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The Relationship Between Emotional Intelligence and Communication Skills: A Meta-Analysis the Case of the Turkey

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THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND COMMUNICATION SKILLS: A META-ANALYSIS THE CASE OF THE TURKEY

Abstract

The aim and scope of this study is to examine the direct relationship between emotional intelligence and communication skills through articles published in national/international refereed journals and using empirical data obtained from samples focused on Turkey. In order to reveal this relationship, the meta-analysis method was preferred with the help of the CMA program. As a result of the study, it was seen that twenty-five articles with correlation values had positive and significant relationships at a medium-high level ($EB=-0.460$, $p<0.00$). At the same time, it was seen that two studies among the empirical studies examined had negative and weak correlation levels. One of the basic questions in carrying out this research is to reveal the general picture of the analyzes made on the relationship between emotional intelligence and communication skills and to guide potential researchers who will conduct studies on the relevant topics in the future.

Since meta-analysis studies include cumulative results, they will make a significant contribution to researchers who want to conduct empirical studies in both national and international literature. In addition, it is thought that if the relationships between emotional intelligence and communication skills are managed correctly by managers in the organization, positive results can be obtained and sustainable competitive advantage can be provided. In future studies, a more comprehensive evaluation can be made in terms of the antecedents or consequences of emotional intelligence and a more general framework can be presented with the help of the results of this study. In this way, the results of the study provide an original contribution to the literature both at the individual level and at the meta-analysis level.

Key Words: Emotional intelligence, Communication skills, Meta-analysis.

DUYGUSAL ZEKA VE İLETİŞİM BECERİLERİ ARASINDAKİ İLİŞKİ: TÜRKİYE ÖRNEĞİNDE BİR META-ANALİZ

Öz

Bu çalışmanın amacı ve kapsamı, ulusal/uluslararası hakemli dergilerde yayınlanmış, Türkiye odaklı örneklemelerden elde edilen ampirik verilerden yararlanan makaleler üzerinden, duygusal zeka ve iletişim becerileri arasındaki doğrudan ilişkiyi incelemektir. Bu ilişkinin ortaya koyulması için CMA programı yardımıyla meta analiz yöntemi tercih edilmiştir. Çalışma sonucunda korelasyon değerleri bulunan yirmibeş makalenin orta-yüksek seviyede pozitif yönlü ve anlamlı olarak ilişkilerinin bulunduğu görülmüştür ($EB=-0,460$, $p<0,00$). Aynı zamanda incelenen ampirik çalışmaların içerisinde iki adet çalışmanın negatif yönlü ve zayıf korelasyon düzeylerine sahip olduğu görülmüştür. Bu araştırmanın gerçekleştirilmesindeki temel sorulardan birisi de duygusal zeka ve iletişim becerileri arasındaki ilişki üzerine yapılmış analizlerin genel resmini ortaya koyarak gelecekte ilgili konular hakkında çalışma yapacak potansiyel araştırmacılara rehberlik etmektir.

Meta analiz çalışmaları kümülatif sonuçları içerdiği için hem ulusal yazında hemde uluslararası yazında ampirik çalışma yapmak isteyen araştırmacılara önemli bir katkı sunacaktır. Ayrıca duygusal zekanın iletişim becerileri ile ilişkileri örgütteki yöneticiler tarafından doğru yönetilirse olumlu sonuçların

alınabileceği ve sürdürülebilir rekabet avantajı sağlayabileceği düşünülmektedir. Gelecekte yapılacak çalışmalarda duygusal zekanın öncülleri veya sonuçları açısından daha kapsamlı bir değerlendirme yapılabilir ve bu çalışmanın sonuçları yardımıyla daha genel bir çerçeve sunulabilir. Bu haliyle çalışmanın sonuçları hem tekil düzeyde hemde meta analiz düzeyinde literatüre özgün bir katkı sunmaktadır.

Anahtar Kelimeler: Duygusal zeka, iletişim becerileri, Meta-analiz.

INTRODUCTION

Emotional intelligence and communication skills have been concepts that have occupied the minds of scientists since ancient times. Nevertheless, the term 'emotional intelligence' was discussed for the first time at the end of the 20th century. Communication or communication skills are a feature that makes individuals or employees superior in the presence of human beings.

Özcan (2006) briefly defined communication as a way of expressing one's feelings, thoughts, needs and understanding others. The term "communication skills" encompasses a number of concepts, including the ability to establish meaningful relationships with one's environment, to understand oneself and others, to be aware of one's own emotions and those of others, to achieve self-actualisation, and to cope effectively with problems. The 1990s witnessed the emergence of the term "emotional intelligence," initially coined by psychologists Peter Salovey and John Mayer. The term was defined by Salovey and Mayer as "the ability to observe and regulate one's own and others' emotions." This definition emphasizes the capacity to utilize emotions as a guide for thought and action. Subsequently, Goleman delineated a conceptualisation of emotional intelligence, which is posited to manifest in five dimensions: emotional awareness, emotional regulation, self-motivation, empathy and social abilities (Gooch 2006).

The belief that emotions contribute to life satisfaction is supported by the results of various studies on emotional intelligence. It has been demonstrated that emotional intelligence is as crucial as the conventionally assessed intellectual intelligence (IQ = Intelligence Quotient) in predicting an individual's success, both in their personal and professional lives. It has been posited that those with elevated emotional intelligence are happier and successful individuals who have achieved their goals and lead a meaningful life, compared to those with high intellectual intelligence, in later stages of their lives. It is emphasized that emotional intelligence, unlike intellectual intelligence, is not a destiny and can be developed through education, and it is pointed out that this feature increases emotional intelligence's significance even more (Fulmano 2004).

Since it has been shown that communication and being able to recognize, understand and control emotions are extremely important, in this study, studies conducted betwixt emotional intelligence and communication abilities were discussed with the meta-analysis method. Accordingly, relation among emotional intelligence and communication abilities was examined and studies such as articles, theses and papers originating from Turkey were discussed cumulatively. This study will also guide future researchers by providing a unique national and international contribution, as it brings a comprehensive and holistic perspective to the subject. The fundamental study questions that the study sought to answer are as follows:

1) In the status of national literature, what outcome variables is emotional intelligence most

frequently associated with?

2) How and at what levels do emotional intelligence and communication skills relate?

3) What is the clustering of the association among emotional intelligence and communication skills in the national literature and its implications for theory/practice?

While searching for answers to these questions, it was taken into account that Goleman was affected by the behavior of a black driver while traveling by bus in New York. It has been taken into consideration how effective the use of emotional intelligence and communication skills can create an effective power in organizations and management levels (Goleman, 1998). At the same time, the results of this study may help eliminate some deficiencies in the national and international literature.

1. CONCEPTUAL FRAMEWORK

Emotional Intelligence

When defining emotional intelligence; the capacity to intuit and comprehend life, to consult emotional intuitions in a beneficial way; It is expressed as synergy, communication, trust, quick intelligence and potential power. Emotional intelligence is the combination of basing thoughts on logical data through felt intuitions and being able to think more rationally about what is happening in one's inner world. In line with these statements, emotional intelligence management; It is defined as the process of naming, comprehending, managing a person's feelings about both what is happening in his inner world and the living things he is in contact with, and developing it in a way that adds value to expectations and a positive approach and vitality to life. With this definition, it is possible to consider it as an approach that describes the ability to develop practical behaviors in the emotional world in order to gain power and satisfaction by increasing the potential of a person in his inner world and interpersonal communication (Yaylaci, 2008).

According to the definition made by Mayer, Salovey and Caruso, emotional intelligence is "related to mutual communication, establishing the balance of emotions and logic, transforming problems in a practical way, realizing the reasons for feelings, perceiving feelings, assimilating emotion-related feelings, adapting, understanding, expressing, regulating and managing emotions." defined as "emotional ability". Psychologist Dr. According to Reuven Baron, it is "the sum of the person's affective, personal and social skills in coping with the impositions and demands of his environment."

Daniel Goleman defines it as "the ability to take individual action, to survive even if setbacks occur, to postpone gratification by controlling one's inner impulses, to manage one's mental state positively, to ensure that problems do not hinder one's thinking, to put oneself in someone else's shoes and to have hope" (Aslan, 2009). Research on emotional intelligence has shown that emotional intelligence has certain unique features: (Hein, 2003).

The air that every business breathes, in other words, its corporate culture and climate, determines the emotional intelligence competency areas that that institution and its employees should have. It is known that every business has its own unique emotional ecology and the qualifications that employees must have will vary accordingly. (Goleman, 1998).

Organizations with high emotional intelligence are;

- They have properties that affect both the emotional and logical side of the individual; such as motivation and communication.
- Individuals; They see them as living beings with emotions, thoughts and needs that need to be resolved.
- They see individuals above all systems and structures.
- They know that when a person finds a place for himself in change and transformation processes, this change occurs more quickly, efficiently and smoothly.
- They are aware that employees will resist change in a process that will put themselves and their positions at risk. In this state, the importance of institutionalizing the concept of affective acumen in organizations becomes evident.

Communication Skills

Contact, which forms the basis of relationships between individuals, is an indispensable element of life in all processes starting from birth. Healthy individual relationships are required for a healthy society, and healthy communication is required for healthy individual relationships. Correct understanding and transfer of messages in individuals' relationships with each other reveals their communication skill levels (Türkel, 2010).

Due to human nature, he was born in a situation suitable for community living (Akkaya, 2018). Communication began with humans (Işık, 2012). Communication has been an indispensable element since the creation of mankind. Humans have turned into a community through communication (Doğan, 1998). The more successfully individuals adapt to this social life, the more their life satisfaction and quality will increase (Akkaya, 2018). Our interactions, bonds, and relationships with other individuals are decisive for our psychological and mental health (Hartley, 2014). One of the skills that help the individual in this process is communication skills. Above all, good communication skills mean a better deal. The more well an person represents him and the more effectively he establishes communication skills, the better the individual or individuals will understand him and the other person will understand them better, thus healthy relationships will be established (Akkaya, 2018).

Communication skills; It is expressed as all of the effective reaction and effective listening skills that enable individuals to correctly encode and transmit the messages they send and to interpret the messages they receive without error (Deniz, 2003). Communication skills are the individual's ability to broaden his perspective on the events he encounters and to know which of the different interpretations he can use to find a solution.

The meaning of a behavior may be blaming for some, helping or improving the relationship for others. The important thing is that when these behaviors are directed at the individual in the form of criticism, warning or complaint, communication skills can be used effectively and the behavior can be given direction and meaning from many perspectives instead of approaching it from a single perspective (Yüksel and Şahin, 1997).

In this regard, individuals need to attach importance to their emotional intelligence in order to improve their communication skills. Emotional intelligence includes concepts that have positive effects on both the individual himself and other individuals with whom he is in relationship; It is important for individuals to be satisfied with life, to communicate well, and to

be happy and successful (Kuzu, 2008). Therefore, in the research, both affective acumen levels and communication abilities were analysed as variables. The relationships between these two variables are revealed at the cumulative level.

3. METHOD

Procedure

Meta-analysis is the cumulative re-evaluation of studies in the literature based on various criteria. In other words, it is taking a collective photograph of the analyses and findings of the studies carried out. This analysis method provides the opportunity to see the big picture in the areas where it is used. It is at the top of quantitative studies. There are different types of meta-analysis. For example, correlation coefficients can be done on dichotomous levels, effect sizes, regression and significant difference.

In this study, Hunter and Schmidt's (2004) psychometric meta-analysis method or, more generally, the first-level meta-analysis method was used, and the analyses were carried out according to correlation values and participant numbers. The reason for using the first-level meta-analysis in this study is that the study examines the general relationship between the concepts of emotional intelligence and communication skills. As is known, correlations are linked to an implicit causality assumption. In this way, the orientation and power of the relation among the variable averages are revealed. While commenting on the correlation analysis, care was taken to ensure that the p values were significant and that the bottom and top values did not include zero. In order to measure the effect size, the threshold values referenced by Cohen (1992) and expressed below were taken as reference (Cohen et al., 2007).

In this study, analyses were obtained with the CMA meta-analysis program. The correlations obtained from the study were evaluated in the meta-analysis as emotional intelligence and communication skills.

A value of 0.00 for the efficacy size indicates a very weak efficacy, with a confidence interval of less than 0.10.

- A value of 0.11 for the efficacy size indicates a weak efficacy if it is less than 0.30.
- A value of 0.31 represents a medium efficacy size if it is less than 0.50.
- A value of 0.51 represents a strong efficacy if it is less than 0.80.
- Should the efficacy size value be less than 0.81, the effect may be considered to be of a very strong nature.

Results of meta-analyses using correlation coefficients and sample sizes, total number of studies (k), total sample size (N), Fisher's Z value, bottom and top boundaries of the correlation value for the 95% confidence range, Q for the heterogeneity test was examined based on value, degrees of freedom and p values.

Although it is widely believed that the result of the heterogeneity test can be used when choosing between the fixed effect model and the random effect model, in this study, rather than the result of the statistic in question, Field and Gillett (2010) state that the endogenous character of the data in social sciences necessitates the use of the random influences model. His statements were taken as a guide. In all meta-analyses, results were reported according to the random efficacy model.

Publication bias levels of the studies subject to meta-analysis were revealed according to

Begg and Mazumdar's (1994) alignment correlation test. Accordingly, the criterion that a statistically significant Kendall Tau coefficient would indicate publication bias and if it was not statistically significant, publication bias would disappear (Field and Gillett, 2010) was taken into account.

Data analysis

In order to reveal the research problems that the study seeks to answer; Ulakbim TR Index, YÖK National Thesis Center, Academic Search Complete, Business Source Complete, Emerald Insight, ERIC, DOAJ, IEEE Xplore Digital Library, JSTOR, PsycINFO, Sage Journals Online, Science Direct, Springer Link, Taylor and Francis Online Journals, Wiley Online "emotional intelligence and communication skills", Papers, articles and theses containing the keywords were scanned.

To include the accessed publications in the meta-analysis, respectively:

- a) The study is empirical,
- b) Examines the direct intercourse betwixt emotional intelligence and communication skills,
- c) Reporting the results regarding the direction of these relations,
- d) Direct reporting of correlation coefficients and example amounts for emotional intelligence and communication skills,
- e) The conditions that the data were collected in the context of Türkiye were taken into account.

While examining the intercourse betwixt affective intelligence and communication abilities, it was detected that emotional intelligence was investigated together with concepts such as decision-making styles, leadership types, coping with stress and academic achievement. These studies were excluded because they were outside the scope of the subject, as stated above. In addition, the relationships between the sub-dimensions of affective intelligence and communication abilities or between the sub-dimensions of communication skills and affective intelligence are excluded from the subject. The study focused only on direct and Turkish-origin empirical results based on affective intelligence and communication abilities. Thus, the results of the meta-analysis were intended to be reliable. Despite this, it was observed that some studies used the same data, and in order to avoid duplication, articles were taken into account in studies that had both thesis and articles.

During the creation of the study, information such as emotional intelligence and communication skills, author name and year of publication, number of samples, correlation coefficient, scale average, standard deviation, and type of publication were included in the excel sheet created for easier and reliable reporting of the data, respectively. All of this information was used during the analysis phase, and it was revealed that these codings increased the quality of the data. The coding of the study started on average in January 2024 and was completed in June 2024. Accordingly, meta-analysis was conducted on $k = 25$ individual data ($N = 6059$) obtained from 25 separate studies. Information about the study is shown in Table 1.

Findings and Conclusions of the Research

According to the data in Table 1, studies examining emotional intelligence and

communication skills empirically cover an approximately thirteen-year period from 2008 to 2021. It is seen that sixteen studies on 'Emotional intelligence and communication skills' included in the meta-analysis are articles, one study is a declaration and eight studies are theses.

Table 1: Data on the articles involved in the meta-analysis

Variables	Author name and year	N	Type
EMOTIONAL INTELLIGENCE AND COMMUNICATION SKILLS	Gül, E., & Güney, A. (2019)	505	Article
	Yorulmaz, M., & Kırac, R. (2019)	493	Declaration
	Özdayı, N. (2011).	408	Thesis
	Kuzu, A. (2008).	130	Thesis
	Taşlıyan, M., Hırlak, B., & Harbalıođlu, M. (2017)	367	Article
	Türken, H., Es, B., & Çalım, S. İ. (2016)	279	Article
	Tuncer, M., & Demiralp, M. (2016)	51	Article
	Koçyiđit, M. vd. (2018)	635	Article
	Pelit, E., Karaçor, M., & Kılıç, İ. (2018)	524	Article
	Barut, Y. (2015).	613	Thesis
	Akduman, G., & Karahan, G. (2021).	195	Article
	Eröz, S. S. (2011)	173	Thesis
	Koç, Ş. Ö. (2020)	250	Article
	Cerit, B., & Öz, F. (2019).	200	Article
	Adilođulları, İ., Görgülü, R., & Şenel, E. (2019)	431	Article
	Büyükebeş, T., Direkçi, E., & Erşahan, B. (2017)	215	Article
Karakaya, N., vd. (2021)	280	Article	
Pamukcu, S. D. (2020)	300	Thesis	

Türkoğlu, D. (2019)	200	Thesis
Barut, Y. (2019)	386	Article
Kayıoğlu, N. B., Doğan, İ., & Çetin, M. (2014)	147	Article
Avcı, Ö. (2016)	401	Thesis
Pınarcık, Ö., Salı, G., & Altındış, M. N. (2016).	114	Article
Çelik, M. A. (2019)	465	Thesis
Gürşimşek, I., vd. (2008)	200	Article

According to Table 2, it is observed that the meta-analysis findings on studies investigating the association between emotional intelligence and communication skills are at moderate levels (EB=0.461) and are positively and significantly related.

Table 2: Effect sizes for Emotional Intelligence and Communication skills

Variables	k	N	95% confidence interval of EB		Heterogeneity test		p
			EB	Lower-upper limit	Q value	df	
Emotional Intelligence and Communication Skills	25	6059	0,461	0,356-0,566	2599.769	24	0,000

k=total of studies included in the analysis, N=total number of samples in the studies included in the analysis, EB=effect size, df=degrees of freedom, p=significance level

According to Table 3, since the heterogeneity test consequences were significant, the random efficacy model was utilised in entire meta-analyses. To overcome the problem of publication bias, the significance of the Tau coefficient was examined. In all meta-analyses, the p value of the coefficient in question was above the 0.05 brink within the 95% confidence spacing. It can therefore be concluded that there is no publication bias problem in the studies included in this research.

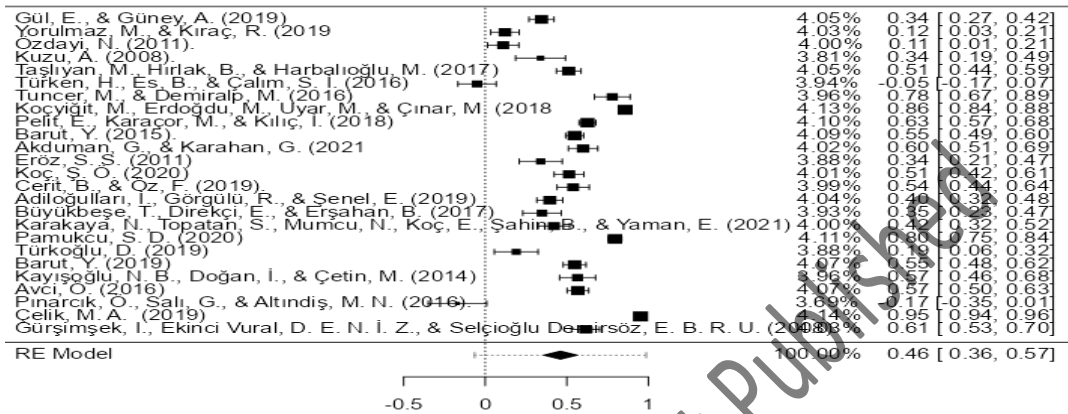
Table 3: Heterogeneity Statistics

Tau	Tau ²	I ²	H ²	R ₂	df	Q	p
0.2	0.06						
63	91 (SE=0.054)	99.0 8%	108.3 24		24.0 00	2599. 769	<.0 01

The analysis was performed based on the correlation coefficient as the primary measure of conclusions. A casual affects model was constructed to analyse the data. The degree of heterogeneity (i.e. tau²) was approximated based on the DerSimonian-Laird estimator (DerSimonian, 1986). In parallel to the Tau² prediction, the Q-test for heterogeneity (Cochran 1954) and the I² statistic are presented. In the event that heterogeneity of whatever degree is detected (i.e. tau² > 0 regardless of the results of the Q-test), a forecast range for the real consequences is also supplied. The use of learnt residuals and Cook distances allows to examine whether studies are outliers and/or influential in the framework of the model. Studies with studentised waste exceeding the 100th centile of the standardized normality are regarded as considered potential anomalies (i.e. a Bonferroni adjustment with a bilateral alpha value of 0.05 is utilised for the k studies involved in the meta-analysis). The median value of Cook interval and Cook interval exceeding six times the interquartile range are indicative of potential impact. To detect the presence of asymmetry in the funnel plot, an ordinal correlation test and a regression test using the standard error of the observed results as a predictor were used.

Totally of k = 25 studies were included in the analysis. The determined correlation coefficients vary among -0.1700 and 0.9520 and most of the forecasts are positive (92%). Average correlation coefficient estimated based on the random efficacy model $\hat{\mu} = 0.4612$ (95% CI: 0.3563 to 0.5661). In this manner, the mean result is significantly different from zero (z = 8.6203, p < 0.0001). In line with the results to the Q-test, the actual results are heterogeneous (Q(24) = 2599.7692, p < 0.0001, tau² = 0.0691, I² = 99.0768%). The 95% estimation range for the actual results is given betvwxt -0.0647 and 0.9871. Therefore, even though the mean result is predicted to be positive, in some works the actual result may actually be negative. When the studentised residuals were examined, it was found that no study had a value greater than ± 3.0902 and therefore there was no evidence of outliers in the present model framework. Given Cook's distances, neither of the works can be said to be overly efficacious. The regression result showed the asymmetry of the funnel plot (p < 0.0001) but not the ordinal correlation test (p = 0.2966).

Table 4: Results regarding the correlation values of the studies



According to Table 4, it can be seen that the meta-analyzed studies reached correlation levels between -0.5 and 1 constant value. At the same time, although only two studies found negative results, this corresponds to only 7.63% of all studies. Therefore, as seen in Table 4, the cumulative correlation, shown as an average and evaluated as the result of meta-analysis, was found to be at the level of 46%.

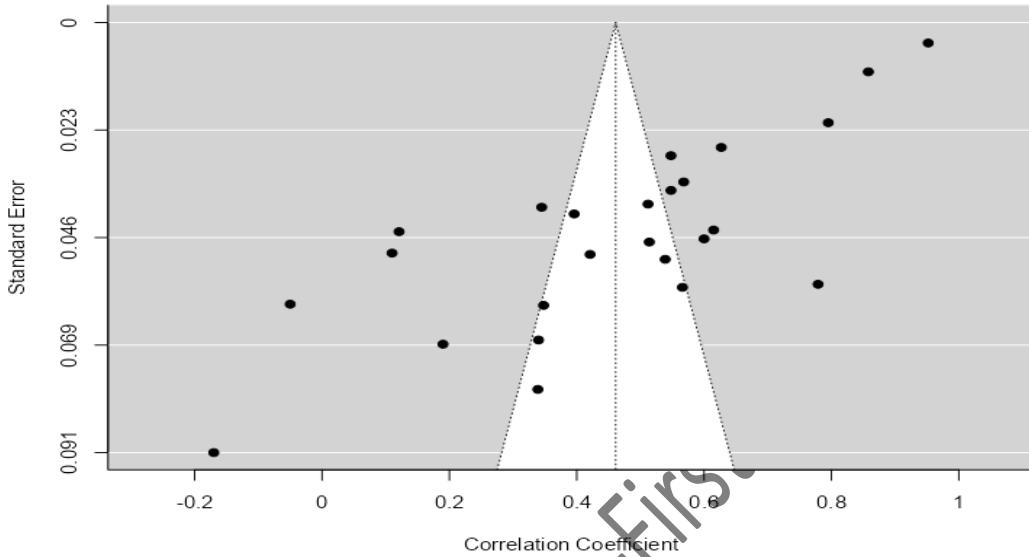
Table 5: Publication Bias Assessment

Test Name	value	p
Fault Safety N	110430.000	< .001
Begg and Mazumdar Sequential Correlation	-0.153	0.297
Egger's Regression	-8.498	< .001
Number of Cropping and Filling Operations	0.000	.

Note. Fault Safe N Calculation Based on Rosenthal Method

Looking at Table 5, it shows that the study used (k = 25) is statistically insignificant according to Begg and Mazlumdar values, in other words, it does not have publication bias. At the same time, Figure 1 below shows that twenty-three of the correlations of the studies examined have positive and significant relationships, and only two studies reveal a negative relationship in their correlations.

Figure 1: Funnel chart for publication bias



4. CONCLUSION AND DISCUSSION

The field of emotional intelligence has recently emerged as a prominent area of research, following the growth of interest in logical intelligence. Emotional intelligence is the capacity of an individual to perceive and comprehend their own emotions and those of others. It is a fundamental aspect of intelligence, alongside other forms of cognitive ability. Emotional intelligence emerges when both emotions and intelligence use information in the most efficient way and the mind and emotions come together. According to Salovey and Mayer (1997), emotional intelligence, They described it as the capability to utilise information and at the same time the capability to make observations of one's self and one's feelings and thoughts and those of those around him in order to guide the thoughts and actions of those around him. In the following stages, this definition made by Salovey and Mayer (1997) was divided into four skills; It is classified as perception, use, understanding and managing emotions (Salovey and Mayer, 1997).

Interpersonal relationships emerged based on communication. While good communication makes relationships meaningful, bad communication can lead to problems such as inability to express oneself and exposure to loneliness. Different definitions of communication have been put forward. One of these involves the exchange of messages between two units (Spencer and Wilson, 1988). According to a different definition, communication is the process of sending and receiving symbols that contain meaning between a person or people, processing them, sending them again, receiving them again and processing them again (İnceoğlu, 1993).

Communication skills play a major role during the practice of counseling professions such as psychological counselling, psychology and psychiatry. In order to establish a healthy

therapeutic relationship, it is necessary to have basic communication skills. Carkuff (1983) summarized the communication skills that form the basis of therapeutic skills as paying attention, reacting, personalizing and initiating. The first of these skills, some of which are completely therapeutic, is paying attention, which includes empathy, respect, sincerity, concreteness and effective listening skills. While the responsiveness dimension includes the skills of reacting to content, emotion and meaning, and personalization includes the skills of personalizing the meaning, emotion, problem and purpose, the achievement skill includes the skills of defining goals, making programs to achieve the goals and personalizing the stages of the program (Carkuff, 1983).

It is a known fact that individuals in organizations exhibit certain behaviors in order to use scarce resources and protect their emotional states and interests, and that they also have to communicate with other employees within the organization. From this perspective, emotional intelligence and communication abilities are very important issues for both employees and managers.

According to the holistic perspective or meta-analysis results obtained from the study, it is seen that there is a plus and significant intercourse betwixt the dergree of emotional intelligence and communication skills in organizations. 93% of the studies conducted in the context of Türkiye revealed that this relationship was positive and moderate. Starting from this point, the result of the study showed that employees or managers in Turkey must to have effective communication abilities for the purpose of strengthen emotional intelligence in their organizations.

Based on the consequence of the meta-analysis, it is necessary to focus on communication skills for the development of emotional intelligence in organizations. Thus, thanks to healthy and correct communication, undesirable deviant behaviors and resistance to uncertainty can be reduced within the organization. It is known that there are situations with high leadership qualities in organizations with high emotional intelligence (Delice and Günbeyi, 2013).

Practical Contributions

Emotional intelligence and communication skills research has generally been shaped from the perspective of employees. This means that the manager's perspective is neglected in the national literature. Managers' high emotional intelligence will contribute to their communication skills, thus creating resistance to uncertainty within the organization. Thus, managers' leadership qualities can provide sustainable competitive advantage to other organizations.

Refer to this the consequence of the meta-analysis working, the positive and significant intercourse betwixt emotional intelligence and communication skills guides practitioners to consider person-organization fit in employment decisions and to determine policies that take into account the personal characteristics of employees in the future.

Limitations and Recommendations

In this research, it is intended to systematically review some of the results that affective intelligence and communication skills may cause through empirical research. However, the

antecedents and consequences of emotional intelligence were excluded from the study. In this form, the study serves a narrower goal in the national literature. Likewise, the effects mediated by emotional intelligence were not examined in the study. The major cause of this condition is that there has not been enough empirical research in the national literature on the variables mediated/regulated by emotional intelligence and communication skills.

Conditions in which emotional intelligence and communication skills are not directly related to outcome variables or are affected by various independent variables were outside the scope of this meta-analysis and emerged as a limitation. Focusing on studies in which data were collected in the context of Türkiye and ignoring studies conducted in other countries constitute another limitation of this study.

The outcome variables and relationships discussed up to this point are based on the assumption that although emotional intelligence and communication skills are affected by a wide variety of factors, they ultimately occur at the "individual" level. However, research points to the need to develop some kind of "organizational level model", with a dedication to the importance of organizational level factors (Atınç et al., 2010). Despite this, it reveals the need for research to be evaluated both at the organizational level and from the perspective of managers in the future. In addition, can be recommended that future meta-analysis studies will be carried out in the form of antecedents and successors, focusing on emotional intelligence or communication skills. Although this meta-analysis study has very important results in terms of recognizing a gap in the literature, it has revealed the fact that studies in a more general national context are necessary.

The biggest research limitations is that all studies containing appropriate data were included in the analysis. It should be underlined that the quality of the publications included in the meta-analysis actually plays a determining role in the quality of this study. Again, one of the biggest limitations of meta-analysis studies is the problem of publications forgotten in the drawer. Not all papers involved in the meta-analysis used the same tools and similar samples. This situation is both an advantage and a limitation. On the other hand, the differences in the periods in which the data were collected and the social, economic and cultural contexts make the appropriateness of making holistic inferences questionable. Despite the limitations mentioned above, this study intends to conduce to the existing literature by providing a comprehensive and up-to-date overview of the current state of the national literature on emotional intelligence and communication skills.

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