



Section 7. Psychology

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THE IMPACT OF EMOTIONAL INTELLIGENCE ON ALTRUISM: PSYCHOLOGICAL AND SOCIAL ASPECTS

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Abstract

This article analyzes the interrelationship between emotional intelligence (EI) and altruism in youth psychology. It begins by exploring the concept of EI and its key components: self-awareness, self-management, understanding others' emotions (empathy), and social skills. The article also examines the personal and social aspects of altruism, its role in society, and its impact on individual development. Special attention is given to the link between EI and altruism. Furthermore, the article discusses the development of EI and altruism in youth. It highlights that altruistic traits can be fostered through education, training, participation in social activities, mentoring, and the teaching of religious and spiritual values. Moreover, it suggests that these insights can be valuable both theoretically and practically for youth education, psychological counseling, and educational practices.

Keywords: *emotional intelligence, altruism, youth psychology; personal development, empathy, social skills; personal and social traits; compassion, generosity, emotional awareness*

Introduction

In the current era, youth psychology and personal development have gained significant importance. Among these, personal traits – particularly altruism and emotional intelligence (EI) – play a crucial role in self-awareness, regulating social interactions, and contributing positively to society (Goleman, D., 1995, 30–32). Altruism re-

fers to the willingness to help others, generosity, and compassion (Batson, C. D., 2011, 52). Emotional intelligence, on the other hand, is the ability to perceive, understand, and manage emotions. This article explores the interrelationship between EI and altruism, as well as their roles in the personality development and social life of young individuals.

The concept and characteristics of altruism

Prosocial behavior per se is voluntary, intentional behavior that benefits another person. Such behavior is considered altruistic if it is motivated by a genuine desire to benefit another person without expecting to benefit oneself (Pachana, N.A., 2017, 1–9). According to Comte, altruism is a type of social behavior characterized by a selfless desire to live for others (Batson, C. D., 2016; Charbonneau, D., & Nicol, A. A., 2002). 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. According to research, as age increases, altruistic behavior increases in individuals, and helping behavior is more common in girls than in boys (Shivanjani, A., 2022).

Altruism refers to the desire to benefit others, prioritize others over personal interests, and act generously. Altruistic individuals typically exhibit the following traits:

- Empathy – the ability to sense and understand the emotions of others.
- Social responsibility – valuing contributions that benefit society and the environment.
- Compassion and generosity – a willingness to help and support others.

Altruism serves as an important indicator of personal development and also promotes social cohesion and stability within society (Batson, C. D., 2011, 75–80).

The concept of 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 relation-

ships 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 (Shivanjani, A., 2022).

Emotional intelligence (EI) refers to an individual's ability to recognize, understand, and manage their own emotions as well as those of others. EI consists of the following key components:

- Self-awareness – the ability to identify one's own feelings and respond appropriately to them.
- Self-management – the ability to direct emotions positively and control impulses.
- Understanding others' emotions (empathy) – the ability to perceive the emotional states of others and provide support.
- Social skills – the ability to develop relationships, resolve conflicts, and collaborate effectively [Mayer, J. D., Salovey, P., & Caruso, D. R., 2004, 200–205].

Research indicates that individuals with higher levels of EI are more inclined to help others, demonstrate compassion, and feel socially responsible (Goleman, D., 1995, 40–45).

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 (Gonzales, M., 2022, 295–322).

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. 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 (Shivanjani, A., 2022).

The relationship between emotional intelligence and altruism

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 (Shivanjani, A., 2022).

According to psychological research, a positive correlation has been found between altruistic behavior and emotional intelligence, which means that the level of one directly affects the other: the higher the emotional intelligence, the higher the altruistic behavior. 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 (Shivanjani, A., 2022).

The relationship between emotional intelligence (EI) and altruism manifests in several ways:

1. Empathy and emotional understanding – EI enables individuals to perceive and respond to the emotions of others, which encourages altruistic behavior. Through this, altruistic behaviors naturally emerge (Mayer, J. D., Salovey, P., & Caruso, D. R., 2004, 210).

2. Self-management – individuals who can regulate their emotions tend to be more consistent and responsible when helping others (Bar-On, R., 2006, 20).

3. Social skills – the ability to develop relationships and resolve conflicts facilitates the practical application of altruism (Goleman, D., 1995, 70–75).

Research indicates that young people with higher EI are more willing to make a positive impact in society, assist others, and demonstrate compassion.

The interaction between emotional intelligence (EI) and altruism is particularly important during the period of youth personality development:

- Developing emotional awareness through education and training;
- Participation in social activities, charity, and community projects;
- Strengthening compassion and altruistic traits through mentoring and role modeling;
- Enhancing social and moral responsibility by teaching religious and spiritual values.

These approaches help young people cultivate a willingness to assist others and foster a sense of social cohesion.

Scientific and Practical Recommendations

The following scientific and practical recommendations can be made for developing emotional intelligence and altruism in youth:

1. Conduct training programs in educational institutions aimed at developing emotional intelligence (EI) and altruism (Goleman, D., 1995, 72–78). Training programs develop young people's abilities in empathy, self-awareness, and self-management. This helps them understand the problems of others and be willing to offer assistance. For example, through role-playing, group activities, and conflict-resolution exercises, students gain opportunities to apply altruistic and social skills in practice. This, in turn, enhances their social adaptability, promotes resilience to stress, and encourages them to become responsible and socially beneficial individuals.

2. Encourage active participation of youth in social projects and charitable activities. By helping others, young people feel socially useful, and qualities such as empathy and compassion are strengthened. At the same time, their sense of self-worth increases. For example, through visits to orphanages and

elderly homes, or participation in local community service projects, young people learn to practice altruism in real life. This helps them develop a habit of engaging in activities that benefit others and fosters a sense of social responsibility.

3. Enhance young people's intrinsic motivation by teaching moral and spiritual values. When an individual has intrinsic motivation, altruism becomes sustainable; that is, they help not because of rewards or external pressure, but based on their own internal decision. Through moral lessons, seminars, awareness campaigns, and educational meetings, young people internalize the values of generosity, compassion, and helping others. With strong intrinsic motivation, they perform altruistic actions consistently, which in turn enhances their psychological resilience.

4. Integrate EI and altruism through psychological counseling and mentoring programs (Bar-On, R., 2006, 20–22). Mentors or psychologists help young people develop self-awareness, emotional regulation, and the ability to assist others. This enables the integration of emotional intelligence (EI) and altruism. Mentoring programs teach youth to help in various real-life situations, manage social relationships, and consider the needs of others – for example, working under a mentor's guidance on group projects. These programs support the sustainable personal and social development of EI and altruism, fostering young people as responsible and socially beneficial members of society.

Conclusion

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 about emotional intelligence is worthwhile and interesting. Those with strong emotional intelligence can regulate their emotions as well as use them to help them think and comprehend the feelings of others. Altruism is defined as any act that is kind, giving, or beneficial to others. 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 (Shivanjani, A., 2022).

Emotional intelligence (EI) and altruism are complementary personal traits that reinforce each other. EI enables young individuals to understand the emotions of others, regulate their own feelings, and develop social skills, which directly contributes to the formation of altruistic behavior. Therefore, educational programs, training, and moral development initiatives aimed at fostering EI and altruism in youth are crucial for both personal growth and societal progress.

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