

Uses of Emotional Intelligence within Communication Skills and Its Role in Developing Human Capital

Fatima Tifour ^{1*}, Hanane Maazouz ²

¹ university of Saida (Algeria), fatima.tifour@univ-saida.dz

² university of Saida (Algeria), Maazouz hanane@gmail.com

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Abstract:

This study aims to identify the contributions of emotional intelligence in enhancing communication skills among the employees of the Algerian Telecommunications Institution in Saida, Hssasna Branch. The focus was placed on the individual and social traits of emotional intelligence in both the institution's manager and employees, as well as on how they practice communication skills to develop the human capital.

The "WLEIS" emotional intelligence scale was applied, along with the use of questionnaire survey through comprehensive surveying, Statistical processing was conducted using data processing methods through the SPSS system.

The study reached a set of results, the most important of which is that the manager exhibits a high level of emotional intelligence, qualifying him to possess leadership qualities within the institution.. Furthermore, a strong relationship was found between the variable of experience and the extent of possessing various traits of emotional intelligence and communication skills.

Keywords:

Emotional Intelligence; Communication Skills; Human Capital; Social Awareness; Self-Regulation.

** Corresponding author*

1. INTRODUCTION

Serious interest in human emotions and their role in various life aspects has existed since ancient times, with many psychologists having addressed the topic of emotions and their effect on human behavior. In recent years, there has been a noticeable increase in studies and scientific research focused on emotions and the emotional reactions of others, aiming for a deeper understanding of how emotions influence human behavior and mental health. EI is a topic of interest in the business and coaching communities. Although there was an abundance of literature on EI, there was a lack of empirical research regarding EI in coaching (Charles, 2020, p17)

Given the pressing and constant need for communication — the impossibility of non-communication, according to the systemic perspective of the Palo Alto school — whether for exchanging information, expressing thoughts and feelings, or building social and professional relationships, it is necessary for such communication to be healthy, particularly in the workplace. This is due to the clear variation in personal, social traits, backgrounds, and beliefs among individuals in a work environment. Therefore, communication skills are considered one of the essential skills that both managers and employees must learn. Their importance lies in their role in strengthening the bond between team members. The stronger the connection, the smoother and more effective the communication becomes, helping build an emotionally intelligent system. It also motivates employees to play an active role in the communication process, reflecting their personality and helping build interaction between them and the manager and their colleagues.

Based on the above, there has been a growing need for researchers to focus on emotional intelligence to explore its nature and its relation to various variables. This has led to the emergence of different theoretical frameworks and multiple definitions attempting to explain its dimensions. Despite this, there is a consensus that emotional intelligence is simply the ability to recognize one's own emotions and those of others, to motivate oneself, and to manage emotions in relationships with others, using these insights in social and professional life.

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When a person becomes aware of and can properly control their own emotions and feelings, they are also able to recognize and manage the emotions of others. This helps them succeed both in life and at work. The interaction between the cognitive and emotional domains is reflected through emotional intelligence, which manifests in various behavioral forms, such as self-awareness, self-regulation, and recognizing others' emotions. It also influences many personal traits, including how individuals perceive their abilities and skills that qualify them for communication and interaction with others.

Our research problem stems from the inability of many individuals to effectively communicate and interact with others, whether in their daily lives or in the workplace. This necessitates a reconsideration of the skills that individuals must possess and control. In order to highlight the relationship between emotional intelligence, with its various variables, and communication skills within the institution — and how it contributes to the development of human capital which is defined in the Oxford English Dictionary as “the skills the labor force possesses and is regarded as a resource or asset.” It encompasses the notion that there are investments in people (e.g., education, training, health) and that these investments increase an individual’s productivity (Goldin, 2016, p56). — we pose the following central question:

How does emotional intelligence contribute to enhancing communication skills among employees of the Algerian Telecommunications Institution in Saida, Hssasna Branch?

This central problem gives rise to the following sub-questions:

1. What is meant by emotional intelligence? And what are communication skills?
2. What is the level of emotional intelligence among employees of the Algerian Telecommunications Institution in Saida, Hssasna Branch?
3. Does emotional intelligence — with its various dimensions (self-awareness, self-regulation, social awareness, relationship management) — influence the acquisition of communication skills within the institution?

4. Is there a positive correlation between emotional intelligence and communication skills in the development of human capital at the Algerian Telecommunications Institution, Saida, Hssasna Branch?

Based on these questions, the following hypotheses are proposed:

H1. Emotional intelligence, particularly relationship management, enhances communication skills among employees of the Algerian Telecommunications Institution, Hssasna Branch, Saida Province.

H2. Employees with professional experience possess a high level of emotional intelligence, contributing to the improvement of their communication skills within the Algerian Telecommunications Institution, Hssasna Branch, Saida Province.

H3. The contributions of emotional intelligence in enhancing communication skills among employees of the Algerian Telecommunications Institution, Hssasna Branch, Saida Province, vary according to gender and educational level.

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2. Theoretical Framework of the Study:

2.1. The Problem of Defining the Concept of Emotional Intelligence

In foreign communities, emotional intelligence is known as *Emotional Intelligence*. In Arab communities, the term has been translated in several ways; common translations include *emotional intelligence*, *affective intelligence*, and *emotional quotient* (Badhadhou, A, M, 2016). Some consider emotion a latent disposition composed of several affects, and scholars use the term *emotion* broadly to encompass all affective states (fear, joy, sadness). The term *affect* is broader than both *emotion* and *feeling*.

The term *emotion* includes positive feelings (love, affection, personal sentiments), while *affect* usually refers to negative emotions (such as anger). On the other hand, *affect* has also been associated by some with spiritual or mystical aspects due to its use in Sufi heritage (Othman, 2016, pp 22-23).

Scholars use the term *emotion* to refer to all affective states, though some distinguish between *emotion* and *feeling*, seeing emotions as turbulent states and feelings as more stable combinations of emotions. When an emotion is

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aroused, we are faced with an affective, emotional, and motivational state, expressing a cognitive-emotional capacity located in the brain (Othman, 2016, p23).

In this study, we adopt the term *emotional intelligence* as it is the most widely used in Arabic translations. Scientifically and academically, emotional intelligence is commonly abbreviated as **EI** (Emotional Intelligence), and sometimes as **EQ** (Emotional Intelligence Quotient), which refers to one's emotional intelligence score. The difference between the two lies in the model used, where *EQ* often refers to the ability-based model.

2.1.2. Definition of Emotional Intelligence& communication skills:

Salovey and Mayer (1990) were among the earliest to suggest the name emotional intelligence to refer to the ability of a person to deal with his or her emotions (Salovey, 1990, pp185-211). They define it as the ability to accurately perceive, evaluate, and express emotions, and the ability to generate emotions, empathize, and manage the emotions of others. It also involves regulating emotions adaptively through organization and evaluation and then altering emotions (Shabi, 2003, p2).

The main credit for making the concept of Emotional Intelligence and its culture widely known, actually belongs to the researcher Daniel Goleman who published his first book in 1995 titled: "Emotional Intelligence" Why could it be more important than IQ? (Hamdy, 2020, p364).

Daniel Goleman defines it as a set of emotional and social skills that individuals possess, essential for professional success and success in life in general (Goleman, 2004, p394). He also describes it as a set of capabilities related to recognizing and managing one's own emotions and those of others. These abilities allow individuals to perceive interpersonal and intrapersonal intelligences (Goleman, 2004, p395).

Bar-On, meanwhile, views emotional intelligence as a set of personal and social competencies. It is a combination of emotional, social, and personal skills that influence an individual's ability to successfully cope with environmental pressures. (Salami, March 15, 2016, p165).

Some researchers combine psychological intelligence and social intelligence under the term *emotional, affective, or emotional-affective intelligence* (Nasser, 2008, p91).

2.1.3.Communication Skills:

These are the creative and acquired abilities of a person that are used to complete the communication process — whether the person is a sender or receiver (Al-Tayeb, 2016, p165).

2.1.4.Operational Definition:

In the context of our study, communication skills refer to the abilities that enable managers and employees to communicate effectively with one another — whether through speaking, writing, listening, or body language (verbal or non-verbal). These skills include the ability to express emotions clearly and accurately and to respond appropriately within the institution just to maintain and develop human capital.

2.2. The Theoretical Background of the Study:

To ensure that our study does not emerge from a vacuum, it was more appropriate to rely on a specific theory, which could, to a relative extent, lend depth and comprehensiveness to our study by benefiting from accumulated knowledge and guiding the research path through defining questions and hypotheses.

Considering that the field of information and communication sciences is an interdisciplinary field based on methodological integration, the primary variables in our study are derived from psychological theories based on the behavioral paradigm, which prevailed during the 1960s. These theories began to gain recognition when it was acknowledged that leadership in organizational communication could not be explained solely through the leader's behavior, but by also incorporating the study of environmental features where such behavior occurs, without neglecting the role of subordinates (Al-Aghri, 2000, p102). This justified the emergence of situational approaches and the birth of several trends that adopt the same principle in the field of organizational communication.

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Our study aligns with the theory of **Hersey and Blanchard (1927)** — the situational leadership theory (SLT) is often cited in academically orientated management textbooks (Glas, 2018, p2). Additionally, empirical evidence suggests that SLT plays a crucial role in diversity management and coaching (Pino-Marchito, 07 Mai 2025, p04) — which comprises three dimensions:

1. Concern for employees
2. Concern for relationships
3. Job maturity (Al-Aghri, 2000,p110)

In the revised 1977 version, Hersey and Blanchard emphasized a single variable: the **level of job maturity of subordinates**. Depending on the variation of this variable, the leadership style to be adopted should differ. The leader must learn the situation and select a style accordingly (Sikandar, December 2018 , p74). Hence, the theory is also known as the "**Follower Maturity Theory**" or "**Employee Readiness Model**", or "**Leadership Life Cycle Model**".

Hersey and Blanchard state that the effective leadership style varies according to the level of job maturity and readiness of subordinates. A successful leader is the one who can align his leadership style with the needs of his subordinates for direction, supervision, and moral support.

There are Scientific and Practical Qualifications of the Employee, Hersey and Blanchard's definition of maturity:

The outcome of work-related maturity and "psychological maturity" of the individual to take responsibility for his/her behavior in performing the task (Al-Aghri, 2000, p100): **1)Task Maturity (Competence):** This refers to a group's ability to set specific goals and their willingness and ability to commit to achieving them — that is, their efficiency in accomplishing tasks.

2) Psychological Maturity: This refers to the level of self-confidence and self-esteem in performing the required task. A high level of maturity among followers indicates their ability and confidence to carry out the task.

3.research Method:

3.1.Data Collection Tools:

Several research tools were used in this study to analyze the phenomenon under investigation.

-Simple Observation:

Observation was employed by monitoring the interactions between employees and between employees and the manager during our presence at the institution and our direct engagement with the employees over a specific period.

-Questionnaire survey:

We conducted questionnaire survey from 21/04/2024 to 29/04/2024, aiming to understand all aspects of the study at the Algerian Telecommunications Institution, Saida, Hssasna Branch.

A questionnaire survey format was used, including a number of open-ended questions, allowing the interviewees to respond freely based on certain research points.

The questionnaire form was designed and divided into:

-Demographic characteristics of the respondents: Related to the personal data of the participants, including (gender, age, professional experience, academic qualification).

-First Chapter: Personal and social traits of emotional intelligence.

-Second Chapter: The correlational relationship between emotional intelligence traits and communication skills to develop human capital.

- Emotional Intelligence Scale:

This scale was developed by Law, K. S., Wong, C. S., & Song, L. J. (2004) (Law, 2004, pp483-496) and published in the journal *Applied Psychology*. It consists of 16 items, each representing a declarative statement describing a behavior performed by the respondent. Each statement assesses how often the individual engages in the behavior described, using the following seven options:

(Strongly disagree – Disagree – Slightly disagree – Neutral – Slightly agree – Agree – Strongly agree), which are scored respectively as follows: (1–2–3–4–5–6–7) for positive items, and the reverse for negative ones.

The emotional intelligence scale consists of four dimensions as follows:

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- **Dimension 1:** Emotion Regulation
- **Dimension 2:** Emotion Appraisal
- **Dimension 3:** Emotion Utilization
- **Dimension 4:** Appraising Others' Emotions

No.	Emotional Intelligence Dimensions	Items
1	Self-Emotion Appraisal	1, 2, 3, 4
2	Emotion Regulation	5, 6, 7, 8
3	Use of Emotion	9, 10, 11, 12
4	Others' Emotion Appraisal	13, 14, 15, 16

Table 01: Distribution of items across the four factors of the Emotional Intelligence Scale *(Source: Prepared by the student based on SPSS Version 26 outputs)*

-Scale Reliability:

Reliability refers to the consistency of a scale in yielding the same results each time it is applied, regardless of the individual conducting the measurement.

To ensure reliability, the researcher followed the method below:

Cronbach's Alpha Method:

Scale	Alpha Coefficient	Number of Items
Emotional Intelligence Scale	0.898	16

Table 02: Cronbach's Alpha Coefficient

(Source: Prepared by the researcher based on SPSS Version 26 outputs)

The value (0.898) indicates that the scale enjoys a high degree of reliability.

Emotional Intelligence Dimension	Number of Items	Cronbach's Alpha
Self-Emotion Appraisal	4	0.805
Appraising Others' Emotions	4	0.821
Use of Emotion	4	0.803
Emotion Regulation	4	0.854

Table 03: Cronbach's Alpha Values for Emotional Intelligence Dimensions

(Source: Prepared by the researcher based on SPSS Version 26 outputs)

3.2. Study Population and Sample:

Since our study aims to understand the contributions of emotional intelligence in enhancing communication skills within an economic institution, we selected all employees of the Algerian Telecommunications Institution, Hssasna Branch, Saida Province, as the study population, totaling 10 employees.

Justifications for Choosing the Study Population:

- The proximity of the study population to the subject of our research.
- Direct interaction with employees, which contributes to obtaining realistic information.
- Economic institutions' interest in the psychological aspect of employees.

3.3. Study Sample:

- Sample Characteristics

Variable	Category	Frequency (N)	Percentage (%)
Gender	Male	8	80%
	Female	2	20%
	Total	10	100%
Age	More than 25 years	1	10%
	Less than 35 years	3	30%
	More than 35 years	1	10%
	Less than 45 years	1	10%
	More than 45 years	4	40%
Total		10	100%
Experience	Less than 5 years	2	20%
	Less than 10 years	2	20%
	Less than 20 years	1	10%

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Variable	Category	Frequency (N)	Percentage (%)
	More than 20 years	3	30%
	Total	10	100%
Educational Level	University	3	30%
	Secondary	2	20%
	Intermediate	3	30%
	Primary	2	20%
	Total	10	100%
Job Title	Executive Staff	6	60%
	Control Agent	4	40%
	Total	10	100%

Table 04: sample of study

4. Data Analysis and Results Interpretation :

Data were collected using the WLEIS Emotional Intelligence Scale, which was distributed, retrieved, analyzed, and its results extracted. Additionally, data were analyzed through questionnaire conducted with 10 employees from the Algeria Telecom Company, Saida Province, Hssasna Branch.

4.1.Main Results of Measuring Emotional Intelligence Among the Respondents:

EI researchers debate EI measurements and their effectiveness, and described them as divergent conceptualizations of measuring EIability based EI measurements and mixed-method measurements of EI (Cho, Drasgow, & Cao, 2015; Wei, Liu, & Allen, 2016).

Measured Variable	Dominant Score
Extent to which employees feel	80% of employees feel their emotions

Measured Variable	Dominant Score
their emotions during work	during work
Employees' understanding of their own emotions	70% of employees understand their own emotions
Actual understanding of emotions among employees	70% of employees truly understand their emotions
Recognition of personal happiness	80% of employees recognize their happiness
Identifying friends' emotions through their behavior	80% of employees recognize friends' emotions via behavior
Good monitoring of others' emotions	60% of employees are good at monitoring others' emotions
Sensitivity to others' emotions and feelings	80% of employees are sensitive to others' emotions
Ability to understand others' feelings	60% of employees have the ability to understand others' feelings
Goal setting and achievement	90% of employees set goals and work to achieve them
Self-motivation towards efficiency	50% of employees motivate themselves toward efficiency
General self-motivation	60% of employees are self-motivated
Encouraging oneself to exert more effort	80% of employees encourage themselves to exert more effort
Ability to control nerves and overcome problems	60% of employees have the ability to control nerves and overcome problems
Ability to control emotions	60% of employees can control their emotions
Ability to overcome anger and remain calm	50% of employees can overcome anger and remain calm
Control over emotional reactions	60% of employees have control over

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Measured Variable	Dominant Score their emotional reactions
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4.2. Measuring the Validity of the First Hypothesis:

- Relationship between expressing honest opinions (even if contrary to others) and the employee's ability to remain calm and control emotions during difficult moments within the institution

Total	Low	Medium	High	Probability	Expressing honest opinions (even if contrary)
100%	25% (2)	37.5% (3)	37.5% (3)	Yes	
100%	0%	50% (1)	50% (1)	No	
100%	20% (2)	40% (4)	40% (4)	Total	

Source: Prepared by the researcher based on SPSS v26 outputs

It is noted that most employees who express their opinions openly show medium to high levels of emotional control. Among those who do not express their opinions, half show a medium and the other half a high level of emotional control. This indicates that even without expressing opinions openly, some employees still possess good emotional management.

There is a **positive relationship** between expressing honest opinions and the employee's ability to remain calm and control emotions during difficult moments within the institution.

-Relationship between dealing with difficult employees and handling critical situations

Total	Confrontation	Diplomacy & Skill	Probability	Handling difficult employees
100%	0%	100% (7)	Diplomacy & Skill	
100%	100% (3)	0%	Confrontation	
100%	30% (3)	70% (7)	Total	

Source: Prepared by the researcher based on SPSS v26 outputs

This indicates a strong use of diplomacy and skill in handling critical situations, reflecting the importance of using tactful methods in resolving key challenges. Confrontation is used in specific situations with difficult employees but is less common than diplomacy.

The first hypothesis is validated — emotional intelligence, particularly in managing relationships, enhances communication skills among employees of Algeria Telecom, Hssasna Branch. This is primarily due to the high level of emotional intelligence, especially in managing relationships between the manager and staff. Individuals with good social and professional relationships communicate more effectively, creating a healthy environment within the institution.

4.3. Measuring the Validity of the second Hypothesis:

- Relationship between Years of Experience and Good Attention to the Manager's Talks and Allowing Employees the Opportunity to Discuss Their Complaints

Total	More than 20 years	Less than 20 years	More than 10 years	Less than 10 years	Less than 5 years	Probabilities	Indicates good attention to the manager's talks
%	N	%	N	%	N	%	N
90	9	30	3	10	1	10	1
10	1	0	0	0	0	10	1

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Total	More than 20 years	Less than 20 years	More than 10 years	Less than 10 years	Less than 5 years	Probabilities	Indicates good attention to the manager's talks
100	10	30	3	10	1	20	2

%	N	%	N	%	N	%	N	%	N	%	N	Yes/No	Description
80	8	30	3	10	1	10	1	10	1	20	2	Yes	Allowing employees and giving them the opportunity to discuss their complaints
20	2	0	0	0	0	10	1	10	1	0	0	No	
100	10	30	3	10	1	20	2	20	2	20	2	Total	

There is a positive relationship between years of experience and attentiveness to the manager's speeches — employees with more experience demonstrate greater attentiveness.

As for the relationship between experience and allowing employees to discuss complaints:

- 30% of employees with over 20 years of experience answered “yes.”
- 10% of employees with less than 20 years answered “yes.”
- 10% of employees with more than 10 years answered “yes,” and one (10%) answered “no.”
- 10% with less than 10 years answered “yes,” and one (10%) answered “no.”
- 20% of employees with less than 5 years answered “yes,” and none answered “no.”

-Relationship between years of experience and sharing information among employees, and their ability to understand each other

Total	More than 20 years	Less than 20 years	More than 10 years	Less than 10 years	Less than 5 years	Probability	Indicates employees share information among themselves
90%	30% (3)	10% (1)	20% (2)	10% (1)	20% (2)	Yes	
10%	0%	0%	0%	10% (1)	0%	No	
100%	30% (3)	10% (1)	20% (2)	20% (2)	20% (2)	Total	

Employees with more experience tend to better understand each other, which contradicts the idea that longer experience contributes to building trust and effective communication among employee

Relationship between years of experience and employees' tolerance of certain behaviors from colleagues

Total	More than 20 years	Less than 20 years	More than 10 years	Less than 10 years	Less than 5 years	Probability	Indicates employees' tolerance of colleagues' behaviors
80%	30% (3)	10% (1)	10% (1)	10% (1)	20% (2)	Yes	
20%	0%	0%	10% (1)	10% (1)	0%	No	
100%	30% (3)	10% (1)	20% (2)	20% (2)	20% (2)	Total	

It can be observed that employees with more than 20 years of experience all tend to overlook the behaviors exhibited by their colleagues, which suggests that long experience may be associated with greater tolerance and acceptance of certain behaviors in the workplace. Based on this, the second hypothesis is confirmed: employees who possess professional experience have a high level of emotional intelligence, which contributes to improving their communication skills within Algeria Telecom's Saïda branch in the Hssasna area. It has become clear that employees with extensive experience have a high level of emotional intelligence, which has enhanced their communication skills.

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4.4. Measuring the Validity of the third Hypothesis:

-Relationship between gender and attentiveness to the manager's speeches, and allowing employees to discuss complaints

Total	Female	Male	Probability	Indicates good attention to the manager's speeches
90%	20% (2)	70% (7)	Yes	
10%	0%	10% (1)	No	
100%	20% (2)	80% (8)	Total	

%	N	%	N	%	N	Response
80	8	10	1	70	7	Yes
20	2	10	1	10	1	No
100	10	20	2	80	8	Total

As for the relationship between gender and allowing employees the opportunity to discuss their complaints, we observe that 70% of male employees answered 'Yes,' while 10% answered 'No.' Among female employees, 10% answered 'Yes' and 10% answered 'No.' We conclude that male employees have a higher percentage of allowing their colleagues to discuss their complaints.

-Relationship between gender and tolerance of certain behaviors from colleagues

Gender	Total	Female	Male	Probability	Indicates tolerance of behaviors from colleagues
80%	10% (1)	70% (7)	Yes		
20%	10% (1)	10% (1)	No		
100%	20% (2)	80% (8)	Total		

We note that half of the female respondents in the studied case do not tolerate certain behaviors from their colleagues, while 90% of male employees are willing to overlook them, except for one case. Therefore, there is no clear relationship between gender and tolerance of others' behaviors in the work environment.

-Relationship Between Educational Level and Employee Participation in Information Shared by Colleagues and Their Ability to Understand Each Other

Total	Primary	Intermediate	Secondary	University	Probability	Indicates Employees' Sharing of Information With Colleagues
90%	9	20%	2	30%	3	20%
10%	1	0%	0	0%	0	0%
100%	10	20%	2	30%	3	20%
50%	5	0%	0	20%	2	20%
50%	3	20%	2	10%	1	0%
0%	0	0%	0	0%	0	0%
100%	10	20%	2	30%	3	20%

This suggests that there is more variation in understanding among employees based on their educational levels. Although university graduates show high understanding, this does not necessarily indicate a strong correlation between educational level and the ability to Understand.

5.Discussion:

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Based on the data from Table 1, which shows the relationship between expressing opinions clearly and the ability to remain calm in difficult situations within the institution, there is a positive relationship between the ability to express opinions clearly and employees' ability to stay calm in tough moments at the workplace.

Based on Table 2, there is extensive use of diplomacy and skillful handling of difficult situations, with 70% of employees displaying this characteristic.

Employees with professional experience possess a high level of emotional intelligence, which contributes to improving their communication skills at Algeria Telecommunications Company, Hssasna branch, Wilaya of Saïda.

According to data from Tables 3, 4, and 5:

There is a positive relationship between years of experience and attentiveness to the manager's speech, with employees having more than 20 years of experience answering "Yes."

Employees with long experience tend to tolerate certain behaviors from their colleagues.

Employees with long experience tend to share information with their colleagues more than those with less experience, which can be attributed to their experience and self-confidence.

Based on the results obtained, it is found that:

80% of male employees have good attention to the manager's speech and give an opportunity for discussion, while 10% of females have good attention but do not provide the opportunity for discussion, and 10% of females do not show good attention.

80% of male employees share information and 40% of them have high understanding.

70% of male employees tolerate certain behaviors from their colleagues, while 10% of females tolerate and 10% do not tolerate.

Employees with primary education have good attention to the manager's speech and allow employees to discuss complaints.

There is a relationship between education level and tolerance of behaviors from certain employees, with some university-level employees not tolerating certain behaviors, while those with primary education tend to tolerate them.

It is observed that the institution's manager has leadership qualities and high emotional intelligence, which enables him to accurately gauge the maturity level

of employees, both in terms of communication skills and psychological readiness. He has the ability to adjust his approach according to the employees' maturity level and motivates his employees using methods that align with their individual needs. This has enabled him to develop listening and speaking skills, as confirmed by the results of our field study at Algeria Telecommunications Company.

6. Conclusion:

Based on what has been addressed in both the theoretical and practical frameworks, it has become clear that emotional intelligence significantly contributes to the acquisition of communication skills among the institution's employees, due to its great importance on various levels.

The main objective of this study was to identify the contributions of emotional intelligence in acquiring communication skills, and to explore the relationship between emotional intelligence and communication skills to develop human capital, based on demographic variables (gender, experience, and educational level).

We concluded that the manager possesses a high level of emotional intelligence, which grants him leadership qualities within the institution. Most employees possess a moderate level of emotional intelligence, which aligns with the dimensions of the situational theory employed. We also noted that the principle of social awareness is high, which has clearly influenced the enhancement of their communication skills, especially the skill of listening, as there is effective communication and positive, healthy relationships within the institution. Furthermore, we found that employees with long experience have high levels of both emotional intelligence and communication skills.

It cannot be overlooked that human and social research, which centers on the study of the human being, continues its path by discovering new approaches and innovating methods, particularly in the field of media and communication sciences. This field adapts what has been addressed in neighboring disciplines, especially considering that the individual is a complex being shaped by interrelated physical, mental, psychological, and social factors that also govern behavior. Therefore, individuals' possession of a degree of intelligence and their enjoyment of positive expectations are

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positively reflected in their ability to communicate and connect effectively—whether in academic or professional environments.

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