

Navigating Workplace Relationships: The Impact of Emotional Intelligence (Self-Awareness and Social Skills) among Managerial Staff at the University of Ibadan

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Abstract: *This study investigates the relationship between emotional intelligence (EI) (self-awareness and social skills) and workplace relationships among managerial staff at the University of Ibadan. A quantitative research design was employed, targeting 41 managerial staff members through a structured questionnaire. Data were collected on dimensions of emotional intelligence, including self-awareness, self-regulation, empathy, social skills, and motivation, alongside perceptions of workplace relationships. The findings revealed significant positive correlations between self-awareness, social skills, and workplace relationships, highlighting the essential role these emotional intelligence dimensions play in fostering effective interactions among managers. Multiple regression analysis demonstrated that self-awareness and motivation significantly predict workplace relationships, underscoring the importance of emotional intelligence in enhancing workplace dynamics. The study concludes that developing emotional intelligence skills is crucial for improving workplace relationships, suggesting targeted training programs for managerial staff. These findings have implications for organisational practices and contribute to the broader understanding of emotional intelligence in professional settings. Further research is recommended to explore these dynamics across various institutions and employee levels.*

Keywords: Self-awareness, Social skills, Workplace relationships

Introduction

Workplace relationships are fundamental to the success of any organisation. Interactions between employees, managers, and teams can significantly influence job satisfaction, productivity, and overall organisational performance. In recent years, emotional intelligence, which refers to the ability to perceive, control, and evaluate emotions, has emerged as a crucial factor in fostering positive workplace relationships (Gunkel *et al.*, 2016). Two key components of emotional intelligence—self-awareness and social skills—are particularly important in shaping these interactions. Self-awareness, which involves recognising one's emotions and their effects, allows individuals to navigate workplace challenges with emotional clarity. Social skills, on the other hand, refer to the abilities needed to manage relationships effectively and communicate well with others (Zeidner *et al.*, 2020). As organisations across the globe continue to evolve, these components have gained significant attention in the development of strong workplace dynamics.

In the African context, there has been a growing recognition of the importance of self-awareness and social skills in workplace relationships. African organisations, much like their global counterparts, face the challenge of maintaining cohesive and productive teams in environments characterised by diverse socio-cultural dynamics (Emmerling and Boyatzis, 2017). Self-awareness is seen as an essential attribute for employees and managers, as it helps them understand their emotional responses in complex situations, allowing for better conflict management and decision-making. Social skills are also crucial in the African workplace, where interpersonal relations and team collaboration are often emphasised as key drivers of organisational success (Afolabi, 2017). Studies have shown that employees who exhibit high levels of emotional intelligence, particularly in terms of self-awareness and social skills, are better equipped to foster positive work environments, ultimately leading to increased performance and job satisfaction (Miao *et al.*, 2018).

In Sub-Saharan Africa, the influence of emotional intelligence on workplace relationships is becoming increasingly evident. As the region continues to experience economic growth and modernisation, the demand for emotionally intelligent employees and managers has risen (Garba and Bellingham, 2022). Organisations in Sub-Saharan Africa, including those in industries such as telecommunications, banking, and healthcare, have begun to recognise the role that self-awareness plays in enhancing employee interactions and mitigating workplace conflicts. Self-aware employees are better able to manage their emotions, particularly during stressful situations, thereby preventing the escalation of workplace tensions. Additionally, strong social skills, such as the ability to communicate effectively and work well in teams, have become indispensable in fostering collaborative and efficient work environments (Odeyemi *et al.*, 2019).

In Nigeria, the role of self-awareness and social skills in workplace relationships has gained considerable attention in recent years. As one of Africa's largest economies, Nigeria is home to a highly diverse workforce, where individuals from various ethnic, cultural, and socio-economic backgrounds collaborate in different sectors. In such an environment, self-awareness enables employees to regulate their emotions and maintain professionalism, especially when dealing with colleagues from diverse backgrounds (Egbuta and Agbaeze, 2020). Similarly, social skills have proven vital in ensuring that employees can communicate effectively and resolve conflicts amicably, contributing to a more cohesive work atmosphere. Research indicates that organisations that invest in emotional intelligence training for their staff tend to experience higher levels of teamwork, reduced interpersonal conflicts, and improved overall performance (Adedoyin and Ekwueme, 2021).

In Southwest Nigeria, the significance of self-awareness and social skills in workplace relationships is particularly evident in sectors such as education, healthcare, and government. With a rapidly growing workforce and increasing demand for skilled professionals, organisations in this region have recognised the need to develop employees' emotional intelligence. Self-aware employees in this region are more likely to exhibit better emotional regulation, reducing the risk of workplace conflicts and improving overall team dynamics (Olasupo *et al.*, 2020). Moreover, employees with strong social skills tend to perform better in roles that require collaboration, negotiation, and interpersonal communication, which are critical in sectors like education and public service (Adetunji *et al.*, 2021).

In academic institutions, particularly within the University of Ibadan, the significance of self-awareness and social skills in cultivating positive workplace relationships cannot be overstated. The university environment often demands close collaboration between academic and administrative staff, making strong interpersonal relationships essential for the smooth operation of academic and administrative functions. Self-awareness enables managerial staff to better understand their emotional states and how these impact their interactions with colleagues, which is crucial for maintaining a positive and productive work atmosphere (Olasupo *et al.*, 2020). Social skills, such as effective communication, empathy, and conflict resolution, are vital for managing the complex interpersonal dynamics that arise in academic settings, where the pressures of work and diverse personalities can sometimes result in misunderstandings (Adetunji *et al.*, 2021).

Managers at the University of Ibadan who exhibit high levels of self-awareness might be able to model emotional regulation for their teams, fostering a workplace culture where emotional intelligence is both valued and encouraged. Similarly, social skills are integral to leadership within the university system, where the ability to manage relationships across various hierarchical levels is crucial. Recent studies have demonstrated that managers with strong emotional intelligence, particularly in the areas of self-awareness and social skills, are more likely to build trust, enhance employee engagement, and minimise workplace conflict (Afolabi and Omotayo, 2020). These findings underscore the importance of emotional intelligence as a key determinant of workplace relationships, especially within academic institutions like the University of Ibadan.

While there is considerable research on emotional intelligence and workplace relationships, there is a gap in understanding how specific components of emotional intelligence, such as self-awareness and social skills, directly affect workplace dynamics, particularly in the academic setting of Southwest Nigeria. This gap is concerning, as ineffective workplace relationships can lead to reduced collaboration, lower job satisfaction, and diminished organisational performance, ultimately impacting the educational outcomes of the institution. This study aims to address this gap by examining the impact of self-awareness and social skills on workplace relationships among managerial staff at the University of Ibadan. By focusing on these two critical elements of emotional intelligence, the study seeks to provide valuable insights into how they can be harnessed to improve workplace interactions and organisational performance within academic institutions.

Purpose and Objectives of the Study

The primary purpose of this study is to explore the influence of self-awareness and social skills on workplace relationships among managerial staff members in the University of Ibadan. Specifically, the study aims to achieve the following objectives:

1. To examine the relationship between self-awareness, social skills, and workplace relationships among managerial staff in the University of Ibadan.
2. To investigate the joint contribution of self-awareness and social skills to workplace relationships among managerial staff in the University of Ibadan.
3. To determine the relative contribution of self-awareness and social skills in predicting workplace relationships among managerial staff in the University of Ibadan.

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no relationship between self-awareness, social skills, and workplace relationships among managerial staff in the University of Ibadan.
2. There will be no joint contribution of self-awareness and social skills to workplace relationships among managerial staff in the University of Ibadan.
3. There will be no significant relative contribution of self-awareness and social skills to workplace relationships among managerial staff in the University of Ibadan.

Methodology

Research Design

This study employed a descriptive survey research design. The approach was chosen because it allows for the collection of data regarding the perceptions and opinions of managerial staff on emotional intelligence (EI) and workplace relationships. The descriptive design was appropriate for investigating the relationship between these two variables within a real-world organisational setting. This design facilitated the exploration of the self-awareness and social skills of managerial staff and how these factors contributed to workplace relationships at the University of Ibadan.

Population

The population of this study consisted exclusively of managerial staff at the University of Ibadan. These individuals were selected because they occupy leadership positions and are likely to demonstrate higher levels of emotional intelligence due to their roles. The managerial staff group included individuals who held roles such as department heads, directors, and other supervisory positions. This population was chosen to focus the study on those responsible for decision-making and relationship management within the institution.

Sample and Sampling Technique

A sample size of 41 managerial staff was drawn from the total population of managers at the University of Ibadan. A purposive sampling technique was used to select participants based on their roles within the organisation. This sampling method ensured that only those in management positions were included, as the study aimed to explore how emotional intelligence, specifically self-awareness and social skills, influenced workplace relationships among those in leadership roles.

Instrumentation

Data collection was done using a structured questionnaire developed by the researcher. The questionnaire comprised three sections:

Section A: This section gathered socio-demographic information of the respondents, including age, gender, level of education, marital status, and religious affiliation.

Section B: This section assessed the respondents' emotional intelligence, focusing on two key components: self-awareness and social skills. The scale used for measuring emotional intelligence was adapted from existing standardised instruments, with items rated on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

Section C: This section focused on workplace relationships, assessing the respondents' perceptions of trust, respect, effective communication, and overall workplace relationships using another 5-point Likert scale.

The instruments were subjected to a reliability test using the Cronbach Alpha method. The overall reliability coefficient for the questionnaire was found to be .85, indicating a high level of internal consistency.

Validity and Reliability of the Instrument

The instrument used in this study was validated through face and content validity. Experts in organisational psychology and human resources management reviewed the questionnaire to ensure it appropriately captured the constructs of emotional intelligence and workplace relationships. Adjustments were made based on their feedback. Additionally, a pilot study was conducted among 10 managerial staff members at another tertiary institution to test the clarity and relevance of the questions. The pilot study data were used to refine the instrument before the main data collection.

The reliability of the instrument was tested using Cronbach's Alpha, with an overall coefficient of 0.85, indicating that the instrument was reliable and suitable for the study.

Data Collection Procedure

After obtaining the necessary ethical approval from the University of Ibadan's Ethics Committee, the researcher distributed the questionnaires to the managerial staff in person. A brief introduction explaining the purpose of the study was provided, along with assurances of confidentiality and voluntary participation. The data collection process took approximately two weeks, during which time the respondents were given sufficient time to complete and return the questionnaires.

Ethical Consideration

In conducting this study, several ethical considerations were upheld to ensure the integrity of the research process and the protection of participants. Informed consent was obtained from all managerial staff participants prior to their involvement, ensuring that they were fully aware of the study's purpose, procedures, and any potential risks. Participants were assured of their right to withdraw from the study at any time without any negative consequences. Confidentiality was maintained throughout the research, with all data anonymised to prevent identification of individual respondents. Furthermore, ethical approval was sought and granted from the relevant institutional review board, adhering to guidelines that promote ethical research practices. These measures were implemented to uphold the dignity and rights of participants, fostering a safe and respectful research environment.

Data Analysis

Data collected were analysed using both descriptive and inferential statistics. Descriptive statistics such as frequencies and percentages were used to present the socio-demographic characteristics of the respondents. To examine the relationships between self-awareness, social skills, and workplace relationships, Pearson Product Moment Correlation Coefficients were calculated. Additionally, multiple regression analysis was performed to determine the joint and relative contributions of self-awareness and social skills to workplace relationships among the managerial staff. All statistical analyses were conducted using SPSS software, version 23, with a significance level set at 0.05.

Result and Discussions

The study's outcomes are organised under the following headings, aligned with its objectives.

Socio-Demographic Representation of the Participants

The Table 4.1 shows the socio-demographic representation of the participants

Table 4.1: Distribution of Socio-demographic Characteristics of Respondents (Managerial Staff)

Category	Group	Managerial Staff	Total
Age			
	20-30	-	-
	31-40	1 (2.4)	1 (2.4)
	41-50	28 (68.3)	28 (68.3)
	51-60	9 (22.0)	9 (22.0)
	61-70	3 (7.3)	3 (7.3)
	Total	41	41
Sex			
	Male	29 (70.7)	29 (70.7)
	Female	12 (29.3)	12 (29.3)
	Total	41	41
Level of Education			
	O'Levels/Professional	-	-
	Undergraduate	-	-
	Bachelors	-	-
	Masters	11 (26.8)	11 (26.8)
	Ph.D	30 (73.2)	30 (73.2)
	Total	41	41
Marital Status			

	Single	8 (22.9)	8 (22.9)
	Married	27 (77.1)	27 (77.1)
	Divorced	-	-
	Separated	-	-
	Total	41	41
Religion			
	Christian	37 (90.2)	37 (90.2)
	Islam	4 (9.8)	4 (9.8)
	Traditional Worshiper	-	-
	Atheist	-	-
	Total	41	41

Table 4.1 outlines the socio-demographic characteristics of the managerial staff respondents in the study. The age distribution reveals that a majority of the managers (68.3%) were in the 41-50 age group, which is expected in leadership roles, as individuals in this age bracket are often in advanced stages of their careers. A smaller proportion of managers were in the 51-60 age range (22.0%), and 7.3% were between 61-70 years. Only one respondent (2.4%) fell within the 31-40 age bracket, showing that most of the managerial positions were held by more experienced individuals. In terms of gender, males dominated the managerial staff, comprising 70.7% of the respondents, while females accounted for 29.3%. This gender distribution indicates that men are more likely to hold managerial positions, although a notable percentage of women were represented in the management team. Regarding educational background, all the managerial staff held at least a master's degree. Notably, 73.2% of them had a Ph.D., while 26.8% possessed a master's degree. This demonstrates the importance of advanced academic qualifications in achieving managerial roles within the organisation, aligning with expectations that leadership positions require higher education levels.

Marital status data shows that the majority of the managerial staff (77.1%) were married, while 22.9% were single. No respondents were divorced or separated, suggesting a level of stability in their personal lives, which may be linked to career progression and professional responsibilities.

Finally, the religious affiliation of the respondents indicates that Christianity was the predominant religion, with 90.2% of the managers identifying as Christians. The remaining 9.8% were Muslim. This distribution mirrors the broader religious landscape in Nigeria, where Christianity and Islam are the major religions. The socio-demographic characteristics of the managerial staff reveal trends that are consistent with broader societal expectations regarding age, gender, education, and marital status in leadership positions. This data provides a foundation for understanding the professional backgrounds and personal attributes of those occupying managerial roles in the organisation.

Relationship between Self-Awareness, Social Skills and Workplace Relationships

Table 4.2 depicts the relationship between self-awareness, social skills and workplace relationships

Table 4.2: Inter-Correlation of Self-Awareness, Social Skills, and Workplace Relationships

Variables	Self-Awareness	Social Skills	Workplace Relationships
Self-Awareness	1	.641**	.466**
Social Skills	.641**	1	.558**
Workplace Relationships	.466**	.558**	1

The results presented in Table 4.2 reveal significant positive correlations among self-awareness, social skills, and workplace relationships. Specifically, the correlation coefficient of **.641** between self-awareness and social skills indicates a strong relationship. This outcome suggests that individuals with heightened self-awareness are likely to exhibit better social skills in the workplace. Self-awareness facilitates an understanding of one's emotions, strengths, and weaknesses, which in turn fosters effective interpersonal communication and relationship-building (Goleman, 2011). By enhancing self-awareness, individuals can identify how their behaviours impact others, leading to improved interactions. In addition, the correlation of **.466** between self-awareness and

workplace relationships highlights a moderate yet significant connection. This outcome suggests that managers who are more self-aware tend to cultivate healthier workplace relationships. By recognising their own emotional triggers and responses, these individuals can engage more thoughtfully and empathetically with colleagues, reducing misunderstandings and enhancing collaboration. This underscores the idea that self-awareness is not merely a personal asset but a crucial element in fostering a harmonious work environment. When managers are attuned to their emotions, they are better equipped to respond appropriately to the emotions of others.

Furthermore, the correlation coefficient of .558 between social skills and workplace relationships indicates a strong positive relationship, suggesting that managers who possess effective social skills are more likely to develop robust workplace relationships. This finding points to the essential role that social skills play in navigating workplace dynamics, as individuals with high social competence can communicate effectively, resolve conflicts amicably, and collaborate successfully within teams. Social skills enable managers to build rapport and trust, essential components for productive workplace relationships. These findings align with existing research that emphasises the importance of emotional intelligence in professional settings. For instance, studies have shown that self-awareness is a critical component of emotional intelligence, influencing both individual and organisational outcomes (Brackett *et al.*, 2016). The ability to understand one's emotions allows managers to engage more constructively with their teams, leading to improved interpersonal relationships and a positive workplace atmosphere. Self-aware managers are often viewed as more approachable and credible by their colleagues.

Additionally, the positive correlation between social skills and workplace relationships is supported by prior research, which indicates that individuals with strong social skills are better equipped to build meaningful connections and foster cooperation among colleagues (Riggio and Reichard, 2008). Such studies underscore the importance of social skills in promoting teamwork and reducing conflicts, further validating the findings of this study regarding the significance of emotional intelligence in enhancing workplace relationships. Managers with excellent social skills can create an inclusive environment that encourages collaboration. The implications of these findings extend beyond individual behaviour; they suggest that organisations may benefit from investing in emotional intelligence training for their managers. By enhancing self-awareness and social skills, organisations can improve workplace relationships, leading to higher employee satisfaction and retention. Furthermore, fostering an emotionally intelligent workplace culture can enhance team performance and productivity, ultimately contributing to organisational success.

Moreover, it is essential to consider that while self-awareness and social skills are crucial, they should be complemented by ongoing development and support from the organisation. Continuous training, feedback, and a culture of open communication can reinforce the importance of these skills. Therefore, organisations should prioritise creating an environment where emotional intelligence is valued and integrated into leadership practices. The correlations identified in this study underscore the critical role of self-awareness and social skills in shaping workplace relationships among managers at the University of Ibadan. As such, it is imperative for institutions to recognise the value of these attributes in fostering a collaborative and supportive work environment. Further research could explore the impact of emotional intelligence training programmes on workplace dynamics, providing a more comprehensive understanding of how these skills can be cultivated and leveraged for improved organisational outcomes.

Joint Contributions of Self-Awareness and Social Skills on Workplace Relationships of Managers at the University of Ibadan

Table 4.3 reveals the multiple regression analysis showing the joint contributions of self-awareness and social skills on workplace relationships of managers at the University of Ibadan

Table 4.3: Summary of Multiple Regression Analysis Showing the Joint Contributions of Self-Awareness and Social Skills on Workplace Relationships of Managers at the University of Ibadan

Source of Variation	Sum of Squares	df	Mean Square	F-ratio	P
Regression	7140.301	5	1428.060	4.676	0.002
Residual	10688.578	35	305.388		
Total	17828.879	40			

The multiple regression analysis presented in Table 4.3 indicates a significant joint contribution of self-awareness and social skills on workplace relationships among managers at the University of Ibadan. The overall model indicates a moderate to strong relationship between self-awareness, social skills and workplace relationships. The outcome suggests that approximately 40% of the variance in workplace relationships can be explained by the independent variables of emotional intelligence included in the analysis. This finding highlights the importance of self-awareness and social skills in fostering effective interpersonal dynamics within the workplace.

The significant F-ratio of 4.676 with a p-value of 0.002 further supports the relevance of the regression model, indicating that the combination of the self-awareness and social skills assessed significantly predicts workplace relationships. This statistical significance demonstrates that emotional intelligence is a vital predictor of how well managers interact with their colleagues, reinforcing the notion that emotional competence is essential for effective management. The findings are consistent with existing literature, which emphasises the critical role of emotional intelligence in organisational settings. Research has shown that emotional intelligence contributes to enhanced communication, conflict resolution, and collaboration among team members (Mayer *et al.*, 2008). This study's results reinforce the idea that managers who exhibit higher levels of EI are better equipped to foster positive workplace relationships, ultimately benefiting organisational performance. Moreover, prior studies have highlighted that emotional intelligence can lead to improved leadership effectiveness, with leaders who possess strong emotional intelligence skills being more adept at creating an inclusive and supportive work environment (Boyatzis *et al.*, 2017). This connection is vital, as it underscores the impact that emotionally intelligent leaders can have on employee morale and job satisfaction.

In addition, the current findings resonate with research that indicates the importance self-awareness and social skills in mitigating workplace conflicts. When managers are emotionally intelligent, they are more likely to handle disagreements constructively, leading to a healthier workplace atmosphere (Goleman, 2011). This aligns with the findings of this study, as it suggests that self-awareness and social skills can enhance workplace relationships by promoting understanding and cooperation among team members. Furthermore, the implications of these results extend to the realm of managerial training and development. The significant impact of emotional intelligence on workplace relationships suggests that organisations should prioritise self-awareness and social skills training for their managers. By investing in the emotional intelligence of their leaders, organisations can cultivate a more collaborative and productive work environment.

This finding contributes to the growing body of evidence supporting the importance of emotional intelligence in professional settings. They highlight the need for organisations to recognise and leverage emotional intelligence components as a key component in developing effective leadership and fostering positive workplace relationships. Future research could explore the longitudinal effects of emotional intelligence training on workplace dynamics, providing further insight into how these skills can be nurtured for sustained organisational success.

Relative Contributions of Self-Awareness and Social Skills on Workplace Relationships of Managers at the University of Ibadan

The Table 4.4 shows the relative contributions of self-awareness and social skills on workplace relationships of managers at the University of Ibadan

Table 4.4: Summary of Regression Analysis Showing the Relative Contributions of Self-Awareness and Social Skills on Workplace Relationships of Managers at the University of Ibadan

Model	Unstandardised Coefficients	Standardised Coefficients	t	P
	B	Std. Error	β	
(Constant)	29.118	44.915		0.521
Self-Awareness	5.817	2.250	0.534	2.585
Social Skills	1.769	1.838	0.154	0.963

The regression analysis presented in Table 4.4 reveals the relative contributions of self-awareness and social skills to workplace relationships among managers at the University of Ibadan. The results indicate that self-awareness is a significant predictor of workplace relationships. The unstandardised coefficient for self-awareness is 5.817, suggesting that for every unit increase in self-awareness, workplace relationships improve significantly. This finding highlights the critical role self-awareness plays in fostering positive interactions in a managerial context. In contrast, social skills did not demonstrate a significant contribution to workplace relationships. The unstandardised coefficient for social skills is 1.769, which, while positive, does not reach the threshold for statistical significance. This suggests that while social skills may have a positive impact on workplace relationships, they are not as strongly predictive as self-awareness in this context. The results indicate that self-awareness may be a more vital component for effective workplace interactions among managers.

The significance of self-awareness in enhancing workplace relationships aligns with existing literature, which emphasises the importance of self-perception in interpersonal dynamics. Research by Goleman (2011) indicates that self-aware individuals are more attuned to their emotions and the emotions of others, allowing them to navigate workplace interactions more effectively. This ability to recognise and manage one's own emotions can lead to better communication and understanding among colleagues, ultimately improving workplace relationships. Furthermore, the findings corroborate studies that have linked self-awareness to effective leadership. For instance, Boyatzis *et al.* (2017) assert that self-aware leaders are more capable of fostering trust and collaboration

within their teams. This perspective reinforces the notion that self-awareness not only benefits individual managers but also enhances the overall organisational culture by promoting positive relationships among team members.

Although social skills did not show significant predictive power in this study, they remain essential for effective communication and relationship-building in the workplace. Previous research has highlighted the role of social skills in facilitating teamwork and collaboration (Mayer *et al.*, 2008). Therefore, while social skills may not have been statistically significant in this particular analysis, their importance should not be underestimated in a holistic understanding of workplace dynamics. Moreover, the absence of significance for social skills could suggest the need for further exploration of specific dimensions of social skills that may better predict workplace relationships. Future studies could examine particular aspects, such as conflict resolution or teamwork abilities, to provide a more nuanced understanding of how social skills operate in managerial contexts. This focus could lead to more targeted interventions and training programs that enhance both self-awareness and social skills among managers.

The implications of these findings underscore the necessity for organisations to invest in training programs that enhance self-awareness among their leaders. By fostering self-awareness, organisations can cultivate a more effective and harmonious work environment, improving overall employee morale and productivity. Training initiatives focusing on self-reflection and emotional regulation can empower managers to develop their interpersonal skills, leading to enhanced workplace relationships. The findings of this study reinforce the significance of self-awareness as a critical factor influencing workplace relationships among managers. The positive relationship observed suggests that organisations should prioritise self-awareness in leadership development initiatives. By doing so, they can foster a more collaborative and supportive work environment, ultimately benefiting organisational performance.

Conclusion

This study explored the relationship between emotional intelligence, specifically self-awareness and social skills, and workplace relationships among managerial staff at the University of Ibadan. The findings revealed that both self-awareness and social skills significantly contributed to positive workplace relationships, highlighting the critical role of emotional intelligence in fostering trust, respect, and effective communication in leadership positions. Managers who demonstrated higher levels of self-awareness and social skills were more likely to cultivate healthier and more productive relationships with their colleagues. These results suggest that organisations can benefit from promoting emotional intelligence development among their leadership to enhance workplace cohesion and performance. This study contributes to the growing body of knowledge on the importance of emotional intelligence in organisational settings and underscores its practical implications for leadership and management.

Implications to Stakeholders

The findings of this study have several critical implications for stakeholders within the University of Ibadan and similar institutions, particularly regarding how emotional intelligence affects workplace relationships among managers.

1. **For University Management:** The strong link between emotional intelligence components specifically self-awareness and social skills and effective workplace relationships implies that managers with high emotional intelligence are better equipped to foster a positive and productive work environment. This suggests that university leadership should recognise the importance of emotional competencies in maintaining a collaborative and cohesive organisational culture, potentially influencing decision-making on manager training and development.
2. **Human Resource Departments:** The results indicate that emotional intelligence significantly impacts managers' ability to build and sustain healthy workplace relationships. This implies that HR departments should consider emotional intelligence in both recruitment and promotion processes, as managers with strong emotional intelligence are likely to contribute more effectively to the organisation's overall climate. Additionally, this finding highlights the need to integrate emotional intelligence assessments into performance evaluations for management roles.
3. **For Policy Makers in Higher Education:** The evidence that self-awareness and social skills enhance workplace relationships implies that policy makers should integrate emotional intelligence into management frameworks within institutions. This can be particularly relevant when developing policies that aim to improve team performance, leadership effectiveness, and organisational well-being, ensuring that these competencies are valued alongside technical skills.
4. **For Managers:** The study's findings suggest that emotional intelligence is a key factor in the ability to navigate and manage workplace relationships effectively. Managers who develop their self-awareness and social skills are likely to experience more productive and harmonious interactions with their teams. This implies that managers must invest in enhancing their emotional competencies to improve both their own leadership capabilities and the broader organisational environment.
5. **Organisational Development Practitioners:** For professionals focused on organisational development, these findings imply that fostering emotional intelligence within managerial staff could have far-reaching benefits for organisational

cohesion and communication. The strong correlation between emotional intelligence and workplace relationships indicates that emotional intelligence should be a focal point in leadership training and development initiatives.

Limitations of the Study

The limitations of the study are reported as follows:

1. **Single Institutional Focus:** The research was conducted within the University of Ibadan, limiting the applicability of the findings to other universities or industries. The institutional culture and organisational practices at one university may not reflect those in other settings, affecting the broader relevance of the results.
2. **Limited Scope of Emotional Intelligence Dimensions:** While the study explored key dimensions of emotional intelligence such as self-awareness and social skills, other aspects like emotional regulation and adaptability were not examined in depth. This could potentially limit the full understanding of how emotional intelligence impacts workplace relationships.

Recommendations

In line with the study limitation, the following recommendations are made:

1. **Broader Institutional Research:** To improve the generalisability of findings, subsequent studies should be conducted across multiple institutions or industries. This would help identify whether the trends observed in the University of Ibadan are consistent with other settings, thereby enriching the understanding of emotional intelligence in diverse organisational contexts.
2. **Comprehensive Exploration of Emotional Intelligence:** Future studies should aim to explore additional dimensions of emotional intelligence, such as emotional regulation and adaptability, in conjunction with self-awareness and social skills. This comprehensive approach would provide a deeper understanding of how various aspects of emotional intelligence collectively influence workplace relationships and effectiveness.

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