual emotions (Yüksel, 2004; İkiz, 2006) indicates that the relationships between the study variables is as expected. The dimensions of emotional self-efficacy, i.e. managing emotions, using emotions as supportive, perceiving emotions, and understanding emotions, are each thought of as skill sets, rather than items that occur in succession, and depend on each other (Kirk, Shutte, & Hine, 2008). In other words, rather than considering these as a process in which the individual first perceives emotions, then understands, and finally comments on and behaves accordingly, the study focused on the efficiency with which individuals use these sets, regarding these processes as a skill. For this reason, the regression analyses aimed to determine which skill had the greatest effect on satisfaction with life.

As there is no theoretical conclusion between dependent and independent variables, the correlated variables at the highest level should be primarily included in the regression model (Ho, 2006). The independent variables included in the stepwise regression analysis were taken into the regression model step by step, according to the amount of variance expressed

to be shared with the dependent variable (Scwab, 2007). Thus, stepwise regression was preferred to hierarchical regression. Neither the effect of gender, which is described as a cover variable, nor the process of understanding emotions indicated efficiency before being included in any stage. Tabachnick and Fidell (2008) state that a minimum of 40 observations should be carried out for each independent variable for the purposes of regression analysis. In the regression models within the study, there were a maximum of 4 independent variables. It can therefore be said that the number of participants was sufficient ($228 > 40 \times 4$). Cohen was determined with an R value in effect size regression analyses, and a value over .50 indicates a strong relationship (Scwab, 2007). The standardized regression coefficient of perceiving emotions, which is included in the regression model after emotional empathy and managing emotions, and which had a positive correlation with satisfaction with life, is negatively loaded at first. This situation results from the suppressor effect of emotional empathy and managing emotions on perceiving emotions (Paulhus, Robins, Trzesniewski, & Tracy, 2004). Although causality is not considered in the study, it may be considered that there is an effect of an oppressive variable on perceiving emotions.

The stepwise regression model which expressed the most variance of all models was the dimensions of self-efficacy: managing emotions, perceiving emotions, using emotions as supportive and emotional empathy. This result indicates that, as regulatory factors increase in the emotional process, satisfaction with life also increases. This result is supported by previous findings on the effect of regulatory factors belonging to satisfaction with life (Steca, Caprara, Tramontano, Vecchio, & Roth, 2009; Morton et al., 2011). Moreover, considering that emotional self-efficacy explains happiness (Doğan, Totan, & Sapmaz, 2013), and that an emotional approach coping is a distinctive part of mood (Totan, 2014c), it can be argued that the more that young people are successful in managing their emotional lives and developing an emotional dimension of empathy, the more favorable their life will be compared with their peers. This study shows that emotional empathy is a more important as a variable rather than a component of emotional self-efficacy for satisfaction with life in young people. According to this result, rather than understanding one's own emotions, understanding those of others has a greater effect on satisfaction with life. In this direction, especially in support activities oriented to increasing satisfaction with life, the content which is oriented to increasing emotional self-efficacy and empathy could be obstructed.

There are a number of limitations of this study. First, this is cross-sectional research and restricted to university students. Also, the research is limited to Turkish people. Future research should therefore focus on cross

cultural contexts and/or different age ranges. Second, this research is limited to stepwise regression analysis. Structural equation modeling can be used to determine more complex relationships between emotional self-efficacy, emotional empathy, and satisfaction with life. For example, the mediation affect of emotional empathy can be investigated on the relation between emotional self-efficacy and satisfaction with life. Furthermore, the latent growth model can be used to further explore this mediation affect in order to provide a developmental perspective.

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