

Relationship Between Emotional Intelligence, Altruistic Behaviour & Psychological Wellbeing

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ABSTRACT

The paper throws light on the period of Adulthood wherein most of the changes take place in physical, emotional, social, and various aspects of development. The purpose of the study was to investigate the relationship between Emotional Intelligence, Altruistic Behaviour and Psychological Wellbeing among adults. The sample was (N=150) with an age range of 20-27years. The sample was collected using purposive sampling technique. Three tools were administered on the sample for data collection and those were Assessing Emotions Scale, Self- Report Altruism Scale and Psychological Wellbeing Scale. The statistical analysis of the quantitative data was done using SPSS and descriptive statistics and Pearson Product Moment Correlation were used. The findings reveal that there is a significant positive correlation between Emotional Intelligence and Altruistic Behaviour and hence, hypothesis 1 has been accepted completely. In addition to this, there is significant negative correlation found between Emotional Intelligence and Psychological Wellbeing and hence, hypothesis 2 has been accepted completely. It has also been found that Altruistic Behaviour and Psychological Wellbeing show no correlation and thus hypothesis 3 was completely rejected. Lastly, when all three variables were analysed together, it showed similar results as covered in the above-mentioned statements and thus, hypothesis 4 will be accepted but can be altered and used for future research. The discussion focuses on similar research and work done on such topic.

Keywords: Adulthood, Emotional Intelligence, Altruistic Behaviour, Psychological Wellbeing

Adulthood is considered to be that period in the human lifespan development in which the physical and intellectual maturity of an individual is fully attained. Adulthood is generally considered to start from 20 to 21 years to early 40's. Adulthood is divided into three stages according to age- Early adulthood, Middle adulthood and Late adulthood. Every stage comes with their own set of challenges and rewards.

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Physical Development

The physical development is completed by the time we reach early adulthood (20 to early 40s), however the height and weight may increase gradually. Our physical capacities, such as muscle strength, response time, sensory capacities, and heart functioning, are at their best in young adulthood. During this time, most professional athletes are at the pinnacle of their abilities. Because many women have children in their adolescent years, they may experience significant weight gain and breast alterations.

The term "middle adulthood" refers to the years between the ages of 40 and 60. Physical deterioration occurs gradually. Wrinkles are among the earliest symptoms of ageing as the skin loses part of its elasticity. During this period, visual acuity drops. Women's fertility declines gradually as they approach menopause, or the end of the menstrual cycle, around the age of 50. Both men and women tend to increase in weight, with males gaining weight in the abdomen and women gaining weight in the hips and thighs. Hair starts to thin and grey. Late adulthood is defined as being between the ages of 60 and 70. This is the final step of bodily transformation. The skin's elasticity continues to deteriorate, time to respond decreases considerably, and muscular strength declines. Smell, taste, hearing, and eyesight, which were so strong in our twenties, gradually deteriorate. The brain might even possibly operate adequately, leading to issues such as memory loss, dementia, confusion and Alzheimer's disease later in life.

Cognitive Development

As most of the major years of our life are spent in adulthood, there are numerous cognitive alterations that take place. It has been researched and rightly stated that cognitive development in adults, is a complex and the process that is dynamic as compared to the changes in cognitive development in the developmental periods of infancy and childhood.

Research findings state that old age is the period of losses and gains in terms of cognition. There are various standardized psychometric tests used to evaluate cognitive ability and intelligence. They are valid and reliable. There are two types of intelligence that has been observed in the psychometric tests which show the rate of change in an individual across their life span. Fluid Intelligence refers to the ability of an individual to solve complex problems and think abstractly like solving puzzles etc. On the contrary, Crystallized Intelligence works on the principle of knowledge acquired from prior learning and past experiences. This can be used while reading comprehension and exams related to vocabulary.

Working memory, our capacity to retain and use information at the same time, becomes less efficient, so does one's capacity to comprehend information swiftly decreases as we age. This decrease of processing speed may account for age disparities in a variety of cognitive activities. Some studies suggest that inhibitory functioning, or the capacity to focus on particular information while inhibiting attention to less important information, diminishes with age and may explain age disparities in cognitive task performance. Longitudinal study has suggested that sensory functioning impairments underlie age disparities in a number of cognitive capacities.

Psychosocial Development

Many theories talk about the social and emotional elements of ageing. Activities, social connectivity, and the significance of culture are all facets of good ageing. As people near the end of their lives, they face what Erik Erikson called a "crisis of integrity versus despair." In

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other words, people reflect on their life and try to reconcile the mark (or lack thereof) they have left around in this world. People who think they have made a beneficial effect on the world via their contributions approach death with integrity. Those who believe they have failed to meet particular standards, whether their own or those of others, experience despair. Positive connections with significant individuals have been demonstrated to contribute to a state of well-being in our adult years. Most individuals in the United States identify with their families, particularly with their wives, children, and parents. While having children may be difficult, especially while they are young, evidence shows that parents will enjoy the benefits later in life, since adult children have a favorable influence on parental well-being. It has also been discovered that having a solid marriage contributes to well-being throughout adulthood.

Emotional Intelligence

Emotional Intelligence also preferably called as Emotional Quotient is the ability of an individual to recognize, manage and use their emotions appropriately according to the situations and to use them in a positive manner to reduce stressful circumstances, relate and empathize with others and also leads in effective communication and also helps in conflict resolution. Emotional Intelligence not only helps in personal growth but also helps in building social relationships which in turn helps in the professional development of an individual at work and achieve their career and personal goals in life. It makes you self-aware about your emotions and helps you take informed decisions.

Research suggests that, older adults who have high emotional intelligence, have a lot of ways through which they can improve life satisfaction and undergo with positive emotions more regularly as compared to negative emotions when faced with changes related to ageing. There are many ways that older adults with higher emotional intelligence could enhance their life satisfaction and experience more frequently positive emotions relative to negative emotions when they face age-related changes in life circumstances such as physical health, income, and social support.

Altruistic Behaviour

Pro-social behavior is defined as a social behavior or intent of an individual to benefit others and society without a motive. It includes behaviors such as sharing, donating, helping and volunteering. One such behavior is called Altruistic Behavior which is done voluntarily in order to help the society and the ultimate aim is to escalate welfare of others. It is considered to be a good behavior but at the cost of oneself. The benefit of this behavior is experienced by others but not to the person representing that behavior.

Research suggests that pro-social behavior seems to lead to helping behavior among adults though its extent varies depending upon various factors like age, sex, cultural background and individuality. It has also been observed that with age the altruistic behavior increases in an individual and that helping behavior is seen more in girls as compared to boys.

Psychological Wellbeing

Psychological well-being as the word suggests refers to the health of an individual's emotions and overall functioning. It is an amalgamation the feeling good and at the same time function effectively. Research states that lack of discomfort does not always imply a person's good psychological well-being. Greater psychological well-being entails being delighted and performing well. Individuals who have high level of psychological well-being indicate feeling competent, cheerful, encouraged, and contented with their lives.

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There is a theory developed by Carol Ryff which is known as the Six- Factor Model of Psychological Wellbeing which identifies six variables that lead to a person's psychological well-being, satisfaction, and happiness. Positive relationships with others, personal mastery, autonomy, a sense of purpose and meaning in life, and personal growth and development are all components of psychological well-being. Psychological well-being is achieved via establishing a condition of equilibrium influenced by both challenging and rewarding life events.

REVIEW OF LITERATURE

Gonzales (2022) in research paper Emotional Intelligence and Adolescent Mental Health concluded that, the mental health is as vital as our bodily health. Adolescent development requires good mental health. Good mental health is related with a high level of emotional intelligence. Emotionally intelligent children and adolescents are more positive about themselves, have stronger connections with family and friends, can manage with changes and challenges, and are overall happy and cheerful. This section covers how schools might assist kids enhance their social intelligence by combining EI approaches. Evidence-based facts are offered to demonstrate why emotional intelligence abilities and competency may help avoid juvenile mental health disorders.

Enwereuzor & Ugwu (2021) in research paper Nexus Between Emotional Intelligence and Altruism as a Matter of Compassion for Others concluded that, an essential vacuum in the literature by studying the proximal relationship between emotional intelligence and altruism, using compassion for the other as a mechanism underpinning the link between these two variables in the study presented here. The findings supported our predicted model, as emotional intelligence was connected to both compassion for others and altruism, while compassion for others was also associated to altruism. As a result, university administration may establish ways for developing undergraduates' emotional capacities and compassion for others in order to raise individuals who will be their brother's keeper.

Wang, Lie, et.al (2021) in research paper, Family socioeconomic status and internet altruistic behavior among Chinese adolescents: The mediating effect of personal belief in a just world and emotional intelligence concluded that, it is still unclear how family socioeconomic status (SES) is connected to internet altruistic behaviour (IAB) among teenagers, and the mechanism connecting family SES and IAB. Researchers hypothesise that greater family SES is connected to higher teenage personal belief in a just world (PBJW), which enhances emotional intelligence (EI); finally, EI is related to IAB. The results validated the hypothesis, demonstrating that the influence of family SES on IAB is mediated independently and sequentially via PBJW and EI. An important contribution of the current study is to extend the association between family SES and altruistic conduct into cyberspace and to raise public awareness of the importance of PBJW and EI.

Febrianti, Wibowo, et.al (2021) in research paper Relationship between psychological well-being and altruistic behaviour in students during the COVID-19 pandemic concluded that, the psychological well-being of students is critical to consider since it is linked to the mood of pleasure and happiness, which is especially significant for students. Altruistic behaviour is defined as a person's willingness to assist and be aided by others. This study was undertaken during the COVID-19 epidemic to see whether there was a link between psychological well-being and altruistic behaviour. The standard approach was used on 175 high school students in Semarang City for this investigation. The findings revealed that there was no significant relationship between Psychological Well Being and Altruistic Behavior.

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Malinauskas & Malinauskiene (2020) in research paper *The Relationship between Emotional Intelligence and Psychological Well-Being among Male University Students: The Mediating Role of Perceived Social Support and Perceived Stress* concluded that, research investigates on the topic of emotional intelligence (EI), which has garnered considerable attention from academics in recent decades. In this study, a sample of solely male students was selected through a method directed by particular criteria. According to the findings of the study, students' EI correlates favourably with perceived social support and well-being at each moment and across time. There are negative relationships between perceived stress and well-being at each time and throughout time. According to the findings and results of this study, perceived social support somewhat modulates the longitudinal relationship between EI and well-being. Perceived stress does not influence the long-term relationship between EI and well-being.

Bustamante, Barco et.al (2019) in research paper *Emotional Intelligence and Psychological Well-Being in Adolescents* concluded that, the current study investigated the link between emotional intelligence components and various degrees of subjective happiness in teenagers. The sample includes 646 children between the ages of 12 and 17 who are in the first, second, third, and fourth years of secondary school. The findings show that as one's comprehension and management of emotional intelligence improves, so does one's happiness. Adolescence is seen as an optimal phase in life for encouraging the development of emotional capabilities that lead to an individual's better pleasure. As a result, the current study underlines the need of implementing strategies that improve adolescents' emotional intelligence and, as a result, raise their happiness and emotional well-being.

Lauri & Calleja (2019) in research paper *Prosocial Behaviour and Psychological Wellbeing* concluded that, prosocial behaviours that are voluntarily performed and demonstrations of deeply held ideals may elicit pleasant emotions within performer. Several research have demonstrated that helpful behaviours such as community work and volunteering activities improve psychological well-being, self-esteem, life satisfaction, and happiness. This chapter will look at whether the positive relationship between helping and happiness may be fostered in the Maltese environment. The relationship between prosocial behaviour and happiness were investigated. This link was also explored in terms of age and gender. The findings confirm previous studies by demonstrating a link between prosocial behaviour and happiness.

Septiana (2018) in research paper, *The influence of emotional intelligence, self-efficacy, and altruism on teacher's competence in inclusion elementary school* concluded that, the purpose of this study was to: (1) describe emotional intelligence, self-efficacy, altruism, and teachers' performance in Karanganyar Regency inclusion elementary schools, and (2) determine the impact of self- efficacy, emotional- intelligence, and altruism on teachers' competence in Karanganyar Regency inclusion elementary schools. The study was quantitative and used the ex-post facto approach. As a result, it was established that the higher the emotional intelligence and altruistic behaviour, the greater the teacher's ability.

Shi & Wei (2018) in the research paper *Emotional Intelligence and Subjective Well-Being: Altruistic Behavior as a Mediator* concluded that, even though a considerable number of research have shed light on the link between emotional intelligence and subjective well-being, little is known about the role of altruistic behaviours in moderating this association. Researchers investigated the connections between emotional intelligence, altruism, and subjective well-being. The research conducted an empirical test based on survey data from

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412 undergraduates at two South Chinese institutions using structural equation modelling. According to the findings, emotional intelligence and altruistic behaviours lead to subjective well-being. Furthermore, altruistic behaviours influenced the association between emotional intelligence and subjective well-being in part. The findings support the use of altruistic behaviour viewpoint to acquire a better understanding of how emotional intelligence promotes subjective well-being.

Pant & Shrivastava (2017) in research paper *The Impact of Spiritual Intelligence, Gender and Educational Background on Mental Health Among College Students* concluded that, the degree of spiritual intelligence and mental health, to observe the link between these two variables, and to find differences in spiritual intelligence and mental health based on gender and educational background (arts and science). The study's findings indicated that spiritual intelligence and mental health have a strong association among arts students, and that male and female arts students had a significant relationship between spiritual intelligence and mental health. Spiritual intelligence and mental health have a substantial association among scientific students, and there is a significant relationship between spiritual intelligence and mental health in both male and female science students.

Kumar & Dixit (2017) in research paper *Altruism, Happiness and Health among Elderly People* concluded that, the goal of this study was to investigate at the link between altruism, happiness, and overall health in the elderly. The older persons in the sample belonged to the age group from 60 to 75 years. The findings indicated a substantial gender difference in altruism ratings, but no statistically significant differences were found in happiness or health scores. Furthermore, among the elderly, altruism and happiness were positively connected, but altruism and happiness were inversely correlated with health. It was also shown that both altruism and happiness predicted the health of the elderly, although happiness was proven to be a better predictor of health.

Delhom, Gutierrez et.al (2017) in research paper *Emotional intelligence in older adults: psychometric properties of the TMMS-24 and relationship with psychological well-being and life satisfaction* concluded that, the aim of the study was twofold: first, to evaluate the TMMS-24 on older population, and second was to investigate the impact of life satisfaction as a moderator in the association between emotional intelligence and psychological well-being. The results indicate that the TMMS-24 does have adequate reliability for evaluating emotional intelligence in older population, and they also show that emotional intelligence affects affective and cognitive decisions of life satisfaction, with these decisions predicting psychological well-being.

Mandal & Mehera (2017) in research paper *Relationship between Altruism and Emotional Intelligence among Adolescent Children of Working and Non-working Mothers* concluded that, adolescent female children of non-working moms are much more altruistic than adolescent boy offspring of non-working mothers. However, there is no noticeable difference between them in terms of emotional intelligence. In the context of minors of working moms, there is a comparable gender difference in altruism but no variation in emotional intelligence. As compared to teenage boy children, adolescent girl children of working and non-working moms are more altruistic but not more emotionally intelligent. Again, working moms' teenage female children are less altruistic and have worse emotional intelligence than non-working girl children's mothers. Moreover, the study indicates that there is a substantial positive relationship between altruism and emotional intelligence in

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adolescents. In case of the group with low emotional intelligence is less altruistic than the group with high emotional intelligence.

Alfonso, Zenasni, et.al (2016) in research paper Understanding The Mediating Role of Quality of Work Life on the Relationship between Emotional Intelligence and Organizational Citizenship Behaviors concluded that, purpose of this study was to examine the function of quality of working life (QoWL) as a moderator in the link between emotional intelligence (EI) and organisational citizenship behaviours (OCB). 203 French adults who worked in teams on a regular basis completed validated self-report measures for each dimension. According to the data gathered, a good quality of working life related to sportsmanship behaviours in the study group. However, there was no evidence of mediation for the other OCB subscales: altruism, helping, or civic virtues. These actions are more common in people with high emotional intelligence scores and have nothing to do with their job satisfaction.

Akbari & Khormaiee (2015) in research paper The Prediction of Mediating Role of Resilience Between Psychological Well-Being and Emotional Intelligence in Students concluded that, the current study intended to evaluate the function of resilience in regulating the relationship between psychological well-being and emotional intelligence in high school students. According to the findings, resilience is a predictor of a healthy psychological state and can act as a partial mediator between emotional intelligence and psychological well-being. In addition to its direct benefits on psychological well-being, emotional intelligence has an indirect influence on psychological well-being via enhancing resilience.

Nathan (2015) in research paper Altruism: A pathway for psychological well-being concluded that, religions and moral precepts are not the only sources of altruism/selflessness. Several studies in positive psychology have shed light on the powerful benefits of altruism on one's health, happiness, and well-being. In accordance with prior research, the purpose of this study is to investigate the potential of altruism in boosting a critical component of psychological well-being: meaning in life. The findings reveal that a higher perceived amount of charity leads to a higher cognitive level of existence across cultures. However, there was no comparable negative association to meaning search, as has been reported in earlier investigations. The findings indicate that altruism is a potential road to psychological well-being, emphasising the need of altruism promotion measures.

Choudhary & Madnavat (2014) in research paper Psychosocial Predictors of Positive Self-Evaluation and Perception of Reality Dimensions of Mental Health of Teachers in Government and Private Schools concluded that, the purpose of this study was to see if Emotional Intelligence, Personality, Presumed Life Stress, and Coping Skills are significantly predictive of Positive Self-evaluation and Perception of Reality aspects of Mental Health in Govt and Private Educators. This was proven scientifically that Emotional Intelligence was a substantial positive determinant of Positive Self-evaluation and Perception of Reality aspects of Psychological Health in Government and Private Educators, but Presumptive Life Stress was indeed a significant negative indicator. The findings are evaluated in light of previous studies.

Mishra & Vashisht (2014) in the research paper A Review Study of Spiritual Intelligence, Stress and Well-being of Adolescents in 21st Century concluded that, nowadays adolescents face more obstacles and possibilities than ever before in the era of Google. As we all know, today's teens face more obstacles and possibilities than ever before in the era of Google. It is

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critical to lessen their tension and improve their overall well-being. Emotional intelligence enables us to assess whatever circumstance we are in and then act correctly within it. Spiritual intelligence is used to determine if we desire to be in this predicament in the first place. Spiritual Intelligence has a substantial impact on the quality of life and achievement of adolescents in the twenty-first century, which must be recognised.

Verdugo, Carbajal, et.al (2013) in research paper Psychological Well-Being as Correlate of Sustainable Behaviours concluded that, conserved psychology appears to show that pro-environmentalists are more likely to experience positive psychological effects such as happiness, increased motivation, and contentment. As a result, being sustainable may add to a person's sense of well-being. The purpose of this study was to see if there was a link between psychological well-being and two types of sustainable conduct: altruistic and pro-ecological behaviour. One hundred and twenty people completed a questionnaire examining those criteria. The collected data were analysed using a structural equation model, which revealed that persons who reported higher levels of participation in sustainable acts had higher levels of psychological well-being.

Lee (2013) in research paper **Social Behavior and Personality: an international journal** concluded that, the association between emotional intelligence (EI) and altruism and altruistic-local conduct among South Korean Central Government personnel. It was hypothesised that because South Korean public officials are accustomed to a strong bureaucratic structure and respect personal relationships, they would exhibit more altruistic-local conduct than altruistic-distant behaviour. The findings revealed that all EI components were substantially and positively linked with altruism conduct, while altruistic-local behaviour was connected with aspects of awareness of others' feelings and emotion regulation. Individuals with high EI demonstrated both altruistic-local and altruistic-distant conduct at work, independent of their personal relationships.

Pokorski, Lasyk, et.al (2013) in research paper Altruistic Aptitude: Age-Dependent Influence of Temperament and Emotional Intelligence concluded that, the purpose of this research is to find out whether psychological characteristics might assist in prediction of altruistic conduct. The issue was addressed by looking at several aspects of temperament and emotional intelligence and their relationships with pro-altruistic ability in two different age groups: young (20–29 years) and older (60–79 years). High emotional intelligence, which typically underpins social engagement and bonding, appears to be an excellent predictor of a person's altruistic ability. This link of age-changes in emotional agility's independence suggests a causal association. The research is essential for understanding the unexplained origins of fundamental social behaviours such as altruism.

Aknin, Barrington, et.al (2013) in research paper **Prosocial spending and well-being: Cross-cultural evidence for a psychological universal** concluded that, the study presents the first evidence for a probable psychological humanity: Using one's financial resources to help others, gives emotional advantages to people all around the world (prosocial spending). The findings show that the satisfaction gained from assisting others is firmly embedded in human nature, manifesting itself in a variety of cultural and economic circumstances.

Ugoani & Akuezue (2013) in research paper Imperatives of Emotional Intelligence on Psychological Wellbeing Among Adolescents concluded that, psychological well-being is a random phenomenon that may be sought meaningfully through non-destructive activities exemplified by emotional intelligence (EI). Abnormal and normal behaviours are at opposite

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ends of a spectrum, and a person who is unable to function well in daily life may be considered mentally abnormal and distant from a condition of psychological well-being. According to recent studies, youngsters are becoming more lonely and unhappy, angrier and more disobedient, more worried and prone to anxiety, and more impulsive and violent. Desperation, estrangement, drug misuse, crime and violence, bullying, and dropping out of school are all symptoms of a fall in EI among teenagers. The survey research approach was employed during the study, and statistical analysis revealed that emotional intelligence affects the psychological wellbeing amongst adolescents.

Chin, Anantharaman, et.al (2011) in research paper, Analysis of the Level of Emotional Intelligence among Executives in Small and Medium Sized Enterprises concluded that, the goal of this study is to examine the level of emotional intelligence among CEOs in small and medium-sized businesses, particularly those in the manufacturing sector. SMEs face difficulties in hiring and keeping staff. Emotional intelligence was shown to have no significant link with corporate citizenship behaviour. According to the study's findings, employees in SMEs do have specific types of experiences that impact their working attitudes. The preliminary study gives several insights, particularly in areas where respondents have a poor degree of emotional intelligence. The nature of the task involved, particularly when it entails a high amount of stress, contributes to a poor level of emotional intelligence.

Salami (2011) in research paper Personality and Psychological Well-Being of Adolescents: The Moderating Role of Emotional Intelligence concluded that, the goal of this study was to investigate the link between the Big Five personality characteristics and teenage psychological well-being, as well as the moderating impact of emotional intelligence in that relationship. Personality traits and emotional intelligence were discovered to have significant correlations with psychological well-being. The link between neuroticism, extraversion, and psychological well-being was modulated by emotional intelligence.

Landa, Martos et.al (2010) in research paper Emotional Intelligence and Personality Traits as Predictors of Psychological Well-Being in Spanish Undergraduates concluded that, in students, the links between emotional intelligence (EI), personality qualities, and psychological well-being were investigated. Furthermore, the prediction power of EI and personality factors was investigated. The findings revealed that low neuroticism and high extraversion are the personality variables most associated to all psychological well-being assessments, as well as the greatest indicators of psychological well-being. Furthermore, after adjusting for personality variables, high scores in clarity and emotional healing were revealed to be two consistent predictors of all scales of psychological well-being. These findings support EI's predictive ability for psychological well-being.

Carmeli, Halevy et.al (2009) in research paper the relationship between emotional intelligence and psychological wellbeing concluded that, according to theory, people who are high on emotional intelligence are more likely to feel psychological well-being than people with poor emotional intelligence. The purpose of this research is to investigate the association between emotional intelligence and four elements of psychological wellness (self-esteem, satisfaction with life, somatic complaints, and self- acceptance). The findings of four hierarchical regression models confirm the positive relationship between emotional intelligence and psychological health components such as self- acceptance, life happiness, and self- esteem. The unfavourable association between emotional intelligence and somatic symptoms received only marginally substantial evidence.

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Post (2005) in research paper Altruism, happiness, and health: it's good to be good concluded that, emotions and behaviours that are altruistic (concern for others) are related with increased well-being, health, and longevity. This article sums up and evaluates existing research on altruism and its relationship to mental and physical health. It proposes a number of complementary interpretative frameworks, such as evolutionary biology, physiological models, and positive psychology. The potential public health consequences of this discovery are examined, as well as future research options. With some qualifiers, the research finds that there is a high association between the well-being, happiness, health, and lifespan of persons who are emotionally and behaviourally empathetic, as long as they are not overburdened by assisting chores.

Charbonneau & Nicol (2002) in the research paper Emotional Intelligence and Prosocial Behaviors in Adolescents concluded that, association between emotional intelligence, prosocial behaviours, and gender differences was studied among 134 adolescents participating in a 6-week military training camp. They were asked to rate their emotional intelligence, and randomly selected peers rated them on prosocial behaviours, as measured by organisational citizenship behaviours, a measure often used in workplaces. Emotional intelligence ratings were substantially connected with two of the five organisational citizenship behaviour factors: altruism and civic virtue. The females ranked significantly higher than the boys on Emotional Intelligence, Altruism, Conscientiousness, and Civic Virtue, a discovery that might be investigated further.

Pizarro & Salovey (2002) in research paper Chapter 12 - Being and Becoming a Good Person: The Role of Emotional Intelligence in Moral Development and Behaviour concluded that, the function of emotional intelligence in moral growth and conduct, which depicts what it is like to be and become a decent person. Emotions have a huge impact in an individual's moral growth, moral perception, and morality, although they are frequently overlooked by moral psychology experts. Individuals are considerably closer to being successful moral agents and effective moral educators if they grasp the function of diverse emotional processes in the formation of morality and in everyday moral action, according to the chapter.

Rationale of the Study

A lot of studies have researched on how high emotional intelligence leads to Subjective well-being that is happiness in individual's life and also included topics like pro-social behaviors and life satisfaction among adults. Emotional intelligence also called Emotional Quotient is basically an ability of an individual to manage, use and understand their emotions in a positive way that reduces the tendency of an individual to feel stressful and remain happy all the time. It not only reduces the stress levels, helps in proper communication that helps in building relationships among people. It diffuses the conflicts and helps an individual overcome challenges. It has been observed that, people with high emotional intelligence have low propensity to experience negative emotions and higher propensity to experience positive emotions which in turn helps in positive well-being of an individual. Psychological well-being refers to the health of an individual's emotions and overall functioning. **Altruism is a type of pro-social behaviour that is typically a behaviour of helping people and volunteering without thinking of any benefits out of that deed. The most evident research gap that was found in the researches covered was that most of them were done to understand the organizational behaviour of individuals. None of them included the relation between emotional intelligence, altruistic behaviour and psychological well-being among adults.** In the research done by

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Shi & Wei (2018) it was seen that even though a considerable number of research have shed light on the link between emotional intelligence and subjective well-being, little is known about the role of altruistic behaviours in moderating this association. Researchers investigated the connections between emotional intelligence, altruism, and subjective well-being. The findings support the use of altruistic behaviour viewpoint to acquire a better understanding of how emotional intelligence promotes subjective well-being. ***Also, one more gap that could be seen was that most of the researches were covering the older generation in case of psychological well-being as a topic.*** Kumar & Dixit (2017) in research concluded that, the goal of this study was to investigate at the link between altruism, happiness, and overall health in the elderly. It was also shown that both altruism and happiness predicted the health of the elderly, although happiness was proven to be a better predictor of health. None of the studies investigating the relationship between psychological wellbeing which is a concept throwing light on the development of growth and capacities that are personal are analysed in the pertinent literature. Nathan (2015) in the research paper studied those religions and moral precepts of life are not the only sources of altruism/selflessness. Several studies in positive psychology have shed light on the powerful benefits of altruism on one's health, happiness, and well-being. The findings indicate that altruism is a potential road to psychological well-being, emphasizing the need of altruism promotion measures. ***As, stated in the research mentioned above, that there could be a positive correlation between Emotional intelligence and psychological well-being which in turn can lead to positive behaviours in an individual like altruistic behaviour, empathy, prosocial behaviours this topic of research was chosen to study.*** I took this topic for research was to research specifically on how their can be a positive relationship between emotional intelligence, Psychological well-being which can in turn have a positive correlation with Altruistic behaviour which means developing positive and feelings of helping people in depth which has not been researched much so far and that came out as a research gap in many studies and it was a factor hardly touched upon in various studies. Another gap in the research was that there were various researches that were related to the topic I (1) have taken up but none of the research had the same variables and objective. A need to further explore and conduct research on the topic was to specifically study the relationship between emotional intelligence, subjective well- being and altruistic behaviour among adults was there and thus, the topic has been chosen.

Objectives

- To study the relationship between Emotional Intelligence and Psychological- Well Being.
- To study the relationship between Emotional Intelligence and Altruistic Behaviour.
- To study the relationship between Psychological Well Being and Altruistic Behaviour.
- To study the relationship between Emotional Intelligence, Altruistic Behaviour and Psychological Well Being.

Hypothesis

H1: There will be a significant relationship between Emotional Intelligence and Altruistic Behaviour.

H2: There will be a significant relationship between Emotional Intelligence and Psychological Wellbeing.

H3: There will be a significant relationship between Subjective well- being and Altruistic behaviour.

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H4: There will be a significant relationship between Emotional Intelligence, Altruistic Behaviour and Psychological Well Being.

METHODOLOGY

Aim: To study the relationship between Emotional Intelligence, Altruistic Behaviour and Psychological well-being among adults.

Design: The present research follows a Correlational Research Design.

Variables

- *Emotional Intelligence*
- *Altruistic Behaviour*
- *Psychological Well Being*

Sample and Its Selection

The Sample size taken for the research was N=150 and it consisted of adults with age range of 20-27 years who are college going and working. The sampling technique used to select the students was Purposive Sampling.

Description of Tools Employed

ASSESSING EMOTIONS SCALE: Nicola S. Schutte, John M. Malouff, and Navjot Bhullar developed the Assessing Emotions Scale, a 33-item self-report survey emphasizing on basic emotional intelligence. The Assessing Emotions Scale is based on the basic concept of emotional intelligence developed by Salovey and Mayer (1990). It tries to evaluate trait emotional intelligence. This concept suggested that emotional intelligence consisted of assessing one's own and others' emotions, expressing one's own and others' emotions, regulating one's own and others' emotions, and using one's own and others' emotions to solve issues. As part of the utilisation of emotions, tasks such as verbal and nonverbal assessment and expression of emotion, as well as employing emotions to motivate, are included under these areas. Respondents score their own performance on the items using a five-point Likert scale. On average, respondents take five minutes to complete the scale. Total scale scores are computed by reverse coding items 5, 28, and 33 and then adding all items together. Values can vary from 33 to 165, with higher scores suggesting more typical emotional intelligence. The four variables were as follows: perception of emotions, managing emotions in self, social skills or emotion management in others, and emotion use. Each of the 33 items has been included in one of these four subscales.

Reliability of Assessing Emotions Scale: The reliability of the scale was determined by (a) test-retest method and (b) internal consistency method. The internal consistency was as measured by Cronbach's alpha, was 0.90 and the test-retest value for the scale is 0.78.

Validity of Assessing Emotions Scale: The scale follows Construct Validity. Across samples, scores on the Assessing Emotions Scale correlated at 0.23 with outcomes in various realm. Apart from that, being a Self - Report Emotions measuring scale it follows Divergent Validity as well.

SELF- REPORT ALTRUISM SCALE: The Hindi version of the Self-Report Altruism Scale (SRA-scale) devised by Rushton, Chrisjohn and Fekken is a 20- item self-report questionnaire. The scale promises to be a useful tool for measuring altruism in the Indian

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milieu. Altruism is a pro-social behaviour which include behaviours like helping, volunteering without thinking of seeking any benefit out of it. It is a 5-point Likert scale, and its scoring is done as follows- Never= 0 is given, Once= 1, More than Once= 2, Often =3 and Very Often= 4 is given and there is no reverse scoring in the scale. Respondents are instructed to rate the frequency with which they have engaged in the altruistic behaviours using the categories 'Never', 'Once', 'More Than Once', 'Often' and 'Very Often'. After the scores are assigned to the marked answers, the total score is calculated. It takes around 5 minutes to complete the test.

Reliability of Self Report Altruism Scale: The internal consistency reliability of the Hindi SRA-scale was determined by means of coefficient alpha reliability and item-total correlations for each of the 20 items, The split-half reliability of the Hindi SRA-scale was also found out by computing correlations between scores, correcting these correlations later using Spearman-Brown. The internal consistency (coefficient alpha) reliability in the case of the Hindi Self Report Altruism Scale was found to be 0.83. The corrected split-half reliability correlation coefficient for the Hindi SRA-scale was found to be 0.73 and the test-retest reliability over 40 days was 0.72.

Validity of Self Report Altruism Scale: The following scale follows Construct Validity & Discriminant Validity. Finding out the criterion-related validity of the Hindi SRA-scale involved correlating altruism scores of 25 Ss obtained on the scale with their peer-ratings which yielded a highly significant correlation ($r = 0.60$, $df = 23$, $P < 0.01$) in view of four global ratings of altruism and a general assessment of altruistic behaviour.

PSYCHOLOGICAL WELL- BEING SCALE: Psychological well- being scale is given by Carol D. Ryff, PhD and is based on Carol Ryff's which is known as the Six- Factor Model of Psychological Wellbeing which identifies six variables that lead to a person's psychological well-being, satisfaction, and happiness. Positive relationships with others, personal mastery, autonomy, a sense of purpose and meaning in life, and personal growth and development are all components of psychological well-being. Psychological well-being is achieved via establishing a condition of equilibrium influenced by both challenging and rewarding life events. There are no specific scores or cut points for defining high or low well-being. It is a 42- items scale and it takes 6-8 minutes to complete the test. The person is supposed to mark the most suitable answer. It includes questions about how a person feels in their life and themselves. The scoring is done as follows- Strongly Disagree= 1, Disagree Somewhat=2, Disagree Slightly=3, Agree Slightly=4, Agree Somewhat=5 and Strongly Agree= 6 and some items are scored reversely and those are as follows- 3,5,8,10,13,14,15,16,17,18,19,23,26,27,30,31,32,34,36,39,41. The reverse scoring is done as 1 is given to Strongly Agree and 6 is given to Strongly Disagree. After the reverse scoring is done, the total sum of all the items is done.

Reliability of Psychological Well Being Scale: The Psychological Well Being Scale follows test-retest reliability over six weeks returned coefficients ranging from 0.88 to 0.81 suggesting that, the responses to the questionnaire remain consistent as seen with time. This suggests that the questionnaire is sufficiently reliable. Ryff's (1989a) original paper revealed that the six scales exhibit acceptable internal consistency (α) ranging from 0.93 to 0.86.

Validity of Psychological Well Being Scale: Talking about the validity of Psychological Well Being Scale, the scales' convergent validity was determined by comparing them to existing measures of positive and negative functioning, namely the Self-Esteem Scale, the

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Life Satisfaction Index, and Zung's Depression Scale. In terms of discriminant validity, the six scales show considerable and strong relationships with the previously examined measures of positive and negative functioning. The strongest was 0.73 connection between self-acceptance and the Life Satisfaction Index, which is high. (Ryff, 1989a).

Procedure

The aim of the study was to find the relationship between emotional intelligence, altruistic behaviour and psychological wellbeing among adults who were college going and working individuals. The age group of 20-27 was taken and the sample size of 150 was taken. Three questionnaires were provided in form of a Google form with a consent form and in the consent form the purpose of the study was mentioned. The subjects were assured that their responses would be kept confidential and that it will only be used for the purpose of the study. The consent form also included a part in which the subject was told that it is their decision to take part in the research and that it is entirely voluntary and that they can withdraw or refuse to fill the questionnaire at any time if they don't feel comfortable. The signature of the participant was also collected to keep a proof that the subject participated voluntarily. After the consent form was filled, demographic information of the subject was collected which included its Name, Age, Gender, Educational Level, Family Type and Area in which they live. It was mentioned in the google form for the subject to read the instructions carefully and answer each question by putting a tick mark on the box which is best suitable to them. They were told not to leave any question unanswered, and that no response is right or wrong. Responses were collected from the participants and scoring was done accordingly. The subjects were also told that their questions regarding their scores and interpretations would also be catered later once the interpretations are done. Lastly, they were thanked for their participation and were appreciated for taking out their valuable time.

Statistical Analysis

Descriptive Statistics and Pearson's product moment correlation was used to analyse the data. The data is further depicted by using tables.

RESULTS

The aim of this research was to study the relationship between emotional intelligence, altruistic behaviour, and psychological wellbeing among adults. The result to carry out this study was calculated by finding out descriptive statistics which includes the mean and standard deviation along with the correlation across the variables. Tables are made to show the statistical output of the scores obtained by the sample.

Table 1: Showing the descriptive statistics of Emotional Intelligence, Altruistic Behaviour and Psychological Wellbeing.

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	150	64	155	127.27	15.004
Altruistic Behaviour	150	18	80	52.21	14.187
Psychological Wellbeing	150	110	193	151.57	17.879
Valid N (listwise)	150				

Table 1 shows the descriptive statistics of Emotional Intelligence, Altruistic Behaviour and Psychological Wellbeing among adults. The descriptive statistics include the Mean and Standard Deviation of all three Variables. For Variable 1 (Emotional Intelligence) the minimum number is 64 and the maximum number is 155 with mean as 127.27 and standard

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deviation as 15.004. For Variable 2 (Altruistic Behaviour) the minimum number is 18 and the maximum number is 80 with mean as 52.21 and standard deviation as 14.187. Now, for Variable 3 (Psychological Wellbeing) the minimum number is 110 and the maximum number is 193 with mean as 151.57 and standard deviation as 17.879. For all the variables the N remains the same that is N=150.

Table 2: Showing correlation between Emotional Intelligence and Altruistic Behaviour among adults.

Variables	Sig (2 tailed)
Emotional Intelligence	.334**
Altruistic Behaviour	.334**

* Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

To study the correlation between Emotional Intelligence and Altruistic Behaviour, Pearson-product moment correlation was used. Table 2 shows Correlation between Emotional Intelligence (Variable 1) and Altruistic Behaviour (Variable 2). There is a significant positive correlation found between Emotional intelligence and Altruistic Behaviour at 0.01 level of significance among adults. Hence, the hypothesis 2 is completely accepted.

Table 3: Showing correlation between Emotional Intelligence and Psychological Wellbeing among adults.

Variables	Sig (2 tailed)
Emotional Intelligence	-.476**
Psychological Wellbeing	-.476**

* Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

To study the correlation between Emotional Intelligence and Psychological Wellbeing Pearson-product moment correlation was used. Table 3 shows Correlation between Emotional Intelligence (Variable 1) and Psychological Wellbeing (Variable 3). There is a significant negative correlation found between Emotional intelligence and Psychological Wellbeing at 0.01 level of significance among adults. Hence, the hypothesis 2 is completely accepted.

Table 4: Showing correlation between Altruistic Behaviour and Psychological Wellbeing among adults.

Variables	Sig (2 tailed)
Altruistic Behaviour	-.050
Psychological Wellbeing	-.050

* Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

To study the relationship between Altruistic Behaviour and Psychological Wellbeing, Pearson-product moment correlation was used. Table 4 shows Correlation between Altruistic Behaviour (Variable 2) and Psychological Wellbeing (Variable 3). There is no significant correlation found between Altruistic Behaviour and Psychological Wellbeing at any level of significance that is at 0.01 and 0.05 levels. Hence, the hypothesis 3 is rejected.

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Table 5: Showing correlation between Altruistic Behaviour and Psychological Wellbeing among adults.

Variable	Emotional Intelligence	Altruistic Behaviour	Psychological wellbeing
Emotional Intelligence	1	.334**	-.476**
Altruistic Behaviour	.334**	1	-.050
Psychological wellbeing	-.476**	-.050	1

* Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

To study the correlation between Emotional Intelligence, Altruistic Behaviours and Psychological Well-being, Pearson-product moment correlation was used. Table 5 shows that there is a positive significant relationship between emotional intelligence and altruistic behaviour at 0.01 level of significance and with psychological wellbeing, there is a negative significant relationship at 0.01 level of significance. There is no significant relationship between altruistic behaviour and psychological well-being. Positive correlation between altruistic behaviour and emotional intelligence means one has a direct impact on the other, the more the emotional intelligence, the more it will have an impact on the altruistic behaviour of individuals. Negative correlation between emotional intelligence and psychological wellbeing indicates that when there would be high emotional intelligence that is the ability to manage emotions and use them effectively during stressful situations, there would be a less need to strive for better psychological wellbeing that is feeling good and effective functioning of an individual. No correlation between Altruistic behaviour and psychological well-being means there is zero impact of the two variables on each other. Hence, Hypothesis 4 will be completed accepted but with the change in the statement for last variable.

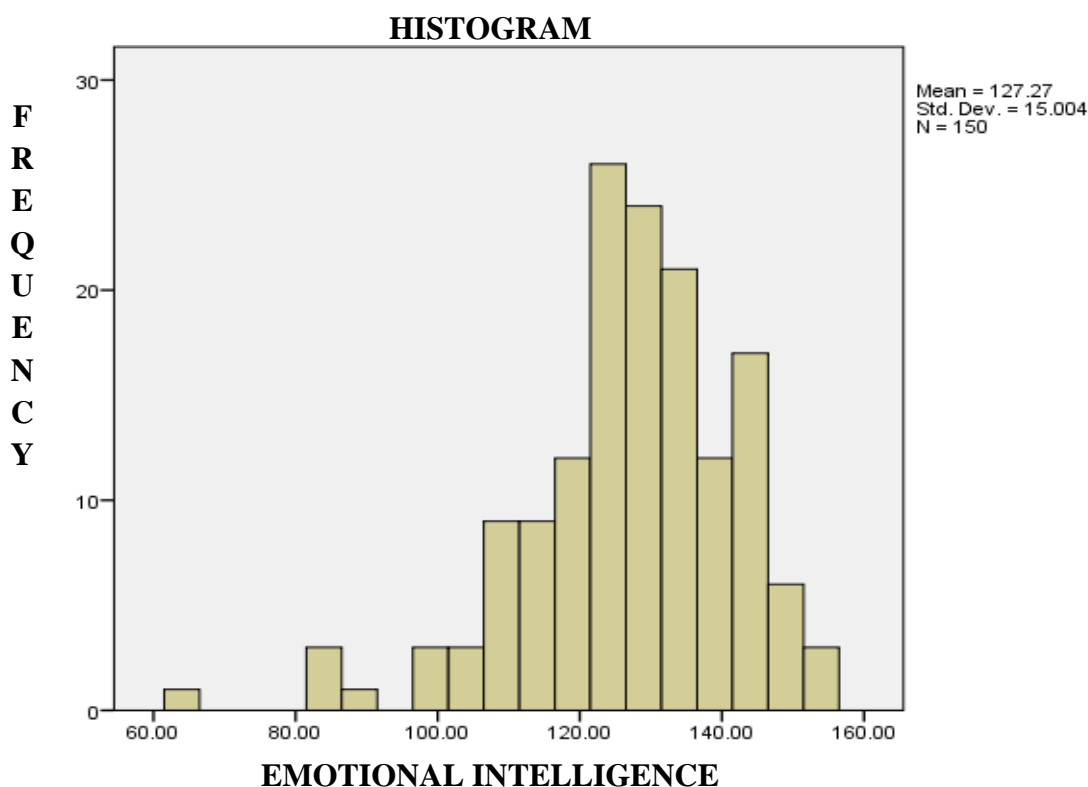


Figure 1. Histogram showing Mean, Standard deviation, and Sample for Emotional Intelligence among Adults.

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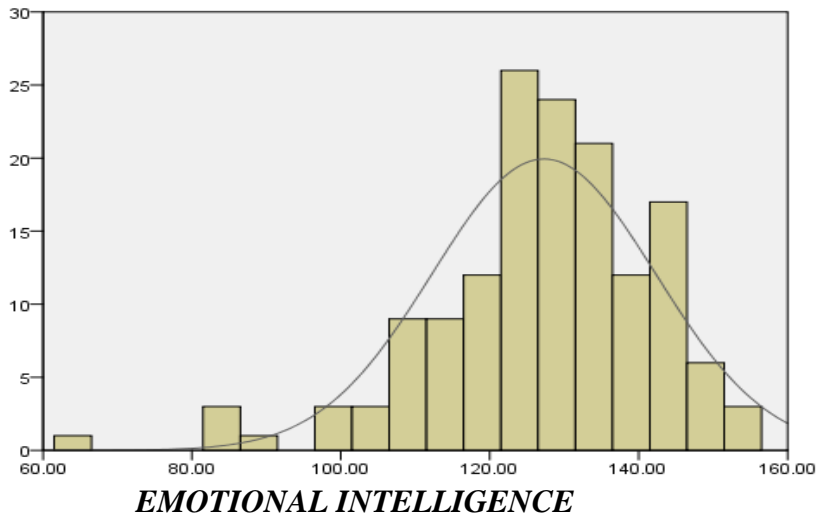


Figure 2. Frequency distribution curve for Assessing Emotions Scale to measure Emotional Intelligence among Adults.

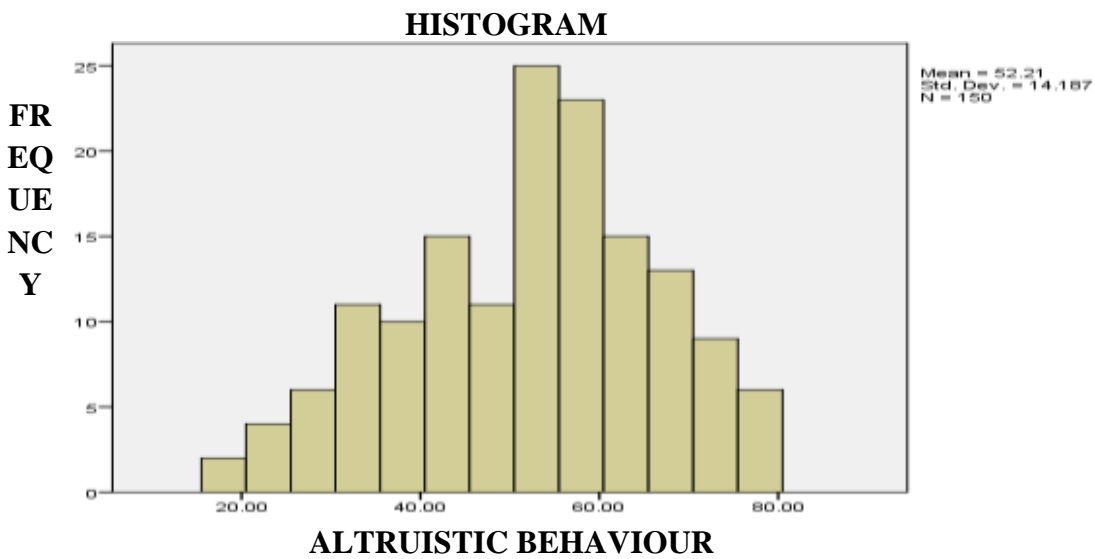


Figure 3. Histogram showing Mean, Standard deviation, and Sample for Altruistic Behaviour among Adults.

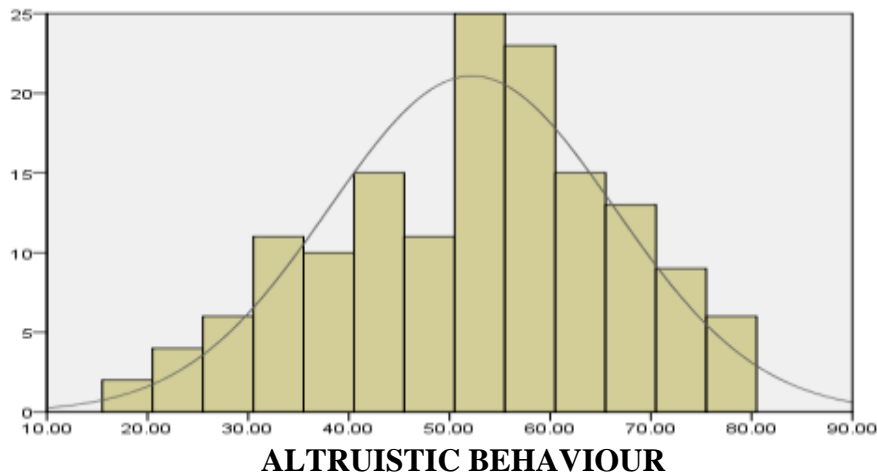


Figure 4. Frequency distribution curve for Self-Report Altruism Scale to measure Altruistic Behaviour among Adults.

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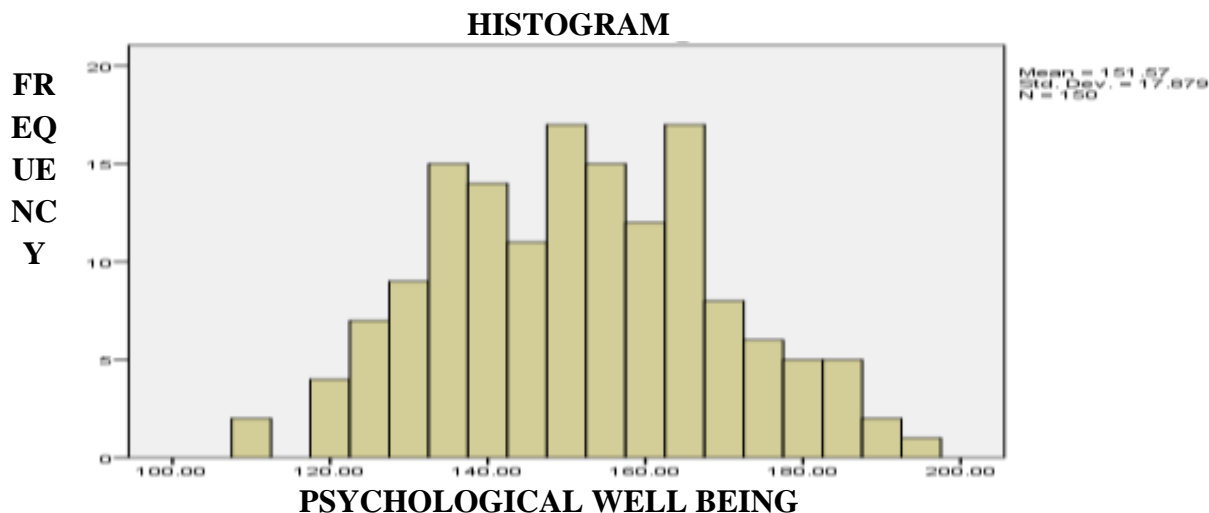


Figure 5. Histogram showing Mean, Standard deviation, and Sample for Psychological wellbeing among adults.

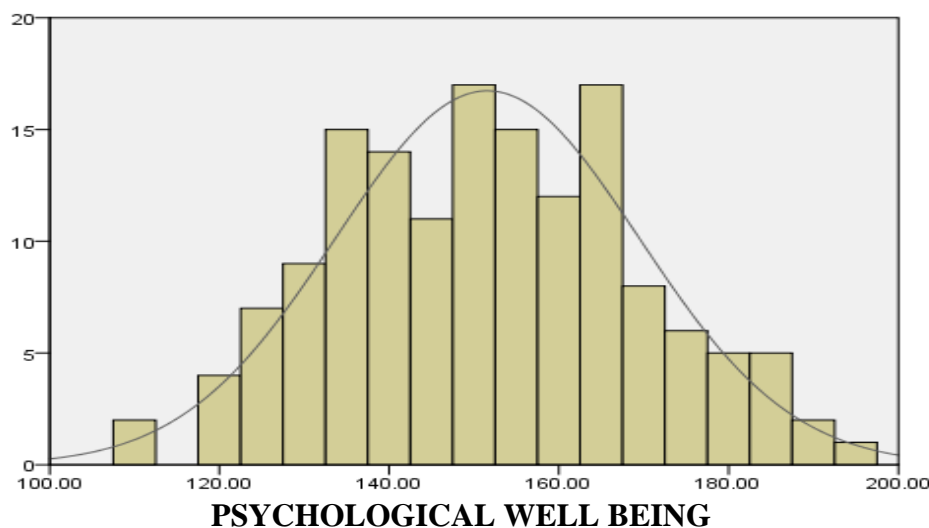


Figure 6. Frequency distribution curve for Psychological Wellbeing Scale to measure psychological wellbeing among adults.

DISCUSSION

The aim of this study was to investigate the relationship between Emotional Intelligence, Altruistic Behaviour and Psychological wellbeing among adults. This relationship was evaluated by using three scales mentioned above. The objectives of the study were to study the relationship between Emotional Intelligence and Altruistic Behaviour, to study the relationship between Emotional Intelligence and Psychological Wellbeing, to study the relationship between Psychological Wellbeing and Altruistic Behaviour and lastly, to study the relationship between Emotional Intelligence, Altruistic Behaviour and Psychological Wellbeing among adults. Emotional Intelligence is one’s capacity to have control over their emotions and manage them well in stressful situations. In case of Altruistic Behaviour, it is a helping behaviour or volunteering for social welfare of the society with no motives to gain anything out of it. Lastly, Psychological wellbeing talks about the overall wellbeing of an individual wherein it is about feeling happy about life and functioning well. So, to study that how being emotionally intelligent, increase behaviours of helping and altruism and in turn cause a better life and overall life satisfaction and psychological wellbeing among adults was the reason this topic was further explored. To observe the same, we have taken

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three scales. First is the Assessing Emotions Scale which is used for screening individuals' emotional intelligence. Second scale used is the Self Report Altruism Scale that measures the helping behaviours in an individual and the third scale which is Psychological Wellbeing Scale that has various dimensions under them that is used to check the satisfaction an individual has with life and overall functioning of an individual.

For this research, 150 adults were selected as per their age range i.e., 20-27 years using purposive sampling. Assessing Emotions Scale, Self-Report Altruism Scale and Psychological Wellbeing Scale were used for the collection of data. After the assimilation of questionnaires, they were scored and analysed. The result was calculated and evaluated using Descriptive Statistics and Pearson's Product Moment Correlation to find out the correlation between the variables among adults.

Table 1 shows the descriptive statistics of Emotional Intelligence, Altruistic Behaviour and Psychological Wellbeing among adults. The descriptive statistics include the Mean and Standard Deviation of all three Variables. For Variable 1 (Emotional Intelligence) the minimum number is 64 and the maximum number is 155 with mean as 127.27 and standard deviation as 15.004. For Variable 2 (Altruistic Behaviour) the minimum number is 18 and the maximum number is 80 with mean as 52.21 and standard deviation as 14.187. Now, for Variable 3 (Psychological Wellbeing) the minimum number is 110 and the maximum number is 193 with mean as 151.57 and standard deviation as 17.879. For all the variables the N remains the same that is N=150.

Table 2 shows Correlation between Emotional Intelligence (Variable 1) and Altruistic Behaviour (Variable 2). There is a significant positive correlation found between Emotional intelligence and Altruistic Behaviour at 0.01 level of significance among adults. Hence, the hypothesis 1 is completely accepted.

Table 3 shows Correlation between Emotional Intelligence (Variable 1) and Psychological Wellbeing (Variable 3). There is a significant negative correlation found between Emotional intelligence and Psychological Wellbeing at 0.01 level of significance among adults. Hence, the hypothesis 2 is completely accepted.

Table 4 shows Correlation between Altruistic Behaviour (Variable 2) and Psychological Wellbeing (Variable 3). There is no significant correlation found between Altruistic Behaviour and Psychological Wellbeing at any level of significance that is at 0.01 and 0.05 levels. Hence, the hypothesis 3 is rejected.

To study the correlation between Emotional Intelligence, Altruistic Behaviours and Psychological Well-being, Pearson-product moment correlation was used. Table 5 shows that there is a positive significant relationship between emotional intelligence and altruistic behaviour at 0.01 level of significance and with psychological wellbeing, there is a negative significant relationship at 0.01 level of significance. There is no significant relationship between altruistic behaviour and psychological well-being. Positive correlation between altruistic behaviour and emotional intelligence means one has a direct impact on the other, the more the emotional intelligence, the more it will have an impact on the altruistic behaviour of individuals. Negative correlation between emotional intelligence and psychological wellbeing indicates that when there would be high emotional intelligence that is the ability to manage emotions and use them effectively during stressful situations, there would be a less need to strive for better psychological wellbeing that is feeling good and

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effective functioning of an individual. No correlation between Altruistic behaviour and psychological well-being means there is zero impact of the two variables on each other. Hence, Hypothesis 4 will be completed accepted but with the change in the statement for last variable.

Ali & Bozorgi (2016) showed that there is a significant relationship between happiness, altruistic behaviour, empathetic sense, and social responsibility. It is seen that, individuals who are happy, show behaviour's that are more cooperative and with their own residence they are more satisfied. Happiness is the fundamental variable that plays an important role in inculcating altruism and empathetic nature in both the society and the individual. Further Research done by Shaheen & Shaheen (2016) showed that the correlation results show that there was a significant positive correlation between emotional intelligence and psychological well-being. Further explored, the results of the T-test showed that, there was a significantly higher score of girls in comparison to boys on emotional intelligence and no difference was seen in the scores between boys and girls for psychological wellbeing as a variable. Khanna (2018) studied that Altruism is a social and interpersonal notion associated with several sorts of ordinary behaviour. Altruism is the philosophy and moral practise of caring for the welfare of other humans or animals, resulting in a material and spiritual quality of life. Self-awareness and self-honesty, knowledge about the causes of emotions, self-regulation and modulation of one's emotions, empathy, motivation, and good decision-making ability to analyse and understand relationships, intuitiveness, creative and flexible thinking, integrated self, and a balanced life are all examples of emotional intelligence. The findings show that there is no statistically significant difference between male and female teenage altruism. There is a considerable disparity in the mean difference between Emotional Intelligence scores of male and female teenagers. Because female adolescent Emotional Intelligence scores are greater than male adolescent Emotional Intelligence scores, it is possible that they have more Emotional Intelligence than their counterpart. Male teenagers' Altruism and Emotional Intelligence have a substantial link. Female teenagers' Altruism and Emotional Intelligence have a strong link.

Limitations

- There was limited time to complete the research work.
- If more variables were gathered it would have provided more extensive analysis than it is.
- A larger sample will help in boosting the results of the research.
- The data collection was done in form of online modality which makes the results not that reliable and valid.
- The data was collected only from a particular region i.e., Delhi NCR. So, the data can be improved if it is dynamic. A similar study can be conducted in other districts and cities of India.
- The present study is done among adults ranging from 20-27 years of age group. If the sample size would be altered, it would give out better results for future research.
- For better results, conduction of interviews can be done along with the questionnaire.

CONCLUSION AND SUMMARY

Emotional intelligence is our capacity to detect and comprehend emotions in ourselves and others, as well as to utilise that knowledge to guide our ideas and activities. Emotionally intelligent people are more likely to be successful than their competitors because they get along better with others and are more empathic and caring. As a result, understanding more

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about emotional intelligence is worthwhile and interesting. It's fair if emotional intelligence seems like a cliché to you. We often consider our emotions and intelligence to be distinct entities. However, when they are combined as emotional intelligence, it is essentially a new method to be clever since it is defined as "the ability to be aware of, manage, and articulate one's emotions, as well as to manage interpersonal communication prudently and empathetically". Daniel Goleman, a psychologist, popularised the phrase in his book *Emotional Intelligence: Why It Can Matter More Than IQ*, in which he redefines what it means to be clever. The difference between Emotional Quotient and Intelligence Quotient is something one should be aware of. Intelligence Quotient is derived from various psychometric tests that are used to measure the intelligence in an individual. IQ is closely related to your intellectual capabilities, such as how well you absorb, interpret, and apply knowledge. People with higher IQs may think more abstractly and establish more mental connections. Emotional intelligence, is the use of emotions to understand and improve our understanding. Those with strong emotional intelligence can regulate their emotions as well as use them to help them think and comprehend the feelings of others.

Auguste Comte, a French philosopher, introduced the notion of altruism in psychology and philosophy. Comte claimed the French word *altruisme*, based on the word *autrui*, which means "other person." Altruism is defined as any act that is kind, giving, or beneficial to others. Altruism is an intrinsic quality that has been inherited via the evolutionary process. Furthermore, humans have always had a higher chance of surviving while living with other people than attempting to make it alone. It appears that individuals who were willing to collaborate with others had a better chance of surviving and passing on their traits to future generations. It is believed that not just altruism, but also learning, is inherited. Individual variations in altruistic inclinations are significant. People who have learnt to experience empathy—the ability to sense another person's mental and emotional condition as though it were one's own—are more likely to be altruistic. Having selfless parents or other role models to look up to and identify are also helpful. Whether or whether altruism is a fundamental and intrinsic human feature, there appears to be little question that it can be cultivated or discouraged via education and social influence.

Psychological well-being is defined as an individual's interaction with life's existential problems. There has been a movement in recent decades toward the positive aspects of mental well-being. The standards by which individuals measured their well-being had not been postulated. Carol Ryff established a six-dimensional model of psychological well-being. Self-acceptance, personal growth and purpose in life, environmental mastery, autonomy, and meaningful relationships are the six main elements of psychological well-being.

The purpose of the research was to study all the above-mentioned variables and their correlation among adults. For those three scales were used i.e., Assessing Emotions Scale, Self- Report Altruistic Scale and Psychological Wellbeing Scale. It was observed that, there is a significant positive correlation found between Emotional intelligence and Altruistic Behaviour at 0.01 level of significance among adults. Hence, the hypothesis 1 is completely accepted. It is also seen that, there is a significant negative correlation found between Emotional intelligence and Psychological Wellbeing at 0.01 level of significance among adults. Hence, the hypothesis 2 is completely accepted and that there is a positive significant relationship between emotional intelligence and altruistic behaviour at 0.01 level of significance and with psychological wellbeing, there is a negative significant relationship at 0.01 level of significance.

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So, to conclude it was seen that there was a positive significant relationship between Emotional Intelligence and Altruistic behaviour and a negative significant relationship between Emotional Intelligence and Psychological wellbeing.

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Conflict of Interest

The author declared no conflict of interest.

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