

Develop Emotionally Intelligent Undergraduates towards Pro-Social Behaviour for Promoting Resilience of Society

Pro-Social
Behaviour

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Isuru Chandradasa

*Department of Human Resource Management, Faculty of Management and Finance,
University of Ruhuna, Sri Lanka*
isuru@mgt.ruh.ac.lk

Galhena, B. L.

*Department of Human Resource Management, Faculty of Management and Finance,
University of Ruhuna, Sri Lanka*

Abstract

Education plays a key role in enhancing the emotional skills of students to create a more cooperative, empathetic society. Therefore, emotional intelligence plays a vital role in changing human behaviours towards pro-social activities and promoting resilience of society. In this highly competitive education system maintaining ethical and emotional obligation towards colleagues is significant for others to survive the challenging periods in their lives and establishing a virtuous practice in the future. Also, how students can be assisted with this in view, is questionable, since evidence in this regard is lacking. Thus, this study was conducted to explore how emotional intelligence influences undergraduates' pro-social behaviour during the undergraduate period for promoting the resilience of society. This study employed a quantitative deductive research approach. Using a self-administered questionnaire, 175 responses of Management undergraduates, the University of Ruhuna, were gathered by employing the convenient sampling technique. Study results revealed that emotional perception, emotional understanding, emotional use, and emotional management have a positive influence on the pro-social behaviour of Management undergraduates for promoting resilience of society. Study provides vital implications to the practitioners and researchers and for future studies suggested to use larger sample size to get more clear insights regarding study phenomenon.

Keywords: Emotional intelligence, Emotions management and use, Management undergraduates' pro-social behavior, Pro-social behavior, social resilience.



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Introduction

Coping with the various demands of the current education system is a difficult task for students who come from various socioeconomic backgrounds, and survival in this competitive atmosphere requires a wide range of competencies related to behavioral traits (Getahun, 2020). Due to the high level of competition in education, learners are expected to practice more individualistic work behaviors, and emotionally united efforts are limited throughout their higher education phase (Getahun, 2020). Charbonneau and Nicol (2002) emphasized that the outcomes achieved by group efforts and supporting efforts surpass individual efforts. Maintaining comprehensible relationships is necessary to achieve positive outcomes in collaborative efforts (Getahun, 2020). These collaborative efforts are highly valued by persons who are fighting to thrive in unfamiliar circumstances, and these efforts will assist them when they confront challenges and difficulties in society (Charbonneau & Nicol, 2002).

Addressing these behavioral changes to the entire society instantly is a difficult task since the cultural, economic, social backgrounds, and educational levels of individuals in the entire society differ from one another (Ranasinghe et al., 2017). Universities and higher education institutions are the best places that easily implement behavioral changes due to the education level of the beneficiaries, since education plays a key role in changing human behavior in positive ways (Estrada et al, 2021). University undergraduates are the future of the highly skilled workforce in the economy as well as the future of the nation. Their current constructive behaviors represent the society of the future (Ariyawansa, 2008). As a result, universities have a responsibility to create graduates who are socially competent and it is one of the main responsibilities of the higher educational institutions of the country.

According to recent research findings, creating emotionally resilient individuals through education is critical for fostering humanity in modern society, which is a stepping stone to a helpful environment (Estrada et al, 2021). Therefore, awareness and proper knowledge about emotional intelligence are of paramount importance for achieving the objective of a supportive society (Getahun, 2020). Furthermore, emotional intelligence and its principles provide a new way to understand and assess an individual's behaviors, attitudes, interpersonal skills, and potentials that are increasingly relevant to academic-related outcomes such as individual and team performance, productivity, and personal development (Estrada, et al., 2021). Therefore, emotional intelligence is a significant factor that influences the development of a better society for everyone in the future.

Individual behaviors, directly and indirectly, impact others in every society. As a result, it is essential to maintain ourselves appropriately in society (Getahun, 2020). Estrada et al. (2021) and Poulou, (2007) found that emotionally powerful people's behaviors are positively affected by others. As a result, emotions may have a significant influence on other individual's life. The community was comprised of emotionally capable people who valued helpful actions toward others. However, in modern cultures, this is difficult to sustain due to practical constraints (Wijekoon et al., 2017). Individuals who can improve their emotional capabilities toward pro-social behavior may have a positive impact on others, as well as on their life satisfaction, and, ultimately on society (Getahun, 2020). When it comes to the university system, it is also highly

beneficial to the undergraduates' period in university, and their future (Wijekoon et al., 2017), as well as the betterment of overall society (Ranasinghe et al., 2017).

To do so, undergraduates must cultivate constructive attitudes toward others and support one another, rather than competing in a never-ending race (Wijekoon, 2017). When everyone competes with one another in a rapidly changing world, it leads to an unacceptable level of destructive behavior. It will also be a severe obstacle to any nation's capacity to attain societal resilience and overall growth (López-Mondéjar & Pastor, 2017). Therefore, building emotionally strong individuals towards pro-social behaviors is of paramount importance to the betterment of society.

To lay the framework for a more cooperative and compassionate society, education must lead students' emotional growth while simultaneously strengthening their skills and competencies. In such circumstances, emotional skill development is critical to the future society's ability to sustain its resilience (Poulou, 2007). Due to the obvious tremendous competitiveness and workload, achieving this aim must be challenging, since students are more focused on individual than on collaborative efforts. Relevant parties of the society that are unable to develop their emotional capabilities at this time will threaten society's future resilience (Poulou, 2007). As a result, it is essential to guide undergraduates in a pro-social context, which entails adopting voluntary behaviors that are designed to aid or benefit another individual or group of individuals (Estrada et al., 2021).

Emotional intelligence is the ability to process emotional content information (Salovey & Mayer, 1990). In the 21st century, emotional skills are the most needed skills for university undergraduates, due to the drastically increasing competitiveness of the education field, as well as the future job market demands (Estrada et al., 2021). Emotional intelligence is critical for undergraduates to understand their needs, and it is becoming increasingly crucial in academic life (Estrada et al., 2021).

The young generation of any country is the nation's future. The significance of stressing emotional intelligence in undergraduate pro-social behavior is crucial for decreasing the negative effects of dealing with financial, social, and environmental challenges (Estrada et al., 2021). Each year, universities all around the world may graduate individuals who are well-educated and well-versed in a range of areas (Wijekoon, 2017). However, these colleges cannot confirm or guarantee that all these bachelors' emotional intelligence levels are sufficient to cope with the future circumstances in society (Wijekoon, 2017).

Pro-social behavior can assist individuals to establish excellent relationships with one another, which is favorable to justice, peace, and the overall growth of social harmony (Penner et al., 2005; Wittek & Bekkers, 2015; Ding et al., 2016). Pro-social behavior enriches not just people and society, but it also contributes to the mental health of those who participate in it and those who achieve it, as well as to the progression of human society (Yang, Y., et al., 2017; El-Khodary and Samara, 2019; Lott J et al., 2020). According to recent study findings, university students who lack a sense of security in real life, isolated from social groups, are self-centered, and lack a sense of responsibility for pro-social activity (Xia et al., 2021; Wang, 2021). As a result, when they are

presented with circumstances that require assistance, they are willing to engage in pro-social behavior for a limited period of time. People may nurture and develop good attitudes and construct a harmonious and stable community by encouraging them to engage in more pro-social activities. Therefore exploring how to develop pro-social behavior through developing the most demanding skills of society is of paramount importance for the practitioners, policy makers, administrative authorities, users, as well as overall society.

In Sri Lanka, the younger generation enrolls in the 17 national universities each year, and they are the future leaders of the country (Perera, 2013). After passing the highly competitive examination in Sri Lanka, they are enrolled in universities in several academic areas (Perera, 2013). The 2nd largest batch annually enroll in the Management stream in the university system (Ariyawansa, 2008) and they are the future in the field of management. Therefore, their emotional skills and their pro-social behavior towards society is important to the country. As a consequence, not only theoretical understanding but also emotional intelligence is of paramount importance to be a person with a strong personality and more positive ideas (Estrada et al., 2021).

Theoretically, knowledge regarding how emotional intelligence influences pro-social behavior is unknown and empirical evidence is also lacking (Ruckmani & Balachandra 2015; Espino-Díaz et al., 2021; Jena et al., 2014). According to the findings of previous studies, there is widespread agreement in the literature on the importance of emphasizing how emotional intelligence influences undergraduates' pro-social behavior to develop responsible individuals with the necessary skills to face current and future challenges (Sarrionandia et al., 2018).

To do so, taking necessary action in the university system is highly necessary for achieving future social resilience in this journey (Alvarado et al., 2017). Therefore, to fill these theoretical and empirical gaps, this study tries to explore how emotional intelligence influences pro-social behavior. Thus, the objective of this study is to explore how emotional intelligence influences Management undergraduates' pro-social behavior to promote resilience of society.

Literature Review

Emotional Intelligence

Emotional intelligence is critical in learning to feel, think, and act in harmony with ecosystems to enhance their health (Drigas & Papoutsis, 2018; Högberg, Strandh, & Hagquist, 2020). According to Salovey and Mayer (1990) emotional intelligence is, “The ability to monitor one's own and others' feeling to discriminate among them and to use this information to guide ones thinking and actions”. They created a model based on the notion of emotional intelligence, which consisted of four parts: 1) emotional perception (the ability to recognize our own and others' emotions); 2) emotional use (the ability to generate feelings that facilitate thought); 3) emotional understanding (the ability to integrate what we feel into our thoughts); and 4) emotional management (the ability to efficiently steer and manage both positive and negative emotions). These four dimensions were used to measure emotional intelligence in the current study.

Recent researchers have identified emotional intelligence using three methods. The first of which is through the ability model. According to the ability-based approach, emotional intelligence is the capacity to comprehend emotional content information (Mayer & Salovey, 1997). Second, the competent model defines emotional intelligence as a set of skills that includes self-control, enthusiasm, persistence, and self-motivation capacity (Goleman, 1998), and third, mixed-models define emotional intelligence as a set of stable personality traits, socio-emotional competencies, motivational factors, and diverse cognitive abilities (On, 2000). Maintaining emotional control in numerous contextual and personal situations that occur throughout life is critical to the individual's integration into society (Salovey & Mayer, 1990).

Furthermore, emotional intelligence allows us to handle problems as effectively as possible and to work with others, both of which are crucial for creating pro-social behavior within individuals (Salovey & Mayer, 1990). Therefore, emotional intelligence is an important factor to consider when evaluating a person's skills and abilities, because it favors and facilitates life achievements, and is a good predictor of how they will adapt to the environment by encouraging them to adapt to society, and overall leads to the resilience of society (Costa & Faria, 2020; Tu et al., 2020;). Therefore, studying and identifying the trends and insights of emotional intelligence is important to develop a resilient society for individuals today, as well as future generations.

Pro-social Behavior

Pro-social behavior encompasses a wide variety of beneficial behaviors such as positive relationships, generosity, and actions that decrease stereotypes (Batson & Powell, 2003). Within this vast range of behaviors, Batson and Powell (2003), distinguish three key classifications that come under pro-social behavior: (1) assisting another person, (2) contributing to a group, and (3) adhering to a socially accepted guideline, such as honesty or respect for another's property. The level and kind of empathic reactions included in the pro-social behavior varies depending on the observer's proximity to the person in need, the observer's dispositional qualities, and the nature of the circumstance (Eisenberg, 2006).

Emotions are the most powerful motivators for spontaneous types of pro-social acts and establishing an empathetic self-image that assists longer-term commitments to help and sustain by volunteering (Eisenberg, 2006). Thus, emotional behaviors and management may provide a fundamental mechanism for converting genetic pro-social predispositions into action, which may have evolutionary benefits (Martin-Raugh et al., 2016), and studying both emotional intelligence and pro-social behavior together might be helpful to determine the relationship of these two concepts and predict the human behaviors of modern society.

Due to the high competition and workload, it must be a challenge to reach this objective because undergraduates are more focused on individualism rather than achieving collective results. In this stage, relevant authorities unable to develop their emotional skills will badly affect the future (Wijekoon, 2017). Therefore, developing them to pro-social behaviour which means developing their voluntary actions that are intended to help or benefit another individual or group of individuals is necessary (Martin-Raugh et al., 2016). Achieving pro-social behavior

through emotionally intelligent individuals is necessary and it is the most demanded skill in the future (Afolabi, 2013).

Most of the empirical evidence suggests that emotionally strong individuals are primarily intended to achieve objectives of a positive pro-social environment and their behaviors and actions help other individuals who needed the emotional support of others throughout their lives (Martin-Raugh et al., 2016). An individual's emotional intelligence is considerably positively connected with pro-social behavior (Brackett et al., 2004; Mart-Vilar et al., 2019). Mayer and colleagues discovered that those with high emotional intelligence exhibit more favorable social behaviors (Mayer et al., 2004). Individuals who appropriately assess others' degrees of fear, for example, exhibit higher pro-social behavior in social encounters (Kaltwasser et al., 2016). Emotional intelligence is favorably connected with strong social relationships and has a substantial predictive influence on pro-social behavior (Charbonneau & Nicol, 2002). Individuals with high emotional intelligence demonstrate more pro-social conduct, greater empathy, and less negative behaviors when interacting with peers (Ciarrochi, Deane, & Anderson, 2002; Mavroveli & Sánchez-Ruiz, 2011). Prosocial behavior helps to build an individual's capacities to accept, absorb, cope with, and adjust to diverse environmental and social stressors which means creating social resilience in social entities (Charbonneau & Nicol, 2002). The concept of social resilience is defined as ability of an individual or organization to forecast, organize, respond, adapt and transit from unexpected disruptions and survive and succeed (Moore et al., 2020). Social resilience is a key idea that is evolving to guide and encourage more inclusive methods to managing integrated social problems. Pro-social behavior assists in the development of an individual's capacity to accept, absorb, cope with, and adjust to a variety of environmental and social stresses, thereby fostering social resilience in social systems (Charbonneau & Nicol, 2002). Most studies explored emotional intelligence independently as a variable, and the current study researchers try to explore emotional intelligence by using a well established theoretical model developed by Salovey and Mayer in 1990. Although these previous studies have found a link between emotional intelligence and pro-social behavior, the mechanism by which emotional intelligence influences pro-social behavior remained unclear. Previous research suggests that there may be a direct or indirect association between emotional intelligence and pro-social behavior under certain settings and this study eliminated that suggestion.

Conceptualization

Based on the literature survey the following conceptual model displayed in figure 1 was developed for the current study.

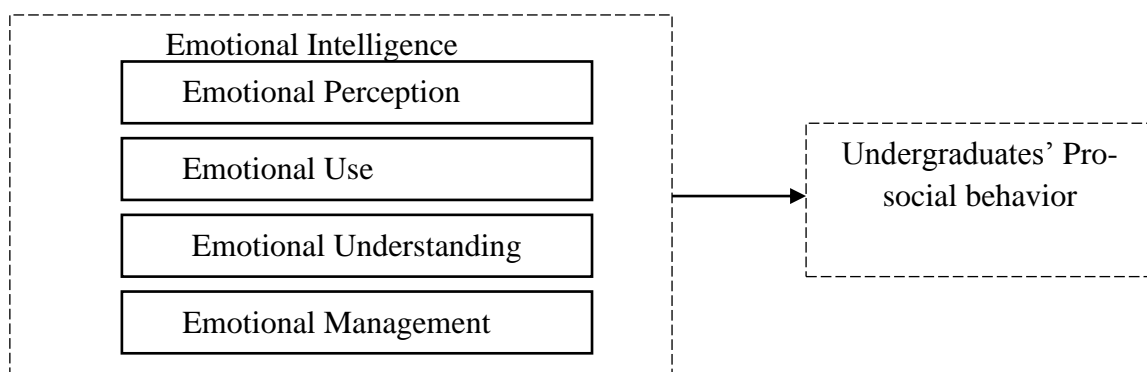


Figure 1. Conceptual Framework

Source: Salovey and Mayer's (1990)

Hypothesis Development

According to Salovey and Mayer (1990), emotional intelligence is defined as the ability to manage one's feelings and emotions, as well as recognize and distinguish among them and utilize this knowledge to direct one's ideas and actions. Their model consists of four components: 1) emotional perception, 2) emotional use, 3) emotional understanding, and 4) emotional management and previous studies based on these four dimensions are taken to examine emotional intelligence. Therefore, the current study uses these validated four dimensions to measure the emotional intelligence of management undergraduates.

Understanding and responding to the suffering of others requires strong emotional and behavioral self-regulation, or the ability to comprehend one's feelings while reacting to the emotions or actions of others, both of which are related to emotional intelligence (Petrides & Furnham, 2003).

Further, much research involving adults in an organizational setting have focused on pro-social behavior, and researchers found that emotional intelligence involves the component of self-motivation that will optimize attitudes towards voluntary actions to support others (Goleman, 1996). According to Megerian and Sosik (1996), self-motivation leads to the development of greater objectives for oneself, which may contribute to supporting another and taking action for the betterment of others as well.

The capacity to focus on the good aspects of one's experiences is aided by emotional intelligence (Goleman, 1996). Furthermore, Abraham (1999) stated that emotionally intelligent individuals' capacity to empathize would drive them to comply more with organizational standards, such as timeliness and rules because they would be more sensitive to the social perspective and expectations (Goleman, 1996).

These researchers also observed that emotionally strong, emotionally stable people have a more positive attitude toward themselves and others. Moreover, they are also more tolerant of discontent because they are more capable of managing stressful states associated with emotional experiences and controlling their actions in challenging situations. These outcomes were found by Bibi et al., in 2016 in a similar study done with undergraduates from Pakistan. Further, positive association between four dimensions of emotional intelligence on pro-social behavior is confirmed in studies conducted by Brackett et al. (2004), and Martí-Vilar et al. (2019). Overall, positive association between emotional intelligence and pro-social behavior was found by Kaltwasser et al. (2016), Charbonneau and Nicol, (2002), Mavroveli and Sánchez-Ruiz, (2011) in their studies. Thus, we believe that it was similar to the Sri Lankan context. Based on the above discussion researchers derived the following hypothesis to the study.

H1; Undergraduates' emotional intelligence directly and positively influences their pro-social behavior

H1a: Emotional perception has a positive influence on undergraduates' pro-social behavior

H1b: Emotional use has a positive influence on undergraduates' pro-social behavior

H1c: Emotional understanding has a positive influence on undergraduates' pro-social behavior

H1d: Emotional management has a positive influence on undergraduates' pro-social behavior

Methodology

This study employed a quantitative deductive research approach as the study tested existing theory in a different context. After reviewing the literature under emotional intelligence variable, four dimensions were identified from Salovey and Mayer's (1990) theory for exploring the influence of emotional intelligence on pro-social behavior. This model was used by recent studies to explore emotional intelligence influence on different pro-social behavior (Mayer et al., 2004; Kaltwasser et al., 2016). Other scholars tested and found self esteem as a moderator and social support as a mediator in the same model (Kong, et al., 2012; Wang et al., 2020). Thus, we used the same model for the current study to explain emotional intelligence and based on the research model five hypotheses were postulated. This study focused on how emotional intelligence influences pro-social behavior of Management undergraduates in state universities in Sri Lanka. In the Sri Lankan university system, the second largest batch enrolled annually is in the Management stream and they are the future of managerial positions in organizations. Therefore, it is significant to explore their pro-social behavior. The theoretical population of this study is Management undergraduates of the state universities in Sri Lanka. Due to the practical limitation and complexities of using a larger population, Management undergraduates of the University of Ruhuna were selected as the study population. A web-based questionnaire was designed using Google Forms. The unit of analysis of this study is individual. Designed questionnaires were distributed among 200 Management undergraduates of the University of Ruhuna by using emails and social media networks, and 175 responses were gathered and processed for further analysis. The study employed a convenience sampling method to distribute questionnaires. The constructs of the research model were measured using previously validated instruments indicated in Table 1: Operationalization. All the constructs used a seven-point Likert scale where respondents marked their agreement scaling from strongly disagree (1) to strongly agree (7). Gathered data were analyzed by using SPSS 25 version.

Table 1. Operationalization

Variable	Dimension	Instrument	Source
Emotional Intelligence	Emotional Perception	When I see people's facial expressions, I recognize the emotions they are feeling. I'm aware of the non-verbal messages that other people transmit. I can tell when someone is lying to me by looking at their facial expression. My first impression of what people are feeling is generally correct.	Estrada et al., (2021)

	Emotional use	<p>I'm an emotional person and I assess my feelings before taking any decisions.</p> <p>When facing a problem, I use different emotions to approach it from different points of view.</p> <p>I trust my emotions to give the right response to problems.</p> <p>When I'm making decisions, I assess my feelings to see if the decision is the right one.</p>	
	Emotional understanding	<p>I find it easy to write down lots of synonyms for emotional words like happiness or sadness.</p> <p>I can explain the emotions I feel.</p> <p>I have a wide vocabulary to describe my emotions.</p> <p>I'm able to describe how emotions evolve from lower to higher intensity (e.g., how we go from happiness to euphoria).</p>	
	Emotional Management	<p>I can handle stressful situations without getting too nervous.</p> <p>I know how to keep calm in difficult or stressful situations.</p> <p>When somebody I know is in a bad mood, I'm able to help them calm down and feel better.</p> <p>I'm good at helping others to feel better when they feel sad or angry.</p>	
Prosocial behavior		<p>I am empathetic with those who are in need.</p> <p>I intensely feel what others feel.</p> <p>I easily put myself in the shoes of those who are in discomfort.</p> <p>I am willing to make my knowledge and abilities available to others.</p> <p>I immediately sense my friend's discomfort even when it is not directly communicated to me.</p>	(El Mallah, 2020)

Source: Authors' presentations

Data Analysis

Normality

After the collection of data, the data cleansing procedure was carried out. Outliers and missing values were found during data cleaning. As pilot research was carried out, and expert feedback was gathered, the questionnaire was updated accordingly. As a result, the questionnaire

was straightforward to comprehend. Therefore, there were relatively few missing data, and the median was imputed for the discovered missing values, as proposed by Little and Rubin (2002). Outliers were found using box plots and omitted, as indicated by Aguinis et al., in 2013. Results of Normality Test are shown in Table 2.

Table 2. Results of Normality Test

Variable	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Emotional Perception	-0.619	0.185	-0.275	0.368
Emotional Use	-1.041	0.185	0.414	0.368
Emotional Understanding	-0.425	0.185	-0.713	0.363
Emotional Management	-0.811	0.185	0.028	0.368
Pro-social behavior	-0.584	0.185	-0.565	0.368

Source: Authors' computation, 2021

Skewness and Kurtosis scores were used to assess the data's normality. The Skewness and Kurtosis threshold levels were +2 and -2, respectively. Skewness and Kurtosis values obtained were within the range according to the Table 2. As a result, it is possible to conclude that the data were normally distributed.

Validation of Measurement Properties

In this study, uni-dimensionality for each indicator was measured using factor analysis. The following Table 3 showed the component matrix for the study. The level of coefficient used for factor loading is 0.4. According to the observed results in Table 3, component matrix values are greater than 0.4 and indicated that each question was validated in this study.

Table 3. Component Matrix

Question	Component
Emotional Perception 1	.816
Emotional Perception 2	.761
Emotional Perception 3	.742
Emotional Perception 4	.769
Emotional Understanding 1	.700
Emotional Understanding 2	.749
Emotional Understanding 3	.774
Emotional Understanding 4	.746
Emotional use 1	.770
Emotional use 2	.754
Emotional use 3	.748
Emotional use 4	.731
Emotional Management 1	.765
Emotional Management 2	.758
Emotional Management 3	.768
Emotional Management 4	.804

Pro-social behavior 1`	.805
Pro-social behavior 2	.748
Pro-social behavior 1`	.781
Pro-social behavior 3	.786

Source: Authors' computation, 2021

Reliability, Validity, and Multicollinearity

The researchers used the Average Variance Extracted (AVE) and the Composite Reliability (CR) values to assess convergent validity. The AVE values should be greater than 0.5, and the CR value should be greater than 0.7, according to the threshold level (Bagozzi & Yi, 1988). Convergent validity testing revealed that the data was acceptable in terms of convergent validity, as evidenced by the findings falling within standard ranges. Cronbach's alpha values, which assess data internal consistency, were used to determine data reliability. In general, a Cronbach's alpha value greater than 0.7 indicates that the data is internally consistent (Fornell & Larcker, 1981).

The Variance Inflation Factor (VIF) value was used to determine whether there was multicollinearity among the variables. Based on the inter-construct correlations values included in Table 3 correlation among dimensions were high. Therefore, multicollinearity among dimensions were checked. To do so, O'Brien's, 2007 rule of thumb was used and according to that if the VIF value is lesser than 5, the multicollinearity issue is not there (O'Brien, 2007). The obtained results showed VIF values less than 5, therefore, it is possible to conclude that there is no multicollinearity. The following Table 4 summarizes the results of the convergent validity and reliability tests, as well as the VIF values.

Table 4. Results of Convergent Validity, Reliability and Multicollinearity Analysis

Variable	AVE	CR	Cronbach's Alpha	VIF values
Emotional Perception	0.744	0.919	0.852	2.566
Emotional Use	0.754	0.905	0.842	3.521
Emotional Understanding	0.725	0.916	0.866	3.695
Emotional Management	0.732	0.915	0.819	3.473
Pro-social behavior	0.708	0.982	0.908	

Source: Authors' computation, 2021

In this study, the discriminant validity was determined using the Fornell-Larcker criterion. According to the Fornell-Larcker Criterion, the square root of a construct's AVE should be greater than the inter-construct correlations to ensure discriminant validity (Fornell-Larcker, 1981) indicated in Table 5.

Table 5. Fornell- Larcker Criterion

Variable	Prosocial Behavior	Emotional Management	Emotional Understanding	Emotional Use	Emotional Perception
Pro-social behavior	0.841				
Emotional Management	0.815	0.855			
Emotional Understanding	0.799	0.782	0.851		
Emotional Use	0.759	0.724	0.672	0.868	
Emotional Perception	0.802	0.720	0.764	0.710	0.862

Source: Authors' computation, 2021

Sample profile of the Study

Sample composition was analyzed using frequency distribution and revealed that undergraduates represent 31% in the first year, 23% in 2nd year, 29% in 3rd year, and 17% in the 4th year. From that total sample, 81 are male students and others are female students. As for their extracurricular activities, 46% of students engage in club activities, different societies, and associations, and 35% of students in the total sample engage in sports activities from the selected sample.

Hypothesis Testing

The hypothesis was tested using multiple regression analysis and the results are indicated in the following Table 6.

Table 6. Summary of Regression, Model Summary and ANOVA Results

Variable	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
Emotional perception	.218	.075	2.902	.004
Emotional use	.422	.070	6.029	.000
Emotional understanding	.322	.067	6.088	.002
Emotional management	.385	.070	5.488	.000
Adjusted R square	.736			
ANOVA	(F=120.140, Sig=.000 ^b)			

Source: Authors' computation, 2021

Adjusted R Square value amounts to 0.736. that indicate the regression model explains 74% of the variance of the management undergraduate's pro-social behavior with the four independent variables specified in the research model and ANOVA test confirmed that the regression model is statistically significant (F=120.140, Sig=.000).

The observed results indicated that emotional perception, emotional use, emotional understanding, and emotional management have a positive influence on management undergraduates' pro-social behavior, and further emotional use and emotional management were found as the most influential variables that influence management undergraduates pro-social behavior. In sum, this study confirms the results of previous studies. Supporting H1, and H2 Emotional Perception ($\beta=2.902$, sig =.004), and emotional understanding ($\beta=6.088$, sig =.002) had a significant positive influence on undergraduates' pro-social behavior. Moreover, this study found empirical support for H3, which claims that emotional use ($b =6.029$ $p = 0.002$) has a significant influence on determining the pro-social behavior of management undergraduates. The study also found that Emotional Management ($\beta=5.488$, sig =.004) is positively influenced by pro-social behavior.

Discussion

This study is aimed at exploring the influence of emotional intelligence on the pro-social behavior of management undergraduates in state universities in Sri Lanka to promote the resilience of society. This study proved that emotional perception, emotional understanding, emotional use, and emotional management have a positive influence on pro-social behavior among Sri Lankan universities' management undergraduates and the observed results summary of the study results are indicated in Table 7. Further, the results of the current study confirmed Salovey and Mayer's (1990) findings.

Table 7. Results Summary

No	Hypothesis	Result
H1	Undergraduates' emotional intelligence directly and positively influences their pro-social behavior	Supported
H1a	Emotional perception has a positive influence on undergraduates' pro-social behavior	Supported
H1b	Emotional use has a positive influence on undergraduates' pro-social behavior	Supported
H1c	Emotional understanding has a positive influence on undergraduates' pro-social behavior	Supported
H1d	Emotional management has a positive influence on undergraduates' pro-social behavior	Supported

Source: Survey data, 2021

Based on the findings, we could conclude that emotional management and emotional perception have a positive influence on undergraduates' pro-social behavior. The reasons for this might be that if an undergraduate can regulate his or her emotions properly, and on the other hand, if he or she can comprehend the feelings of others, he or she will be able to cope with varied situations and emotionally strengthen themselves. As a result, they have more favorable attitudes regarding voluntarily assisting and supporting others.

Furthermore, researchers of this study found that emotional use has a positive influence on pro-social behavior. The reason for this might be that if undergraduates can understand and effectively manage their emotions, they are more likely to engage with and apply their efforts to those in society who need their assistance. Finally, this study discovered a positive association between emotional understanding and pro-social behavior. This indicates that if they have a deep awareness of their emotions it will help them to work toward promoting pro-social behavior and being able to communicate their feelings effectively to others. Finally, emotional intelligence influences management undergraduates towards pro-social behavior and leads them to a humanistic society to create and promote resilience of society.

The previous literature, Charbonneau and Nicol (2002), Ruckmani and Balachandra (2015) have found that overall emotional intelligence including emotional perception, emotional use, emotional understanding, and emotional management have a significant positive influence on adolescents. This finding is further confirmed by Sahin (2017) who investigated the influence of emotional intelligence on pro-social behavior and the role of emotional knowledge as a mediator by Martin-Raugh et al. (2016). According to Fu et al. (2017), they have used emotional intelligence to gain an overall understanding of the link between it and pro-social behavior. Previous studies focus on influence of emotional intelligence on adolescents generally and they were not focusing on undergraduates contexts that are highly important to future society. Further, they focused on several variables and did not test a well-established theory in this context. Therefore researchers of this study were able to uncover the existing research gap by examining the variables in emotional intelligence and pro-social behavior with special reference to undergraduates.

Theoretical and Practical Implications

Previous research has attempted to investigate the relationship between emotional intelligence and pro-social behavior. However, research on the influence of emotional intelligence on pro-social behavior to create resilience in society with a special focus on undergraduates is limited. As a consequence, this research study helps to close the existing research gap. There is a scarcity of research based on these findings, particularly in the Sri Lankan context and current study findings can be applicable for countries like Sri Lanka.

The study's findings derived practical implications. First, from the standpoint of the undergraduate, it is vital to enhance their capacity to detect the emotions of others and to produce and develop their ability empathize and be sensitive to the thoughts and feelings of others. Furthermore, strengthening students' capacity to integrate what they feel about other people's opinions, as well as improving their ability to control emotions towards others, are essential for establishing better pro-social conduct among university undergraduates. Undergraduates will be strengthened for pro-social acts as a result of ethical and emotional growth, which will eventually contribute to societal resilience. Furthermore, university management can emphasize the role of emotional intelligence in pro-social behavior through education and other activities that include moral and socio-emotional learning to assist students in developing emotional abilities.

Furthermore, these insights may be used to increase students' emotional displays and comprehension through activities such as sports, culture, and spirituality. It is better to structure the lecture process inside a university in a fun way that allows undergraduates to build their emotional skills. Because how one deals with emotions affects one's future employment and personal life. As a country, having a young population that is proficient in handling emotional skills would reduce conflicts and enhance happiness, which would be good in advancing society toward long-term resilience.

Limitations and Future Research

While advocating further research, we discovered the following study limitations in our work. The sample size was limited to 175 Management undergraduates of the University of Ruhuna. A larger sample size would increase statistical power and yield more consistent findings (Hair et al., 2010). Future research should include a bigger sample size inquiry that includes undergraduates at higher education institutions, private institutions, and schools. The data for this study were gathered at a single point in time using a cross-sectional method. Emotional intelligence is regarded as a psychological construct that needs extensive empirical research to be properly appreciated. Future research that utilizes a longitudinal study strategy would make a substantial contribution to the area. The current study used a questionnaire survey to acquire primary data on the phenomena of interest. Interviews, for example, may allow for a more in-depth evaluation of emotional intelligence and pro-social behavior. As a result, future studies based on interviews and qualitative analysis of interview data will throw light on this phenomenon.

Conclusion

This study is aimed at exploring the influence of emotional intelligence on the pro-social behavior of Management undergraduates of Sri Lanka to create resilience in society. This study proved that emotional perception, emotional use, emotional understanding, and emotional management have a positive influence on Management undergraduates' pro-social behavior. Moreover, emotional use and emotional management are the most influential variables to the Sri Lankan universities' management of undergraduates' pro-social behavior. Further, the results of the current study confirmed Salovey and Mayer's (1990) findings. Results provide insights empirically on how the university administration can contribute to making a university system that leads undergraduates in the resilience of society through developing their emotional intelligence skills and ensure pro-social behavior among them.

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