

Emotional Competence and Altruism Among Young Adults in India

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Abstract: Emotional intelligence has been studied extensively in the social sciences for the past 25 years. The technique straddles the line between academic and non-academic research. Despite the fact that the majority of research touts the benefits of emotional intelligence, one piece of the puzzle is missing: the concept of emotional competence. Emotional intelligence is a necessity for personal development, but it is not enough on its own. Emotional competence includes the ability to express and experience a wide range of well-modulated emotions, regulate emotional experience and expression when too much or too little emotional experience, or expression of emotions, interferes with one's intra or interpersonal goals, and understand one's own and others' emotions. On the other hand, when an individual acts to enhance the well-being of others, even at a risk or cost to themselves, they are said to be altruistic. The present study investigates the relationship between emotional competence and altruism among young adults. A sample of 100 young adults (34 males and 66 females) within the age group of 18-30 were included in the study by employing convenience sampling method. Short Profile of Emotional Competence (SPEC) was used to measure emotional competency, whereas Rushton's Altruistic Personality Scale was used to measure altruism. Data were analyzed using Pearson's correlation, independent samples t-test and linear regression analysis. Results indicated that there was a significant positive correlation between emotional competence and altruism, $r(98) = .302, p = .002$. at .01 level of significance. Moreover, it was revealed that there was no significant difference between male and female young adults with respect to emotional competence, $t(98) = .594, p = .554$, despite males ($M = 62.97, SD = 16.449$) attaining slightly higher scores compared to females. ($M = 61.0, SD = 14.562$). It was also found that there was no significant difference between the level of altruism of males and females among young adults, $t(98) = .549, p = .584$ despite males ($M = 68.5, SD = 7.123$) scoring moderately higher than females ($M = 67.45, SD = 9.836$). Lastly, results suggested that Emotional competence significantly predicted altruism at .05 level of significance ($\beta = .302, p = .002$). Hence, the study concludes that a statistically significant relationship exists between emotional competence and altruism among young adults.

Keywords: Altruism, emotional competence, young adults, gender differences.

1. Introduction

Emotional Intelligence is described as the ability to recognize our own feelings and those of others, motivate ourselves, and to effectively manage emotions in ourselves and others. Individual differences in how well people cope with feelings and

emotionally charged issues can be described as emotional competence (Ciarrochi et al., 2003; Saarni, 1997). As an extension of Goleman's existing definition and framework, emotional competence may involve a variety of skills such as recognizing feelings, knowing, and cultivating others, and general societal and emotional sensitivity. Emotional competency is a fundamental talent that may be applied to many parts of daily life, including job, education, and social and interpersonal relationships.

Emotional competence includes the ability to express and experience a wide range of well-modulated emotions, regulate emotional experience and expression when too much or too little emotional experience, or expression of emotions, interferes with one's intra or interpersonal goals, and understand one's own and others' emotions. It is concerned with the adaptive aspect of emotional experience. It entails social skills including being aware of one's emotional states and being able to tell when one is unhappy or anxious. It also entails recognizing other people's emotions and understanding whether someone is unhappy or fearful.

It comprises behaviour that supports the use of emotionally sensitive or informed terminology in a socially and culturally acceptable manner, having an empathic and sympathetic sensitivity to emotional experience, and understanding that one's inner and outside states of emotion might differ. Researchers consider emotional competence, rather than emotional intelligence, as something that can be taught and learnt, however, this subject has sparked vigorous dispute among scholars (Hodzic et al., 2018). Some writers have emphasized the social function of emotional competence, regarding it as a skill that people may develop to understand and regulate their own emotions as well as the emotions of others (Hartel et al., 2006).

The explanations, however, all emphasize the concept's main aspect, which is that emotional competence is seen to be an ability that can be taught and improved. It highlights the importance of the individual's active participation in the development and acquisition of the skill. Education and Emotional Intelligence training are found to be instrumental in the development of emotional competence. This is also consistent with earlier research, which shows that developing emotional abilities via education can enhance individuals' capacity to absorb emotional information and promote

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emotional literacy (Ashkanasy *et al.*, 2010). It considers the various sociocultural influences and lenses that are used to look at the concept and understand it in different contexts. Enhancing individual competency is effective in amplifying the knowledge of emotions, awareness of emotions, and thereby enhancing the emotional skills that individuals use in everyday life.

Auguste Comte coined the term altruism, which derives from Latin and means "for the other" (Kolm *et al.*, 2006). Altruism, in its broadest meaning, implies championing the interests of others (Scott and Seglow *et al.*, 2007). In a behavioural sense, altruism is an act that benefits others without expecting anything in return (Musick and Wilson *et al.*, 2008). In this sense, altruism is similar to prosocial behaviour, which "occurs when one acts in a way that benefits another person or group of individuals" (Snyder and Dwyer *et al.*, 2013: 467). This activity is not performed out of a professional requirement, but rather to improve the position of the person who receives assistance (Bierhoff *et al.*, 2002). Altruistic behaviour is costly to the individual who engages in it since it requires time, effort, and often material resources to engage in actions that benefit others.

In a motivational sense, altruism is a motivating condition whose ultimate purpose is to improve the welfare of others (Batson 2011; Elster 2006). It is the polar opposite of egoism, which is a motivational state aimed at improving one's personal well-being. An act beneficial to others can be done because one really cares about the well-being of others, but it can also be done to improve one's well-being, or the welfare of a group, or to follow a moral principle or a societal norm (Batson *et al.* 2002).

While altruism focuses on motivation to serve others and willingness to do good without regard for reward, obligation focuses on the moral demands of specific individuals, such as God, kings, unique organizations, such as government, or abstract notions, such as patriotism. Some people are capable of both altruism and obligation, while others are not.

Empathy and altruism have a close relationship (Sesardic *et al.*, 1999). An altruistic individual is motivated by altruism and always wants to help others. Because there are internal motives within oneself that lead to happy feelings, altruistic motivation occurs. As a result, they can mobilize action to assist others (Gintis, Bowles, Boyd, & Fehr *et al.*, 2003). The five characteristics of altruism are described by Myer (2012, p.205-229), who claims that altruism consists of five elements: Empathy, (2) belief in a just world, (3) social responsibility, (4) internal locus of control (internal self-regulation), and (5) low egocentrism

Altruism is the care for the well-being of others without regard for one's interests (Campbell *et al.* 2006). Altruism is defined as selfless care for others' needs. In the field of inclusive education, pupils may have physical, mental, or emotional restrictions, as well as a desire to accommodate outside parties or the surrounding environment. Altruism is a term used to describe people who consciously and truly focus their attention on others and sacrifice; this is commonly referred to as prosocial action (Boehm *et al.*, 1979). The desire to help others is the most basic criterion for altruism (Batson *et al.*, 1991).

Altruism can be described in two ways: normative and autonomous. Normative altruism encompasses everyday acts of kindness that are impacted by societal rewards and penalties; autonomous altruism is unaffected (Rosenhan *et al.*, 1970). Acts such as those undertaken by rescuers of Jews in Nazi-occupied Europe are not common examples of autonomous charity. (Franco *et al.*, 2011) Heroism is a term used to describe such activities. Normative altruism is generally low risk and low cost for the actor, whereas autonomous altruism is frequently high risk and high cost.

The key aspects of altruism, according to researchers proposing altruistic approach arguments, are an act conducted voluntarily and consciously with the primary goal of benefiting another person. What distinguishes the altruistic method from the pseudo-altruistic approach is the underlying motivation. Specifically, whether an act was conducted with the expectation of personal gain (altruistic) or with the expectation of personal gain (pseudo-altruistic), whether in the form of internal or outward rewards. As a result, one of the most important criteria in defining altruism is its motivational basis.

2. Literature Review

Khanna, S. (2020) aimed to study altruism among adolescents concerning emotional intelligence. Data was collected using the Altruism Scale by S.N. Rai and Sanwat Singh (2004) and the Emotional Intelligence Scale by Dr Ankool Hyde and Dr Sanjyot Pethe (2001). The findings show that there is no significant difference in altruism between male and female teenagers. There is a considerable difference in mean Emotional Intelligence scores between male and female teenagers. Because female adolescent Emotional Intelligence scores are higher than male adolescent Emotional Intelligence scores, it is possible to assume that female adolescent Emotional Intelligence is greater than male adolescent Emotional Intelligence. Male teenagers have a high link between altruism and emotional intelligence. There is a link between female adolescent altruism and emotional intelligence.

Wang, H. & Wu, S. (2021) researched to study the relationship between emotional intelligence and prosocial behaviour in college students. 742 college students from China of age ranging from 18 to 20 years participated in the research. The survey was composed of the Emotional Intelligence Scale and Prosocial Tendencies Measurement Scale (Chinese Version) and other scales used to measure social support and self-esteem. The results of the study showed that prosocial behaviour was positively predicted by emotional intelligence and that there is an indirect influence of emotional intelligence on prosocial behaviour.

Pokorski. (2013) investigated the distinct dimensions of temperament and emotional intelligence and their associations with the level of pro-altruistic aptitude in two age groups, young (20-29 years) and senior (60-79 years) people, in their study "Altruistic Aptitude: Age-Dependent Influence of Temperament and Emotional Intelligence." Although there was a general reduction in the characteristics of emotional intelligence in the senior group, the results suggested that there was a substantial relationship between emotional intelligence

and altruistic conduct in both young and senior participants. The author demonstrated that high emotional intelligence can be utilized to predict a person's altruistic ability.

Mandal, M.B. & Mehera, C. (2017) explored the relationship between altruism and emotional intelligence among higher secondary students belonging to the children of working and non-working mothers. The results of this study show that non-working mothers' adolescent girl children are more charitable than non-working mothers' adolescent boy children. In terms of emotional intelligence, however, there is no major difference between them. In the case of working mothers' children, there is a similar gender difference in altruism but no difference in emotional intelligence. In comparison to adolescent boy children, adolescent girl children of working and non-working mothers are more altruistic but not more emotionally intelligent. Working mothers' adolescent girl children are less altruistic and have lower emotional intelligence than non-working mothers' adolescent girl children.

Habib, U. & Habib, O. (2016) examined the gender differences in emotional competence among adolescents belonging to Jammu and Kashmir. Two hundred adolescents participated in the study of ages ranging from 16 to 19 years. Emotional competence was measured using the Emotional Competence Assessment Scale designed by Dr Kumar and Paiva. It was found that there was a significant difference in the emotional competence of males and females with female adolescents scoring higher than male adolescents.

Venkatappa, K. & Shetty, S. (2012) conducted a study to understand the gender differences in emotional intelligence in medical students. 150 first-year medical students participated in the study. The emotional intelligence of the participants was measured using the EQ self-assessment checklist. The data were analyzed by t-test. The results of the study indicated that women are significantly more emotionally intelligent than men. The potential reason supporting the result stated that females are more emotionally expressive and more emotionally aware than men.

Mathuri & Karimi, R. N. (2018) researched to find out gender differences in altruistic behaviour among emerging adults. 141 participants from the age group of 18 to 25 years participated in the research. Data was collected using the Self-Report Altruism Scale and data was analyzed using the Chi-square test of independence. The results showed no significant difference in altruistic behaviour based on gender. Moreover, three factors were found that influenced the emerging adults' altruistic behaviour: age, religious belief, and the number of people present while behaving altruistically. The study also suggested ways in which emerging adults can be motivated to act more altruistically.

Shelly & Narang, R. (2018) aimed to examine the effects of gender and stress on altruism. 120 students participated in the study consisting of 60 males and 60 females, ages ranging from 19 to 23 years. Data was collected using the Altruistic Personality Scale and Perceived Stress Scale. Results indicated that women tend to be more altruistic than men. Moreover, it was observed that people tend to be more altruistic while experiencing stress to reduce the impact of negative emotions

in their lives.

3. Research Methodology

A. Aim

To study the relationship between emotional competence and altruism in young adults.

B. Objectives

The research objectives of the study are as follows –

1. To examine the relationship between emotional competence and altruism in young adults.
2. To examine gender differences in emotional competence among young adults.
3. To examine gender differences in altruism among young adults.
4. To examine whether emotional competence predicts altruism.

C. Hypotheses

The research hypotheses of the study are as follows –

1. There will be a high relation between altruism and emotional competence among young adults.
2. There will be no significant difference in emotional competence in males and females.
3. Females have higher altruism than males among young adults.
4. Emotional competence will significantly predict altruism among young adults.

D. Sample and its Selection

Convenient Sampling was done to collect the data. A sample of 100 young adults (both males and females) within the age group of 18-30 were included in the study. The data was collected using the Short Profile of Emotional Competence (SPEC) and Rushton's Altruistic Personality Scale.

E. Description of Tools Employed

The data was collected using the Short Profile of Emotional Competence (SPEC) and Rushton's Altruistic Personality Scale.

1) Short Profile of Emotional Competence

The S-PEC included five parallel subfactors in both the intrapersonal (10 items) and interpersonal (10 items) dimensions. Each of the five subfactors was assessed by two items. These subfactors were identification (e.g., "When I am touched by something, I immediately know what I feel"), comprehension (e.g., "I do not always understand why I respond in the way I do"), expression (e.g., "I find it difficult to explain my feelings to others even if I want to"), regulation (e.g., "When I am angry, I find it easy to calm myself down"), and utilization ("If I wanted, I could easily make someone feel uneasy"). All items were rated on a scale from 1 = never to 5 = very often. S-PEC demonstrated high internal reliability in the original study (D-G Rho = 0.85; Mikolajczak et al., 2014).

2) Rushton's Altruistic Personality Scale

The Altruistic Personality Scale developed by J.P. Rushton in 1981 has an easy-to-administer, self-report format and

consists of 20 items. Respondents are instructed to rate the frequency with which they have engaged in altruistic behaviours using the categories 'Never', 'Once', 'More Than Once', 'Often' and 'Very Often'. It has an Interrater reliability - $r(78) = +0.51$ ($P < 0.01$), Internal Consistency - $\alpha = 0.89$ $N=416$ and Validity - $r(86) = 0.35$ ($P < 0.001$). (Rushton et al., 1981)

F. Procedure

A non-experimental, quantitative method was chosen to get relevant results. The convenient sampling (non-probability) method was selected, and the sample size taken was 100, with people belonging to the age group of 18-30 years.

Quantitative method: A research method that uses the collection of numerical data with mathematical analysis, and statistics. It uses an interrelated set of variables under certain assumptions and aims to specify the relationship among the variables in terms of magnitudes.

Convenience sampling method: Also known as non-probability sampling, this method is a specific one that relies on data collection from population members who are conveniently available to participate in the study. Here the sample is taken from a group of people easy to contact or reach. Data collection can be facilitated in a short duration of time. An online consent was taken from all 100 participants before the initiation of the study.

G. Statistical Analysis

Pearson's correlation analysis was used to investigate the relationship between emotional competence and altruism. Independent samples t-test was used to check for gender differences in means of emotional competence and altruism. Lastly, simple regression analysis was used to examine whether emotional competence could significantly predict altruism among young adults. All the data were analysed using SPSS.

4. Results

Results indicated a positive correlation between emotional competence and altruism. Fig. 1 shows a significant positive correlation between the two variables.



Fig. 1. Correlation between emotional competence and altruism

A Pearson's Correlation coefficient was computed to assess the relationship between Emotional Competence and Altruism. Table 1 shows the correlation at a .01 level of significance. Results indicated that there was a significant positive

correlation between the two variables, $r(98) = .302$, $p = .002$.

Table 1
Pearson's Correlation Coefficient defining correlation between Emotional Competence (EC) and Altruism

Correlations			
		EC*	Altruism
EC*	Pearson Correlation	1	.302**
	Sig. (2-tailed)		.002
	N	100	100
Altruism	Pearson Correlation	.302**	1
	Sig. (2-tailed)	.002	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Independent samples t-test was conducted to compare the emotional competence of males and females. Table 3 shows the t-test scores at a .05 level of significance. Results revealed that there was no significant difference between male and female young adults with respect to emotional competence, $t(98) = .594$, $p = .554$, despite males ($M = 62.97$, $SD = 16.449$) attaining slightly higher scores compared to females. ($M = 61.0$, $SD = 14.562$) as shown in Table 2.

Table 2
Comparing means and standard deviations of males and females among young adults with respect to Emotional Competence

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
EC*	Males	34	62.97	16.449	2.821
	Females	66	61.06	14.562	1.792

Table 3
Independent Samples t-test comparing scores of Emotional Competence of males and females among young adults

Independent Samples Test						
		Emotional Competence				
		Equal variances assumed	Equal variances not assumed			
Levene's Test for Equality of Variances	F	.560				
	Sig.	.456				
t-test for Equality of Means	T	.594	.571			
	Df	98	60.056			
	Sig. (2-tailed)	.554	.570			
	Mean Difference	1.910	1.910			
	Std. Error Difference	3.214	3.342			
	95% Confidence Interval of the Difference	Lower	-4.468	-4.776		
		Upper	8.288	8.595		

Independent samples t-test was conducted to compare the level of altruism of males and females among young adults. Table 5 indicates the t-test scores at .05 level of significance. It was found that there was no significant difference between the level of altruism of males and females among young adults, $t(98) = .549$, $p = .584$ despite males ($M = 68.5$, $SD = 7.123$) scoring moderately higher than females. ($M = 67.45$, $SD = 9.836$) as shown in Table 4.

Table 4
Comparing means and standard deviations of males and females among young adults with respect to Altruism

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Altruism	Male	34	68.50	7.123	1.222
	Female	66	67.45	9.836	1.211

Table 5
Independent Samples t-test comparing level of Altruism of males and females among young adults

Independent Samples Test					
		Altruism			
		Equal variances assumed		Equal variances not assumed	
Levene's Test for Equality of Variances	F	1.846			
	Sig.	.177			
t-test for Equality of Means	T	.549		.608	
	Df	98		87.033	
	Sig. (2-tailed)	.584		.545	
	Mean Difference	1.045		1.045	
	Std. Error Difference	1.903		1.720	
	95% Confidence Interval of the Difference	Lower	-2.731		-2.373
Upper		4.822		4.464	

Simple linear regression was employed to test if emotional competence significantly predicted Altruism in young adults at .05 level of significance. The fitted regression model was – Altruism = 56.776 + .179*(Emotional Competence)

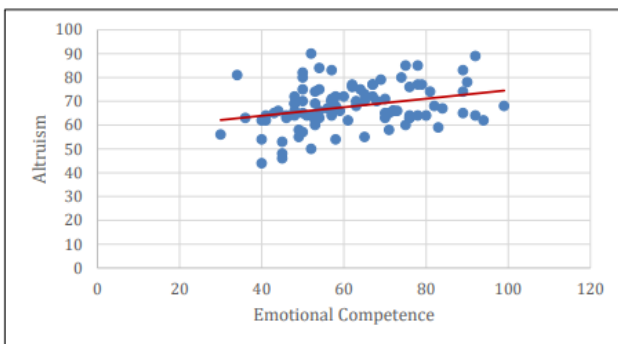


Fig. 2. A Scatterplot with Linear Regression Graph shows the relationship between Emotional Competence and Altruism

Table 6
Regression Statistics

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.302 ^a	.091	.082	8.605

a. Predictors: (Constant), Emotional Competence

Table 7
Results of ANOVA at 0.05 level of significance

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	730.096	1	730.096	9.859	.002 ^b
	Residual	7257.294	98	74.054		
	Total	7987.390	99			

a. Dependent Variable: Altruism
b. Predictors: (Constant), Emotional Competence

As shown in Table 6 and Table 7, the overall regression was statistically significant ($R^2 = .91$, $F(1,98) = 9.859$, $p = .002$). It was found that Emotional competence significantly predicted altruism at .05 level of significance ($\beta = .302$, $p = .002$)

5. Discussion

This study was conducted to examine the relationship between emotional competence and altruism among young adults. It was hypothesized that there is a significant positive correlation between emotional competence and altruism. Moreover, the study also tries to investigate gender differences in young adults with respect to emotional competence and altruism. Finally, the study tries to find out whether emotional competence predicts altruism in young adults. The present study was a non – experimental quantitative study where data was collected from a sample of 100 young adults (34 males and 66 females) of ages ranging from 18 – 30 years with the help of two psychometric instruments namely – Short Profile of Emotional Competence (SPEC) and Rushton’s Altruistic Personality Scale. Both the questionnaires had 20 items each and the data was collected with the help of google forms which were circulated to the participants with the help of various social media platforms such as WhatsApp, Instagram, Facebook, Reddit, etc.

Emotional competence refers to the ability to express and experience a wide range of well-modulated emotions, regulate emotional experience, and understand one's own and others' emotions. It is concerned with the adaptive aspect of emotional experience. As an extension of Goleman's existing definition and framework, emotional competence may involve a variety of skills such as recognizing feelings, knowing, and cultivating others, and general societal and emotional sensitivity. Emotional competency is a fundamental talent that may be applied to many parts of daily life, including job, education, and social and interpersonal relationships. On the other hand, Altruism, in its broadest meaning, implies championing the interests of others. In a behavioural sense, altruism is an act that benefits others without expecting anything in return. In this sense, altruism is similar to prosocial behaviour, which "occurs when one acts in a way that benefits another person or group of individuals" (Snyder and Dwyer et al., 2013: 467). This activity is not performed out of a professional requirement, but rather to improve the position of the person who receives assistance.

The data was added to an excel sheet and transferred to the Statistical Package of Social Sciences (SPSS) where the data was analyzed. Pearson’s product-moment correlation was used to establish a relationship between the two variables. It was hypothesized that a significant positive correlation between emotional competence and altruism among young adults. Results indicated that a statistically significant positive correlation was found between the two variables, $r(98) = .302$, $p = .002$ at a .01 level of significance, thus accepting the alternate hypothesis. A statistically significant positive correlation indicates that higher a person’s emotional competence, the higher would be his level of altruism. Enwereuzor & Ugwu (2021) studied the relationship between emotional intelligence and altruism with the underlying link

being the mechanism to be compassionate towards others. Results indicated that emotional intelligence and compassion were positively associated with altruism. Sharma, P. (2019) conducted a study to understand the relationship between emotional intelligence and altruism among higher secondary level students. Fifty students participated in the study. The results indicated a significant positive correlation between emotional intelligence and altruism among the students.

Moreover, the study was also set to find out gender differences among young adults with respect to emotional competence and altruism. It was hypothesized that there will be no significant difference in the emotional competence of males and females. An independent samples t-test was conducted to compare the means of both genders with respect to emotional competence. The results of the independent samples t-test showed no statistically significant difference between the emotional competence of males and females, $t(98) = .594$, $p = .554$, despite males ($M = 62.97$, $SD = 16.449$) attaining slightly higher scores compared to females. ($M = 61.0$, $SD = 14.562$), hence accepting the test hypothesis. McKinley & Petrusa (2014) examined the gender differences in emotional intelligence in resident physicians and whether it duplicates the trends of the general population. 325 residents were asked to fill out the Trait Emotional Intelligence Questionnaire. Results indicated that there was no significant difference between the emotional intelligence of male and female resident physicians. Yadav, N. (2018) investigated the gender difference in emotional intelligence among IT employees. Hundred IT employees participated in the study including 50 males and 50 females. The results showed no significant difference in the scores of both genders among IT employees.

Regarding gender differences in altruism, it was hypothesized that females would have higher altruism than males among young adults. Independent samples t-test was conducted to compare the means of both genders with respect to altruism. Results reflected that no statistically significant difference is present between the levels of altruism of males and females among young adults, $t(98) = .549$, $p = .584$ despite males ($M = 68.5$, $SD = 7.123$) scoring moderately higher than females. ($M = 67.45$, $SD = 9.836$) thus, rejecting the hypothesis. Mathuri & Karimi (2018) researched to find out gender differences in altruistic behaviour among emerging adults. 141 participants from the age group of 18 to 25 years participated in the research. The results showed no significant difference in altruistic behaviour based on gender. Knutsson & Martinsson (2019) conducted a study to find out gender differences in altruism by conducting a natural field experiment to study donation behaviour using a matched donation design. Results indicated no significant difference between treatments based on gender and age.

Lastly, the study tried to investigate whether emotional competence can significantly predict altruism among young adults. It was hypothesized that emotional competence will significantly predict altruism among young adults. Simple linear regression analysis was conducted to find a linear relationship between emotional competence and altruism. The results showed that the overall regression was statistically

significant ($R^2 = .91$, $F(1,98) = 9.859$, $p = .002$). It was found that Emotional competence significantly predicted altruism at .05 level of significance ($\beta = .302$, $p = .002$) thus, accepting the alternate hypothesis. Wang & Wu (2021) researched to study the relationship between emotional intelligence and prosocial behaviour in college students. The results of the study showed that prosocial behaviour was positively predicted by emotional intelligence and that there is an indirect influence of emotional intelligence on prosocial behaviour. However, the study does have a few limitations that can be worked upon in future research. The sample size of the following study was small. Hence, larger sample sizes can be considered for future studies. Moreover, there was a lack of representation of samples across all states in India. Most of the individuals who took part in the study belong to the urban population.

6. Summary and Conclusion

The aim of the study was to assess the relationship between emotional competence and altruism among young adults. It can be concluded from the above discussion that a significant positive relationship exists between emotional competence and altruism among young adults. Moreover, it was found that no significant difference exists between males and females with respect to emotional competence and altruism, which means that both the genders are equally emotionally competent as well as altruistic. Adding to this, it can also be concluded that emotional competence can be used as a predictor to significantly predict altruism in young adults.

With this, we have established that developing either emotional competence or altruism in young adults of ages ranging from 18-30 years can cause the other variable to rise as well. With the review of previous research, we have also found out that emotional competence can be developed just like a skill and altruistic behaviour is something that can be taught and learnt.

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