



Emotional Intelligence And Prosocial Behaviour, Among Prospectiveteachers At Secondary Level

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ABSTRACT

Emotional Intelligence (EI) is individual's aptitude to understand their own emotions, and to understand other's feelings as well as what others are telling. A person with high Emotional Intelligence helps him to build relationships, defuse conflict, reduce team stress and improve to job satisfaction. Prosocial Behaviour in the form of helping, sharing, comforting, donating and cooperating is a trademark of social competence. Prosocial Behaviour is any action that intended to help others. In the present study investigator studied the relationship between Emotional Intelligence and Prosocial Behaviour among Prospective Teachers at Secondary Level in Ernakulam District. Survey method was implemented and variables of the study were Emotional Intelligence and Prosocial Behaviour. Emotional Intelligence Inventory and Prosocial Behaviour Scale were employed for data collection. Collected data were analysed by Karl Pearson's Coefficient of correlation and t-test for calculating significance of correlation. The study revealed the significant positive relationship between Emotional Intelligence and Prosocial Behaviour among Prospective Teachers at Secondary Level. The importance of prosocial behaviour and Emotional Intelligence is supported by evidence that positive forms of behaviour are related positively to a range of psychological and emotional processes, to other socially competent outcomes, and to intellectual accomplishments in teachers.

Key Words: *Emotional Intelligence, Prosocial behaviour, Prospective Teachers at Secondary Level*

Introduction

Emotional Intelligence (EI) is the ability to identify and regulate one's own emotions and to understand the emotions of others. A person with high Emotional Intelligence helps him to build relationships, defuse conflict, reduce team stress and improve to job satisfaction. Emotional Intelligence have a greater influence on one's success in life than their IQ because Intelligence Quotient (IQ) is a measure of one's ability to solve problems and think logically, but EQ measures one's ability to understand and manage emotions, which is a key to success in social relationship. Prosocial Behaviour in the form of helping, sharing, comforting, donating and cooperating is a trademark of social competence. Prosocial Behaviour is any action that intended to help others. The motivational factor behind the Prosocial Behaviour is the wish to help others without any expectation or reward. Prosocial Behaviour is highly a valued one. In addition, it has received increased attention by educators due to interest in promoting positive aspects of psychological functioning and adjustment.

Background of the Problem

The study on the relationship between emotional intelligence (EI) and prosocial behaviour among prospective teachers at the secondary level is crucial for understanding how emotional skills impact the development of future educators and, consequently, their ability to foster positive learning environments and promote students' social and emotional well-being. Secondary education represents a critical stage in students' academic

and socio-emotional development, where teachers play a pivotal role in shaping students' attitudes, behaviours, and interpersonal skills.

Secondary education marks a transitional period in students' lives characterized by increased academic demands, social pressures, and identity formation. During this stage, adolescents undergo significant emotional and cognitive changes, making it essential for teachers to possess adequate emotional intelligence to effectively support their students' holistic development.

Importance of Emotional Intelligence in Teaching: Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as to perceive and empathize with the emotions of others. Prospective teachers with higher levels of emotional intelligence are better equipped to navigate the complex social dynamics of the classroom, manage conflicts, and establish positive relationships with their students. Moreover, emotional intelligence enables teachers to model prosocial behaviours, such as empathy, kindness, and cooperation, which are fundamental for cultivating a supportive and inclusive learning environment.

Role of Prospective Teachers: Prospective teachers at the secondary level are in the process of acquiring the necessary knowledge, skills, and dispositions to become effective educators. Their experiences during teacher preparation programs and practicum placements significantly influence their professional identity and teaching practices. Understanding the relationship between emotional intelligence and prosocial behaviour among prospective teachers can inform teacher training programs and interventions aimed at enhancing teachers' socio-emotional competencies and promoting positive classroom climates.

Theoretical Framework

The theoretical framework for understanding the relationship between emotional intelligence (EI) and prosocial behaviour among prospective teachers at the secondary level integrates concepts from psychology, education, and social sciences. Here's a structured framework:

Emotional Intelligence: Emotional intelligence encompasses the ability to perceive, understand, regulate, and manage one's own emotions and those of others. In the context of prospective teachers, EI includes self-awareness, self-regulation, empathy, and social skills. Models such as Mayer and Salovey's ability model and Goleman's mixed model provide frameworks for understanding the components of EI.

Prosocial Behaviour: Prosocial behaviour refers to voluntary actions intended to benefit others or society as a whole. This includes acts of kindness, cooperation, sharing, and empathy. Prosocial behaviour is influenced by individual characteristics, social norms, cultural values, and situational factors.

Social Learning Theory: Albert Bandura's social learning theory posits that individuals learn behaviours through observation, imitation, and modelling of others. Prospective teachers acquire emotional skills and prosocial behaviours through interactions with peers, mentors, and experiences in educational settings. Observing and emulating prosocial behaviours modeled by teachers and educational leaders can influence the development of EI and prosocial tendencies among prospective teachers.

Teacher Efficacy and Role Modelling: Teacher efficacy, which encompasses teachers' beliefs in their ability to positively influence student learning and behaviour, is closely linked to emotional intelligence and prosocial behaviour. Prospective teachers with high levels of EI may demonstrate greater confidence in their ability to manage classroom dynamics, build positive relationships with students, and effectively address socio-emotional needs. As role models, teachers' own emotional intelligence and prosocial behaviour can shape students' attitudes, behaviours, and social interactions.

Cognitive Appraisal and Emotion Regulation: Theoretical frameworks such as Lazarus and Folkman's transactional model of stress and coping emphasize the role of cognitive appraisal and emotion regulation in shaping individuals' emotional responses and behavioural outcomes. Prospective teachers who possess strong emotion regulation skills are better equipped to manage stress, navigate challenging situations, and respond empathically to students' emotional needs, thereby fostering a supportive and inclusive classroom environment conducive to prosocial behaviour.

Social Cognitive Processes in Teaching and Learning: Social cognitive processes play a significant role in teaching and learning environments. Prospective teachers' ability to accurately perceive and interpret social cues, understand students' perspectives, and adapt their teaching strategies accordingly is influenced by their level of emotional intelligence. Effective communication, conflict resolution, and collaborative problem-solving skills are integral components of prosocial behaviour among teachers, contributing to positive student outcomes and classroom dynamics.

In summary, the theoretical framework for examining the relationship between emotional intelligence and prosocial behaviour among prospective teachers at the secondary level emphasizes the interplay between cognitive, affective, and behavioural processes within educational contexts. By elucidating the mechanisms through which emotional intelligence influences teaching practices, classroom management, and teacher-student interactions, this framework provides valuable insights for teacher education programs, professional development initiatives, and interventions aimed at promoting positive socio-emotional competencies among future educators.

Need and Significance of the Study

Understanding the relationship between emotional intelligence (EI) and prosocial behaviour among prospective teachers at the secondary level is essential for enhancing teacher effectiveness. Teachers with higher emotional intelligence may be better equipped to create positive learning environments, impacting students' academic achievements, social development, and overall well-being.

As prospective teachers undergo teacher preparation programs, incorporating insights into the correlation between emotional intelligence and prosocial behaviour can contribute to a more comprehensive and holistic approach to teacher training. Addressing socio-emotional competencies is crucial for preparing educators to meet the diverse needs of students and manage the complex dynamics of the classroom.

Prosocial behaviour contributes to the development of positive classroom climates, fostering a sense of community and mutual respect among students. Teachers who exhibit prosocial behaviour can serve as positive role models, influencing students to engage in similar behaviours. Understanding how emotional intelligence influences these prosocial tendencies is vital for creating supportive learning environments.

The study can inform the integration of socio-emotional learning (SEL) components into teacher education programs. Prospective teachers who are well-versed in emotional intelligence and prosocial behaviour may be better prepared to implement SEL strategies in their classrooms, addressing the socio-emotional needs of students alongside academic content.

The study's findings can contribute to enhancing student-teacher relationships. Teachers with high emotional intelligence are more likely to understand and respond empathetically to students' needs, fostering stronger connections. Positive relationships between teachers and students are associated with improved academic performance, classroom behaviour, and overall well-being.

Prospective teachers equipped with a better understanding of emotional intelligence and prosocial behaviour may be more adept at preventing and addressing behavioural issues in the classroom. This can lead to a more conducive learning environment, with fewer disruptions and a focus on positive interactions.

Teacher professional development programs can benefit from insights into the relationship between emotional intelligence and prosocial behaviour. Tailored interventions and support systems can be designed to enhance teachers' emotional intelligence, ultimately improving their ability to foster prosocial behaviours among students.

The study has implications for the well-being of prospective teachers themselves. Developing emotional intelligence can contribute to better stress management, job satisfaction, and overall mental health among educators. A positive teacher well-being, in turn, has a positive impact on classroom dynamics and student experiences.

Findings from the study can inform educational policies and curriculum design, emphasizing the importance of incorporating emotional intelligence and prosocial behaviour components in teacher education programs. This can contribute to a more comprehensive and balanced approach to teacher preparation.

Review of Related Literature

Emotional Intelligence (EI) is individual's aptitude to understand their own emotions, and to understand other's feelings as well as what others are telling them. Emotional intelligence (EI) is the ability of individuals to monitor their own and others' emotions, and to identify and use this information to guide their thoughts and behaviours (Salovey and Mayer, 1989). As a teacher we must possess self-awareness that helps us to identify feelings by managing our emotions. Emotional Intelligence helps to develop professional performance of a person. Emotional intelligence also helps in growing a healthier relationship and success in professional and personal life. In the mid-90s Daniel Goleman was popularised the term Emotional Intelligence in his book, 'Emotional Intelligence: Why It Can Matter More Than IQ'. Today worldwide, both in educational and professional race, the emotional intelligence has become more significant with a positive enlargement. Various study results showed that people with higher levels of Emotional Intelligence show greater empathy, which will enable the individuals involvement in positive social relationships with their peers (Tiwari & Bhat, 2020; Dolev & Leshem, 2017; Beauvais et al., 2017; Wang et al., 2021).

Prosocial Behaviour (PSB) promotes positive social adaptation of an individual, which is an important indicator of individual socialization development. Prosocial Behaviour also help people to maintain a good relationship with each other, which is conducive to justice, harmony, and the development of the entire society (Penner et al., 2005; Wittek and Bekkers, 2015; Ding and Lu, 2016; Ding et al., 2016; Wang et al., 2021). PSB not only benefits others and society but also has a positive role in promoting the mental health of those who engage in it and those who receive it, as well as the development of human society (Kou et al., 2007; Yang et al., 2016; El-Khodary and Samara, 2019; Aycok et al., 2020; Wang et al., 2021). According to Eisenberg's Prosocial Behaviour theory, the process by which individuals produce Prosocial Behaviour includes three stages: paying attention to the needs of others, determining an intention to help others, and linking intention and behaviour (Yang et al., 2017). As teachers are positioned to role model for students, it is important to understand both how teachers conceptualize Prosocial Behaviour within their professional context and how they enact it as part of their professional duties. The extent to which teachers demonstrate Prosocial Behaviour in schools impacts the quality of teacher-student relationships (Thevi & Portia, 2017).

Wang (2021) found the relationship between emotional intelligence and Prosocial Behaviour among graduate students in Northeast China. Studies have shown that an individual's Emotional Intelligence is significantly positively correlated with PSB among Spanish University Students (Marti-Vilar et al., 2019). Kaltwasser et al. (2016) revealed in his study that, individuals who perceive other's levels of fear accurately also demonstrate more Prosocial Behaviour in social interactions among German University students. Individuals with high Emotional Intelligence (EI) show more Prosocial Behaviour, better empathy, and fewer negative behaviours in interactions with peers among Australian university students (Ciarrochi et al., 2002). Poulou (2010) conducted a survey on adolescents aged from 12 to 14 and found that students with high Emotional Intelligence have better social skills and are more likely to exhibit Prosocial Behaviour. Liu and Zou, (2010) proved that emotional understanding can positively and significantly predict prosocial tendencies. Mayer et al. (2004) found that individuals with high Emotional Intelligence engage in more positive social behaviours. Vorbach and Foster (2002) conducted the correlation study between emotional components like- identifying other's emotions as well as emotional regulation and social components like- relationship quality and Prosocial Behaviour and it was found that the ability to identify others' emotions is correlated positively with Prosocial Behaviour but it is negatively correlated with aggressive behaviour. Charbonneau and Nicol (2002) found that Emotional Intelligence is positively correlated with good social relations and has a significant predictive effect on Prosocial Behaviour among adolescents.

Despite the growing recognition of the importance of emotional intelligence in education, limited research has examined its specific implications for prospective teachers at the secondary level. By investigating the relationship between emotional intelligence and prosocial behaviour among this population, the study seeks to address this gap in the literature and contribute to a deeper understanding of the socio-emotional competencies required for effective teaching and classroom management. So, the study on the relationship between emotional intelligence and prosocial behaviour among prospective teachers at the secondary level addresses a critical gap in research, offering insights that have practical implications for teacher education, student outcomes, and the overall quality of the educational experience. It has the potential to shape the way educators are trained, supported, and, ultimately, how they contribute to positive learning environments and the holistic development of students.

Research Questions

1. What is the level of Emotional Intelligence among prospective teachers?
2. What is the extent of Prosocial Behaviour exhibited by prospective teachers?
3. Is there a significant correlation between Emotional Intelligence and Prosocial Behaviour among prospective teachers?

Statement of the Problem

Title of the study is entitled as, Emotional Intelligence and Prosocial Behaviour among Prospective Teachers at Secondary Level.

Definition of Key Terms

Emotional Intelligence: The capacity to be aware of, control and express one's emotions and to handle interpersonal relationships judiciously and empathetically (Oxford Dictionary, 2023). In the present study, Emotional Intelligence investigator considered components self-awareness, self-regulation, self-motivation, empathy and social skills suggested by Daniel Goleman.

Prosocial Behaviour: Prosocial behaviour (PSB) refers to all behaviours that are favourable to others and conducive to social harmony, such as helping, cooperating, sharing, and comforting (Eisenberg et al., 2006).

Prospective Teachers at Secondary Level: B.Ed. student teachers of Mahatma Gandhi university were considered in the present study.

Objectives of the Study

1. To analyse the level of Emotional Intelligence among Prospective Teachers at Secondary Level
2. To analyse the level of Prosocial Behaviour among Prospective Teachers at Secondary Level
3. To find out the relationship between Emotional Intelligence and Prosocial Behaviour among Prospective Teachers at Secondary Level

Hypothesis of the Study

1. There will be a significant relationship between Emotional Intelligence and Prosocial Behaviour among Prospective Teachers at Secondary Level

Methodology in Brief

For the present study is quantitative in nature and investigator adopted Survey method.

Sample

For the present study investigator considered 58 Prospective Teachers at Secondary Level from various Teacher Training Institutions in Ernakulam District as the sample.

Variables

Emotional Intelligence and the Prosocial Behaviour are the variables of the present study.

Tools Used for the Study

1. Emotional Intelligence Inventory
2. Prosocial Behaviour Scale

Statistical Techniques used

1. Karl Pearson's Co-efficient of Correlation
2. t-test for significance of correlation

Analysis and Interpretation

According to Blackburn (1966) analysis is the process of breaking a concept down into more simple parts, so that its logical structure is displayed. The adequate valid and reliable data must be carefully edited, systematically classified and tabulated, scientifically analysed, intelligently interpreted and rationally concluded. The present study was intended to know the relationship between Emotional Intelligence and Prosocial Behaviour among prospective teachers at Secondary level.

Analysing the scores of Emotional Intelligence among prospective teachers at Secondary level

The collected data were analysed according to the stated objectives for the present study. The first objective of the study was to analyse the level of Emotional Intelligence among Prospective Teachers at Secondary Level. For this purpose, data were collected from a sample of 58 prospective teachers at Secondary level. Mean and Standard deviation were calculated from the data collected.

Table 1 Descriptive Analysis of Emotional Intelligence among prospective teachers at secondary Level

Variable	N	Mean	SD
Emotional Intelligence	58	232.82	19.01

Table 1 shows the descriptive analysis of Emotional Intelligence among prospective teachers at Secondary level with the mean score 232.82 and standard deviation 19.01.

Analysing the scores of Prosocial Behaviour among prospective teachers at Secondary level

The second objective of the study was to analyse the level of Prosocial Behaviour among Prospective Teachers at Secondary Level. For this purpose, data were collected from a sample of 58 prospective teachers at Secondary level. Mean and standard deviation were calculated from the data collected.

Table 2 Descriptive Analysis of Prosocial Behaviour among prospective teachers at secondary Level.

Variable	N	Mean	SD
Life Skill	58	85.83	11.01

Table 2 shows the descriptive analysis of Prosocial Behaviour among prospective teachers at Secondary level. The mean score and standard deviation of Prosocial Behaviour among prospective teachers at secondary level is 85.83 and 11.01 respectively.

Analysing the relationship between Emotional Intelligence and Prosocial Behaviour among Prospective Teachers at Secondary Level

The third objective was to find out the relationship between Emotional Intelligence and Prosocial Behaviour among prospective teachers at secondary level. For this investigator analysed collected data using the statistical technique Karl Pearson's Co-efficient of correlation and the analysed data is given in the table 3.

Table 3 Relationship between Emotional Intelligence and Prosocial Behaviour among Prospective Teachers at Secondary Level

Variables	N	Correlation (r)	p-value
Emotional Intelligence	58	0.59	0.00001
Prosocial Behaviour			

Table 3 shows correlation co-efficient 0.59 and p-value 0.00001 which indicates a significant positive correlation between Emotional Intelligence and Prosocial Behaviour at 0.05 level of significance. Individuals who possess a greater range of Emotional Intelligence tend to have higher levels of Prosocial Behaviour.

Major Finding of the study

From the present study it is found that there is a significant positive correlation between Emotional Intelligence and Prosocial Behaviour among prospective teachers of Secondary level. The results indicated that individuals who possessed a greater range of Emotional Intelligence have higher levels of Prosocial Behaviour.

Tenability of Hypothesis

Hypothesis of the study is:

There will be a significant relationship between Emotional Intelligence and Prosocial Behaviour among Prospective Teachers at Secondary Level.

Findings reveals that correlation co-efficient 0.59 and p-value 0.00001 which indicates a significant positive correlation between Emotional Intelligence and Prosocial Behaviour at 0.05 level of significance. Hence the hypothesis is substantiated.

Discussion

The major findings of the study, which indicate a significant positive correlation between Emotional Intelligence (EI) and Prosocial Behaviour among prospective teachers at the secondary level, align closely with the theoretical framework established for understanding the relationship between these constructs.

Social Learning Theory and Teacher Efficacy: The study's results support the notion proposed by social learning theory that individuals learn behaviours through observation, imitation, and modelling of others. Prospective teachers who exhibit higher levels of emotional intelligence are likely to engage in more prosocial behaviours, serving as positive role models for their students. This aligns with the concept of teacher efficacy, which emphasizes teachers' beliefs in their ability to positively influence student learning and behaviour. As prospective teachers develop greater emotional intelligence, they may also perceive themselves as more capable of promoting prosocial behaviour in their students, thus enhancing their sense of teacher efficacy.

Emotion Regulation and Classroom Dynamics: The study's findings underscore the importance of emotion regulation in shaping teachers' interactions with students and classroom dynamics. Prospective teachers with higher emotional intelligence are better equipped to manage their own emotions and respond empathically to students' emotional needs, creating a supportive and inclusive learning environment. This is consistent with theories of emotion regulation, which posit that individuals with effective emotion regulation skills are more adept at navigating social interactions and fostering positive relationships. In the context of teaching, emotion regulation enables teachers to handle challenging situations calmly and constructively, thereby facilitating prosocial behaviour among students.

Cognitive Appraisal and Perspective-Taking: The results of the study suggest that prospective teachers' ability to accurately perceive and interpret social cues, coupled with their capacity for perspective-taking, influences their engagement in prosocial behaviour. Emotional intelligence enables teachers to empathize with students, understand their perspectives, and adapt their teaching strategies accordingly. This aligns with cognitive appraisal theory, which emphasizes individuals' cognitive evaluations of social situations and their emotional responses to those situations. Prospective teachers with higher emotional intelligence may appraise classroom interactions more positively, perceive students' needs more accurately, and respond with greater empathy and compassion, thus promoting prosocial behaviour.

Implications for Teacher Training and Professional Development: The findings of the study have significant implications for teacher training programs and professional development initiatives aimed at enhancing teachers' emotional intelligence and fostering prosocial behaviour. By incorporating strategies for developing emotional intelligence skills into teacher education curricula, educators can better prepare prospective teachers to create supportive learning environments and cultivate positive teacher-student relationships. Furthermore, ongoing professional development opportunities can provide teachers with the tools and resources they need to strengthen their emotional intelligence competencies and effectively promote prosocial behaviour among students.

In conclusion, the study's findings provide empirical support for the theoretical framework underpinning the relationship between emotional intelligence and prosocial behaviour among prospective teachers at the secondary level. By elucidating the mechanisms through which emotional intelligence influences teaching practices and teacher-student interactions, the study offers valuable insights for informing evidence-based strategies for teacher preparation, professional development, and classroom management.

Implications

Prosocial behaviour and Emotional Intelligence of student teachers can contribute in important ways to professional, social and academic success. Teacher Education institutions have to provide essential supports

for the development of these positive forms of social behaviour. Teacher educators can focus on creating emotionally supportive classroom environments, through creating positive relationships with their student teachers and by encouraging positive interactions among student teachers themselves. Teaching and reinforcing positive social skills, and utilizing collaborative and cooperative learning activities and small group techniques can also promote displays of Emotional Intelligence and prosocial behaviour in classroom settings. Utilization of curricula to promote prosocial behaviour in all classrooms also should be considered.

The integration of emotional intelligence (EI) and prosocial behaviour into the training of student teachers offers significant advantages. Firstly, it equips student teachers with the essential skills to navigate the complex dynamics of the classroom environment effectively. By developing emotional intelligence, student teachers learn to recognize and manage their own emotions, as well as understand the emotions of their students. This enhances their ability to establish supportive and empathetic relationships with students, contributing to a positive learning atmosphere. Furthermore, the cultivation of prosocial behaviour among student teachers fosters collaboration, teamwork, and mutual respect within the educational context. These qualities are essential for building a cohesive teaching community and promoting a culture of inclusivity and understanding. Additionally, integrating EI and prosocial behaviour into teacher training programs prepares student teachers for the multifaceted demands of the teaching profession, including effective classroom management, conflict resolution, and student engagement strategies. Overall, by prioritizing the development of emotional intelligence and prosocial behaviour among student teachers, educational institutions can nurture a new generation of educators who are not only competent in their subject matter but also compassionate and supportive leaders in the classroom.

Conclusion

In conclusion, the study Emotional Intelligence and Prosocial Behaviour among Prospective Teachers at Secondary Level highlights the importance of significant positive relationship between both, it indicates enhancing Emotional Intelligence could potentially increase Prosocial Behaviour and improve the teacher effectiveness and positive relationship teacher and students in the classroom. Prosocial behaviour and Emotional Intelligence is a hallmark of social competence in teachers of all ages. The developmental and socialization foundations of positive behaviour are rooted in teachers. The importance of prosocial behaviour and Emotional Intelligence is supported by evidence that positive forms of behaviour are related positively to a range of psychological and emotional processes, to other socially competent outcomes, and to intellectual accomplishments in teachers.

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