

Emotional Intelligence Factors Influencing on Interpersonal Problem of Adults

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Abstract

The present research is an empirical effort made to study how the Emotional Intelligence factors influence on the interpersonal problems of adults. The sample-size is 500 comprising 200 teachers, 150 IT professionals and 150 nurses. The stratified random sampling method is adopted. The age ranges from 22 to 50 (Mean Age = 31.95). The research is executed with non-clinical samples. The tools adopted are: (1) Emotional Intelligence scale⁴ and (2) Inventory of the Interpersonal Problems⁸ (IIP-32). The participants are contacted individually by the researcher and data is obtained with the help of the above mentioned tools. The descriptive statistics and correlation are used for the statistical analyses. Results indicate that the dimensions of interpersonal problems are negatively correlated and it is statistically significant with the dimensions of emotional intelligence at the 0.01 level of significance as well as at the 0.05 level of significance. This finding supports the understanding and the development of effective strategies in psychotherapy.

Keywords: *Emotional Intelligence, Interpersonal Problems, Non-clinical sampling, Psychotherapy, Adults.*

Introduction

Emotional Intelligence: Emotional intelligence is a set of abilities to identify, understand, use and regulate emotions to promote greater emotional and personal growth¹¹. It is also referred as the appraisal and expression of emotion in the self and others, regulation of emotions in self and others and use of emotions to facilitate performance¹. The past 100 years, the cognitive intelligence (IQ) had been ruling the world. The individuals with high intellectual quotient were considered as smart in settling down with reasonable job, prestige and respect. But for last 40 years, emotional intelligence is taking the lead. The reason is that the

problems encountered were not intellectually based, rather emotionally oriented. Hence in recent decades, there has been a growing interest in identifying oneself in emotional health and mental wellbeing.

The emotional intelligence embodies the interpersonal and intrapersonal competencies which is a central to the contemporary conceptualization of emotional intelligence. Gardner (1983) provides a compatible backdrop when he talks about the personal intelligence which includes intrapersonal intelligence and interpersonal intelligence. Intrapersonal competencies represent the abilities with which an individual manages and utilizes his or her own emotional states such as self-regard, emotional self-awareness, self management, assertiveness, independence, self motivation and self-actualization. The individuals with intrapersonal emotional intelligence are aware of their emotions, would express easily their thoughts and emotions and they possess the ability to control themselves¹³. Interpersonal emotional intelligence includes empathy, social responsibility and managing interpersonal relationship. The individuals with

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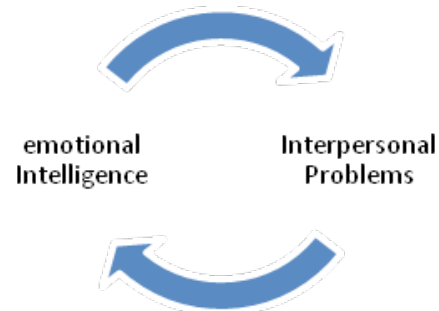
interpersonal emotional intelligence could understand how others feel, communicate and get along with them. Intrapersonal person understands one's emotions whereas interpersonal person understands the emotions of others.

Interpersonal Problems: The behavioral excesses and inhibitions⁹ in interpersonal relationship are defined as the interpersonal problems. It is regarded as a discrepancy between the roles in a social script¹⁰. For example, when a person 'A' wants friendliness, but repeatedly experiences hostility, then the person 'A' is having an interpersonal problem which confirms the personal distress and prevents a person from functioning appropriately in social relationship⁸. It occurs periodically and repeatedly in relationships because of specific responses and coping behaviors that result in a dysfunctional interactive style¹².

Interpersonal Problems are caused by Maladaptive coping strategies that are the unhelpful ways in which people habitually deal with interpersonal stress. The maladaptive coping strategies (schema) perpetuate the existence of interpersonal problems¹². For example, it may be an adoptive for a child to avoid an angry parent, withdraw from a detached parent, or surrender to a domineering parent. As the result, the child learned to withdraw, cling, attack or to surrender. These responses and behaviors served as adoptive function at some point in life (as a child), they tend to be problematic in adult relationship. When adults get triggered in relationships, they may stumble for a response which gives them temporary relief. Though these coping behaviors would produce short term relief, but in the long run, the very same coping strategies cause interpersonal difficulties¹². Hence the schemas (cognitive frame of reference being established on past experiences) determine who we are and direct how we live our lives, create the internal monologue which characterizes the thoughts, assumptions and interactions and forms each person's individual worldview¹⁶

Theoretical frame work for Emotional Intelligence and Interpersonal Problems: Emotional intelligence plays a significant role in the establishment and maintenance of interpersonal relationship⁵. They are negatively associated⁶. The individuals who scored high on the emotional intelligence scale are tend to have more positive and less conflictive relationship with others². The poor insight and difficulties with emotion-based decision-making suggested the possible

deficits in the processing and interpretation of social and emotional information that impaired interpersonal relationship⁷. The adults who are low on emotional intelligence, they experience more conflict and poorer relationship quality². From the related studies, it is clear that the variables such as the emotional intelligence and the interpersonal problems influence each other and they are negatively related.



Significant of the research: The review of the literature reveals that there is no study done with adult population in an Indian context in particular to the service sector such as teachers, nurses and IT professionals. This fills the research gap. The research would help the reader to understand the issues of emotional intelligence better. Consequently this study will assist in counselling and psychotherapy towards creating awareness on emotional intelligence and strengthening the interpersonal relationship. As the result, the adults would have lesser interpersonal problems.

Objectives:

- To identify the levels of Interpersonal Problems among the respondent
- To identify the level of Emotional Intelligence among the respondent
- To find out the relationship between the responses of the respondent towards the Interpersonal Problems and Emotional Intelligence.

Hypothesis: Based on the above stated descriptions about the Interpersonal Problems and the emotional intelligence, the following hypothesis is being framed:

Ho: there is no significant relationship between the factors of emotional intelligence and Interpersonal Problems.

Ha: there is a significant relationship between the factors of emotional intelligence and Interpersonal Problems.

Method

Descriptive survey method was adopted. 500 samples were selected following the stratified random sampling method, consisting of 172 males and 328 females working as teachers, nurses and Information Technology (IT) professionals. The research was executed with non-clinical samples. The age was ranging from 22 to 50 (Mean Age= 31.95). The participants were contacted individually by the researcher and data was obtained with the help of the selected tools. Before the data collection was made, oral permission was obtained from the correspondent and principles of the concerning schools, healthcare centers and IT managers.

Instruments used:

Emotional Intelligence Scale (EIS): The Emotional Intelligence scale is developed and standardized⁴ for Indian Milieu. It contains 34 items with five- point rating scales as 5-strongly agree, 4- Agree, 3-uncertain, 2-disagree and 1-strongly disagree. The scale measures the ten dimensions of Emotional Intelligence namely, self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior. It has split-half reliability value of 0.88 and validity with 0.93. This scale is used for individual assessment, research and survey purposes. It does not require the services of highly trained test administrator. Based on

this stated reasons, the EIS-scale was selected and used for this research purpose.

Inventory of the Interpersonal Problems (IIP-32): The inventory of Interpersonal Problems (IIP-32) is developed and standardized⁸ for adult. The scale consists of 32 items with five- point rating scale as 0-not at all, 1- a little bit, 2-moderately, 3-quite a bit and 4-extremely. The scale measures the eight dimensions of interpersonal problems namelydomineering/controlling, Vindictive/self-centered, Cold/Distant, Socially inhibited, Non-assertive, Overly accommodating, Self-sacrificing, Intrusive/Needy. The total T- score (70 and above) was used as an indicator of severity of the interpersonal problems. It has the Crobach’s alpha with 0.88. Based on the stated reasons, the IIP-32 scale was selected and used for this research purpose.

Analysis strategy: The statistical program IBM SPSS 21 was used for the data analysis. The descriptive statistics were adopted. Karl Pearson’s moment correlation (**r**) was used towards determining the significance, direction and strength of the relationship between the research variables.

Result and Discussion

The primary intension of the research is to find out the relationship between the dimensions of the Emotional intelligence and Interpersonal Problems.

Table 1: shows the distribution of adults’ scores based on the dimensions of Emotional Intelligence

Dimensions of emotional Intelligence	Category	Range	Frequency	Percentage	Mean	Std. Deviation
Self-awareness	Low	1.00 -2.99	62	12.4	3.90	.63
	Average	3.00- 3.99	239	47.8		
	High	4.00- 5.00	199	39.8		
Empathy	Low	1.00 -2.99	51	10.2	3.79	.54
	Average	3.00- 3.99	298	59.5		
	High	4.00- 5.00	151	30.2		
Self-motivation	Low	1.00 -2.99	33	6.6	3.94	.51
	Average	3.00- 3.99	264	52.8		
	High	4.00- 5.00	203	40.6		
Emotional stability	Low	1.00 -2.99	68	13.6	3.79	.57
	Average	3.00- 3.99	292	58.4		
	High	4.00- 5.00	140	28		

Dimensions of emotional Intelligence	Category	Range	Frequency	Percentage	Mean	Std. Deviation
Managing relations	Low	1.00 -2.99	34	6.8	3.91	.52
	Average	3.00- 3.99	293	58.6		
	High	4.00- 5.00	173	34.6		
Integrity	Low	1.00 -2.99	62	12.4	3.89	.62
	Average	3.00- 3.99	276	55.2		
	High	4.00- 5.00	162	32.4		
Value orientation	Low	1.00 -2.99	102	20.4	3.79	.73
	Average	3.00- 3.99	261	52.2		
	High	4.00- 5.00	137	27.4		
Commitment	Low	1.00 -2.99	64	12.8	3.99	.69
	Average	3.00- 3.99	270	54		
	High	4.00- 5.00	166	33.2		
Altruistic behaviour	Low	1.00 -2.99	64	12.8	3.96	.65
	Average	3.00- 3.99	280	56		
	High	4.00- 5.00	156	31.2		
Self-development	Low	1.00 -2.99	70	14	3.95	.66
	Average	3.00- 3.99	272	54.4		
	High	4.00- 5.00	158	31.6		

The table-1 describes the distribution of adults' scores based on the dimensions of emotional intelligence with their category, range, frequency, percentage, mean and standard deviation. The category is distributed with low, average and high with corresponding level of emotional intelligence. The adults with high score are considered to have high level of intelligence and are likely to have better interpersonal relationship. On the other hand, the adults with low score are considered to have low level of intelligence and are likely to have interpersonal problems.

Regarding the Self-awareness, it is observed that 62 (12.4%) adults obtained the low score between 1.00 - 2.99, 239 (47.8%) adults obtained the average score between 3.00-3.99 and 199 (39.8%) adults obtained the high score between 4.00 -5.00. The mean of self-awareness is 3.90 and the standard deviation is 0.63. This indicates that the level of self-awareness is average. With regard to empathy, it is observed that 51 (10.2%) adults obtained the low score between 1.00 - 2.99, 298 (59.5%) adults obtained the average score between 3.00-3.99 and 151 (30.2%) adults obtained the high score between 4.00 -5.00. The mean of empathy is 3.79 and the standard deviation is 0.54. This indicates that the

level of empathy is average. It is also observed that on Self-motivation, 33 (6.6%) adults obtained the low score between 1.00 - 2.99, 264 (52.8%) adults obtained the average score between 3.00-3.99 and 203 (40.6%) adults obtained the high score between 4.00 -5.00. The mean of self-motivation is 3.94 and the standard deviation is 0.51. This indicates that the level of self-motivation is average.

With regard to emotional stability, it is observed that 68 (13.6%) adults obtained the low score between 1.00 - 2.99, 292 (58.4%) adults obtained the average score between 3.00-3.99 and 140 (28%) adults obtained the high score between 4.00 -5.00. The mean of empathy is 3.79 and the standard deviation is 0.57. This indicates that the level of emotional stability is average. On managing relations, it is observed that 34 (6.8%) adults obtained the low score between 1.00 - 2.99, 293 (58.6%) adults obtained the average score between 3.00-3.99 and 173 (34.6%) adults obtained the high score between 4.00 -5.00. The mean of managing relations is 3.91 and the standard deviation is 0.52. This indicates that the level of managing relations is average. With regard to integrity, it is observed that 62 (12.4%) adults obtained the low score between 1.00 - 2.99, 276 (55.2%) adults obtained

the average score between 3.00-3.99 and 162 (32.4%) adults obtained the high score between 4.00 -5.00. The mean of integrity is 3.89 and the standard deviation is 0.62. This indicates that the level of integrity is average. On value orientation, it is also observed that 102 (20.4%) adults obtained the low score between 1.00 - 2.99, 261 (52.2%) adults obtained the average score between 3.00-3.99 and 137 (27.4%) adults obtained the high score between 4.00 -5.00. The mean of value orientation is 3.73 and the standard deviation is 0.73. This indicates that the level of empathy is average.

With regard to commitment, it is observed that 64 (12.8%) adults obtained the low score between 1.00 - 2.99, 270 (54%) adults obtained the average score between 3.00-3.99 and 166 (33.2%) adults obtained the high score between 4.00 -5.00. The mean of commitment is 3.99 and the standard deviation is 0.69. This indicates that the level of commitment is average. On altruistic behaviour, it is observed that 64 (12.8%) adults obtained the low score between 1.00 - 2.99, 280 (56%) adults

obtained the average score between 3.00-3.99 and 156 (31.2%) adults obtained the high score between 4.00 -5.00. The mean of altruistic behaviour is 3.96 and the standard deviation is 0.65. This indicates that the level of altruistic behaviour is average. With regard to self-development, it is observed that 70 (14%) adults obtained the low score between 1.00 - 2.99, 272 (54.4%) adults obtained the average score between 3.00-3.99 and 158 (31.6%) adults obtained the high score between 4.00 -5.00. The mean of self-development is 3.95 and the standard deviation is 0.66. This indicates that the level of self-development is average.

The adults who score low on the dimensions of emotional intelligence are: self-awareness (62), empathy (51), self-motivation (33), emotional stability (68), managing relations (34), integrity (62), value orientation (102), commitment (64), altruistic behaviour (64) and self-development (70). This indicates that 11% of adults have interpersonal problems in their relationships.

Table-2 shows the distribution of adults' scores based on the dimensions of Interpersonal Problems

Dimensions of interpersonal problems	T-Score < 70 (frequency)	Percentage	T-score > 70 (frequency)	Percentage	Mean	Std. Deviation
Domineering	257	51.4	243	48.6	68.02	12.14
Vindictive	379	75.8	121	24.2	64.11	9.46
Cold	360	72	140	28	63.14	10.63
Socially inhibited	409	81.8	91	18.2	60.24	8.43
Non-assertive	336	67.2	164	32.8	63.77	10.43
Overly accommodative	469	93.8	31	6.2	57.91	8.05
Self-sacrifice	452	90.4	48	9.6	55.82	9.14
Intrusive	336	67.2	164	32.8	63.77	10.43
Total	375	75	125	25		

The table-2 describes the distribution of adults' scores based on the dimensions of Interpersonal Problems with their T-score, mean, percentage and standard deviation. As per the norms, the T-score less than 70 (<70) signifies that the adult does not have the interpersonal problems. On the other hand the adults who have the T-score more than 70 (>70) denote that the adults have any one dimension or combination of dimensions of the interpersonal problems such as domineering, vindictive, cold, socially inhibited, non-

assertive, overly accommodative, self-sacrifice and intrusive.

From the table-2, domineering is observed that out of 500 adults, 257 (51.4%) adults have obtained less than 70 on T-score and 243 (48.6%) adults have scored more than 70 on T-score. The mean 'domineering' score is found to be 68.02 and the standard deviation is 12.14. This indicates that 48.6 % of adults have the interpersonal problems on domineering.

With regard to vindictive, it is observed that out of 500 adults, 379 (75.8%) adults have obtained less than 70 on T-score and 121 (24.2%) adults have scored more than 70 on T-score. The mean 'vindictive' score is found to be 64.11 and the standard deviation is 9.46. This indicates that 24.2 % of adults have the interpersonal problems on vindictive. With regard to cold, it is observed that out of 500 adults, 360 (72%) adults have obtained less than 70 on T-score and 140 (28%) adults have scored more than 70 on T-score. The mean 'cold score is found to be 63.14 and the standard deviation is 10.63. This indicates that 28 % of adults have the interpersonal problems on cold.

With regard to socially inhibited, it is observed that out of 500 adults, 409 (81.8%) adults have obtained less than 70 on T-score and 91 (18.2%) adults have scored more than 70 on T-score. The mean 'socially inhibited' score is found to be 60.24 and the standard deviation is 8.43. This indicates that 18.2 % of adults have the interpersonal problems on socially inhibited. With regard to non-assertive, it is observed that out of 500 adults, 336 (67.2%) adults have obtained less than 70 on T-score and 164 (32.8%) adults have scored more than 70 on T-score. The mean 'non-assertive' score is found to be 63.77 and the standard deviation is 10.43. This indicates that 32.8 % of adults have the interpersonal problems on non-assertive. With regard to overly accommodative, it is observed that out of 500 adults, 469 (93.8%) adults have obtained less than 70 on T-score and 31 (6.2%) adults have scored more than 70 on T-score. The mean 'overly accommodative' score is found to be 57.91 and

the standard deviation is 8.05. This indicates that 6.2 % of adults have the interpersonal problems on overly accommodative.

With regard to self-sacrifice, it is observed that out of 500 adults, 452 (90.4%) adults have obtained less than 70 on T-score and 48 (9.6%) adults have scored more than 70 on T-score. The mean 'self-sacrifice' score is found to be 55.82 and the standard deviation is 9.14. This indicates that 9.6 % of adults have the interpersonal problems on self-sacrifice. With regard to intrusive, it is observed that out of 500 adults, 336 (67.2%) adults have obtained less than 70 on T-score and 164 (32.8%) adults have scored more than 70 on T-score. The mean 'intrusive' score is found to be 63.77 and the standard deviation is 10.43. This indicates that 32.8 % of adults have the interpersonal problems on vindictive.

The obtained total score reveals that out of 500 adults, 375 (75%) adults have obtained less than 70 on T-score and 125 (25%) adults have scored more than 70 on T-score. The adult's frequency that scored more than 70 on T-score is: domineering (243), vindictive (121), cold (140), socially inhibited (91), non-assertive (164), overly accommodative (31), self-sacrifice (48) and intrusive (164). This indicates that overall 25 % of adults have the interpersonal problems on the dimensions such as domineering, vindictive, cold, socially inhibited, non-assertive, overly accommodative, self-sacrifice and intrusive.

Table-3 shows the correlation score on the dimensions of emotional intelligence and the dimensions of interpersonal Problems of adults

Dimensions of emotional intelligence	Dimensions of interpersonal problems							
	Domineering	Vindictive	Cold	Socially inhibited	Non-assertive	Overly accommodative	Self-sacrifice	Intrusive
Self-awareness	-.174**	.009	.067	-.010	-.181**	.054	-.178**	-.181**
Empathy	-.199**	-.015	.029	-.080	-.132**	-.046	-.212**	-.132**
Self-motivation	-.254**	-.096*	-.003	-.109*	-.217**	-.050	-.250**	-.217**
Emotional stability	-.149**	-.002	.056	-.031	-.120**	-.040	-.130**	-.120**
Managing relations	.007	.047	.032	-.062	-.063	-.009	.012	-.063
Integrity	-.202**	-.072	.029	-.056	-.188**	-.019	-.185**	-.188**
Value orientation	-.188**	-.084	-.043	-.137**	-.156**	-.084	-.172**	-.156**
Commitment	-.194**	-.021	.042	-.062	-.184**	-.040	-.180**	-.184**
Altruistic behaviour	-.212**	-.074	-.016	-.086	-.183**	-.050	-.191**	-.183**
Self development	-.176**	-.034	.019	-.102*	-.218**	-.054	-.182**	-.218**

*Correlation is significant at the 0.05 level (2-tailed), **Correlation is significant at the 0.01 level (2-tailed).

The table-3 shows the correlation coefficient scores on the dimensions of emotional intelligence and the dimensions of interpersonal problems of adults. Pearson's product moment correlation method is applied to find out the relationship between the dimensions of emotional intelligence and the dimensions of the interpersonal problems. From the table it is observed that the dimensions of interpersonal problems are negatively correlated and it is statistically significant with the dimensions of emotional intelligence at the 0.01 level of significance as well as at the 0.05 level of significance. Therefore the formulated hypothesis (Ha) that there is a significant relationship between the dimensions of interpersonal problems of adults and the dimensions of emotional intelligence is accepted.

Discussion

The present finding is in line with the earlier found results. The emotional intelligence and interpersonal problems are negatively associated⁶. The individuals who scored high on the emotional intelligence scale are tend to have more positive and less conflictive relationship with others², more empathetic, self-monitoring in social situations which reflects the higher scores for social skills, displays more cooperation, close, affectionate responses towards the partners¹⁴. Further the higher emotional intelligence among close friends indicates their higher self-perceived competence in reacting to their friend's life events more positively³. It confirms the earlier studies² that the adults who were low on emotional intelligence, they experience more conflict and poorer relationship quality and highly related to social interaction anxiety¹⁵. Thus the emotional intelligence plays a significant role in the establishment and maintenance of interpersonal relationship⁵ and contributes to the optimal social functioning⁷. Theoretically low scores on emotional intelligence indicate higher interpersonal problems. In this present research, 11% of adults have scored low on the emotional intelligence that corresponds 25% of adults having interpersonal problems. This proves that the lower the score on the emotional intelligence would increase the possibility of having interpersonal problems. Hence therapeutically improving the emotional intelligence would create impact in reducing the interpersonal problems.

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Implication and limitation: There research is done in an Indian context. This would help us to understand the importance of emotional intelligence in relation to the interpersonal problems: how these dimensions are related to each other and how the emotional intelligence would influence the emotions of the other persons. The finding would be helpful for developing strategies effectively in psychotherapy to improve the adult's emotional intelligence which would be strengthened through awareness. As the result, the interpersonal problems would be reduced. On the other hand, the limitations as such, the sampling area covered in the present research is from non-clinical populations. Though the data were collected following the stratified random sampling, but the data was collected at the convenience of the researcher as well. Regarding the target population, young and middle adults were only included. The data analyzed for this study were originally meant for research purpose rather than for clinical analysis or making diagnosis.

Conclusion

Emotional intelligence plays a determinant role in the interpersonal relationship. Low level of emotional intelligence indicates the high level of interpersonal problems and vice versa. The interpersonal problems do not happen all of the sudden, rather the life experience forms the schema. The schema forms the emotional intelligence which embodies the interpersonal and intrapersonal competencies. That is the reason that individuals differ on the level of emotional intelligence. Hence improving the emotional intelligence through the psychotherapies would help the adults in enhancing their ability or competency to deal effectively with emotions. As the result, the adults would have lesser interpersonal problems.

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