

<https://doi.org/10.33472/AFJBS.6.9.2024.382-390>



African Journal of Biological Sciences

Journal homepage: <http://www.afjbs.com>



Research Paper

Open Access

An Empirical Examination of Emotional Intelligence on Interpersonal Relations

Sasidharan M

<https://orcid.org/0009-0003-0001-5317>

AJK College of Arts and Science, Coimbatore, India

Kandavel R

<https://orcid.org/0009-0003-6239-5044>

Jeppiaar University, Chennai, India

Article History

Volume 6, Issue 9, 2024

Received: 14 Mar 2024

Accepted: 09 Apr 2024

doi: 10.33472/AFJBS.6.9.2024.382-390

ABSTRACT

Emotional intelligence is influenced by social, environmental factors which also contribute to interpersonal intelligence. The main purpose of this study was to explore the emotional intelligence (EI) on interpersonal relations (IR) of information technology employees and understand the important factors that were relevant to them. Information technology employees are always faced with a variety of problems for developing skills. The quantitative research (survey) has been chosen in order to meet the purpose of the research and to test those relationships empirically; the data is collected from structured questionnaire. Sample size is 180 and also descriptive research study is used as a research design and followed simple random sampling method. The sample was selected from various information technology companies being operative in Chennai. This study, therefore, aims to discover the relationship between Emotional Intelligence and Interpersonal relations. A quantitative approach was used to obtain and analyze data, which shows a high similarity between emotional intelligence. Also, there is an important relationship between Emotional Intelligence and interpersonal relations, which is attributed to the similarities shared by emotional intelligence and interpersonal relations.

Keywords: Emotional Intelligence (Empathy, Self-regulation, Relationship management, Self-awareness, Self-competency, Self-monitoring) and Interpersonal Relations

INTRODUCTION

Emotional intelligence, often referred to as EQ, is the ability to recognize and manage your own emotions, as well as understand and empathize with the emotions of others. It plays a crucial role in shaping the quality of our interpersonal relationships, influencing how we communicate, connect, and resolve conflicts with those around us.

In this article, we will explore the impact of emotional intelligence on interpersonal relationships and delve into strategies for enhancing it. By understanding the basics of emotional intelligence and developing self-awareness and self-regulation skills, you can gain a deeper understanding of your own emotions and reactions. This heightened awareness allows you to better navigate challenging situations with empathy and understanding.

Additionally, by building empathy towards others and actively working on effective communication skills, you can foster healthier connections that are based on mutual respect and trust. With these tools at your disposal, you can cultivate meaningful relationships that bring fulfilment and joy into your life.

Emotional intelligence plays a crucial role in relationships because it allows you to connect on a deeper level with others. When you're emotionally intelligent, you're better able to recognize and understand the feelings and needs of those around you. This enables you to respond in a way that's supportive and compassionate, which strengthens trust and fosters intimacy. Without emotional intelligence, it becomes challenging to truly grasp what someone else is experiencing or going through, leading to misunderstandings or neglecting their emotional well-being.

Moreover, developing emotional intelligence helps in managing conflicts within relationships. By having a strong sense of self-awareness and understanding your own emotions, you become less reactive during disagreements or tense situations. Instead of allowing anger or frustration to dictate your actions, emotional intelligence empowers you to approach conflicts with empathy and patience. This ability allows for open communication where both parties feel heard and understood rather than engaging in arguments that only escalate tensions.

Recognizing the importance of emotional intelligence in relationships can significantly impact how we interact with others. It enables us to be more attuned to ourselves as well as empathetic towards our partners or friends' emotions. By developing our emotional intelligence skills, we enhance our ability to build meaningful connections based on understanding and support rather than misunderstandings or conflict.

Emotional intelligence includes six factors:

- (1) Empathy: being able to place oneself in others' position, being able to accept and respect others.
- (2) Self-regulation: focusing on how to free oneself from anxiety, anger, dismay, or unease.
- (3) Relationship management: being good at communicating one's own ideas through verbal expressions or body language.
- (4) Self-awareness: perceiving one's own emotions at any time, knowing what affects their own emotions.
- (5) Self-competency: the ability to assess and develop one's own skills, knowledge, and abilities in order to reach personal goals.

(6) Self-monitoring: a personality trait that involves the ability to monitor and regulate self-presentations, emotions, and behaviours in response to social environments and situations.

LITERATURE REVIEW

Emotional intelligence enables us to properly respond to different emotions and to face and solve problems with innovative thinking when confronted with challenges and frustrations in our lives. Goleman (1995) suggests that feelings and thoughts interact with each other and each one of our decisions is under the influence of both perceptiveness and rationality. Goleman considers that emotional intelligence is an ability to maintain self-control, self-happiness and self-confidence and to motivate oneself and that it consists of five main domains: self-awareness, self-regulation, social skill, empathy, and self-motivation (Goleman, 1996; Yang, 2013).

An interpersonal relationship is an interdependent and interrelated relationship established during personal encounters, which is also known as social contact. It is often used as a generalized term for all types of relationships except for family relationships, including friendship, teacher-student relationships, employer-employee relationships, leader-follower relationships, etc., thus also being called interpersonal communication. Some researchers consider that interpersonal relationships include interaction between family members, friends, and peers and that interpersonal relationships involve social acceptance, family relationships, peer relationships, a sense of humor, and intimate friendship (Yang, 2002; Su, 2002).

Seri, Azlina and Yeo (2019) researched on emotional intelligence among Women in selected organization in India. The objective of the study was to provide a systematic review of published researches on emotional intelligence among women. The analysis of the published articles considered two basic central themes in the study of emotional intelligence among women: level of women emotional intelligence and emotional intelligence attributes. The study revealed that level of emotional intelligence is low, meaning that women are less emotionally intelligent.

Shafiq and Rana (2016) researched on the relationship between emotional intelligences and organizational commitment in Pakistani. The aim of this study was to investigate the relationship between emotional intelligence and organizational commitment of college teachers in the Pakistani context. Data were collected from 494 college teachers in Pakistan. Pearson product moment correlation coefficient and regression analysis was used in testing of the hypotheses. Findings of the study revealed that significant relationship exist between emotional intelligence and organizational commitment. Emotional intelligence further showed significant positive relationships with three components of organizational commitment which are affective, continuance and normative commitment, respectively.

Maria del Carmen, Maria del Mar and Jos'e Jesu's (2019) conducted a study on emotional intelligence, self-efficacy and empathy as predictors of overall self-esteem in nursing by years of experience in Spain. The objective of the study was to determine the explanatory value of individual variables such as self-efficacy; empathy and emotional intelligence on self esteem in a sample of nursing professionals, to identify which variable have the most explanatory value for overall self esteem with years of experience. The result revealed that emotional intelligence factors in all cases were observed to have positive correlations with

overall self esteem, mood was still the predictor with the most explanatory weight in all the groups, general self-efficacy disappeared in the model of professionals with the most experience.

Tsui-Shuang, Chun-Pao and Chung-I (2014) carried out a study on emotional intelligence and interpersonal relationships among college students in Southern Taiwan. The main objective of the study was to explore the emotional intelligence and interpersonal relationships among college students and to understand the important factors that were relevant to them. The results revealed that: the emotional intelligence and interpersonal relationships among college students were above average; college students' emotional intelligence and interpersonal relations showed significant differences by gender, romantic relationship, monthly allowance, family status, female students have higher emotional intelligence and interpersonal relations than male students; the perceived level of emotional intelligence was positively correlated with interpersonal relations; in examining the predictors of interpersonal relations, 3 important factors including "empathy", "self-regulation" and "relationship management" was found the variance in interpersonal relations.

OBJECTIVES OF THE STUDY

- To analyse emotional intelligence and its relationship with interpersonal relations.
- To assess the influence of emotional intelligence on interpersonal relations.
- To offer suggestions to improve emotional intelligence and leads to the interpersonal relations.

HYPOTHESES OF THE STUDY

H₀₁: There is no significant relationship between emotional intelligence and interpersonal relations.

H₁: There is significant relationship between emotional intelligence and interpersonal relations.

H₀₂: There are no significant influences of emotional intelligence on interpersonal relations.

H₂: There are significant influences of emotional intelligence on interpersonal relations.

RESEARCH METHODOLOGY

The research design for this study is descriptive in nature and quantitative research methodologies are used. A structured questionnaire was used for quantitative research. A structured questionnaire was designed and was pre-tested before using as a final instrument for collecting the data, and analyses these to make a critical evaluation of the performance.

Primary data:

The primary data were collected from the employees of information technology companies in Chennai, questionnaire prepared exclusively for this purpose; this questionnaire contains direct questions in the Likert scale.

Secondary data:

Websites, magazines, articles were used widely as support to primary data as a secondary data source.

Sampling Design and Size:

Researchers targeted all the employees of information technology companies in Chennai, a detailed study comprising of all employees is an arduous task for an individual

researcher. Therefore, to keep the study within the reliable and manageable limits, **SIMPLE RANDOM SAMPLING** was adopted. 230 questionnaires were distributed in the samples, in that 197 respondents were return back, and among that 180 questionnaires were found suitable for the study.

Pre-Testing Procedures (Pilot Study)

Before the survey questionnaire was administered to the respondents, a pre-test of the questionnaire was conducted to test the validity of the questionnaire used for data collection 60 Questionnaires were distributed personally to the respondents, some minor wording modifications to the questionnaire and certain changes were made which enabled the researches to plan the survey effectively and to accomplish the objectives of the study and made as a result of this process.

Reliability:

The internal consistency reliability method was used in this study to determine the reliability of the scale questions by determining the co-efficient alpha. Cronbach 's co-efficient alpha is a measure of the internal consistency of measurement.

Overall reliability of the study is .764

ANALYSIS AND INTERPRETATION

Correlation Analysis between emotional intelligence and interpersonal relations.

H₀₁: There is no significant relationship between emotional intelligence and interpersonal relations.

H₁: There is significant relationship between emotional intelligence and interpersonal relations.

Table: 1

Emotional Intelligence		Interpersonal relations
Empathy	Pearson Correlation Significance(2-tailed)	0.683 0.001*
Self-regulation	Pearson Correlation Significance(2-tailed)	0.718 0.001*
Relationship management	Pearson Correlation Significance(2-tailed)	0.613 0.001*
Self-awareness	Pearson Correlation Significance(2-tailed)	0.762 0.001*
Self-competency	Pearson Correlation Significance(2-tailed)	0.708 0.001*
Self-monitoring	Pearson Correlation Significance(2-tailed)	0.632 0.001*
	N	180

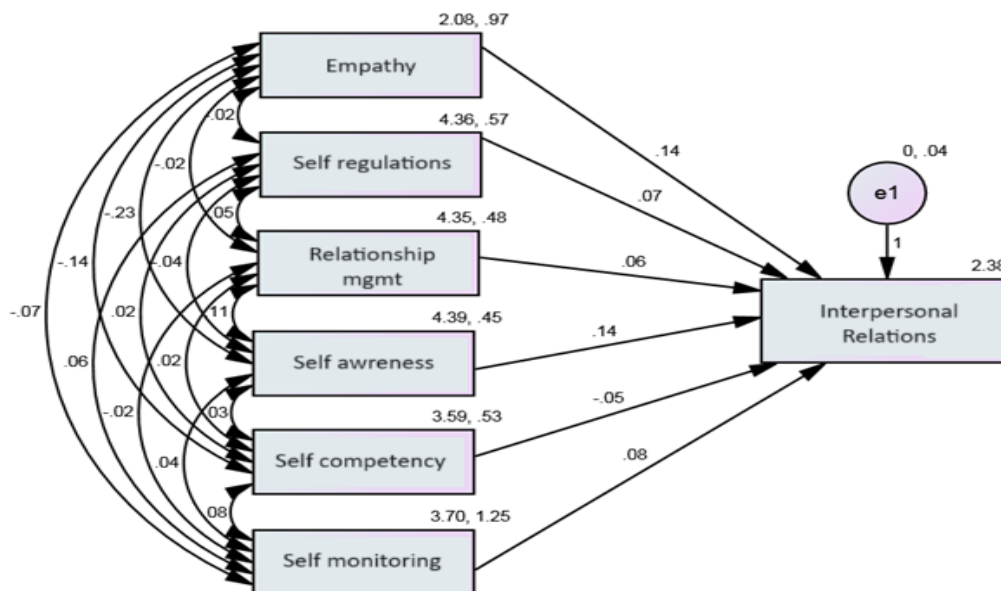
Source: Primary data; *significant at one percent level.

In order to test the relationship, Pearson correlation was applied. From the result it is observed that there is positive correlation between independent variable and interpersonal relations. The emotional intelligence i.e. self-awareness has the r value of ($r=0.762$), self-regulations ($r=0.783$), self-competency ($r=0.708$), empathy ($r=0.683$), self-monitoring ($r=0.632$) and relationship management ($r=0.613$) from the p value in the correlation matrix, it is observed that the level of independent variables relationship was significant at 0.01 level. Hence the null hypothesis is rejected and alternative hypothesis is accepted. So, it is concluded that there is significant strong relationship between emotional intelligence and interpersonal relations.

Multiple Regression Analysis of Emotional intelligence on interpersonal relations

H_{02} : There are no significant influences of emotional intelligence on interpersonal relations.

H_2 : There are significant influences of emotional intelligence on interpersonal relations.



Abbreviation of Variables

Abbreviation	Variables
EMP	Empathy
SER	Self-regulation
REM	Relationship management
SEA	Self-awareness
SEC	Self-competency
SEM	Self-monitoring
INR	Interpersonal relations

Table- 2- (a): Model Fit Summary

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
Interpersonal relations	0.663	0.439	0.433	0.20669

The model summary table interprets the R , R^2 , Adjusted R^2 , Standard error of the estimate and model fits. Multiple Correlation coefficients 0.663 is good level of predication. The coefficient of determination as empathy (EMP), self-regulations (SER), relationship management (REM), self-awareness (SEA), self-competency (SEC) and self-monitoring (SEM) are 44% dependent in interpersonal relations.

Table- 3: Regression Weights of Interpersonal relations

Regression Weights	Estimate	S.E.	C.R.	P
Interpersonal relations <--- Empathy	.142	.009	15.043	***
Interpersonal relations <--- Self-regulations	.072	.011	6.277	***
Interpersonal relations <--- Relationship management	.057	.013	4.474	***
Interpersonal relations <--- Self-awareness	.143	.014	10.112	***
Interpersonal relations <--- Self-competency	-.049	.012	-4.131	***
Interpersonal relations <--- self-monitoring	.079	.008	10.177	***

Note: *** is 1% α -significant level

The path diagram represents the emotional intelligence are empathy (EMP), self-regulations (SER), relationship management (REM), self-awareness (SEA), self-competency (SEC) and self-monitoring (SEM). Here multiple regression analysis employed on all six reasons; all are highly significant with interpersonal relations.

The squared multiple correlation estimate score is 0.439, though the first and foremost lead the emotional intelligence is self-awareness (SEA) the estimate value is 0.143. The next lead the emotional intelligence is empathy (EMP) the estimate value is 0.142. The next preference of emotional intelligence is self-monitoring (SEM) the estimate value is 0.079. It has concluded from the analysis, most of the employees perceived emotional intelligence of information technology makes good impression.

Hence the null hypothesis is rejected and alternative hypothesis is accepted. From the regression equation, it is inferred that factors of emotional intelligences are positively influencing the interpersonal relations in information technology companies in Chennai.

SUGGESTIONS AND IMPLICATIONS

Based on the study, the following suggestions are proposed.

To regulate emotions of teammates to regulate their own emotions and/or to control the influence of others' emotions that were (in)congruent with their personal goals. This suggests that helping behaviours such as extrinsic regulation could potentially be viewed as egoistic.

That manager increases their employee's awareness of the risks associated with self-oriented motives and with the ignorance of reciprocal knowledge between teammates about

their own emotional functioning. Accordingly, emotional intelligence reflects how people deal with their own emotions and those of others.

Information technology companies may provide EQ-related courses to increase employees' ability to manage emotions properly (such as courses on emotion management, interpersonal communication and self-development) and help employees develop their working ability through role play simulations.

organizations may boost employee's self-motivation and self-development and guide them to develop personal belief and manage emotions properly by providing support group workshops, group counselling, and other diverse learning activities.

Counselling centres or mentors at may provide individual counselling for students with poor interpersonal relationships and emotion management.

From an applied perspective, interventions targeting emotional intelligence motives need to be developed and tested.

RECOMMENDATION & CONCLUSION

The results of this study open up many possibilities for future studies to build on and develop. Specifically, the main results of the study replicated the findings of previous studies. However, the study chooses only in an information technology sector in India, the same study could be replicated in the other service sectors, i.e. Banking, Media, Health Care, Agriculture and Manufacturing sector not only in India but Globally as well. As only key variables, which conformed to the hypotheses, were tested and discussed, it will be important, for further research, to investigate the relationship between relevant sub-dimensions of interpersonal relations. It is further recommended that similar research can be carried out for all the hierarchies of management. Such kind of research would throw immense light and give a deep analysis, if conducted on lower-level management that how they can be guided to develop their emotional intelligence and thus enhance their interpersonal relations and further rise in the hierarchy.

Emotional intelligence enhances interpersonal relations and this study demonstrates that information technology employees requires certain level of motivation. In this regard, designing appropriate training programs to improve employee's work culture is worthwhile. Employees have a significant role in society as they interact with the people to transfer their knowledge to them. For transferring knowledge in a proper way, they should be emotionally stable. Information technology employees should have effective skills physically as well as mentally. Emotional intelligence is helpful for performance better, as it would guide them to communicate clearly, lead others in a proper way, which creates productive interaction at work as well as personal life.

REFERENCES

- Fay, D., & Sonnentag, S. (2010). A look back to move ahead: New directions for research on proactive performance and other discretionary work behaviours. *Applied Psychology: An International Review*, 59(1), 1-20.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam
- Maria del Carmen, P.F, Maria del Mar, M.J, Jose, G.L (2019). Emotional Intelligence, self-efficacy and empathy as predictors of overall self-esteem in Nursing by years of experience. *Frontiers in psychology*. <https://doi.org/10.3389/fpsyg.2019.02035>

- Seri, S.B.A., Azlina, K and Yeo,K.J (2019). Emotional Intelligence among women; A systematic review. *International Journal of Engineering and Advances Technology (IJEAT)* Vol 8,(5) 32249-8958
- Shafiq,M. and Rana, A. R. (2016). Relationship of emotional intelligence to organizational commitment of college teachers in Pakistan. *Eurasian Journal of Educational Resarch*, 62, 1-14.
- Tsui-shuang, W., Chun-pao, I. and Chung-I, H. (2014). Emotional intelligence and interpersonal relationships of college students in Southern Taiwan. *Universal Journal of Management* 2(8): 133-138. <http://www.hrpub.org>.
- Yi-Shan Su (2002), The Relationship Among Attachment Styles, Emotional Intelligence, and Interpersonal Relationships of university students, National Pingtung University of Education Unpublished masters dissertation.(Chinese)