

INFLUENCE OF EMOTIONAL INTELLIGENCE ON COMMUNICATION SKILLS: A SURVEY AND SELECTIVE ANALYSIS

N. Lakshmi

(Lecturer in English, Govt. Degree College, Tuni.)

ABSTRACT

Emotional Intelligence comprises of five components: Self-awareness, self-regulation, motivation, empathy and social skill. These components have a direct relationship on a person's emotional intelligence that further drives a person's performance. Communication skills vary globally. This paper studies these components of Emotional Intelligence through selective analysis and how communication skills are much influenced by EI is revealed through this study. This paper explains how Emotional Intelligence helps a person to communicate better and its benefits in understanding global communication skills. Communication is studied through a wide range of forms in the spoken word, written word, or in non-verbal ways, such as facial expressions, speaking tempo, vocal pitch, intonation, gestures or body language. Goleman's concept of EI with "communication skills" as a part of the Social Skills cluster in his EI model is analysed in detail through data analysis.



Keywords: *Emotional Intelligence; Communication; Analysis; Social Skills Cluster.*

© Copyright VEDA Publication

INTRODUCTION

Emotional intelligence plays an important role in today's work setting, According to Goleman, "Emotional Intelligence refers to the abilities 'to recognize and regulate emotions' in ourselves and other people around us." Emotional intelligence allows one to monitor and channelize their emotions in the proper direction.

The key factors which form a bond between Emotional intelligence and Communication skills as

empathy, adaptability, positive thinking, good interpersonal skills, group behavior, problem solving, decision making abilities etc., are surveyed in this paper vividly with a small analysis on the effects of Emotional intelligence on improvement of Communication skills in UG students.

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND COMMUNICATION SKILLS

Communication skills depend on Communicative effectiveness. As Campbell says all



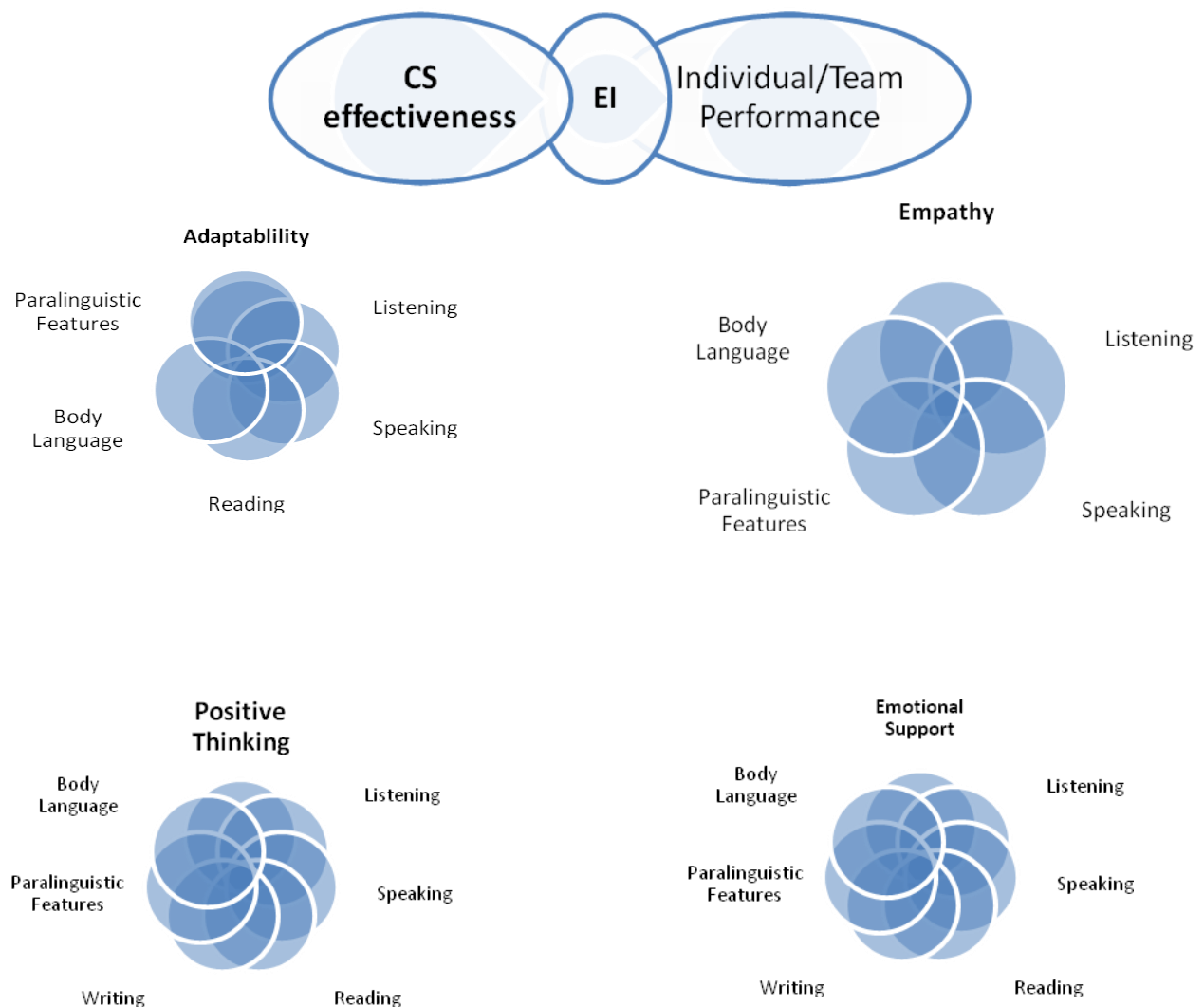
communication between people and its effective reachability depends on 'deliberate behaviour'. (Campbell 1999) A high level of communication depends on high degree of similarities of understanding between sender and receiver (Gadykunst, 2005). The communication effectiveness has a positive correlation with maximizing understanding or minimizing understanding between sender and receiver.

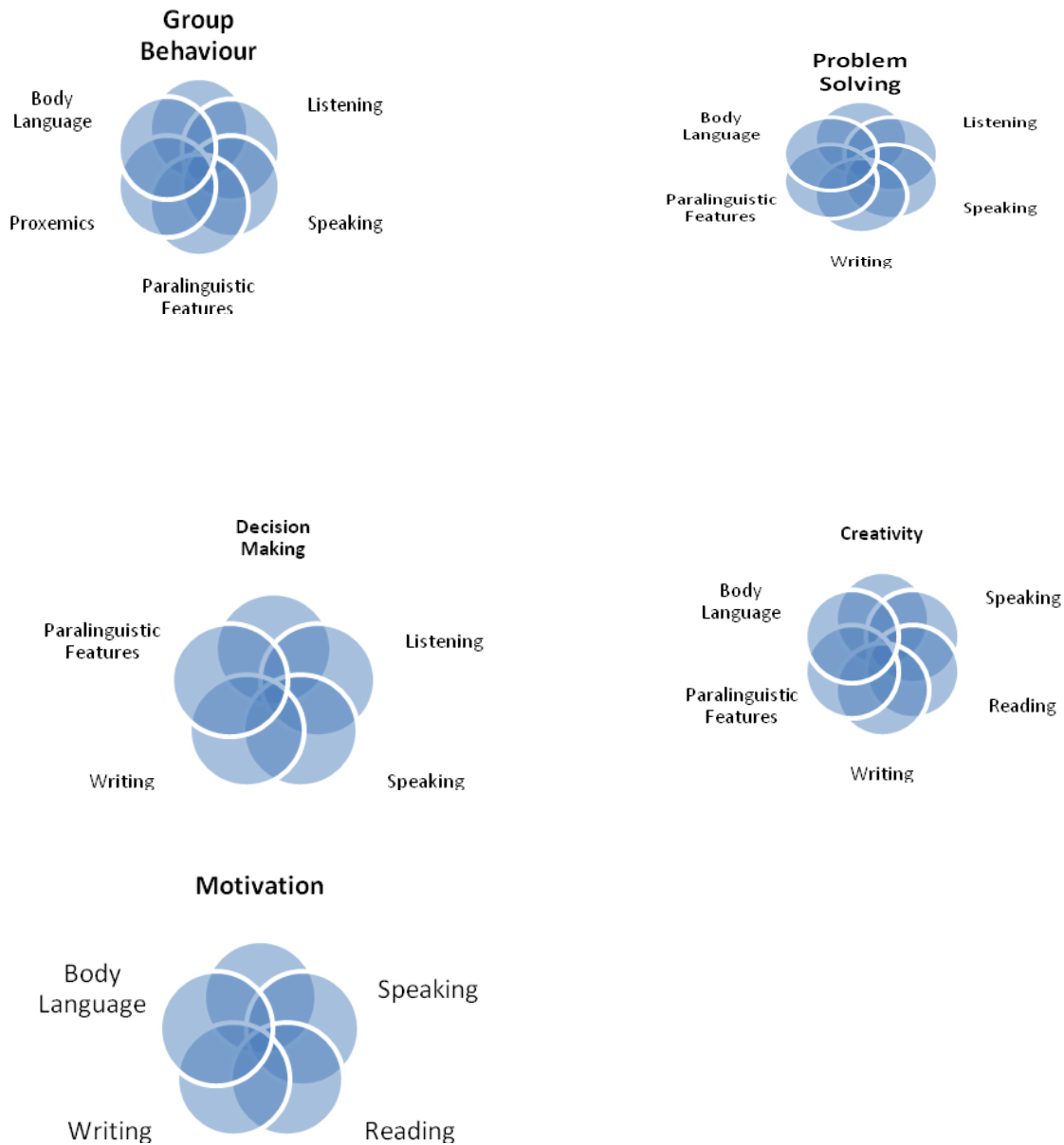
Scientists and psychologists of Emotional intelligence (EI) theory argue that EI leads to improved Communication Skills in the message delivered. (Goleman) Bar-On also suggested that to "be emotionally and socially intelligent is to effectively understood and express oneself, to

understand and relate well with others and successfully cope with daily demands, challenges and pressures" (2002).

Individuals with better EI can better perceive emotions, use them in thought, understanding the meaning of thought, encode it in proper message and can manage their emotions well. They tend to be more open, more agreeable and more dependable.

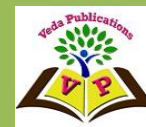
There is thus a need to study or analyse the communication view point of EI to understand the interaction of various CS factors and various EI relationship aspects. EI is shown in the following figure with relation to CS factors.



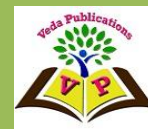


From the above diagrams, it can be inferred that EI factors like empathy, adaptability, positive thinking, emotional support, group behaviour, problem solving, creativity, motivation etc., are all mutually interdependent on Communication Skills like LSRW, Paralinguistic features, Body Language etc., to be effective. Similarly, good interpersonal skills are dependent on EI and CS as shown in the venn diagram. All these in turn lead to good individual/team performance.



**Table 1.** Descriptive Statistics

Distribution of Students Age	Frequency	Percentage (%)	Distribution of Students According to Financial Situations of Families	Frequency	Percentage (%)
Minimum	18	-	Low (Income is less than Expense)	43	15.3
Maximum	30	-	Mean (Income is equivalent to Expense)	205	73.0
Mean	21.55	-	Good (Income is more than Expense)	33	11.7
Median	21	-	TOTAL	281	100.0
Distribution of Students According to Gender	Frequency	Percentage (%)	Distribution of Students According to Family Types	Frequency	Percentage (%)
Female	171	60.2	Nucleus Family	234	83.3
Male	113	39.8	Large family	47	16.7
TOTAL	284	100.0	TOTAL	281	100.0
Distribution of Students According to Class	Frequency	Percentage (%)	Distribution of Students According to Descriptions Families	Frequency	Percentage (%)
1st year	71	25	Positive*	194	69.3
2nd year	143	50.3	Negative**	48	17.1
3rd year	70	24.7	Mixed***	38	13.6
TOTAL	284	100.0	TOTAL	280	100



*Positive: Democratic, reassuring, supportive, and extremely free.

**Negative: Irrelevant, over protective, out of balance, indecisive, domineering, authoritarian, with strict discipline, unaware from emotions- tepid the feelings.

***Mixed: Positive and negative family manners are together.

METHODOLOGY ADAPTED

Statistically Questionnaire technique was adopted all along and EI was taken up as a Control Variable and CS effectiveness aspects as Experimental Variables. The teachers with more EI could bring about a change in the accumulation of CS Effectiveness factors and similarly students who were having more EI factors showed higher learning in Communication Skills gaining.

Venn diagrams were further drawn to show the overlapping of EI and CS factors in detail as per analyses.

CONCLUSION

The analysis shows that many CS effectiveness factors depend on EI and finally lead to Good Individual/Team performance. Hence EI should be considered in detail as to how it can be used and channelized in students to its effective perusal to promote more learning of Communication Skills. In case of English language learners (L2) it will be much more useful. Further, research in psychology in relation to ELT must come up in this arena which would help teachers to bring out the hidden skills in weak level learners.

REFERENCES

- [1]. Aksaraylı, M. & Özgen I. (2008). A study on the role of emotional intelligence in academic career development. *Ege Academic View*, 8(2), 755-769.
- [2]. Anderson, R. M., Davidson, P. L., Hilberman, D. W. & Nakazono, T. T. (2000). Program directors' recommendations for transforming health services management education. *Journal of Health Administration Education*, 18(2), 153-173.
- [3]. Arifoğlu, B. & Razi, S. G. (2011). The relationship between communication management course academic achievement averages and empathy and communication skills of the first grade nursing students. *Electronic Journal of Dokuz Eylül University Nursing High School*, 4(1), 7-11.
- [4]. Aydın, B. (2010). The investigation of the relationship between emotional intelligence and hope levels with resilience of university students. Dissertation, Karadeniz Technical University, Turkey.
- [5]. Baltaş, Z. (2006). *Emotional Intelligence*. 3rd. Edition. İstanbul: Remzi Publishing.
- [6]. Barbuto, J. E. & Burbach, M. E. (2006). The emotional intelligence of transformational leaders: A field study of elected officials. *The Journal of Social Psychology*, 146(1), 51-64.
- [7]. Başaran, İ. E. (2000). *Organizational behavior, production power of human*. Third Rewriting. Ankara: Bilim Kitap.
- [8]. Can H., Aşan, Ö. & Aydın, E. M. (2006). *Organizational Behavior*. İstanbul: Arkan Ltd. Şti.
- [9]. Cheng, E. W. L. (2001). SEM being more effective than multiple regression in parsimonious model testing for management development research. *Journal of Management Development*, 20(7), 650-667
- [10]. Ciarrochi, J. V., Chan A.Y.C. & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28, 539-561.
- [11]. Ciarrochi, J. V., Chan A.Y.C. & Bajgar, J. (2001). Measuring emotional intelligence in adolescents. *Personality and Individual Differences*, 31, 1105-1119.
- [12]. Çetinkaya, Ö. & Alparslan, A. M. (2011). The effect of emotional intelligence on communication skills: An investigation on university students. *Süleyman Demirel University the Journal of Faculty of Economics and Administrative Sciences*, 16(1), 363-377.
- [13]. Çetinkaya, Z. (2011). Identifying Turkish pre-service teachers' views related to communication skills. *Kastamonu Education Journal*, 19(2), 567-576.
- [14]. Dilekmen, M., Başcı, Z. & Bektaş, F. (2008). Faculty of Education students' communication skills. *Journal of Atatürk University Social Sciences Institution*, 12(2), 223-231.
- [15]. Doğan, S. & Demiral, Ö. (2007). The role and importance of emotional intelligence on institutions' success. *Management and Economy*. 14(1), 209-230.
- [16]. Erdoğan, M. Y. (2008). Research on emotional quotient in terms of certain variables. *Electronic Journal of Social Sciences*, 7(23), 62-76.
- [17]. Freshman, B. & Rubino, L. (2004). Emotional intelligence skills for maintaining social networks in healthcare organizations. *Hospital Topics*, 82(3), 2-9.
- [18]. Girgin, G. (2009). Evaluation of effects of some variables on emotional intelligence in student teachers. *Journal of Social Sciences*, 22, 131-140.
- [19]. Goleman, D. (2007). *Emotional intelligence (Why it can matter more than IQ)*. 31st. Edition. Translator in Turkish: B.S.Yüksel. İstanbul: Varlık Publication.
- [20]. Göçet, E. (2006). The relationship between emotional intelligence levels and coping with stress attitudes of



- university students. Dissertation, Sakarya University, Turkey.
- [21]. Gürbüz, S. & Yüksel, M. (2008). Emotional intelligence in workplace: Its relation with job performance, job satisfaction, organizational citizenship behavior, and some demographic factors. *Journal of Doğuş University*, 9(2), 174-190.
- [22]. Gürşimşek, I., Vural, D. E. & Demirsöz, S. E. (2008). The relation between emotional intelligence and communication skills of teacher candidates. *Journal of Mehmet Akif Ersoy University Faculty of Education*, December, 01-11.
- [23]. İşmen, A. E. (2001). Emotional intelligence and problem solving. *M.Ü. Atatürk Faculty of Education Journal of Educational Science*, 13, 111-124.
- [24]. Korkut, F. (1996a). Development of the communication skills scale: reliability and validity studies. *Journal of Psychological Counseling and Guidance*, 2(7), 18-23.
- [25]. Korkut, F. (1996b). The evaluation of communication skills of high school students in terms of some variables. 3rd National Psychological Counseling and Guiding Congress, in Congress Book (pp.11-20), Çukurova University, Adana.
- [26]. Korkut, F. (1999). The evaluation of communication skills of university students. *4th National Education Sciences Congress Notices 4*. Eskişehir: Anadolu University Publications, No: 1076, pp. 208-218.
- [27]. Korkut, F. (2005). Communication skills training program for adults. *Hacettepe University Journal of Education*, 28, 143-149.
- [28]. Mayer, J. D. & Geher, G. (1996). Emotional intelligence and the identification of emotion. *Intelligence*, 22, 89-113.
- [29]. Palmer, B. R., Gignac, G., Manocha, R. & Stough, C. (2005). A psychometric evaluation of the Mayer-Salovey-Caruso emotional intelligence test version 2.0. *Intelligence*, 33, 285-305.
- [30]. Pehlivan, B. K. (2005). A study on perception of communication skills of pre-service teachers. *Primary Education-Online*, 4(2), 17-23.
- [31]. Salovey, P. & Grewal, D. (2005). The science of emotional intelligence. *Current Directions in Psychological Science*, 14(6), 281-285
- [32]. Salovey, P. & Mayer, J. D. (1990). *Emotional intelligence*. Baywood Publishing Co. Inc., pp. 185-211.
- [33]. Skipper, C. O. & Brandenburg, S. (2013). Emotional intelligence and academic performance of engineering students. *The Engineering Project Organization Journal*, 3(1), 13-21.
- [34]. Toy, S. (2007). Comparison of the communication skills of engineering and law students and the relationships between communication skills and some variables. Dissertation, Ankara University, Turkey.