

Gender's Role in Shaping Empathy and Psychological Well-Being: Insights from Management Students

Sreedisha A. K¹, A. Celina²

Abstract

In the context of management education, empathy and psychological wellbeing are particularly crucial since they have a big impact on how individuals live their personal and professional lives. The purpose of this study is to examine the variables that influence management students' psychological wellbeing and capacity for empathy and the association between empathy and psychological wellbeing. This study involved 200 management students from Chennai, India and the management courses considered for study are Master of Business Administration and Bachelor of Business Administration. The study uses a quantitative research methodology to get information from a sample of management students. Regression analysis, correlation, and structural equation modelling are used in data analysis to find the predictive characteristics and their connections to empathy and psychological wellbeing. The results of this study have consequences for management education institutions, counselling services, and policymakers. Educational institutions can create focused programs to promote empathy and psychological wellbeing in management students by identifying the variables that have a beneficial impact on these traits. Future managers may benefit in terms of their own wellbeing, interpersonal effectiveness, and leadership skills as a result. This study contributes to the body of knowledge regarding empathy and psychological wellbeing in management students and offers helpful knowledge for professionals, educators, and scholars in the field.

Keywords: Empathy, Psychological Wellbeing, Wellbeing, Management Students, Gender.

Introduction

The significance of empathic leaders cannot be overstated in the dynamic and fiercely competitive economic world (Thomas et al., 2017). Organizations understand the importance of building positive interpersonal interactions and emotional intelligence as they work to achieve long-term success (Margheritti et al., 2023). According to Thomas et al. (2017), effective leadership and team management require the ability to empathize with others and comprehend their sentiments. It contributes to people's general psychological wellbeing in addition to improving the quality of relationships. According to Ryff (2013), psychological wellbeing includes a person's general mental health as well as their subjective experiences, level of life satisfaction, happy feelings, and personal development. Beyond the absence of mental illness, the concept of psychological wellbeing places an emphasis on the presence of benevolent psychological components that enhance a person's sense of overall fulfilment and enjoyment (Ruggeri et al., 2020). It is extremely pertinent to today's business and management challenges to investigate the function of empathy in predicting psychological wellbeing among management students. Collaboration and effective leadership are crucial in today's corporate environment. Building strong, cohesive teams and being a good leader, both require empathy. Management students are better prepared to lead and operate in modern, varied, and dynamic workplaces when they are educated to comprehend and relate to the emotions and needs of team members. Empathy-trained management students are more suited to handle disagreements and control stress in the workplace. High-pressure situations are common in modern corporate environments, therefore being able to deal with them while maintaining mental health is an important talent. Sustainability and moral decision-making go hand in hand. Empathy-trained management students are more likely to make moral judgements and take into account the social and environmental repercussions of their choices, which is becoming more and more crucial in modern company practices.

Although numerous studies have looked at the relationship between empathy and psychological wellbeing in various circumstances, the investigation of this correlation specifically among management students

¹ Faculty of Management, SRM Institute of Science & Technology, Kattankulathur, Tamil Nadu, India-603203, Email: sa2665@srmist.edu.in, (Corresponding Author), ORCID ID: 0000-0002-8116-0692, SCOPUS ID: 58985275500

² Faculty of Management, SRM Institute of Science & Technology, Kattankulathur, Tamil Nadu, India-603203, Email: celinap@srmist.edu.in

remains an unexplored area of inquiry. Understanding the influence of empathy on these students' psychological wellbeing is of the utmost importance because management education plays a critical role in forming the future leaders of organizations (Forbes, 2023). These students' psychological wellbeing can be examined in order to get insight into the possible advantages of empathic training in management education programs. Understanding this relationship highlights the significance of empathy in management education and its potential impact on the next generation of organizational leaders. Additionally, it has the ability to guide curriculum creation, pedagogical practices, and interventions meant to improve management students' psychological wellbeing. The purpose of this study, which emphasizes the importance of empathy in management education and its potential impact on future organizational leaders, is to evaluate the relationship between empathy and psychological wellbeing among management students.

Review of Literature

In order to lessen the likelihood of omitted-variables bias, a thorough literature review was done to determine the factors that influence empathy and psychological well-being. The study conducted by Babu et al. (2023) aimed to investigate the connection between Indian designers' psychological health and empathy. Acting humanely and building relationships with people both require empathy. A person in good psychological health feels good about themselves and is optimistic about the future. Journalists, surgeons, therapists, humanitarian relief workers, and others whose vocations require them to reveal the pain of others are examples of empathic people. They may, however, become aware of the suffering of those they help or whose lives they document. This "emotional residue" might cause people to shut down, burn out, and give less of themselves. The implication here is that psychological health and empathy are related.

The mental health and psychological wellness of management students was the focus of a study by Edwards et al. (2021), which addressed a crucial issue facing management educators today. This study offers numerous directions for future investigation into psychological wellbeing, mental health, and mental illness in management education. Can motivate researchers to get accurate information on the prevalence of mental illness in business schools. Researchers in management should look into the causes and effects of mental illness among academic staff, notably how it affects their productivity, particularly in terms of their teaching and research output.

The study investigates the intricate interactions between different psychosocial factors and psychological wellbeing in university students (Morales-Rodríguez et al., 2020). In spite of the existing body of literature, there exist some gaps that call for further research. So, this states that additional research is required to understand the impact of novel factors on psychological wellbeing. In order to find successful ways to promote student wellbeing, interventions targeted at improving psychological wellbeing in university students should be carefully reviewed.

The study looks at how psychological need fulfilment and empathy affect the health and wellbeing of pharmacy students. High levels of academic stress and demanding clinical settings are frequent challenges for pharmacy students, which can have an adverse effect on their mental wellbeing and general wellbeing (Cho & Jeon, 2019). Although the present literature offers insightful information, there are a number of gaps that call for additional study. Only a few research have specifically examined empathy and the fulfilling of psychological needs in relation to pharmacy education. Future studies can conduct by relating empathy with other variables in students.

Khajeh et al. (2014) offers important insights into the connection between these two dimensions by providing a thorough analysis of the body of prior research and empirical data through their study. Although the article advances our knowledge of the connection between psychological health and empathy, there is still room for more research in a number of areas. In the beginning, longitudinal studies might be carried out to look at the temporal dynamics of the relationship and investigate if variations in empathy levels predict variations in psychological wellbeing over time. This would give important insights into the direction of the causal chain and possible processes driving the link.

Prior studies on empathy and psychological wellbeing might have mostly done in a general conceptual manner and not in particular occupational groups. Because empathy and psychological wellbeing will be different according to different positions. It's possible that there aren't enough research explicitly looking at how empathy and psychological wellbeing relate to management students. It emphasizes the requirement for additional research to close the current gap in the literature. The relationship between empathy as a predictor and many aspects of psychological wellbeing, such as stress, anxiety, life satisfaction, and academic achievement among management students, may not have been thoroughly explored in the literature. This gap is significant because it explains in detail how empathy may be used to predict many aspects of psychological wellbeing and provides useful insights for management education programs. There is little research comparing how empathy and gender interact to determine psychological wellbeing in management students. This discrepancy is significant because it acknowledges the potential moderating role of gender and offers insights into whether empathy and psychological wellbeing are related differently for male and female management students.

Statement of the Problem

The study focuses on the relationships between the psychological wellbeing and empathy levels of management students. Despite the growing understanding of empathy as an essential element of interpersonal relationships (Kumcağız & Gündüz, 2016) and its potential effects on psychological wellbeing, little research has specifically targeted management students, who face particular difficulties and stressors related to their academic and professional pursuits. Management students frequently encounter high academic demands, competitiveness, and pressure to succeed, all of which can be harmful to their psychological wellbeing. The negative consequences of these stressors may be lessened and psychological health among management students by having the capacity to empathize with others, comprehend their views, and successfully manage interpersonal connections. However, there is a dearth of empirical data addressing the connection between empathy and psychological wellbeing specifically in the context of management education. To better the overall wellbeing of management students, educational institutions, policymakers, and practitioners can design interventions and support systems that are specifically suited to their needs by comprehending the link between empathy and psychological wellbeing in this population.

Although prior research has demonstrated the significance of empathy in predicting psychological wellbeing, less is known about how gender affects this relationship, especially when it comes to management students training for high-stress professional responsibilities. Males and females may experience and benefit from empathy differently, according to gender differences in emotional presentation, coping mechanisms, and social expectations. There is a significant information vacuum, nevertheless, as gender is rarely examined in current research as a moderating factor in the relationship between empathy and wellbeing. The absence of thorough research addressing the relationship between empathy and psychological wellbeing among male and female management students is thus the main issue this study attempts to solve. By filling in this knowledge gap, the study hopes to add to the body of knowledge and offer evidence-based suggestions for building empathy and increasing psychological wellbeing in the context of management education.

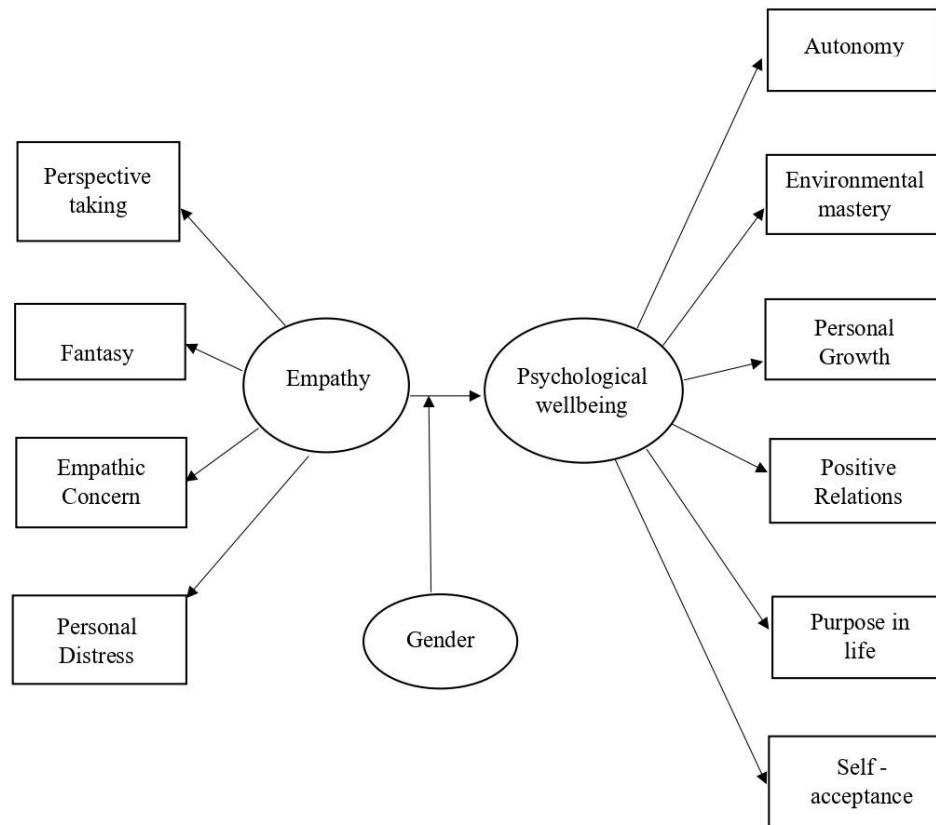
Research Questions

- Whether there is association between empathy and psychological wellbeing among management students?
- To what extent does empathy influence psychological wellbeing of management students, and how is this relationship moderated by gender?
- How the various dimensions of empathy are impacting on psychological wellbeing among management students?

Conceptual Model and Hypotheses

A distinct concept, construct, or variable used in the study is represented by each element in figure 1. The connections or influences between these components are indicated by arrows.

Figure 1
Conceptual model for the study



Source: Proposed by authors (2023)

Hypotheses Development

Understanding and sharing other people's emotions are two aspects of empathy. Empathic individuals may be better at helping others through their own emotional difficulties, which may result in more reciprocal social support (Moudatsou et al., 2020). It is well established that social support is a key component of psychological wellbeing. Furthermore, those with higher empathy may improve their coping skills in the face of stress, which is beneficial for their psychological wellbeing (Özbay et al., 2007).

Hypothesis 1a. There is significant association between empathy and psychological wellbeing among management students.

The relationship between empathy and psychological well-being may differ for male and female students as well as possibly those with other gender identities since gender can modify the association between empathy and psychological well-being among management students (Matud et al., 2019). This moderation effect implies that gender has an impact on how empathy affects psychological wellbeing in this particular set of students. Because gender can affect how empathy is experienced and expressed as well as how psychological

well-being is perceived, it is a crucial variable in the study of psychological phenomena. How people view and attain well-being can be influenced by gender roles and cultural norms.

Hypothesis 1b. Gender moderates the association between empathy and psychological wellbeing among management students.

The connections between students' psychological wellbeing and fantasy, personal anguish, perspective-taking, empathetic concern, and concern is complicated. The capacity to control these factors and harness them can have a big impact on how these students feel and think (Huang et al., 2020). Their psychological wellbeing can be significantly improved by recognizing and honing these empathetic qualities, which will ultimately help them succeed in their academic and professional endeavors.

Hypothesis 1c. There is a significant relationship between fantasy, personal distress, perspective taking, empathic concern with the psychological wellbeing of management students.

Methodology

Participants

This study involved 200 management students, of which 51% were women and 49% were men. The courses considered for study are Master of Business Administration (MBA) and Bachelor of Business Administration (BBA) (Mean = 1.84, Standard Deviation = 0.37). The samples were selected from management students in Chennai, India. The following conditions must be satisfied in order to be eligible for the study's inclusion: enrolment in a Master of Business Administration or Bachelor of Business Administration degree, registered as a full-time university student, and informed consent to participate in the research study are all prerequisites. Students enrolled in diploma programs and part-time enrollment status are among the exclusion criteria.

Variables and Measures

According to Davis et al. (1980), empathy is defined as one person's responses to another's perceived experiences. The propensity to unconsciously acquire another person's psychological viewpoint is known as perspective taking. Fantasy makes use of respondents' predisposition to put themselves in the fictional characters' shoes in plays, films, and books. Empathic Concern is a measurement of altruistic sympathies and care for the underprivileged. Personal Distress measures self-focused anxiety and unease in difficult social situations.

A condition of optimal psychological functioning and growth that is characterized by the presence of positive psychological traits and the lack of psychological discomfort is referred to as psychological wellbeing. It requires self-acceptance, fulfilling relationships with others, personal growth, a feeling of meaning and purpose in life, a sense of independence and self-determination, and the ability to cope with the challenges and demands of daily life (Ryff, 2013). Carol D. Ryff created the Ryff Psychological Well-Being Scale (RPWB) for the first time in 1989 (Ryff, 1989). 84 questions on the scale originally covered six aspects of psychological wellbeing. To make the scale easier to administer and to lessen the burden on respondents, shorter versions of the scale have been created over time. The RPWB 18-item scale, which incorporates a portion of the original scale's items, is one example of a condensed version (Ryff, 2013).

According to Ryff & Keyes (1995), psychological wellbeing is a distinct entity with six main components. Positivity, acceptance of one's positive and negative qualities, and fond memories of the past are all characteristics of self-acceptance. Strong empathy, sensitivity, and connection skills, concern for others' wellbeing, awareness of the reciprocal nature of relationships, and warm, gratifying, and trustworthy interactions with others are all characteristics of positive relationships. Autonomy is the ability to resist social pressure to think and act in particular ways, to exert internal control over one's behaviour, and to judge oneself in line with personal standards.

Environmental mastery is the ability to feel in control of and competent in one's environment, the capacity to seize chances and handle a variety of external activities, as well as the capacity to choose or create conditions that satisfy one's needs and ideals. Having a purpose in life can be exemplified by having goals and a feeling of direction in life, believing that the past and present have significance, holding beliefs that give life meaning, and having aspirations and aims for living. The feeling of improvement in one's self and behaviour through time, awareness of one's potential, sense of continual development, receptivity to new experiences, and transformation that signifies enhanced self-awareness and efficacy are all components of personal growth.

Reliability

The questionnaire contains 28 items relating to the variable empathy, starts from "Does not describe me well" to "Describes me very well," were responded with 5-point Likert scale. The assessment comprises 4 subscales, each with 7 unique items. These subscales were derived from Davis et al. (1980) directly. Wellbeing is measured using a modified Ryff's Scales of Psychological Wellbeing with 18 items (Ryff, 2013). Each of the six characteristics of wellbeing has three components on the scale. Participants assess each statement on a 7-point Likert scale using the options "strongly agree" and "strongly disagree" to indicate how much they personally relate to it. To lessen common-method bias, responses from respondents were kept confidential.

Table 1

Table Of Reliability and Validity of Empathy and Psychological Wellbeing

	Cronbach's Alpha	Composite reliability	Composite reliability	Average Variance Extracted
Empathy	.76	.77	.77	.73
Psychological Wellbeing	.83	.87	.85	.82

Source: Proposed by authors (2023) based on Smart PLS

Items with positive wording are flipped so that higher ratings overall imply more wellbeing. Values of 0.5 or greater are required by the Average Variance Extracted (AVE) criteria (Hair et al., 2019). The scores for the variables of empathy and psychological wellbeing reveal a high AVE with values of 0.82 and 0.73, respectively, whereas all constructs are above the specified value. Table 1 demonstrates that all three values—Cronbach's Alpha, Rho_A, and Composite—are higher than the suggested values, which according to Hair et al. (2017) should all be more than 0.7.

Results

Model Fit

The Normed Fit Index (NFI) value should be larger than 0.90 and the Standard Root Mean square Residual (SRMR) value should be less than 0.08 to provide a decent model fit to the data (Hair et al., 2017). The model accurately captures the actual data. A test statistic called the chi-square value evaluates the disparity between the observed and expected covariance matrices. The SRMR value is 0.03 and the NFI value is 0.99, exceeding the advised threshold value, as shown in Table 2, and the model accurately captures the actual data.

Table 2

Table of Model Fit Indices

Indices	Values
Standard Root Mean square Residual	.03
Normed Fit Index	.99
Chi-square	50.89

Source: Proposed by authors (2023) based on Smart PLS

Regression analysis uses a Variance Inflation Factor (VIF), to measure the degree of multicollinearity. When there is a correlation between several independent variables, a multivariate regression model exhibits multicollinearity. VIF values should be less than 3 (Hair et al., 2017). Table 3 demonstrates that the values are under 3.

Table 3

Table of Variance Inflation Factor Values

Dimensions	VIF value
Autonomy	1.31
Empathic Concern	1.28
Environmental Mastery	2.24
Fantasy	1.14
Personal Distress	1.41
Personal Growth	2.85
Purpose in Life	2.79
Positive Relations	2.41
Perspective Taking	1.08
Self-Acceptance	2.25
Gender	1.00
Gender x Empathy	1.00

Source: Proposed by authors (2023) based on Smart PLS

Hypotheses Testing

Hypothesis 1a. There is significant association between empathy and psychological wellbeing among management students

Table 4

Table of Correlation Between Empathy and Psychological Wellbeing

	Empathy	Psychological Wellbeing
Empathy	1.00	
Psychological Wellbeing	.50*	1.00

Source: Proposed by authors (2023) based on SPSS

* $p < 0.05$

The analysis of Table 4 revealed a $r = .50$, $p = .02$ association between the management students' psychological wellbeing levels and empathy levels. The table below displays the Pearson correlation scores between the study's variables. The figures in the table are Pearson correlation coefficients, which express

the magnitude and direction of the linear relationships between empathy and psychological wellbeing. This finding revealed a favorable positive connection between psychological wellbeing and job empathy levels.

Table 5

Table of Regression Results

Indicators	Values
R value	.77
R square value	.57
Adjusted R square value	.53
Durbin Watson value	1.87
Variance Inflation Factor value	1.00
T-test value	4.87
B (Unstandardized coefficient)	1.12
B (Standardized coefficient)	.53

Source: Proposed by authors (2023) based on SPSS

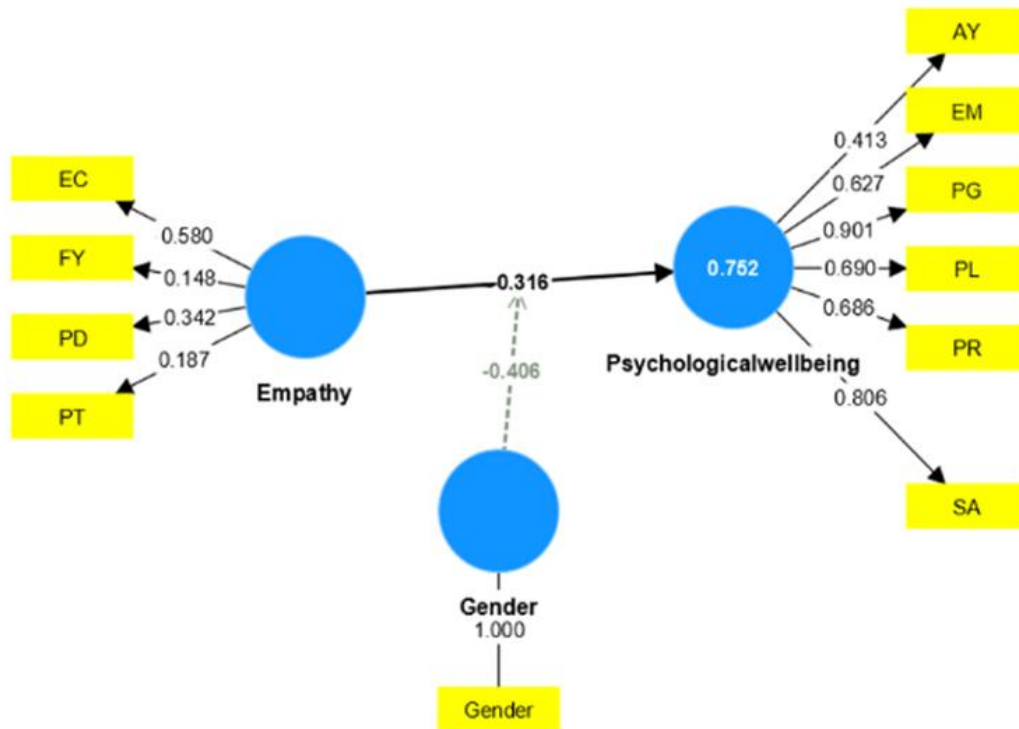
According to Table 5, significance value for ANOVA (Analysis of Variance), $P = 0.02$ are statistically significant results. By combining all of the independent variables, a statistically significant model is created that both statistically substantially outperforms the mean model at predicting the dependent variable and outperforms the mean model at fitting the data. Since the value of R is greater than .5, empathy and psychological health among management students are strongly positively correlated. The output's R square value was found to be 0.57, or 57%. Therefore, empathy accounts for 57% of psychological wellbeing.

The value of Durbin-Watson should be closer to 2 (Hair et al., 2017). The Durbin-Watson value is 1.87, which is close to 2, as can be seen from the outcome and indicates that the dataset is autocorrelation-free. According to Hair et al. (2017), the VIF value should be around 3. Here, VIF is 1.00, which is less than 3. As a result, multicollinearity does not exist. The level of psychological wellbeing among management students was strongly predicted by their level of empathy ($\beta = .53$, $t = 4.87$, $p.02$). For every unit of increased empathy, psychological wellbeing grows by 53 units.

Hypothesis 1b. Gender moderates the association between empathy and psychological wellbeing among management students

Figure 2

Structural Model Results from Smart PLS



Source: Proposed by authors (2023) based on Smart PLS

The ability of a model to explain a group of dependent variables is indicated by the coefficient of determination, also known as R-squared (Chin et al., 2003). In particular, the variable empathy accounts for 75.2% of the variability in psychological wellbeing are shown in the Figure 2. Since the R square value was determined to be 75%, the data matches the model exactly. The association between empathy and management students' psychological wellbeing is moderated by gender. Given that the Moderating effect value is -0.406, which is a negative value (Hair et al., 2017), there are some unsorted segments in the items that must be taken into account. In table 6 the path coefficient values are significant and Gender x Empathy are considered as moderation effect. The calculated path coefficients, which show the strength and direction of the correlations between latent constructs and their observed indicators, are represented by the values in the table.

Table 6

Table of Path Coefficients

	Empathy	Psychological wellbeing	Gender	Gender x Empathy
Empathy		0.53		
Psychological wellbeing	0.63			
Gender	0.59	0.54		
Gender x Empathy		0.44		

Source: Proposed by authors (2023) based on Smart PLS

Hypothesis 1c. There is a significant relationship between fantasy, personal distress, perspective taking, empathic concern with the psychological wellbeing of management students

This study tries to find the association between psychological wellbeing and levels of fantasy, personal distress, perspective taking, and empathic concern. Perspective-taking, fantasy, and empathetic concern have all been found to positively associated with psychological wellbeing ($r = 0.66$ for perspective-taking, $r = 0.19$ for fantasy, and $r = 0.70$ for empathic concern; $p = 0.02$). This study set out to look at the relationship between psychological wellbeing and levels of perspective-taking, fantasy, empathic concern, and personal distress. Empathic concern exhibits a particularly strong correlation; these variables all tend to move in the same direction are shown in the table 7. Personal distress and psychological wellbeing have a strong negative correlation that shows that personal distress rises, psychological wellbeing falls ($r = -0.60$; $p = 0.02$).

Table 7

Table of Correlation Results

	Psychological wellbeing	Perspective taking	Fantasy	Empathic concern	Personal distress
Psychological wellbeing	1.00				
Perspective taking	0.66*	1.00			
Fantasy	0.19*		1.00		
Empathic concern	0.70*			1.00	
Personal distress	-0.60*				1.00

Source: Proposed by authors (2023) based on SPSS

* $p < 0.05$

Discussion

Understanding and sharing other people's emotions is empathy and interpersonal interactions, communication, and general emotional health are all significantly impacted by it. The mental health of management students is crucial since they frequently experience significant levels of stress and strain in both their academic and professional lives (Weilenmann et al., 2018). This study has shown relationships between empathy and psychological wellbeing among management students. Personal development, life purpose, and environmental mastery were the psychological wellbeing subscales that perspective taking predicted. The correlation between perspective taking and the psychological wellbeing subscales implies that perspective taking and psychological wellbeing may be favorably correlated with cognitive attempts to control emotion and conduct.

The association between empathic concern and psychological wellbeing has been studied previously, and various findings have been published (Shanafelt et al., 2005). Particularly, it is intriguing that empathic concern can predict favorable interactions with others given that both psychological wellbeing and concern for others are reflected in empathetic worry. The feature of getting lost in a fictitious character is also shown by the absence of a strong positive correlation between psychological wellbeing and fantasy. This might be the case because the immersion object represented by the fantasy subscale is "fictional" and thus not real. Less independence, a diminished capacity to exert control over oneself and the environment, and a more pessimistic view of oneself appear to be linked to a blurred line between the self and the other. Since it requires cognitive effort to distinguish between oneself and the other, this underlines the significance of

the intellectual component of empathy for enhancing psychological wellbeing as previously demonstrated. It's critical to note that personal hardship negatively predicted self-acceptance.

Scope for Future Research

The impact of empathy on management students' total mental health and personal growth can be better understood by researching the connection between empathy and psychological wellbeing in this population. Future research can look at the mediating variables that can account for the link between empathy and psychological health. For instance, it might be investigated how elements like emotional intelligence, self-esteem, and social support interact with empathy to affect wellbeing. Investigate how organizational variables influence the link between empathy and psychological health. Look at how the workplace's culture, leadership, and surroundings affect employees' empathy levels, which in turn affect management students' wellbeing. Examine how cultural differences in empathy affect management students' psychological health. To comprehend how cultural values, norms, and expectations affect empathy levels and wellbeing results, compare various cultural groups. Future studies on the connection between empathy and management students' psychological wellbeing can take inspiration from these recommendations. It is essential to consider interdisciplinary techniques, use recognized measurement tools, and conduct in-depth statistical analysis in order to ensure the validity and trustworthiness of the data.

Implications

Theoretical Implications

Students studying management are a special group with particular needs and challenges. The study can advance our knowledge of how empathy relates to psychological wellbeing in the context of management education by focusing on this group, adding fresh insights to the literature. Although technical knowledge and skills are frequently prioritized in management programs, the study might highlight the importance of empathy in management education. It may highlight the necessity of empathetic skills development and empathy training for management students.

Practical Implications

The study may increase student understanding of the value of psychological wellbeing and persuade educational institutions to place emphasis on student wellbeing. It may result in the implementation of efforts that promote a helpful and understanding learning environment, such as counselling programs and student support services. Higher empathy and psychological wellbeing among management students are likely to translate into improved job performance and job satisfaction. This information can be used to inform organizational policies, hiring strategies, and human resource management procedures to promote work environments that prioritize welfare and empathy.

Social Implications

The study's social implications imply that encouraging empathy in management students can have significant positive impacts on organizational outcomes, leadership styles, and employee wellbeing. By recognizing the importance of empathy in the management environment, society can endeavor to develop more emotionally aware and empathetic leaders who put employees' and organizations' wellbeing first. The study's conclusions can help policymakers and educational institutions understand how crucial it is to include empathy development programs in management education. Management students' capacity to comprehend and relate to the needs of others can be improved through the development of empathy, which promotes more kind and moral leadership behaviors. The improvement of overall organizational effectiveness and the development of work environments that prioritize employee wellbeing can both result from this.

Conclusion

Stronger social ties and social support networks can result from empathic people's propensity to lend support and aid to others. It is well recognized that having a strong support network can help with psychological wellbeing (Verywellmind, 2023). People with empathy are typically better at building and sustaining healthy relationships. These connections may offer psychological help in the form of emotional support, friendship, and a sense of belonging (Houston, 2019). Empathy includes both recognizing and empathizing with the feelings of others as well as comprehending and managing one's own emotions. By lowering stress levels and fostering emotional resilience, this capacity for efficient emotion regulation might contribute to greater psychological wellbeing (Weilenmann et al., 2018). Altruistic actions like assisting others and making a positive difference in their wellbeing are frequently taken by empathic people. Prosocial behavior and compassion have been connected to improved psychological wellbeing (Kahana et al., 2013).

People who are more empathetic often have stronger communication skills and dispute resolution abilities. They can reduce interpersonal conflict and promote more peaceful relationships by encouraging empathy and understanding, which enhances psychological wellbeing (Klimecki, 2019). Individual traits, cultural norms, and personal experiences are only a few examples of the variables that can change the relationship between trait empathy and psychological wellbeing (Chung et al., 2021). This is important to keep in mind. Furthermore, it's critical to recognize that psychological wellbeing is a multifaceted concept and that elements other than empathy may influence a person's overall wellbeing (Ryff, 2013). Overall, encouraging empathy in management students may benefit their mental health, interpersonal relationships, and overall success in both their personal and professional lives (Moudatsou et al., 2020).

References

- Babu, J., Srinivasan, S., & Latha, P. (2023). Relationship between Empathy and Psychological Well-being across Indian Designers-A Pilot Study. *Journal of Design Thinking*, 3(2), 231–242. <https://doi.org/10.22059/JDT.2023.360919.1096>
- Chin, W. W., Marcolin, B. L., & Newsted, P. R. (2003). A Partial Least Squares Latent Variable Modeling Approach for Measuring Interaction Effects: Results from a Monte Carlo Simulation Study and an Electronic-Mail Emotion/Adoption Study. *Information Systems Research*, 14(2), 189–217. <https://doi.org/10.1287/isre.14.2.189.16018>
- Cho, E. J., & Jeon, S. (2019). The role of empathy and psychological need satisfaction in pharmacy students' burnout and well-being. *BMC Medical Education*, 19(1). <https://doi.org/10.1186/s12909-019-1477-2>
- Chung, Y. J., Im, S., & Kim, J. H. (2021). Can Empathy Help Individuals and Society? Through the Lens of Volunteering and Mental Health. *Healthcare*, 9(11), 1406. <https://doi.org/10.3390/healthcare9111406>
- Davis, M. M., Davis, M. M., Davis, M. E., Davis, M. M., Davis, M. M., Davis, F. A., Davis, H. T., & Davis, I. W. (1980). A multidimensional approach to individual differences in empathy. *JSAS Catalog of Selected Documents in Psychology*, 10, 85. <https://ci.nii.ac.jp/naid/10013027257>
- Edwards, M. S., Martin, A., & Ashkanasy, N. M. (2021). Mental Health and Psychological Well-Being among management Students and Educators. *Journal of Management Education*, 45(1), 3–18. <https://doi.org/10.1177/1052562920978252>
- Hair, J. F., Matthews, L. M., Matthews, R. L., & Sarstedt, M. (2017). PLS-SEM or CB-SEM: updated guidelines on which method to use. *International Journal of Multivariate Data Analysis*, 1(2), 107. <https://doi.org/10.1504/ijmda.2017.087624>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/ebv-11-2018-0203>
- Houston, E. (2019). The Importance of Positive Relationships in the Workplace. *Positive Psychology*. <https://positivepsychology.com/positive-relationships-workplace/>
- How Social Support Contributes to Psychological Health. (2023, March 3). Verywellmind. Retrieved June 7, 2023, from <https://www.verywellmind.com/social-support-for-psychological-health-4119970>
- Huang, H., Liang, Y., & Su, Y. (2020). What is the relationship between empathy and mental health in preschool teachers: The role of teaching experience. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01366>
- Kahana, E., Bhatta, T., Lovegreen, L. D., Kahana, B., & Midlarsky, E. (2013). Altruism, Helping, and Volunteering. *Journal of Aging and Health*, 25(1), 159–187. <https://doi.org/10.1177/0898264312469665>
- Khajeh, A., Baharloo, G. H., & Soliemani, F. (2014). The relationship between psychological well-being and empathy quotient. *Management Science Letters*, 4(6), 1211–1214. <https://doi.org/10.5267/j.msl.2014.5.005>
- Klimecki, O. (2019). The Role of Empathy and Compassion in Conflict Resolution. *Emotion Review*, 11(4), 310–325. <https://doi.org/10.1177/1754073919838609>
- Kumcağız, H., & Gündüz, Y. (2016). Relationship between Psychological Well-Being and Smartphone Addiction of University Students. *International Journal of Higher Education*, 5(4). <https://doi.org/10.5430/ijhe.v5n4p144>

- “Managers Play A Crucial Role” - Leaders React To Employee Mental Health. (2023, March 3). Forbes. Retrieved May 5, 2023, from <https://www.forbes.com/sites/tracybrower/2023/03/13/managers-play-a-crucial-role-leaders-react-to-employee-mental-health/?sh=1b28878f4333>
- Margheritti, S., Gragnano, A., Villa, R., Invernizzi, M., Ghetti, M., & Miglioretti, M. (2023). Being an Emotional Business Leader in the Time of the COVID-19 Pandemic: The Importance of Emotions during a Crisis. *Sustainability*, 15(4), 3392. <https://doi.org/10.3390/su15043392>
- Matud, M. P., López-Curbelo, M., & Fortes, D. (2019). Gender and Psychological Well-Being. *International Journal of Environmental Research and Public Health*, 16(19), 3531. <https://doi.org/10.3390/ijerph16193531>
- Morales-Rodríguez, F. M., Espigares-López, I., Brown, T., & Pérez-Mármol, J. M. (2020). The Relationship between Psychological Well-Being and Psychosocial Factors in University Students. *International Journal of Environmental Research and Public Health*, 17(13), 4778. <https://doi.org/10.3390/ijerph17134778>
- Moudatsou, M., Stavropoulou, A., Philalithis, A., & Koukouli, S. (2020). The Role of Empathy in Health and Social Care Professionals. *Healthcare*, 8(1), 26. <https://doi.org/10.3390/healthcare8010026>
- Özbay, F., Johnson, D. C., Dimoulas, E., Morgan, C. A., Charney, D. S., & Southwick, S. M. (2007). Social support and resilience to stress: from neurobiology to clinical practice. *PubMed*. <https://pubmed.ncbi.nlm.nih.gov/20806028>
- Ruggeri, K., Garcia-Garzon, E., Maguire, Á., Matz, S., & Huppert, F. A. (2020). Well-being is more than happiness and life satisfaction: a multidimensional analysis of 21 countries. *Health and Quality of Life Outcomes*, 18(1). <https://doi.org/10.1186/s12955-020-01423-y>
- Ryff, C. D. (2013). Psychological Well-Being Revisited: Advances in the Science and Practice of Eudaimonia. *Psychotherapy and Psychosomatics*, 83(1), 10–28. <https://doi.org/10.1159/000353263>
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>
- Shanafelt, T. D., West, C. P., Zhao, X., Novotny, P. J., Kolars, J. C., Habermann, T. M., & Sloan, J. A. (2005). Relationship between increased personal well-being and enhanced empathy among. *Journal of General Internal Medicine*, 20(7), 559–564. <https://doi.org/10.1007/s11606-005-0102-8>
- Thomas, P. A., Liu, H., & Umberson, D. (2017). Family Relationships and Well-Being. *Innovation in Aging*, 1(3). <https://doi.org/10.1093/geroni/igx025>
- Weilenmann, S., Schnyder, U., Parkinson, B., Corda, C., Von Känel, R., & Pfaltz, M. C. (2018). Emotion Transfer, Emotion Regulation, and Empathy-Related Processes in Physician-Patient Interactions and Their Association With Physician Well-Being: A Theoretical Model. *Frontiers in Psychiatry*, 9. <https://doi.org/10.3389/fpsy.2018.00389>