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EMOTIONAL INTELLIGENCE AND INTERPERSONAL RELATIONS IN SELECTED MANUFACTURING FIRMS IN ABA, NIGERIA

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Abstract
This study focused on the effect of emotional intelligence on interpersonal relations in two manufacturing firms in Aba, Nigeria. Due to leadership, organizational and external environmental influences, a good number of managers show little or no interest in harnessing their emotions and that of their employees in cultivating and sustaining interpersonal relations in the workplace. As a result, the organizational life of a number of firms is characterized by dysfunctional behaviours which are indicative of the absence of emotional stability and effective social functioning. This provided impetus to this study which surveyed a cross section of 185 respondents selected from the two firms. Data were collected through a questionnaire based on a five-point Likert scale. The hypotheses were tested with Spearman Rank Correlation Coefficient on SPSS platform and the findings of the study showed that: self-awareness is positively and significantly related to co-operation among team members; self-motivation is positively and significantly related to affective commitment; and self-regulation positively and significantly predicts sociability of employees. In line with the findings, the study concludes that emotional intelligence and interpersonal relations strongly correlate. On this basis it is recommended that the firms need to regularly organize emotional intelligence training and workshops for both management and workers. In addition, the management needs to include emotional intelligence competence markers in their employee selection programs.

Keywords: Emotional intelligence, interpersonal relations, self-awareness, self-motivation and self-regulation.
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Introduction

Emotions are an inseparable component of our lives. As a result, they appear to influence the ways in which we direct our social interactions, thoughts, behaviours and in particular, the ways in which we form relationships with people and navigate the complexities of daily social interactions (Macula, 2017). Emotions like happiness, anger, despair, and hopelessness can guide us and are influenced by one's behaviour, but ultimately lie outside of one's control (Mayer *et al*,2008). As a result, it is reasonable to affirm that upbeat discourse and behaviour can help boost individuals with high levels of optimism (Hughes and Bradford, 2012). Emotions play a role in every aspect of a person's life, and those who have mastered their emotions employ rational thought to control their emotions rather than letting them control them (Tripathy, 2018).

Beginning with Goleman's (1998) definition, the concept of Emotional Intelligence (EI) has been presented in various ways: Liberty and Kida (2017), Bradberry and Greaves (2009), Caruso *et al*, (2002) and Osisioma *et al* 2016). For instance, while Goleman (1998) defines emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships, Mayer & Salovey (1997) note that emotional intelligence essentially describes the ability to effectively join emotions and reasoning, using emotions to facilitate reasoning and reasoning intelligently about emotions.

The foregoing definitions show that emotional intelligence, like cognitive intelligence, enables an individual to master and utilize his and others' emotions for useful purposes. In other words, a well-developed emotional intelligence does not only engender better understanding of emotions but enables one to harness their instrumentality towards behavioural modifications. People who score high on the emotional intelligence scale tend to excel in most areas of life. They are the ones who others want on their team, who receive assistance when

they ask for it, and who generally have an easier time of things than those who are more sensitive to criticism and disappointment (Goleman, 2000).

The need to develop one's emotional intelligence cannot, therefore, be over-emphasized in that emotions characterize our daily lives and failure to effectively manage them, whether at home or the workplace, has very serious implications. Successful behaviour management, interaction in social settings, and decision making, require a healthy dose of emotional acuity. In specific terms, both anecdotal and empirical evidences (Damasio, 1995, Hsieh *et al*, 2014, Chu, 2013) point to the usefulness of emotional intelligence to effective social functioning.

Emotional intelligence and interpersonal relations are critical to the effective functioning of not just employees but also the organization. Unfortunately, due to leadership inadequacies, internal and external environmental challenges, a good number of managers show little or no interest in harnessing their and employees' emotions in cultivating a positive and mutually rewarding relations in the workplace. Matters are made worse by the phenomenon of emotional labour (Robins 2008) which imposes organizationally desired or approved emotions on employees during interactions notwithstanding how the employee really feels. Robins (2008) notes that emotional labour engenders both felt and displayed emotions which may conflict: while felt emotions are the real but often hidden feelings of an employee, displayed emotions are those feelings that are desired and imposed by the organization because they are suitable to effective task performance. Displayed emotions have general application based on the principle of display rules which according to Rafaeli and Sutton (1987) specify which emotions are acceptable in a given social context and should therefore be expressed and the ones that should be avoided. Emotional labour creates serious dilemmas for workers by forcing them to engage in "acting" such as suffering and smiling. In other words, displayed emotions can give a manager a false narrative of the emotional climate of an organization. Under such scenarios, dysfunctional and toxic work relations with the attendant negative implications for employee morale, emotional stability and performance are often, consciously and unconsciously left to fester. In this direction, researchers (Divya, 2019, Osisioma, *et al* 2016, Liberty & Kida, 2017, Ellen, 2013) tend to focus more on the nexus between performance and EI but this study addresses workplace dynamics of emotional intelligence and interpersonal relations in manufacturing firms.

The focus on manufacturing firms is based on the fact that due to little or no exposure of some of their units to external stakeholders the negative effects of emotional labour are more pronounced in such firms. In addition, their obsession with quality with its rational philosophies often comes at a high cost to the emotional climate of the organization. In addition, it should be noted that in spite of the increasing awareness of the usefulness of emotional intelligence in workers' daily engagement, the integration of EI competence training in firms in developing countries has remained very slow.

Literature Review

This section reviews the concepts of emotional intelligence and interpersonal relations and the empirical works that undergird the study.

2.1 Emotional intelligence in focus

Kahtani (2013) argues that given the importance of EI to workplace success, it should be developed and used by both leaders and subordinates in confronting the imperatives of globalization and competition. Tyagi and Gautam (2017) describe EI as that part of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. Essentially, EI spans two emotional horizons: an individual's feelings and that of others. However, Goleman (2005) identified five dimensions of emotional intelligence which are self-awareness, self-motivation, self-regulation, empathy,

and relationship management. He notes that self-awareness is the ability to know what and why one is involved in any activity or situation. As a matter of fact, a high dose of this ability has been shown to engender better understanding of one's strengths and weaknesses, awareness of one's emotions and their impact on others and the use of emotional awareness in solving problems (Avolio, 2005; George, 2000; Muenjohn, 2011; Klenke, 2007; and Atwater, 2005).

Goleman (2000) posits that self-motivation is the ability to motivate oneself. It is that zeal that keeps one focused despite obstacles, to take up opportunities and show resilience in the pursuit of one's goals. Managers in small organizations need to be self-motivated and it is very necessary in order for them to motivate others (Scott,2019). Some of the key elements of motivation, whether self or other have been identified by Goleman (2000) to include personal drive to achieve, the desire to improve or to meet certain standards, and commitment to personal or organizational goals. The other dimension of EI, self-regulation involves channelling one's thoughts and feelings in goal directed behaviours such as task performance and problem solving (Murray *et al*, 2016).

Positive emotional intelligence engenders effective understanding and control of various emotions thus making it possible for one to face and solve problems with innovative thinking in the face of challenges and difficult situations (Hsieh, *et al*, 2014). In this direction, researchers have identified the importance of emotional intelligence to effective social functioning and relations to include: enhances relationships with others and improves communication (Damasio, 1995, Vyas, 2017, Hsieh *et al*, 2013); instrumental to life satisfaction (Ruvalcaba-Romero *et al*, 2017; Faraji *et al*, 2017), improves understanding of oneself and others (Ciarrochi *et al* 2006, Ellen, 2013); builds ethical strength (Kohli 2017); alleviates burnout and leads to better work behaviour (Ugwu *et al* 2017); promotion of friendship and harmonious living with others. Larson and Yao (2005), Hatfield *et al*, 1993), and Plutchik (1987) identify empathy which is a product of emotional contagion as a direct positive outcome of emotional intelligence. Kim (2010) and Keltner and Haidt (2001) note that EI leads to the improvement of self-management and contributes to improved relationships.

Understanding of emotions, an aspect of EI, does not only give an insight into how and why people interact but also enables one to know the right response to any given situations. As a matter of fact, Lazarus (1991) has rightly observed that emotions contain information about an individual's relationship with a given environment and therefore responds to changes in that relationship. Even in the aspect of work performance, Liberty and Kida (2017) and Chauhan & Chauhan (2007) argue that emotional intelligence is a driver of greater accomplishment than monetary rewards. This is possible by the fact that due to improved recognition and management of emotions, emotional intelligence binds both individual cognitive-based performance and team task performance skills (Morehouse, 2007).

Interpersonal Relations

Velmurugan (2016) sees interpersonal relations as the outcome of an association of two or more persons engaged in social interaction and such an association may be tied to inference, love, solidarity, routine business engagements and any other form of informal interactions. It is necessary to point out that interpersonal relations may be formed in the context of social or economic influences such as marital, religious, business, kinship ties or based on acquaintance. But no matter the context, interpersonal relations involve interactions, mutual influence and exchange of ideas and thoughts.

The sustenance of interpersonal relations which involves effective communication and interactions with others requires interpersonal skills. In fact, Zhang, (2018) describes interpersonal skill as the oil in the engine and the cornerstone of organizational functioning which can focus on positive feelings such as confidence and congeniality as well as on the spirit of teamwork. As a matter of fact, its usefulness increases as it metamorphoses into interpersonal competence which Spitzberg (2003) defines as the ability to establish and

maintain mutually satisfying relationships with a variety of people across diverse situations. In other words, interpersonal competence guarantees effective functioning across diverse and complex situations and peoples.

Though interpersonal skills, ordinarily, covers communication, teamwork, negotiation, persuasion, influence, conflict resolution and mediation, Hsieh *et al* (2014), however, identify the key dimensions of interpersonal relations as cooperation, commitment, sociability and tolerance. Cooperation can be defined as the act of working together for a common purpose or benefit (Matthew,2019). Cooperation engenders the enlargement of individual abilities which makes it possible for an individual to achieve through a group what he cannot achieve alone. The need for cooperation becomes even more imperative when the goal and underlying tasks are complex. However, cooperation among individuals in a team can only be achieved if the team members share commonality in goals, interests, philosophy, perception, etc (Juneja 2015). The specific dimensions of interpersonal relations used in this study are affective commitment and sociability.

Affective commitment measures the psychological attachment of an individual to an organization to the extent that they want to remain with the organization. In other words, to what extent has the individual become psychologically attached to the organization and such feelings have implications for both employee and corporate performance. Effective functioning in the organization requires the cultivation of affective commitment on the part of employees. The benefits of affective commitment extend beyond the employee's orientations to work to include their readiness to recommend and attract others into the organization. Slack *et al*, (2010) argue that affective commitment of an employee is directly proportional to positive work experience.

Sociability refers to the capacity to join, relate and interact with others in a social group (Cote *et al*, 2008). Sociability is a tendency to affiliate with others and being with others rather than staying alone. It is influenced by the characteristics of people, the purpose of the interaction, the norms and policies that govern behaviour, the design of the soft environment that supports the interactions and the physical environment in which people interact either together or separately (Preece, 2000).

For one to effectively connect, communicate and interact with others, one must have a strong social skill. Social skills, Patrick (2008) notes, are based on norms of the society which define and specify normal and acceptable attitudes and behaviours for every social situation. In line with societal norms, social skills guarantee rewarding and harmonious interactions devoid of misunderstanding and quarrelling.

Riggio (2010) observes that the domain of interpersonal skills is large, varied, and consists of both simpler and more complex abilities. He argued that while some authors restrict interpersonal skill to the ability to engage others in meaningful interactions characterized by effective communication and feedback, some interpersonal development strategies now focus on such higher skills as negotiation and management of conflict. Interpersonal relations represents a social contract built during personal encounters with people (Heish, *et al*, 2014).

From the point of view of Hayden (2018) and Heish, *et al* (2014), emotional intelligence and interpersonal relations effectively work together. This is so because emotional intelligence and interpersonal relations establish and maintain cordial and meaningful relationships. Therefore, individuals with high emotional intelligence and strong relationship skills easily achieve cooperation and harmony which are fundamental to the cultivation and sustenance of a rewarding relationship and workplace camaraderie.

Theoretical Review

This study is based on the Emotional-Social Intelligence (ESI) model developed by Bar-On. The ESI model is both theoretical and psychometric. While the theory part provides the foundation or conceptualization of ESI, the psychometric part represents the scale for

assessing ESI (Punia *et al*, 2015). The model is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well one understands and expresses oneself, understands and relates with others and copes with daily demands. This theory includes five ability domains of emotional intelligence which are: rrecognition, understanding and expression of feelings; understanding of the feelings of and relationship with others; change management, adaptation and solving personal and interpersonal problems; management of emotions; and generation of positive feelings and goal-driven.

Aims of the Study

The major objective of the study focused on the relationship between emotional intelligence and interpersonal relations in two manufacturing firms. In specific terms, the study sought to: ascertain the nature of the relationship between the constructs of emotional intelligence such as self-awareness, self-motivation, and self-regulation and the proxies of interpersonal relations such as cooperation, affective commitment and sociability. Accordingly, the following hypotheses guided the study:

Ho_1. Self-awareness has no significant relationship with cooperation among team members.

Ho_2.Self-motivation has no significant relationship with affective commitment among employees.

Ho_3. Self-regulation has no significant relationship with the sociability of an employee.

Methodology

This study used cross sectional survey on the basis of which data were collected through a self-reporting questionnaire. The use of self-reporting questionnaire was informed by the fact that the variables of interest – emotional intelligence and interpersonal relations – are all experiential. Some of the questions were based on a 5-point Likert scale ranging from strongly agree to strongly disagree (Preedy and Watson, 2010). Five questions were used to measure each of the independent and dependent variables.

The reliability and validity of the instrument were ascertained from two angles. In the first instance, some of the scales were adapted from extant theories and past research works that used well developed variables. This is in line with Moser and Kalton's (1997:356) observation that the essence of construct validity is its dependence on theory and the examination of the observed associations is as much a test of the theory as of the scale's validity. Additionally, the validity of the instrument was further strengthened by the fact that the variables of the topic have general applicability and some of the variables of interest had been investigated in the past. In the second dimension of the reliability and validity test, the instrument was subjected to a pilot study that involved respondents selected from one of the firms. Based on the pilot study data, the reliability of the instrument was determined with test-retest method which yielded the Cronbach alpha coefficient values shown in table 1.

Table 1: Cronbach alpha of the reliability test

S/No.	Elements	Loading	Items	Cronbach Alpha
1	Self-awareness	0.750	5	0.856
2	Self-motivation	1.000	5	0.972
3	Self-regulation	0.748	5	0.758
				0.862

Source: SPSS Output, 2019

The study population consisted of junior staff of two quality conscious firms - Nigerian Breweries and PZ Cussons, all in Aba and the figure was one thousand one hundred and sixty-nine (1,169). A sample of 298 was drawn from the population based on Yamene's formular.

The data were subjected to normality test and due to the failure of the normality test of the data, Spearman Rank correlation coefficient, a non-parametric statistical tool, was employed in testing the hypotheses.

Result

The response rate to the questionnaire that was administered to the respondents was 62% or 185 respondents. Table 1 shows that all the constructs met the minimum threshold reliability criterion as contained in the works of Formell and Larcker (1981) in Onyenankeya (2001) which suggested a minimum threshold of 0.5.

Univariate Analysis

The analysis and interpretations of manifest properties and summaries of the Likert-scale questions are in line with DeVellis' (2016) assertions about the development, modification and interpretation of Likert scales. This is illustrated in table 2. From the table, the acceptable mean threshold is $2 < x \leq 4.0$. The variables are summarized from their manifest properties to their latent features.

Table 2: Interpretation framework for Likert data analysis

Where x ≤ 2.0	Non-affirmative responses or disagreement to statements
Where 2.0 < x ≤4.0	Moderate opinions and manifestations of the constructs
Where x > 4.0	Affirmative responses and substantial levels of agreement to the scales

Table 2: Respondents opinion on self-awareness

Dimension	Indicator	N	Mean	Std deviation
Self-awareness	The consciousness of my attitudes is one of the things that makes my life worth living in the workplace.	185	2.879	1.2454
	I know when to speak about my personal problems to my colleagues and team members.	185	2.994	1.2378
	My colleagues and team members find it easy to confide in me.	185	3.063	1.2411
	I have better understanding of my strengths and weaknesses.	185	3.430	1.8832
	There is trust and cooperation between me and my colleagues.	185	2.993	1.2381

Source**:** Field Survey, 2019.

Table 2 contains the views of the respondents as they relate to self-awareness. The results show moderate evidence of the construct as the mean distributions fall within the stated mean threshold of $2 < x \leq 4.0$, which shows that the respondents confirm their level of self-awareness. The table equally shows that the highest mean value of 3.430 relates to the respondents having better understanding of their strengths and weaknesses.

Table 3: Respondents' opinion on self- motivation

Dimension	Indicator	N	Mean	Std deviation
Self-motivation	I feel that I can generally cope with very challenging work situations in my workplace.	185	3.166	1.1918
	I feel more comfortable dealing with certain types of challenging situations in my workplace.	185	2.942	1.2872
	I keep focused on the set goal at all times regardless the setback.	185	2.830	1.2614

With little or no rewards and incentives, I can confidently achieve the organizational goal.	185	3.322	1.3219
I am committed to meeting both my personal goal and organizational goal.	185	2.874	1.2772

Source*:* Field Survey, 2019.

Table 3 shows the responses to self-motivation. The mean values show moderate confirmation of the existence of the phenomenon. The highest mean value of 3.322 relates to the employee confidently achieving organizational goals with little or no rewards – a clear pointer to self-motivation.

Table 4: Respondents' opinion on self-regulation

Dimension	Indicator	N	Mean	Std deviation
Self-regulation	I am able to assess my success based on the previous result.	185	2.925	0.94991
	I can manage my thoughts	185	3.120	1.1063
	I can put a plan into action and monitor it.	185	2.982	0.8783
	I am able to decide when to embark on instrumental actions and problem-solving initiatives.	185	2.978	0.7984
	I am aware of my goals and the progress in achieving them.	185	3.421	1.2134

Source*:* Field Survey, 2019.

Table 4 reveals the responses for the indicators of self-regulation. The mean values show moderate confirmation of the existence of the construct. The indicator with the highest mean value, 3.421, is employee awareness of their goals and the progress in achieving them.

Table 5: Respondents' opinion on cooperation among team members

Dimension	Indicator	N	Mean	Std deviation
Cooperation among team members	I often offer a helping hand to colleagues finding their tasks difficult	185	2.986	1.1124
	I engage in meaningful interaction with colleagues as a means of achieving mutual understanding	185	2.825	1.1432
	I take conscious steps to share information and resources with colleagues.	185	3.011	1.1330
	There is harmony and cohesion among the members of my work team.	185	2.791	1.0661
	My team members share mutual understanding of our work processes	185	3.121	1.1201

Source: Field Survey, 2019.

Table 5 shows the distributions of the indicators of cooperation among team members. The mean values fall within the acceptable threshold and show moderate affirmation of the existence of the construct. Mutual understanding of work processes among team members has the highest mean value of 3.121.

Table 6: Respondents' opinion on affective commitment of employees

Dimension	Indicator	N	Mean	Std deviation
Affective commitment	The organization gives us incentives to attract others to work in the organization	185	2.921	0.8568
	My colleagues and I contribute effectively to organizational success.	185	2.879	0.7121
	Workers in my organization experience higher level of job satisfaction.	185	2.709	0.7001
	I feel I fit in with the organization and understand the goals of the organization.	185	3.331	1.176
	I am always loyal to the organization.	185	2.887	0.7853

Source**:** Field Survey, 2019.

Table 6 contains the distribution of the responses on the indicator of affective commitment of employees. While the mean values fall within the acceptable threshold and reflect moderate confirmation of the construct, the employee's fit with the organization and understanding of the goals of the organization has the highest mean value of 3.331.

Table 7: Respondents' opinion on sociability of an employee

Dimension	Indicator	N	Mean	Std deviation
Sociability of an employee	I enjoy staying with my colleagues than being alone.	185	3.326	1.2768
	I have a strong social skill that enables me effectively interact and connect with my colleagues.	185	3.129	1.2618
	Participating in social activities makes me have a sense of belonging.	185	2.987	1.1802
	With my social skills, I positively interact with my colleagues and also avoid any negative social interaction.	185	3.102	1.2578
	My understanding about my co-worker's feelings at every point in time enables me to relate well with them.	185	2.756	1.1332

Source*:* Field Survey, 2019**.**

Table 7 displays the distributions for the indicators of sociability among the employees. The mean values show moderate affirmation of the existence of the construct and the indicator with the highest mean value of 3.326, is the assertion - employee enjoys staying with colleagues instead of being alone.

Hypothesis testing: One

H_0: Self-awareness has no significant relationship with cooperation among team members.

Table 8: Correlation of self-awareness and cooperation

			Cooperation	Self-awareness
Spearman's rho	Cooperation	Correlation Coefficient	1.000	.915**
		Sig. (2-tailed)	.	.000
		N	185	185
	Self-awareness	Correlation Coefficient	.915**	1.000
		Sig. (2-tailed)	.000	.
		N	185	185
		Sig. (2-tailed)	.000	.000
		N	185	185

**.Significant at the 0.01 level (2-tailed).

Table 8 shows that self-awareness correlates, positively and significantly, with cooperation (correlation coefficient =.915; and p-value = 0.000). As a result, the null hypothesis was rejected leading to the acceptance of the alternate to the effect that self-awareness has a positive and significant relationship with cooperation among team members.

Hypothesis Two

Ho: Self-motivation has no significant relationship with affective commitment among employees.

Table 9: Correlation of self-motivation and affective commitment

			Affective commitment among employees	Self-motivation
Spearman's rho	Affective commitment among employees	Correlation Coefficient	1.000	.820**
		Sig. (2-tailed)	.	.000
		N	185	185
	Self-motivation	Correlation Coefficient	.820**	1.000
		Sig. (2-tailed)	.000	.
		N	185	185
		Sig. (2-tailed)	.000	.000
		N	185	185

**. Significant at the 0.01 level (2-tailed).

Table 9 indicates the self-motivation correlates, positively and significantly, with affective commitment among employees (correlation coefficient =.820; and p-value = 0.000). consequently, the alternate hypothesis to the effect that self-motivation has a positive and significant relationship with affective commitment among employees was accepted.

Hypothesis Three

H_0: Self-regulation has no significant relationship with the sociability of an employee.

Table 10: Correlation of self-regulation and sociability of an employee

			Sociability of an employee	Self-regulation
Spearman's rho	Sociability of an employee	Correlation Coefficient	1.000	.812**
		Sig. (2-tailed)	.	.000
		N	185	185
	Self-regulation	Correlation Coefficient	.812**	1.000
		Sig. (2-tailed)	.000	.
		N	248	248
		Sig. (2-tailed)	.000	.000
		N	185	185

** Significant at the 0.01 level (2-tailed).

Table 10 shows the output of the test of relationship between self-regulation and sociability of an employee, which reveals that self-regulation, positively and significantly, correlates with sociability (correlation coefficient =.812; and $p<0.05$). Therefore, the alternate hypothesis which states that there is a positive and significant relationship between self-regulation and the sociability of an employee was accepted.

Discussion

Over all, the three hypotheses showed that the predictors of emotional intelligence correlate with the measures of interpersonal relations. The first hypothesis established that self-awareness is positively and significantly related to cooperation among co-workers in the firms studied. This means that emotional awareness provides enabling conditions for achieving cooperation with team members. In other words, the capacity to manage one's emotions and effectively harness that of others create the enabling social conditions for cooperation among co-workers in an organization. This supports the findings of Gaur and Gupta (2017) that self-aware individuals build better relationships due to their ability to successfully manage their and others' emotions. Also, the findings of Hsieh, *et al* (2014) revealed that apart from self-awareness, other aspects of emotional intelligence such as empathy engenders cooperative attitude which is predictive of positive interpersonal relations.

The second hypothesis revealed that self-motivation is positively and significantly related to affective commitment. Understandably, intrinsic motivation stems not only from an employee's love of the job but also the organization and that is why the employee's non-pecuniary interest in doing the job increases the attachment to the organization which provides the enabling environment for doing the job. In other words, the conditions that stimulate self-motivation are necessary for strengthening the bond between the employee and the organization. This finding corroborates the work of Ellen (2013).

The third hypothesis revealed that self-regulation is positively and significantly related to sociability of an employee. Self-regulation is critical to every positive social functioning in that it imposes restraints which are necessary to avoid social frictions. Self-regulation promotes emotional symmetry which guarantees emotional convergence and easy adjustment to different social milieu. This finding differs from Vasileia *et al*'s (2017) finding that bullies seemed to have more friends than their victims due to the fact that bullies score higher in emotionality.

Policy Implications

The foregoing analysis clearly shows that the key elements of emotional intelligence, viz self-awareness, self-motivation and self-regulation contribute to the manifestation of the positive dimensions of interpersonal relations which leads to the conclusion that emotional intelligence positively influences interpersonal relations. It, therefore, follows that having emotionally intelligent workers will guarantee peace, cooperation and harmony at the workplace. In this direction, the management of firms should work towards building an emotionally stable work environment through organizing regular general workshops and specific training on emotional intelligence for their employees. This requires deliberate efforts to develop programs on employee emotional audit which will enable the management to address the often overlooked and misunderstood problem of employee emotional labour. Beyond regular training for employees, the firms should integrate EI competence markers and tests in employee selection programs to enable the firm easily identify applicants with basic emotional intelligent quotient.

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