

THE ROLE OF EMOTIONAL INTELLIGENCE AND INTERPERSONAL COMMUNICATION ON THE EFFECTIVENESS OF TEAMWORK IN STUDENTS

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Abstract. This study aims to examine the role of emotional intelligence and interpersonal communication on teamwork effectiveness among university students. The background of this research highlights that effective teamwork is a crucial soft skill for students in both academic and organizational contexts, where emotional management and interpersonal interactions are key to collaboration. The study uses a quantitative approach with a multiple linear regression analysis. Data were collected through questionnaires distributed to 104 students, and analyzed using SPSS software. The results show that both emotional intelligence and interpersonal communication have a positive and significant influence on teamwork effectiveness, both simultaneously and partially. The F-test value is 16.253 with a significance level of 0.000 (< 0.05), indicating that the independent variables jointly affect teamwork effectiveness. Partially, emotional intelligence (Sig. = 0.020) and interpersonal communication (Sig. = 0.002) also show significant effects. The coefficient of determination ($R^2 = 0.243$) indicates that 24.3% of teamwork effectiveness is explained by emotional intelligence and interpersonal communication, while 75.7% is influenced by other factors beyond this study. In conclusion, the higher the students' emotional intelligence and their ability to communicate effectively, the greater the level of teamwork effectiveness achieved. These findings emphasize the importance of emotional and communicative competencies as essential components in fostering collaboration among students in higher education.

Keywords: Emotional Intelligence; Interpersonal Communication; Students; Soft Skills; Teamwork Effectiveness.

1. INTRODUCTION

In the modern academic and professional environment, the ability to work effectively in teams is a critical competency. Among the factors influencing team success, emotional intelligence and interpersonal communication have emerged as vital determinants.

Emotional intelligence allows individuals to manage their emotions and understand others, fostering a collaborative atmosphere. Meanwhile, interpersonal communication acts as the internal force that enables the exchange of ideas and maintains persistence in achieving group goals. This study aims to explore how these two factors jointly influence the effectiveness of teamwork among students.

2. LITERATURE REVIEW

1. **Emotional Intelligence:** Refers to the ability to monitor one's own and others' feelings and emotions to guide thinking and action (Salovey & Mayer, 1990).
2. **Interpersonal Communication:** The process by which people exchange information, feelings, and meaning through verbal and non-verbal messages.
3. **Teamwork Effectiveness:** Reflects the level of achievement in fulfilling collective responsibilities in terms of quality and timeliness.

Data were collected through an online questionnaire distributed via Google Forms. The instruments were adapted to ensure relevance to the student context:

- Emotional Intelligence (X1): Adapted from the General Self-Efficacy Scale to measure self-

regulation and social awareness ($\alpha = 0.88$).

- Interpersonal Communication (X2): Based on measures of content quality, consistency, and engagement ($\alpha = 0.85$)
- Teamwork Effectiveness (Y): Focused on assessing collaborative skills, group experience, and result quality ($\alpha = 0.90$).

Data Analysis

The data were processed using IBM SPSS Statistics 25²⁴²⁴. The analysis followed several stages:

- **Descriptive Statistics:** Used to summarize the variables through mean, standard deviation, and range.
- **Classical Assumption Tests:** Normality and multicollinearity were checked to ensure the regression model's validity. The correlation between predictors was $r = 0.403$, indicating no severe multicollinearity.
- **Multiple Linear Regression:** Conducted to test the hypotheses and determine the coefficient of determination (R^2) and the significance of each predictor.

3.RESULTS AND DISCUSSION

Descriptive Statistics

Descriptive statistical analysis was conducted to provide a comprehensive overview of the data distribution for the three main variables: Emotional Intelligence (X1), Interpersonal Communication (X2), and Teamwork Effectiveness (Y). This analysis includes the mean, standard deviation, and the range of scores obtained from 113 respondents.

Regression Analysis

The multiple linear regression analysis shows a correlation coefficient (R) of 0.778 and a coefficient of determination (R^2) of 0.605³¹. This means that 60.5% of the variation in Teamwork Effectiveness can be explained by Emotional Intelligence and Interpersonal Communication, while the remaining 39.5% is influenced by other factors³².

Discussion

The results indicate that both factors play significant roles in enhancing teamwork. The positive coefficient for Emotional Intelligence ($b = 0.292$) demonstrates that students who can manage their emotions effectively contribute to better group outcomes. However, Interpersonal Communication ($b = 0.574$) has a stronger effect. This suggests that clear interaction and engagement are the primary driving forces behind team success in a student environment.

CONCLUSION

The statistical data confirms that while being emotionally "smart" is necessary for reducing group friction, the actual engine of team success is **Interpersonal Communication**. Students who communicate clearly, frequently, and with high-quality content are much more likely to complete group tasks effectively. Emotional intelligence acts as a stabilizer, but communication acts as the driver. Therefore, to maximize teamwork effectiveness in an academic setting, students must not only manage their feelings but also actively master the art of transparent and consistent dialogue.

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