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

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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.

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

<table>
<thead>
<tr>
<th>Distribution of Students Age</th>
<th>Frequency</th>
<th>Percentage (%)</th>
<th>Distribution of Students According to Financial Situations of Families</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>18</td>
<td></td>
<td>Low (Income is less than Expense)</td>
<td>43</td>
<td>15.3</td>
</tr>
<tr>
<td>Maximum</td>
<td>30</td>
<td></td>
<td>Mean (Income is equivalent to Expense)</td>
<td>205</td>
<td>73.0</td>
</tr>
<tr>
<td>Mean</td>
<td>21.55</td>
<td></td>
<td>Good (Income is more than Expense)</td>
<td>33</td>
<td>11.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distribution of Students According to Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
<th>Distribution of Students According to Family Types</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>171</td>
<td>60.2</td>
<td>Nucleus Family</td>
<td>234</td>
<td>83.3</td>
</tr>
<tr>
<td>Male</td>
<td>113</td>
<td>39.8</td>
<td>Large family</td>
<td>47</td>
<td>16.7</td>
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<tr>
<td>TOTAL</td>
<td>284</td>
<td>100.0</td>
<td>TOTAL</td>
<td>281</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distribution of Students According to Class</th>
<th>Frequency</th>
<th>Percentage (%)</th>
<th>Distribution of Students According to Descriptions Families</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>71</td>
<td>25</td>
<td>Positive*</td>
<td>194</td>
<td>69.3</td>
</tr>
<tr>
<td>2nd year</td>
<td>143</td>
<td>50.3</td>
<td>Negative**</td>
<td>48</td>
<td>17.1</td>
</tr>
<tr>
<td>3rd year</td>
<td>70</td>
<td>24.7</td>
<td>Mixed***</td>
<td>38</td>
<td>13.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>284</td>
<td>100.0</td>
<td>TOTAL</td>
<td>280</td>
<td>100.0</td>
</tr>
</tbody>
</table>
*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.

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