**The Emotional Intelligence Competence: A Perception of Project Managers Construction Industry**

**Peace Opuruiche Echeonwu1, Nimi Dan-Jumbo2**

Edinburgh Napier University, School of Computing, Engineering and Built Environment, Edinburgh EH10 5DT.

***Keywords***: Emotional Intelligence (EI), Teamwork, Collaboration, Conflict Management, and communication.

**Abstract**

*This study aims to highlight the importance of emotional intelligence competence of project managers and their influence on Project success in the Scottish construction industry. Goleman (1998) defined EI as the capacity to recognise, analyse, and be aware of one's own and other's emotions then channel one's thoughts and actions toward cultivating peaceful, productive, success-driven environments for work. Traditionally, the construction project industry is saddled with uncertainties, stress, and frustrations arising from project failures and unresolved conflicts. Construction projects are complex, unique, and temporary, involving the management of various resources and people* (Rahimi, 2015)*. Projects can take days or years to complete its cycle from planning to execution. A project manager is a speciality advisor who represents client’s employers and facilitates communication among team members. The project managers are expected to manage teams, run the day-to-day management of a project, and often directly participate in the projects and its activities which produces a successful project delivery as end results. Additionally, help to aid collaboration among team members to reduce the risks of project failure while maximising benefits and cost control. They operate the integral aspect of the project from design phase to evaluation and final closure. Competence such as soft skills i.e., EI are required in a sector like the construction project sector. Most often the sector focuses on technical skills lacking behind the relevant competence necessary for human interactions. Studies have shown that EI competence, such as self-awareness, social awareness, self-management, and relationship management, are vital competences that significantly influence construction workers. Therefore, this quantitative study was conducted to confirm whether components such as collaboration, communication, conflict management and teamwork are related to project managers' EI competence and their effect on project success. Twenty studies were conducted with Scottish construction project professionals. The respondents are five project leaders, three project directors, five project managers, three project team members, and other designations four. Questionnaires were completed online via Napier survey Novi website. Using a Five-point Likert scale of strongly agree to strongly disagree. The finding indicates that communication, collaboration, and teamwork in addition to EI competence are effective and significantly impacts on project managers performance level in successfully delivering projects. This study recommends that EI competence should be included in the training and recruiting process of construction workers.*

**1.0 Introduction**

Traditionally, construction projects are complex, unique, and temporary, involving the management of various resources and people (Rahimi, 2015). For example, project managers, team members, stakeholders, etc., possess diverse skill sets and come from various professional and non-professional backgrounds to work together to achieve better performance in delivering projects successfully. Meanwhile, no projects are the same as they come in all sizes and shapes in nature, ranging from small to large and must involve one or many people. Projects can take days or years to complete its cycle from planning to execution (Mikkelsen, 2020; Zulch, 2014). The Institute of Project Management (PMI) recognises the attributes of project such as it has a unique endeavour, therefore, every project is defined with an agreed objective or set goals.

The Scottish construction industry in 2019 employed over 130,800 construction workers, which is more than 10% of the United kingdom's construction workers (ONS, 2019). Comparatively, with their supply chain, Scottish construction industries employed about 160,000 persons, which is more than 10% of the entire Scottish workforce, more so currently contributing over £20.5bn Gross Domestic Product (GDP) to the Scottish economy. Interestingly, construction workers also significantly contribute 10% of Scotland's Gro Scotland's Gross Value Added (GVA). Basically, for each £1 spent on construction output, an additional £2.94 is generated for the Scottish economy, of which an average GVA per employee in the construction sector and supply chain is £61,000 compared to £53,000 in all other sectors (Scotland Construction, 2019). In addition, the construction industry's productivity output is a key economic indicator used to compile gross domestic product (GDP) output in the UK and other countries worldwide. Therefore, EI competence is critical for project managers to be more effective, engaging, and energising in their job roles while triggering better performance (Avkiran et al., 2007). Similarly, the ability to communicate with the dimension of EI is a critical factor (Martina et al., 2015), and Carmeli (2003) suggests that EI is a principal factor for work settings (Lyons & Schneider, 2005). The big question is, to what extent is a project manager aware of their EI competence?

Whilst much has been discussed on the benefits of emotional intelligence in academics, business, and corporate bodies, but the issue of emotional intelligence in the Scottish construction industry is both understudied and under-explored in the literature, even though successful outcomes and project performance is highly valued in the Scottish construction project management industry. Although EI competence is necessary in the construction industry to achieve project success, the human interaction factor is also critical. Hence this study was conducted to meet the objectives and research question: Can the emotional intelligence competence of project managers in the Scottish construction improve performance level?

**1.1 Research Objectives**

This study investigated the level of EI competence of project managers in the Scottish construction who work in various construction sites across Scotland, and to compare their EI competence level based on the relationship management they demonstrated among team members and years of working experience as project managers.

**1.2 Research question**

In response to the research objective, three questions were proposed: (I) can the EI competence of project managers in the Scottish construction improve performance level? (II) is there any significant difference in the EI competence level based on the years of working experience? (III) does the EI perception of project managers influence their team members?

**2.0 Emotional Intelligence: Definition**

According to Morrison (2008), the EI paradigm includes various hypotheses, but three significant theories were produced by Bar-on in 1988, Mayer and Salovey in 1990, and Goleman in 1995. Bar-on's (1988) theoretical conception includes four dimensions: self-awareness, awareness and understanding of relationship which is comprehension of interactions with others, impulse management or control, and adaptation to change. According to Jordan and Troth (2004), Mayer and Salovey's multi-dimensions of EI are iterative in the sense that one dimension impacts the others.

1. Perception: the ability to recognise and express one’s emotional needs. (ii) Assimilation: the capacity to focus one’s attention or emotion on information that explains why one is feeling a specific way. (iii) Understanding: the capability to comprehend complicated emotions and feelings. (iv) Management of emotions: the ability to regulate emotions i.e., connect or disconnect from an emotion based on the use in each scenario.

Mayer and Salovey (1990) described EI as the capacity to monitor one's and other people's emotions, discern between different emotions and categorise them properly, and utilise emotional information to drive thought and conduct. In a report, Salovey and Grewal (2005) affirmed emotional intelligence as a set of abilities that reflect talents capable of processing emotional information and feelings, connecting intelligence, empathy, and emotions to boost cognition and comprehension of interpersonal dynamics. However, their findings have generated numerous critics and interest, while some academics have also questioned the validity (Roberts et al., 2001).

EI is defined by Bar-On (1997) as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in dealing with environmental demands and pressures. According to Trabun (2002), Bar-On's approach includes both emotional and social dimensions, which may contribute to psychological well-being. Bar-On created an EI model with five components:

1. Intrapersonal emotional intelligence. Self-esteem, emotional self-awareness, assertiveness, independence, and self-actualization are all components of this component. (ii) Interpersonal EI: This component includes empathy, social responsibility, and interpersonal interactions. (iii) EI for stress management: Stress tolerance and impulsive control both contribute to EI for stress management. (iv) Adaptability EI (reality testing, adaptability, and problem solving), and (v) General Mood EI (optimism and cheerfulness) (Bar-On, 2000).

Contemporary researchers claim that EI remains controversial (Landy, 2005). In fact, EI is still disputed because little research has examined whether it relates to criteria other than the two existing predictors, cognitive intelligence, and personality qualities.

**Top of Form2.1. Emotional Intelligence: Mixed Models**

Goleman quoted Mayer and Salovey (1990). He believes the mixed EI models are more significant than the mental ability models. Both abilities, however, were postulated by the same writers. On the other hand, these define specific personal attributes that may accompany these knowledge nuggets. Furthermore, they noted, "EI separates individuals who look clueless and rude from those who appear warm. Seemingly, emotionally intelligent individuals are seen to have tangible goals, take advantage of future chances, and persevere in the face of difficult tasks. They have an optimistic outlook on life, which may lead to better outcomes and larger benefits for themselves and others " (Salovey and Mayer 1990, pp 199-200).

This, however, explains why Mayer and Salovey's theoretical EI model would be more beneficial if it were isolated from the attributes of warmth, outgoingness, and desirable virtues. As a result, it will be feasible to assess how much different talents contribute separately to an individual's behavioural pattern.

Similarly, Mayer and Salovey recognise that warmth and perseverance are essential and should be handled individually. Other EI writers, on the other hand, broadened EI's definition by explicitly including non-ability features, such as Bar-On's (1997) model of EI, which attempted to answer the question: why are some people more successful in life than others? Meanwhile, Bar-on researched the psychological literature on personality traits that appeared to be associated with life success. He highlighted five important functional domains for success: interpersonal skills, intrapersonal skills, flexibility, stress management, and overall mood.

As a result, Bar-On defines intelligence as an aggregation of talents, competencies, and skills that comprise a collection of knowledge utilised to cope effectively with life. He contends this is distinct from cognitive intelligence (Bar-On, 1997, p15). Finally, Bar-On's theory blends mental abilities such as emotional self-awareness with non-mental abilities such as personal independence, self-esteem, and mood, resulting in a mixed-model approach.

**2.2. Emotional Intelligence: Ability Models**

Whilst the awareness of emotional intelligence is fast growing. The ability model is relatively new intelligence of which the ability model of EI recognises and viewed four distinct abilities: emotional perception, use of emotion, understanding emotions, managing emotions.

**2.3. Emotional Intelligence: Goleman's Model**

Daniel Goleman, a psychologist, and science journalist coined the term "Emotional Intelligence" in his 1995 book "Emotional Intelligence: Why It Can Matter More Than IQ" (Goleman, 1995). According to Goleman's model, Emotional intelligence is composed of four key domains:

Self-awareness is the ability to recognise and comprehend one's emotions, moods, drives, and how they affect others. Self-management is the ability to control one's emotions and impulses and adapt to changing circumstances. Social awareness is the ability to understand others' emotions, needs, and perspectives and detect emotional cues. Relationship Management: the ability to manage relationships and communicate with others empathetically and effectively using Emotional Intelligence (Goleman, 1995).

According to Goleman (1998), these four domains work together to create an overall ability to perceive, understand, and manage emotions in oneself and others, leading to better personal and professional outcomes. He added that emotional intelligence is a critical aspect of human intelligence that significantly determines personal and professional success. Goleman further makes the case in his book that EI, or the capacity to recognise, comprehend, and control emotions in oneself and others is just as significant as cognitive Intelligence or IQ.

According to Goleman (1995), EI is a combination of talents that enable people to perceive and comprehend their own emotions, as well as the emotions of others, and to utilise this emotional knowledge to guide their ideas and actions. He contends that the four components interact to provide an overall ability to notice, comprehend, and control emotions successfully. Furthermore, he asserts that emotional intelligence is a different type of Intelligence that IQ tests do not completely capture. It may be cultivated via practice and training, even in adulthood. He also believes that EI is essential to personal and professional success and may improve outcomes such as academic accomplishment, work performance, and personal relationships.

Overall, Goleman claims that EI is an essential part of human intelligence that contributes significantly to personal and professional success. It is a talent that can be taught and improved through time. He highlights the significance of emotional intelligence and proposes that it be given the same weight and consideration as cognitive intelligence. To prioritise and direct cognition. The capacity to comprehend the links between feelings and how emotions shift from one state to another is called emotion understanding. Emotion regulation refers to the capacity to control or manage one's own and other's emotions (Mayer & Salovey, 1997).

In contrast to the other EI test, this pilot EI test adheres to the Goleman model of emotional intelligence, which is based on a mixed model approach. The components of Goleman's approach are self-awareness, self-management, social awareness, and relationship management. This paradigm is observable by self-report and psychometric evaluation of the Emotional Intelligence Competency Inventory (ECI). The 360-degree multi-rater was created by Goleman and the Hay Group and measures 20 characteristics in four groupings. According to Sala (2002), Goleman’s definition of emotional competence as an acquired skill based on EI leads to good work performance.

**2.4. Emotional intelligence: Measurement**

Robbins and Judge (2009), EI is criticised as a vague phrase that cannot be defined and whose significance is debatable. Some scholars argue that EI is unclear and difficult to define since further research focuses on different talents. One researcher may focus on self-control, while another may look at empathy. Some critics contend that EI cannot be adequately measured. They argue that EI examinations must include accurate and wrong replies if EI is a sort of intelligence. Although there are EI tests with correct and wrong replies, their validity is questioned. Finally, Robbins claimed that some academics challenge the validity of emotional intelligence since it is so closely related to IQ and personality. Despite these criticisms, research shows that EI is a realistic notion that plays an essential role in the workplace. The four aspects of emotional intelligence are the capacity to effectively recognise and express emotion, combine emotion into ideas, comprehend emotion, and regulate emotions in oneself and others (Mayer & Salovey, 1997). Perceiving emotion refers to the ability to recognise emotion in oneself and others. Emotion facilitation refers to the capacity to employ knowledge that explains felt emotions.

However, the study used a pilot study to construct an EI test. This test was developed to assess the EI competency of the Scottish construction industry project managers. There are 55 questions divided into nine categories. These questions assess a project manager's ability to interact with other project team members, convey project tasks, and address other emotionally connected difficulties in a construction project environment. The researcher chose the self-report test, and the questionnaire was created using the help of Napier Novi survey questionnaires. Participants submitted their responses via the Novi online web service. The questionnaire was scaled on a five-point Likert-Scale ranging from strongly agree to strongly disagree on five to one, with five being the highest and one the lowest; respondents identify the frequencies most likely reflect their real-life thoughts and practices.

**2.5. Existing Works of EI**

The research on EI have been applied in various sectors, industries, and professions as well as in academic literatures such as in nursing to improve mental health (Akerjordet & Severinsson, 2007; Başoğul & Özgür, 2016; Prufeta & Spano-Szekely, 2018; Snowden et al., 2015). Psychology (Cabello & Fernández-Berrocal, 2015; Hertel et al., 2009) in education (Goleman, 1998; Mousavi et al., 2012; Navarro-Bravo et al., 2019). In human resources management to improve teamwork and building relationship at work (Farh et al., 2012; Herut et al., 2024; Lantz et al., 2019; McCallin & Bamford, 2007), and in politics for understanding behaviour and the impact of emotion on making decisions (Beling & Wild, 2024). Hence, the growing interest in this research study; in the military Sanker et al., (2023) found that EI was beneficial for effective leadership (Garcia Zea et al., 2023).

**3.0. Scottish Construction Industry: Challenges**

To understand how the Scottish construction industries work, this study looked at different aspects of the construction industry's challenges, however minimal research has been done concerning the specificities of project managers' emotional intelligence as it relates to years of working experience which equates to their relationship approach with their team members. For example, when conflict arises or project challenges, the project manager's ability to resolve these challenges or conflicts matters (Sheards, 2021).

The project managers, team members, stakeholders, etc., possess diverse skill sets and come from various professional and non-professional backgrounds to work together to achieve better performance in delivering projects successfully. Meanwhile, no projects are the same as they come in all sizes and shapes in nature, ranging from small to large and must involve one or many people. It is important to note that the construction industry is dynamic, and challenges may vary over time. However, the construction project industries in Scotland face several challenges, some of which include.

1. ***Skilled labour shortage***: The construction industry in Scotland and in other developing countries has been facing a shortage of skilled labour for some time now. This has led to increased competition for skilled workers and higher labour costs, impacting construction projects' overall cost and schedule (Mackenzie et al., 2010; Ofori, 2000)
2. ***Economic uncertainty***: The construction industry in Scotland is sensitive to economic fluctuations. Economic downturns can lead to decreased investment in construction projects, resulting in delays and increased costs (Migilinskas & Ustinovičius, 2008).
3. ***Weather***: Scotland is known for its unpredictable weather, which can cause delays and increased costs for construction projects. Heavy rain, strong winds and snow can make it challenging to carry out construction activities and can cause damage to construction sites and materials. Which can lead to frustrations and stress especially when the planned routine task is not carried as planned (ONS, 2019).
4. ***Complex regulations:*** Construction projects in Scotland must adhere to several complex regulations, including health and safety and environmental regulations. These regulations can be time-consuming and costly to comply with, impacting the overall cost and schedule of construction projects (Blayse & Manley, 2004; Zhang et al., 2013).
5. ***Budget constraints***: The construction project industry is often constrained by tight budgets. This can lead to pressure on construction companies to cut costs, compromising the quality of the finished project (Ofori, 2023).
6. ***Limited resources:*** Scotland is a small country, and the construction industry is also tiny, which limits the availability of resources, construction materials and equipment (Agapiou & Dauber, 2001).
7. The COVID-19 pandemic has caused disruptions to the construction industry in Scotland, leading to delays, increased costs for many projects, and difficulties in securing funding and materials (Biswas et al., 2021).
8. ***Brexit implications***: Scotland voted to remain in the European Union, but the UK voted to leave. This Brexit challenge has caused uncertainty in Scotland's construction industry, leading to delays, increased project costs, and difficulties securing funding and materials (ONS, 2019).

**4.0 Research Methodology**

This emotional intelligence is not directly observable, therefore, cannot be measured without identifying other factors of components such as biases and error. This research can only be measured using the questionnaires that were administered online using the Novi survey, a survey tool owned by Napier University. Moreover, self-report method was applied. SPSS 26 statistical tools application was used to analyse the results. The Confirmatory Factor Analysis was performed to obtain factor loading for each element: teamwork, collaboration, self-awareness, social awareness, self-management, and relationship management. The study results indicate that the factors reflect the appropriate fit and meet all criteria for validation.

This research applied the quantitative method in the data collection method. Those who participated in the online pilot study were involved in various projects such as building construction, rail and the education and health sector. The selection criteria are based on the project's geographical location, professional designation, years of working experience, gender, and age range.

All participants must be in a real-life project and involved in any project construction background. The years of work experience and sometimes age hold some specific expectations in the overall relationship, which determine the mindset of their communication, roles, collaboration, and bonding level invariably impact the actions taken if or when conflict arises. Therefore, it is important to understand the project managers working experience because the research shows that years of experience impact their EI competence level.

Emotional intelligence can be developed and improved through various means, including training and experience. Therefore, it is possible that years of working experience could have an impact on a person's emotional intelligence. Additionally, as people age and gain more experience in their field, they may also gain more insight and perspective, which can contribute to the development of emotional intelligence. However, the impact of years of working experience on emotional intelligence can vary from person to person and would depend on various factors, such as the nature of the work and the individual's willingness to learn and grow.

For example, a study by "Furnham et al., (2016)" published in the Journal of Managerial Psychology found that work experience is positively associated with emotional intelligence.

Another study by "Lopes et al., (2006)" published in the Journal of Applied Psychology, found that emotional intelligence improved with experience, particularly for managers in leadership positions.

In conclusion, the impact of years of working experience on emotional intelligence can vary from person to person and depend on various factors, such as the nature of the work, working experience, age, and the individual's willingness to learn and grow.

***4.1. The Participants Selection***

The study consisted of twenty participants construction project professionals such as project leaders, directors, managers, and team members. The target group were chosen because their core tasks involved the management of various projects. On the frequency table, the total number of participants sample size comprised of the following: 5 (25 %) are project leaders, 3 {15%) are project directors, 5 (25 %} are project managers, 3 (15 %) are project team members, and other designations 4 (20 %). Among these study sample of construction professionals, 11 respondents worked in the construction building environment, 3 worked in education, 2 worked in the healthcare sector, and 2 worked in the oil & gas, and 1 worked in energy sectors. On their years of working experience more than 60% of participants have worked in the construction industry as project manager for more 10 years. 17 (85 %) of the participants are based in Scotland while 3 (15%) are based in England.

50% of respondents completed a short interview and gave feedback on the questionnaire's structure, layout, user interface and content. The online survey was completely anonymous, and the interview was done voluntarily.

Age-related questions were represented in a range of 10 years without a specific age number mentioned by any respondents. Additionally, some instructions that need a few clarifications were captured in the pilot study, which will be further amended during the primary research survey. The survey length appeared reasonably okay to the respondents as concerns were raised regarding the completion time, and the pilot study received reasonably positive feedback.

Many of the studies in this research were conducted on well-educated persons. It ranged from undergraduate degree holders to doctorate holders. Eighteen studies were conducted with construction project professionals such as project leaders, directors, managers, and team members. This sample is comprised of the following (five project leaders, three project directors, four project managers, project team members, and other designations four). Among these study sample professionals, 10 respondents worked in the construction building environment, three worked in education, two worked in the healthcare sector, and two worked in the oil, gas & energy sectors.To ensure the generalisability of the results, conducting these studies on sample representatives of the general population working on projects or specifically targeted samples (construction samples) is essential. As an example, Samaneh et al. (2011), Shafiq and Rana (2016) worked on non-vocational teachers, and Hodzic et al. (2015) recruited a community sample of 78 nonworking adults.

The measure used to assess EI: There are multiple ways to measure EI, including self-report questionnaires, ability-based tests, and performance-based assessments. Each measure has its strengths and weaknesses (Siddique et al., 2016) and can lead to different findings. Self-report questionnaires rely on an individual's perception of their EI, which biases, and social desirability can influence. Ability-based tests assess an individual's potential for EI, whereas performance-based assessments assess an individual's actual EI in a real-life situation.

**4.2. The Research Instrument**

The study used a questionnaire developed for the purpose of this study and in accordance with the Goleman's (1995) model focusing on the four-core competence: relationship management, self-awareness, social awareness, and self-management. The questionnaire consisted of 64 items. The participants completed the survey online via Napier survey Novi website. A five-point Likert-scale format measuring levels ranging from strongly agree (5) to strongly disagree (1) was applied to each item. The questionnaire was divided into sections: project success measuring 11- items, collaboration measuring 4-items, teamwork measuring. 6-items, communication measuring 4-items, conflict management measuring 8-items, relationship management measuring 7-items, social awareness measuring 4-items, self-­ management measuring 6-items, self-awareness measuring 5-items. Out of the 55 items, so questions were scored by positive statement while the other 5 negative statement were applied in reverse other to them assess participation critically as well.

On the reliability statistics the Cronbach's Alpha was run on the sample size of 20 construction project professionals to measure their reliability of the instrument. The Cronbach's Alpha for the core El competence items were .915, which showed a high level of internal consistency. The case on were loaded 100% on the 20 participants. The Cronbach Alpha based on standardised items were .928 on the 64 items, which also showed a very high internal consistency. However, the Cronbach Alpha for other variable such as collaboration, teamwork, communication, and conflict management were scored .703 showed a high internal consistency. Also, the Cronbach Alpha for project success showed high consistency which means that the questionnaire is valid and showed a high consistency.

**4.3. The Data Collection/ Analysis**

Sixty-four items' questionnaires were loaded into the Napier Novi-survey website and was validated for error. The link was distributed to targeted number of construction professionals, the questionnaire contained a section of consent, and the participants were intimated on the purpose of study which allowed them to consent whether they agreed to participate by a click on the online form. This questionnaire link was also printed in a leaflet with a barcode for interested participants to scan and participate. The Novi site received only completed surveys which was then validated for error. The raw data was exported to Statistical Package for the Social Science computer program (SPSS). Checks for basic descriptive statistics were conducted to ensure accuracy of data entry. A Cronbach Alpha was conducted for internal consistency.

To analyse the general information of respondents, some demographic data were considered, such as age, gender, years of working experience, designations and background, descriptive statistics techniques including frequency and percentage were applied. For describing the El competence level of construction professionals, mean, (M), standard deviation (SD) was applied too. ANOVAa, t-test were employed to determine whether the El competence variables and years of working experience positively impact on the project success factors of the construction professionals. For example, does competence such as communication, teamwork, collaboration indicate any positive correlation and whether it showed any significant impact.

**4.4. Results and Discussion**

The overall El competence level of construction professionals resulted in the high level (M = 1.45, SO = .945). Additionally, each competency was high too. The El competences were ranked high. Teamwork, collaboration, communication scored higher while conflict management skills had an average score.

Table 1. Comparison level of construction professionals by years of working experience in the construction industry.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Bayesian Estimates of Coefficientsa,b,c | | | | | |
|  |  | Posterior |  | 95% Credible interval | |
| Parameter | Mode | Mean | **Variance** | Lower Bound | Upper Bound |
| Years of experience in this Job=  o (< 4years) | 1.000 | **1.000** | .797 | **-.771** | 2.771 |
| Years of experience in this job= | **2.091** | **2.09** | **.145** | **1.336** | **2.846** |
| 1(>5-9) |  |  |  |  |  |
| Years of experience in this Job= | **3.333** | **3.333** | **.532** | **1.888** | **4.779** |
| 2(10-14) |  |  |  |  |  |
| Years of experience in this job= 3 (15>) | 1,750 | **1.750** | **.399** | **.498** | **3.002** |

1. Dependent Variable: What is your age.
2. Model: Years of experience in this job
3. Assume standard reference priors.

From the table 1 result above, based on the years of working experience, it is presented that there was a significant difference between their El competence levels. That means the average score of those who work in the industry for more than 4 years (1) and those who work for less than four years in the construction instruction were significantly different. For example, a project manager who work in the construction industry for more four years scored higher in the El competence level than the project manager who worked less than four years in the industry significantly at 1.00 level with the high mean value, the longer they stay in the job the better they perform and the more collaboratively, have good communication, teamworking and they bond with other team members. Similarly, the project success scored highest level.

The average score of the participants who have worked in the construction industry for four year and above is 2.39, SD = .39. all other El competence scored high.

The finding of this study was consistent with the research of Parityabhat and Sucaromma (2015) who investigated the relationship between El and work performance among customs administration service using difference social demographics such as gender and years of work experience. They found that gender experience was the only factor that gave a significant positive results in relation to the El competence score.

Promoting efficiency and effectiveness among construction professionals involves implementing various strategies. Continuous learning and skill development are essential to keep up with industry trends. Collaboration and effective communication foster teamwork and the exchange of ideas. Mentoring programs facilitate the transfer of knowledge and skills. Emphasizing safety and quality ensures client satisfaction and minimizes risks. Embracing technology and innovation improves productivity and sustainability. Recognizing and rewarding high-performing professionals boosts morale and encourages excellence. These recommendations address the challenges posed by a shortage of experienced professionals and contribute to the success of the construction industry in a competitive economic landscape.

**Conclusion**

The findings showed that El competence level of the selected construction professionals was at a high level. Also, the result showed a correlation between communication skills, collaboration, teamwork, and El. However, the conflict management factor did not have much impact on the El competence. Those respondents who have worked in the construction industry for 4 years and above showed a high El level. This implies that the year of working experience is significant in achieving a high El competence. Additionally, in relation to construction professionals, similar principles can be applied to promote project success, efficiency, and effectiveness in the workplace. Here are some recommendations that can help construction professionals enhance project success and contribute to achieving common goals within the organization:

1. Continuous Learning and Skill Development: Encourage construction professionals to engage in continuous learning to keep up with the latest industry trends, regulations, and technologies. This can involve attending seminars, workshops, and training programs, as well as pursuing certifications or advanced degrees relevant to their field. By expanding their knowledge and honing their skills, professionals can become more competitive and better equipped to handle the challenges of their work.

2. Collaboration and Communication: Foster an environment that promotes collaboration and effective communication among construction professionals. Encourage teamwork and the exchange of ideas, experiences, and best practices. This can be achieved through regular team meetings, project debriefings, and the use of collaborative tools and platforms. Improved communication and collaboration facilitate better coordination, problem-solving, and decision-making, leading to enhanced project outcomes.

3. Mentoring and Knowledge Transfer: Implement mentoring programs where experienced construction professionals can guide and support younger or less experienced colleagues. This allows for the transfer of critical knowledge and skills from seasoned professionals to the next generation, helping to mitigate the impact of a high rate of retirement. Mentoring relationships foster professional growth, build confidence, and create a sense of community within the organization.

4. Emphasize Safety and Quality: Promote a culture of safety and quality in construction projects. Encourage professionals to prioritize safety measures and adhere to quality standards throughout all stages of a project. This can be achieved through regular training on safety protocols, quality management systems, and compliance with relevant regulations. By prioritizing safety and quality, construction professionals can minimize risks, ensure client satisfaction, and enhance the organization's reputation.

5. Utilize Technology and Innovation: Encourage construction professionals to embrace new technologies and innovative approaches that can improve efficiency, productivity, and sustainability. This may involve adopting Building Information Modelling (BIM), using project management software, implementing digital workflows, or exploring sustainable construction practices. By staying abreast of technological advancements, professionals can leverage tools and techniques that streamline processes and drive better project outcomes.

6. Recognition and Rewards: Recognize and reward construction professionals who consistently demonstrate high levels of performance and contribute to the organization's goals. This can be done through performance-based incentives, promotions, or public acknowledgments. Recognizing and valuing the contributions of professionals not only boosts morale but also encourages others to strive for excellence.

By implementing these recommendations, construction professionals can enhance their individual proficiency, foster collaborative work environments, and contribute to achieving common goals within the industry. This will help address the challenges posed by a shortage of critical knowledge and experienced human resources while navigating a highly competitive economic landscape.

This study, however, has several drawbacks. Because it was confined to a small number of respondents from the construction sector in the United Kingdom, the findings did not study the El skill level of project managers in general. Future research should concentrate on respondents' Emotional Intelligence Among UK Construction Professionals and expand the number of participants. Furthermore, for greater accuracy, various types of data collection procedures, such as interviews, are advised in addition to the questionnaire. Furthermore, future research should investigate additional characteristics such as educational or income size, designations, and so on to see whether they have any significant relationship with El level.

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**Results**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Correlations** | | | | | | | | | | |
|  | | PS | COLL | TW | COM | CONF | RM | SA | SM | SEA |
| PS | Pearson Correlation | 1 | R=.576\* | .626\*\* | .589\* | .385 | .562\* | .662\*\* | .593\* | .222 |
| Sig. (2-tailed) |  | .019 | .009 | .016 | .141 | .024 | .005 | .016 | .409 |
| N | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| COLL | Pearson Correlation | .576\* | 1 | .588\* | .649\*\* | .593\* | .836\*\* | .689\*\* | .533\* | .413 |
| Sig. (2-tailed) | .019 |  | .017 | .007 | .016 | .000 | .003 | .033 | .112 |
| N | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| TW | Pearson Correlation | .626\*\* | .588\* | 1 | .788\*\* | .707\*\* | .716\*\* | .717\*\* | .586\* | .137 |
| Sig. (2-tailed) | .009 | .017 |  | .000 | .002 | .002 | .002 | .017 | .612 |
| N | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| COM | Pearson Correlation | .589\* | .649\*\* | .788\*\* | 1 | .705\*\* | .787\*\* | .815\*\* | .580\* | .440 |
| Sig. (2-tailed) | .016 | .007 | .000 |  | .002 | .000 | .000 | .018 | .088 |
| N | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| CONF | Pearson Correlation | .385 | .593\* | .707\*\* | .705\*\* | 1 | .702\*\* | .721\*\* | .769\*\* | .502\* |
| Sig. (2-tailed) | .141 | .016 | .002 | .002 |  | .002 | .002 | .001 | .048 |
| N | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| RM | Pearson Correlation | .562\* | .836\*\* | .716\*\* | .787\*\* | .702\*\* | 1 | .804\*\* | .543\* | .345 |
| Sig. (2-tailed) | .024 | .000 | .002 | .000 | .002 |  | .000 | .030 | .191 |
| N | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| SA | Pearson Correlation | .662\*\* | .689\*\* | .717\*\* | .815\*\* | .721\*\* | .804\*\* | 1 | .620\* | .414 |
| Sig. (2-tailed) | .005 | .003 | .002 | .000 | .002 | .000 |  | .010 | .111 |
| N | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| SM | Pearson Correlation | .593\* | .533\* | .586\* | .580\* | .769\*\* | .543\* | .620\* | 1 | .382 |
| Sig. (2-tailed) | .016 | .033 | .017 | .018 | .001 | .030 | .010 |  | .144 |
| N | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| SEA | Pearson Correlation | .222 | .413 | .137 | .440 | .502\* | .345 | .414 | .382 | 1 |
| Sig. (2-tailed) | .409 | .112 | .612 | .088 | .048 | .191 | .111 | .144 |  |
| N | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| \*. Correlation is significant at the 0.05 level (2-tailed). | | | | | | | | | | |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables Entered/Removeda** | | | |
| Model | Variables Entered | Variables Removed | Method |
| 1 | SEA, TW, SM, COLL, SA, CONF, COM, RMb | . | Enter |
| a. Dependent Variable: PS | | | |
| b. All requested variables entered. | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Model Summary** | | | | | | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .844a | .712 | .382 | .28933 | .712 | 2.160 | 8 | 7 | .163 |
| a. Predictors: (Constant), SEA, TW, SM, COLL, SA, CONF, COM, RM | | | | | | | | | |

Coefficient of determination

PS and are accounted for .712 of variation in

70% variation in PS can be explained due to the independent variables.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ANOVAa** | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 1.447 | 8 | .181 | 2.160 | .163b |
| Residual | .586 | 7 | .084 |  |  |
| Total | 2.033 | 15 |  |  |  |
| a. Dependent Variable: PS | | | | | | |
| b. Predictors: (Constant), SEA, TW, SM, COLL, SA, CONF, COM, RM | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Coefficientsa** | | | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
| B | Std. Error | Beta | Lower Bound | Upper Bound |
| 1 | (Constant) | 1.466 | .861 |  | 1.703 | .132 | -.569 | 3.501 |
| COLL | .101 | .279 | .144 | .361 | .729 | -.560 | .762 |
| TW | .399 | .313 | .543 | 1.274 | .243 | -.341 | 1.139 |
| COM | -.065 | .306 | -.098 | -.211 | .839 | -.789 | .659 |
| CONF | -.673 | .341 | -.871 | -1.977 | .089 | -1.478 | .132 |
| RM | .007 | .288 | .013 | .026 | .980 | -.674 | .689 |
| SA | .292 | .270 | .445 | 1.081 | .315 | -.346 | .930 |
| SM | .420 | .240 | .580 | 1.751 | .123 | -.147 | .987 |
| SEA | .097 | .184 | .157 | .528 | .614 | -.339 | .534 |
| a. Dependent Variable: PS | | | | | | | | |

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