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**EMOTIONAL INTELLIGENCE AND INTERPERSONAL RELATIONSHIP AMONG
YOUNG ADULTS IN KOTA SAMARAHAN**

NUR JASMINE BINTI RAKAWI

This project is submitted
in partial fulfilment of the requirement for a
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The project entitled “Emotional Intelligence and Interpersonal Relationship among Young Adults in Kota Samarahan” was prepared by Nur Jasmine Binti Rakawi and submitted to Faculty of Cognitive Sciences and Human Development in partial fulfilment of the requirements for a Bachelor of Science with Honours (Cognitive Sciences).

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ABSTRACT

This study identified the relationship between emotional intelligence and interpersonal relationships. Survey data from young adults were analyzed using developed multidimensional instrument emotional intelligence and interpersonal relationships. The questionnaires used for emotional intelligence was Schutte's Self-Report Inventory (SSRI) (1998) and Callaghan's Flat-Q Interpersonal Relationships (2014) for interpersonal relationships. Independent t-test was used to examine the significant difference between male and female in emotional intelligence and interpersonal relationships. Pearson Correlation was used to identify relationship between emotional intelligence and interpersonal relationships. The findings showed a relationship between emotional intelligence and interpersonal relationships among young adults in Kota Samarahan, Sarawak. The findings also showed a difference in emotional intelligence by age. However, no difference in emotional intelligence found by gender and ethnic. On the other hand, there was a difference in interpersonal relationships by gender and ethnic. However, no difference in interpersonal relationship by age.

ABSTRAK

Kajian ini mengenalpasti hubungan antara kecerdasan emosi dan hubungan interpersonal. Data kajian daripada orang dewasa muda dianalisis dengan menggunakan instrumen multidimensi kecerdasan emosi dan hubungan interpersonal. Soal selidik yang digunakan untuk kecerdasan emosi adalah Schutte's Self-Report Inventory (SSRI) (1998) dan Callaghan's Flat-Q Interpersonal Relationships (2014) untuk hubungan interpersonal. Bebas ujian-t digunakan untuk melihat perbezaan antara lelaki dan perempuan dalam kecerdasan emosi dan hubungan interpersonal. Korelasi Pearson telah digunakan untuk mengenalpasti hubungan antara kecerdasan emosi dan hubungan interpersonal. Dapatan kajian menunjukkan terdapat hubungan antara kecerdasan emosi dan hubungan interpersonal dalam kalangan orang dewasa muda di Kota Samarahan, Sarawak. Dapatan kajian juga menunjukkan terdapat perbezaan dalam kecerdasan emosi berdasarkan umur. Walau bagaimanapun, tiada perbezaan dalam kecerdasan emosi berdasarkan jantina dan etnik. Sebaliknya, terdapat perbezaan dalam hubungan interpersonal berdasarkan jantina dan etnik. Walau bagaimanapun, tiada perbezaan dalam hubungan interpersonal berdasarkan umur.

CHAPTER ONE

INTRODUCTION

Background of the Study

Emotional intelligence engages building up a coherent and realistic sense of identity in context of learns on how to deal with life problems, regulates their own emotion, and relating to other people. Once one recognizes one's own emotions, one is reaching to their success in their life because emotional intelligence plays a vital role in utilizing emotions, increasing skills of management, and guiding them to have good capabilities of thinking. Emotional intelligence is related to problem solving and decision making. Emotional intelligence is closely related to interpersonal relationship. According to Schutte et al. (2001), interpersonal relationship consist of seven aspects in which four may build relationships and three may indices of relationship quality. Good social skills, cooperation, the ability to self-monitor in social situations, and empathy are four building blocks of relationships. Close affective ties, affiliation, and a satisfactory close partnership are three vital relationship quality indices (Schutte et al., 2001).

Statement of Problem

Based on study by Mayer and Salovey (1997), one with a higher emotional intelligence discovers it easier to form and maintain interpersonal relationship. In addition, it is easier to 'fit in' to group circumstances. One is also better at understanding one own psychological state. As a result, one is being less likely to suffer from depression and can manage life problems

effectively. One with higher level of emotional intelligence enjoys more successful and satisfying relationships and careers. Besides that, one becomes more attractive and interesting to others and gives one own self-esteem a boost (Mayer & Salovey, 1997). However, studies on emotional intelligence and interpersonal relationship among young adults are still less in Borneo Malaysia.

The study seeks to answer the following questions:

- (a) What is the relationship between emotional intelligence and interpersonal relationship?
- (b) What is the difference in emotional intelligence by gender?
- (c) What is the difference in interpersonal relationship by gender?
- (d) What is the difference in emotional intelligence by age?
- (e) What is the difference in interpersonal relationship by age?
- (f) What is the difference in emotional intelligence by ethnic?
- (g) What is the difference in interpersonal relationship by ethnic?

Research Objectives

General Objective

The purpose of this study was to explore the relationship between emotional intelligence and interpersonal relationship.

Specific Objectives

The specific objectives of this study were to:

(a) Explore the relationship between emotional intelligence and interpersonal relationship.

(a) Examine the difference in emotional intelligence by gender.

(b) Identify the difference in interpersonal relationship by gender.

(c) Assess the difference in emotional intelligence by age.

(d) Explore the difference in interpersonal relationship by age.

(e) Study the difference in emotional intelligence by ethnic.

(f) Investigate the difference in interpersonal relationship by ethnic.

Conceptual Framework

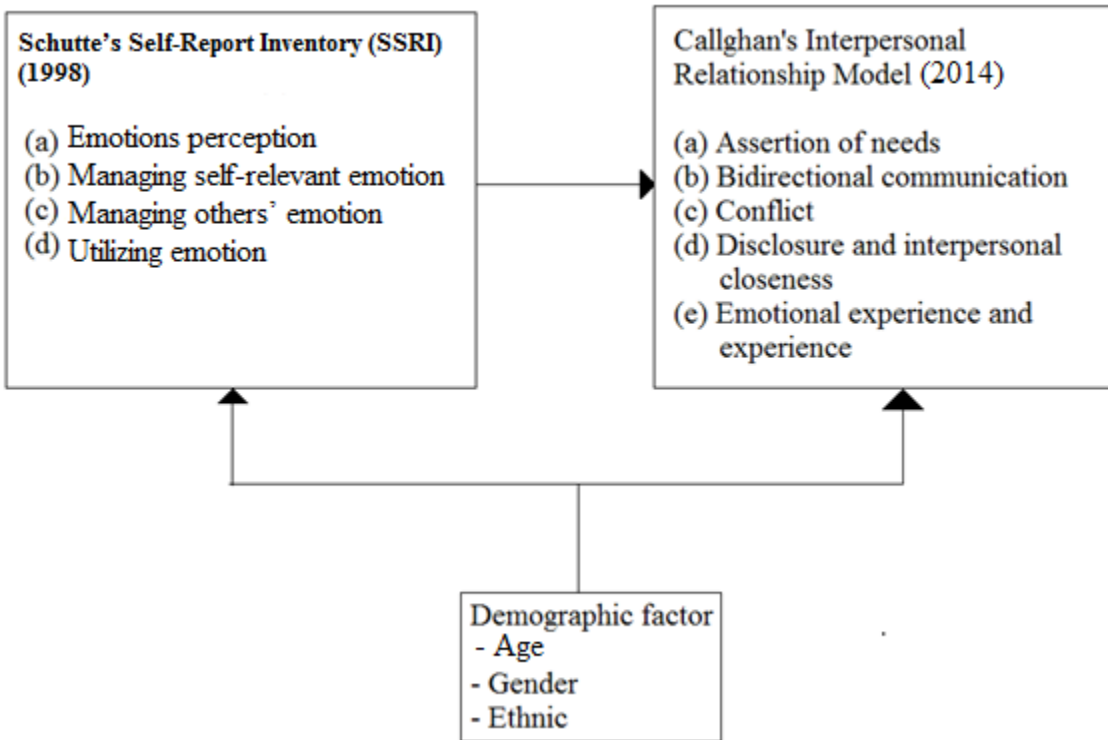


Figure 1. Conceptual framework.

Research Hypotheses

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

H02: There is no significant difference in emotional intelligence by gender.

H03: There is no significant difference in interpersonal relationship by gender.

H04: There is no significant difference in emotional intelligence by age.

H05: There is no significant difference in interpersonal relationship by age.

H06: There is no significant difference in emotional intelligence by ethnic.

H07: There is no significant difference in interpersonal relationship by ethnic.

Significance of the Study

Different people have different level of emotional intelligence. As people have different level of emotional intelligence, they have different ways in handling interpersonal relationship problem. The quality of an interpersonal relationship is based on how good an individual handles his or her emotion.

So, the purpose of this study was to identify the relationship between emotional intelligence and interpersonal relationship. This study was conducted on undergraduate students in a high institution in Sarawak.

Definition of Terms

Emotional Intelligence

Conceptual Definition: Emotional intelligence is the skill to reason emotions to improve thinking which involves the capacities to correctly perceive emotions, to generate and access emotions in order to understand and control emotions for the sake of intellectual and emotional growth (Mayer & Salovey, 1997).

Operational Definition: In this context of study, emotional intelligence signified the capability to reason and solve emotions problem to boost thinking skill.

Emotion Perception

Conceptual Definition: Emotion perception is the capacity to identify feelings in themselves and others (Mayer & Salovey, 1997).

Operational Definition: In this context of study, emotion perception was how emotions were perceived in oneself and in others in order to help one understood oneself and others better. Respondents were aware and easily recognized their emotions as they experienced them. By looking at others facial expressions, they recognized the emotions people were experiencing.

Managing Self-relevant Emotions

Conceptual Definition: It is the capacity to manage and take responsibility for own emotion for social and personal growth (Mayer & Salovey, 1997).

Operational Definition: In this context of study, managing self-relevant emotions was the capability of taking responsibility towards own goals and feelings. When respondents were faced with obstacles, they remembered times they faced similar obstacles and overcame them. They expected that they would do well on most things they tried. When they experienced a positive emotion, they knew how to make it last.

Managing Others' Emotion

Conceptual Definition: Managing others' emotion is the capacity to regulate people's emotion in order to help them or to avoid hurting their feelings (Mayer & Salovey, 1997).

Operational Definition: In this context of study, managing others' emotion was the ability to identify emotions and feelings in others and help those who were having problems with their emotions. Other people found it easy to confide in respondents. The respondents arranged events others enjoy. They presented themselves in a way that made a good impression on others.

Utilizing Emotion

Conceptual Definition: Utilizing emotion is the capacity to use one's emotion beneficially and wisely. (Mayer & Salovey, 1997).

Operational Definition: In this context of study, utilizing emotion was the capability to let one's feelings led one to know what good and bad decisions were. When respondents' mood changed, they saw new possibilities. When they were in a positive mood, solving problems was easy for them and they were able to come up with new ideas.

Interpersonal Relationship

Conceptual Definition: Interpersonal relationship is types of communication with particular partners that require efforts from both parties to achieve personal and social goals (Hinde, 1979).

Operational Definition: In this context of study, interpersonal relationship was an interaction of oneself with others that involved different reasons of communication.

Assertion of Needs

Conceptual Definition: Assertion of needs is a declaration for anything that one's wants (Callaghan, 2014).

Operational Definition: In this context of study, assertion of needs was asking for something that one wished for. Respondents got their needs met as soon as they asked. They knew when they needed help or support from other people. They were able to identify the kind of help or social support they needed.

Bidirectional Communication

Conceptual Definition: Bidirectional communication is the impact and feedback from one's to someone else (Callaghan, 2014).

Operational Definition: In this context of study, bidirectional communication referred on how ones affected others and how they provided and reacted to responses to their or others' behavior. Respondents carefully considered the source of feedback before changing their behavior. They were able to identify situations when it would be constructive to provide feedback to another person. When they were not certain about the impact they were having on a close friend, they would ask the friend to give their feedback.

Conflict

Conceptual Definition: Conflict means uncomfortable communication or disagreement with other people (Callaghan, 2014).

Operational Definition: In this context of study, it means the confrontation and identification of conflict that happened between one and someone else. Respondents were aware when there was conflict with them and another person. They felt that there were times when it was beneficial to express disagreement in a relationship. However, there were times they felt uncomfortable when they experienced disagreement with another person.

Disclosure and Interpersonal Closeness

Conceptual Definition: Disclosure is defined by telling others one's feelings whereas interpersonal closeness is an intimate relationship with someone else (Callaghan, 2014).

Operational Definition: In this context of study, it means talking to others their feelings, cherishing other people and being understood by others. Respondents have had one or more close relationships. They were aware when it was appropriate to ask people about their experiences. They would talk about themselves and their experiences with only a small and select group of people.

Emotional Experience and Expression

Conceptual Definition: Emotional experience and expression is how one's undergoes, handles and expresses their emotions and feelings (Callaghan, 2014).

Operational Definition: In this context of study, it was an identification and expression of positive and negative feelings in oneself. Respondents were aware of their feelings and emotional experiences as it was happening. They could tell the difference between one emotion and another. Their emotional responses made sense to themselves when they considered the circumstances.

Gender

Conceptual Definition: Gender is defined as an individual's biological sex that is related with feelings, behaviors, and attitudes (American Psychological Association, 2011).

Operational Definition: In this context of study, gender was comprised of male and female of a high institution in Kota Samarahan.

Age

Conceptual Definition: Age means number of days, months and years an individual has lived (Settersten & Mayer, 1997).

Operational Definition: In this context of study, the age range was from 22 years old and below to 24 years old.

Ethnic

Conceptual: Ethnic is defined as a group of people who shares similar language, religion, culture, descent, history, and homeland (Green, 2006).

Operational: In this context of study, the ethnics involved were Malay, Chinese, Iban and other minority ethnics in Kota Samarahan.

Conclusion

On an overall, this chapter has discussed the background of the study, statement of problem, research objectives, conceptual framework, research hypotheses, significance of the study, definition of terms, and limitation of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses previous research regarding emotional intelligence and interpersonal relationship. In addition, the related models and theories of emotional intelligence and interpersonal relationship would be discussed in this chapter.

History of Emotional Intelligence

Emotion

Based on the study by Russell (2003), the boundary between non-emotion and emotion is as subjective as the boundary between non-music and music, or non-art and art. As stated by Shiota and Kalat (2012), a lot of researchers attempt to define “emotion” by suggesting that all the things people call emotions do have something significant in common. There are two proposed definitions. Psychological perspective is a relatively early try to describe emotion and the other is more recent. Both comprise of elements shared with numerous other generally known definitions (Shiota & Kalat, 2012). Emotion is an inferred complex series of reactions to a stimulus including behavior, impulses to action, neural and autonomic arousal, subjective changes, and cognitive evaluations. Stimulus that started the complex series has their effect (Plutchik as cited in Shiota & Kalat, 2012, p. 4). Emotion is also defined as a functional and universal reaction to behavioral channels, phenomenological, cognitive, temporally integrating