European Economic Letters
ISSN 2323-5233
Vol 15, Issue 1 (2025)
http://eelet.org.uk

Implications for Performance: Emotional Intelligence as a Critical Component of Successful Projects

Bharat Bhusan,

Research Scholar, School of Management & Commerce Studies, Shri Guru Ram Rai University, Dehradun (bharat1170@gmail.com),

Dr. Pooja Jain,

Professor, School of Management & Commerce Studies, Shri Guru Ram Rai University, Dehradun (dr.pujajain@gmail.com)

Abstract:

Emotional intelligence (EI) is a critical component in determining the success of projects in corporate environments, according to both theory and research. The study's overarching goal was to identify the ways in which emotional intelligence (EQ) influences project completion rates. Data was collected from 250 employees and staff members from various companies to guarantee an exhaustive assessment of the proposed method.

The research results demonstrated a robust correlation between emotional intelligence (EQ) and project success, demonstrating the criticality of EQ abilities for peak performance in teams and individuals. The significance of faith as a collaborative factor in work environments is emphasized by its capacity to improve the relationships among team members. The results demonstrated that emotional intelligence had an indirect influence on project performance through a facilitator of trust among team members, while job uncertainty had no effect on this effect.

Emotional intelligence, trust, and project performance all interact in complex ways, and the present research's results help us understand those relationships better. When it pertains to improving overall productivity results in workplaces and fostering confidence among team members, the results emphasize the business need of managing and expanding emotional intelligence among team members. By offering empirical insights and practical ramifications, the research significantly contributes to a more thorough understanding of emotional intelligence, which is crucial for project accomplishment and organizational development.

Keywords: Emotional Intelligence, Trust in Teams, Role Ambiguity and Employee Performance.

Introduction:

Modern organizational endeavors require more than just technical know-how and operational acumen due to their growing complexity. The ability to effectively manage one's emotions, as well as one's relationships with others, is known as emotional intelligence (EI). The importance of emotional intelligence in reducing interpersonal problems in collaborative project settings has been highlighted by various studies that have shown its multifaceted effects on teamwork, decision-making, and performance outcomes. (Ashkanasy, 2002; Bar-On, 2000)

When it comes to multinational and interdisciplinary projects, where diverse teams work under tight deadlines and limited resources, the link between emotional intelligence and project success is especially strong. Ahsan and Gunawan (2010), The ability to foster trust and cooperation among team members is just as important as technical preparedness, emphasized the significance of human and emotional factors in monitoring cost and schedule performance. Ashkanasy and Dorris (2017) conducted an investigation into the impact emotions have on the workplace, which confirmed that emotional intelligence significantly influences the efficacy of team members and organizational behavior.

Emotional intelligence is a crucial component for organizational collaboration and problem-solving in industries that are swiftly changing and fast-paced, such as digital technology and application development. Aziz et al. (2019) demonstrated that project team members' internal and collective achievement is enhanced by elevated emotional intelligence (EI), particularly when task interdependence is present. (Barczak, Lassk, & Mulki, 2010), the integration of emotional

intelligence through teamwork structures increases trust and creativity, both of which are essential for collaborative success. Having strong emotional and relationship abilities is just as important as having strong technical skills when it comes to base on technology projects. (Amalfitano et al., 2012)

(Ashkanasy, Rezvani, and Khorosravi, 2020), Regarding the broad reach and extended durations of major projects, there are several aspects that can influence the results, making it difficult to evaluate project performance in large-scale efforts. Concerning what constitutes appropriate criteria for assessing project performance, there is little agreement in the project management literature. (Wu et al., 2017), Project managers' and other key partners' viewpoints are crucial to the project's successful execution. (Iyes & Jha, 2006), Conversely, the authors have recently proposed different criteria for project performance, which include client happiness as well as the interpersonal abilities and competencies of members of the project team and participants. Project performance is a subjective concept influenced by the project's context, nature, and the perspectives of its stakeholders.

(Kerzner, 2013), Diverse methodologies along with evaluation metrics are present in projects across various sectors. The critical success factor denotes the components that influence a project's ability to meet its objectives and goals, whereas project performance evaluates the quality and efficacy of the processes utilized throughout the execution stage.

(Doloi et al., 2011), Researchers have suggested a number of performance indicators, such as following proper procedures, but the impact of stakeholders like project managers and those with a vested interest in evaluating projects' success has received less attention. Studies show that managers use both soft and hard methodologies to evaluate projects' success, with some using strict planning and information control techniques.

As a result, in the setting of building projects, the performance of the project is evaluated according to the iron triangle: time, money, and quality. In contrast to hard metrics, project managers valued "soft" metrics like collaboration and open dialogue. (Larsson et al., 2018) In addition, research by Toor & Ogunlana (2008), Buvik & Rolfsen (2015), and Mazur et al. (2014) has shown that technical skills are not the only factor that determines a project's success; personal qualities, capabilities, and interpersonal skills also play a significant role.

Emotional intelligence (EI) is being recognized as a critical success factor (CSF) more and more, but more research is needed to understand how it works and how it affects project performance. Rather than focusing on intermediary elements like team trust or contextual variables like role ambiguity, which might moderate the benefits of direct ties, most current research focuses on direct relationships. To give a more complete picture of how Emotional Intelligence (EI) contributes to overall project success in different organizational settings, this study aims to fill these gaps by investigating the relationship between EI, trust, and project performance. Because it has a much larger impact on performance than IQ does, emotional intelligence is considered a major component in the workplace." (Goleman, 1996)

Soft talents, including emotional intelligence, have been proven to be significant and impactful by scholars. "The significance and influence of Emotional Intelligence and other soft skills on the effective and efficient completion of building projects have been demonstrated by researchers." (Müller & Turner, 2007; Wu et al., 2017) According to Maqbool, Sudong, Manzoor, and Rashid (2017), project teams are often temporary, consisting of individuals who have different goals and responsibilities, are task-oriented, have different basic abilities, and go through positive and bad emotions. By reducing hunger, improving governance, advocating for human rights, and attempting to establish capability, international development seeks to raise the quality of life and living standards in developing nations. (Ramalingam, 2013; Golini, Kalchschmidt, & Landoni, 2015) Contributing institutions, like the World Banking Organization, the Asian Development Bank, and the Federal Agency for International Development, are usually in charge of selecting, organizing, supervising, and funding these efforts. One option is for the developing country's government to handle project execution through a bilateral agreement. Another is for the funding agency to work with an implementing partner, like a contractor or an NGO. (Ahsan & Gunawan, 2010)

A number of organizations have participated in various foreign growth initiatives in India, either through bilateral contracts with national or neighborhood governments or via private contractors and NGOs. The organizations include the Asian Development Bank, Canadian International Development Agency, United States Agency for International Development, European Union, Australian Agency for International Development, United Kingdom's Department for International

Development, Japan International Cooperation Agency, Netherlands, Germany, Norway, and Swiss Development Cooperation (SDC).

World Bank development initiatives in India and around the world amount $8,418 million (UN, 2014; Ahsan & Gunawan, 2010), making it the biggest contributor across these 19 international organizations that promote development. Accordingly, handling projects and the international development sector share a common view of projects as means to an end: to bring about change in development. (Ika & Hodgson, 2014) International development projects are similar to other types of projects in that they are short-term in nature, have a focus on producing tangible goods or services, are subject to time, money, and quality constraints, and employ tried-and-true methods, resources, and procedures. (Ika, 2012)

"A number of areas are covered by international development projects, just like any other kind of endeavor. These include authority, resources, health, human development, natural resources, learning, and social advancement." (Golini & Landoni, 2014; Ika & Donnelly, 2017) Thomas and Mullaly (2007) found that both fields have a lot of room to grow and learn from one another. According to Rezvani, Khosravi, and Ashkanasy (2018), "these kinds of projects have the potential to improve society in many ways, including by creating new jobs, reshaping indigenous communities, improving the social environment, boosting state revenue, and encouraging private enterprise operations."

In addition, "studies have shown that team members' personal traits, human expertise, and competences, not their scientific and specific skills, are the most important factors in a project's successful completion." (Rezvani, Khosravi, & Ashkanasy, 2018) "Emotional intelligence is associated with a positive work atmosphere, high performance, and fruitful project completion, yet studies have shown that this trait has limited effects." (Ashkanasy & Dorris, 2017) Research on the benefits of emotional intelligence for teams working on complex, long-term projects has so far failed to find any evidence of its existence. The current research adds to the body of knowledge by testing theories inside international development project-focused organizations.

While emotional intelligence seems to correlate with the environment, performance, and successful project outcomes, the findings indicate that its effects are constrained in research. (Ashkanasy & Dorris, 2017) Research on the benefits of emotional intelligence for teams working on complex, long-term projects have so far failed to find any evidence of its existence. Expanding on previous research, this study examines theories held by groups involved in international development projects.

Drawing on earlier studies by Bar-On (2000) and more recent evaluations of feelings in work environments by Ashkanasy and Dorris (2017), this research contributes to the growing body of literature on emotional intelligence, both philosophically and experimentally. Through an analysis of the effects of emotional intelligence on project results, this study hopes to provide scholars and practitioners with useful information by drawing attention to the strategic importance of emotional intelligence for the longevity of an organization.

In order to improve the theory as well as the practice, the current study set out to do the following. We utilized data collected from project managers and team members in international development project organizations to conduct empirical research and testing on the impact of emotional intelligence on performance.

Literature Review

Emotional Intelligence

(Mayer, Dipaolo, and Salovey, 1990; Bar-On, 2004, 2006; Singh, 2006), Researchers and scholars have taken an interest in the concept of emotional intelligence, which is a popular theory, many different models and explanations of emotional intelligence have been put forward by scholars and scientists since the field's inception. Although there is more agreement than disagreement among these models and definitions, some place more emphasis on a set of skills and attributes, while others place more emphasis on emotional competencies, social competence, and a variety of abilities. (Jugdev and Muller,2005) stressed that there are many facets to project success, which goes beyond traditional metrics like time, money, and quality to include things like stakeholder happiness and team chemistry. Effective project managers have high levels of emotional intelligence, which helps them deal with team dynamics and interpersonal conflicts. When it comes to controlling expectations from stakeholders and fostering collaboration throughout project phases, Emotional Intelligence (EI) plays a vital role, as Khang and Moe (2008) pointed out, in life-cycle-based frameworks.

Salovey and Mayer (1990) and Singh (2006), Edward Thorndike laid the groundwork for the idea in 1920 when he proposed that people display many types of intelligence, one of which is called "social intelligence." According to, “it is the ability to understand and manage one's own emotions as well as those of other people in order to have productive interactions with them.”

Cherniss (2001) and Bar-On (2006), “standard intelligence is important, but Howard Gardner (1983) proposed a theory of different intelligences that goes beyond traditional ideas of intelligence.” This theory encompasses two types of personal intelligence: interpersonal (social) intelligence and intrapersonal (emotional) intelligence. Salovey and Mayer (1990), “the term "Emotional Intelligence" was first used to describe emotional qualities. This was the first time the notion was put into practice, and it quickly became popular among researchers.” The ability to recognize and understand one's own and other people's emotions, to distinguish between them, and to use this knowledge to guide one's own decisions and actions is what Salovey and Mayer mean when they talk about emotional intelligence as a subset of social intelligence. (Salovey and Mayer, 1990)

Someone with high emotional intelligence has "the ability to recognize and evaluate their feelings along with the emotions of others." The ability to recognize, process, understand, and control one's own and other people's emotional states as well as those of the workplace is another way to characterize it. (Mayer & Salovey, 1997) “Having emotional intelligence means being able to recognize, understand, and manage your own and other people's emotions.” (Mayer & Salovey, 1997) Although there are other definitions of emotional intelligence in the literature, the one put forth by Mayer and Salovey (1997) is the one that researchers most often use and recognize. (Ashkanasy & Dorris, 2017)

When compared to IQ, emotional intelligence has a far greater effect on efficiency in work environments, so the concept is widely recognized as vital. (Goleman, 1996) It is widely acknowledged that emotional intelligence is an essential skill set for decision-making. (Müller & Turner, 2007) Managers' ability to use emotional intelligence impacts their interactions with team members in complex, large-scale projects. (Caruso & Salovey, 2004; Clarke, 2010)

Successful and excellent project management requires more than just technical know-how; it also necessitates emotional intelligence abilities. (Manzur, Pisarski, Chang & Ashkanasy, 2014) Emotional intelligence, personal qualities, and managerial performance in complex project environments are all correlated, according to academics in the field of project management. (Müller & Turner, 2007) In his research, Singh (2007) explains how emotional intelligence helps managers understand and regulate their own emotions and the emotions of their staff.

Superior, smooth, and successful interactions with stakeholders from the inside out are fostered when supervisors of projects are able to identify and control their own and their team members' emotions (Müller and Turner, 2007). According to Smith, Heaven, and Ciarrochi (2008), emotional intelligence is vital for improving team performance, communication, and support.

Goleman (2001) skillfully handled and amplified various emotions in accordance with their respective specialized needs. Project success is highly dependent on team members' skills and knowledge. (Rezvani, Khosravi & Ashkanasy, 2018) Moreover, he stated that emotional intelligence includes the ability to handle one's own emotions as well as those of other people in different scenarios, and then to organize these emotions in a way that brings about effective and efficient task completion.

Bar-On et al. (2000), Employees' ability to carry out their job responsibilities successfully is a key component of emotional intelligence, which also includes the ability to control, organize, and manage one's own emotions, the program's goal is to help employees understand and use their strengths in a way that benefits the firm as a whole.

EMOTIONAL INTELLIGENCE MODELS

There are two main models of emotional intelligence that have been created by researchers and scholars. These models provide different ways of measuring emotional intelligence. Among these methods is the ability EQ model, which makes use of the MSCEIT, a self-assessment tool (Salovey and Mayer, 1990). In contrast to the Bar-On model, which makes use of the Emotional Quotient Inventory (EQi), the Goleman model—sometimes referred to as the "competency model"—uses

the Emotional and Social Competency Inventory (ESCI), a 360-degree evaluation tool (Goleman, 1995). According to Petride and Furnham (2001), the trait model—also called "trait emotional self-efficacy"—is the fourth paradigm.

The ability model: According to the ability model of emotional intelligence, people's emotions provide them with useful knowledge, which they will process, benefit from, and then use to better handle difficult or stressful situations. Mayer et al. (2001) and Mayer, Salovey, and Caruso (2004) found that being emotionally aware increases cognitive competence. In their 1997 study, Mayer and Salovey laid out a four-pronged model for understanding emotional intelligence as a cognitive skill. The approach outlined four distinct stages that an individual can go through to reach an advanced level of emotional intelligence.

The ability four-branch model comprised:

Perceiving emotions: an individual's capacity to recognize and integrate their own emotions or those of others into cognitive processes to enhance task performance.
Utilizing emotions: pertains to an individual's capacity to harness their own emotions or those of others and integrate these emotions into the cognitive process to enhance task execution.
Emotional comprehension: the capacity to interpret emotional language, discern intricate links among emotions, and the willingness to categorize emotions, ascertain their origins, and evaluate their consequences.
Emotion management: the capacity to devise effective techniques for regulating one's own and others' emotions to facilitate the attainment of desired outcomes, rather than being influenced by them in erratic manners (Mayer, Salovey, and Caruso, 2004; Mayer, Caruso, and Salovey, 2016). In 2016, Mayer, Caruso, and Salovey revised the ability model by include additional substantial domains of problem-solving (Mayer, Caruso, and Salovey, 2016).

The Trait Model: Petrides and Furnham (2000, 2001) developed the trait EI model, also known as "trait emotional self-efficacy," as a tool for measuring EI. According to Petrides and Furnham (2003), the Trait EI model includes a collection of feelings about themselves and inclinations that are assessed through self-report and pertain to emotions. Two models of emotional intelligence—the ability model and the attribute model—were proposed by Petrides and Furnham.

(Petrides and Furnham, 2000, 2001, 2003),The key difference between the two models is that the trait model takes into account feelings linked to self-reported personality traits like "optimism," which are evaluated using standardized self-report instruments. Emotional intelligence's ability model places an emphasis on the cognitive component of emotions, particularly "Using emotions," which is evaluated using supreme performance assessments that have withstood scientific investigation.

According to Petrides, there are four main dimensions that make up the Trait model: Emotionality is a measure of one's confidence in one's ability to recognize and comprehend emotional states. Being sociable means that you are confident in your ability to handle your own emotions and the emotions of others around you.

Characteristics linked to one's personality traits are outlined by wellbeing. Power over one's emotions and the ability to regulate one's impulses are components of self-control (Kaliská and Kaliský, 2016; Petrides and Mavroveli, 2018). A person's emotional and social intelligence make up their emotional intelligence. By developing an understanding of their own and other people's emotions, individuals can better interact with others, which in turn improves their social, professional, and personal lives.

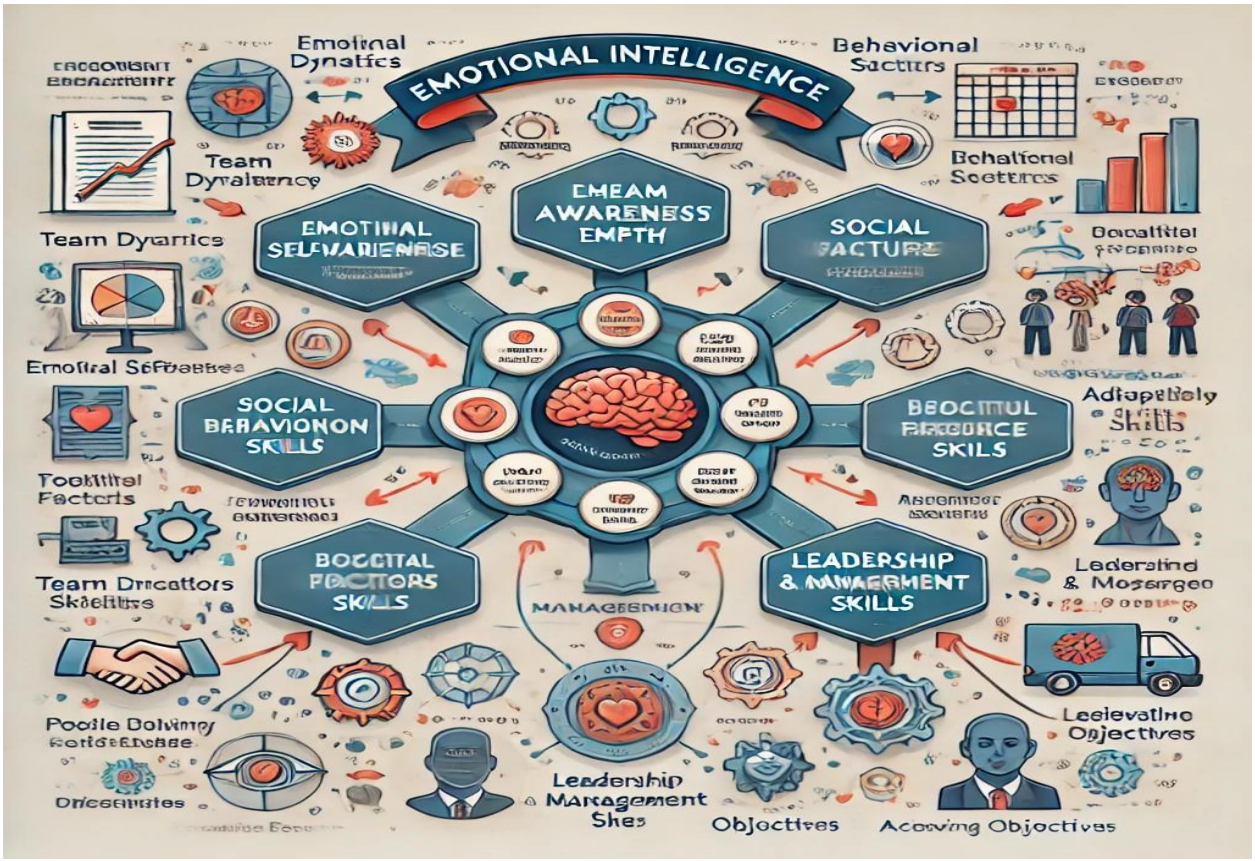
Project Performance:

“Measuring the efficacy of international development projects has become a complex endeavor due to the involvement of numerous parties, including investors or donors, the government of the host country, stakeholders and clients, a coordination team or project management office, and various contractors responsible for executing and implementing project activities and tasks through appropriate tools and procedures recommended by project management standards.” (Diallo & Thuillier, 2005) “Employee experiences, competencies, and skills have impacted work performance, hence affecting total project and organizational performance.” (Ashkanasy, 2002) “Project success and failure were differentiated by performance measures, specifically the operational adherence to budget, schedule, and scope, commonly known as the triple bottom line.” (Jugdev & Muller, 2005)

European Economic Letters
ISSN 2323-5233
Vol 15, Issue 1 (2025)
http://eelet.org.uk

"The Project Management Institute conducted a comprehensive study to assess project leadership style as a fundamental determinant of project performance." (Turner & Müller, 2005) Moreover, "project performance is a subjective word influenced by the project's context, kind, and the perspectives of its stakeholders." (Iyes & Jha, 2006) Scholars have lately proposed alternative methods to assess project performance, encompassing the interpersonal abilities and capabilities of the project team and stakeholders, as well as customer satisfaction. As an example, "the connection between emotional intelligence and project performance is moderated by the level of trust amongst team members." (Rezvani, Khosravi & Ashkanasy, 2018)

In project management, various critical success factors (CSFs) have been found as indicators of how well a project will turn out. Ten crucial success factors (CSFs) were listed by Pinto (1986) in his book. These include the following: project mission, project schedule/plan, technical duties, client consultation, communication to staff recruitment/training/selection, and support from top management.



Pic.1: "Relationship between Emotional Intelligence (EI) and Project Performance"

Emotional Intelligence and Project Performance Relationship: According to Ley and Albert (2003), "an employee's emotional intelligence and other personal abilities have a significant impact on their ability to complete a project successfully. Project managers' and teams' abilities determine whether challenging tasks are completed." (Manzur, Pisarski, Chang & Ashkanasy, 2014)

"In addition, the project's emotionally intelligent team members foster social and emotional environments that boost productivity and cooperation." (Maqbool, Sudong, Manzoor, & Rashid, 2017) "Project success is more affected by team members' competencies and talents." (Rezvani, Khosravi & Ashkanasy, 2018) "The emotional experiences of teams have evolved alongside the changing nature of the workplace and the associated changes in behavior." (Weiss & Cropanzano, 1996) "Positive or negative, employees often show their emotions at work." (Lindebaum & Jordan, 2014)

"When workers are happy and enthusiastic about what they're doing for a living, it shows in their work. When they're angry, frustrated, or impatient, on the other hand, it shows in their lack of interest and passion, which in turn lowers their performance." (Mayer, Salovey & Caruso, 2008)
According to research, "people who score high on the emotional intelligence scale are better able to work together and communicate well, which in turn leads to better project outcomes. From the perspective of project managers, there has been a high correlation between emotional intelligence and project performance." (Manzur, Pisarski, Chang & Ashkanasy, 2014)

"An employee's competences, experiences, and talents all play a role in how well they do their job." (Ashkanasy, 2002) "Managers with high emotional intelligence are able to motivate their teams to solve problems through clear and concise communication." (Rezvani, Khosravi & Ashkanasy, 2018) "Better project outputs, more creative communication, and an environment conducive to understanding all stem from high levels of emotional intelligence." (Troth, Jordan & Lawrence, 2012) According to Smith, Heaven, and Ciarrochi (2008), "emotional intelligence plays a key role in fostering productive teamwork, communication, and support."

Emotional intelligence in the workplace should also help teams work through composite projects, which are more difficult and involve more moving parts, such as managing resources, solving complicated tasks during crises, creating personal goals that align with the team's overall mission, communicating effectively, and coordinating the sharing of information.

Research Methodology:
According to Kothari (2004), research technique is a structured approach to addressing research issues. Research must be conducted in a scientific manner, as explained in it. In practice, research methodology is more commonly utilized than research technique. An explanation of the rationale for the selection of a specific approach to carry out the analysis, as well as the method's relative importance, may be found in the research methodology. The research methods, which are the techniques, methods, and procedures employed in the research, are used by researchers to convey the results of the research problems. The two primary categories of research techniques are qualitative and quantitative. We have collected our data using the quantitative research method in this study. This section details the procedures used in order to put the hypothesis to the test. It also includes details regarding the research design, data gathering methods, demographic and sample, and instruments and materials utilized in the study.

Type of Study

This study found the answers to the research questions and the relationships between the variables by using the exploratory research type. Emotional intelligence's effect on project performance is the focus of this research. The success of the project is based on emotional intelligence, which is an independent variable. Through initiatives aimed at reducing poverty, promoting governance, protecting human rights, and enhancing capacity, these organizations are striving to improve the health, education, and overall quality of life of the populace in developing countries.

Research Model:

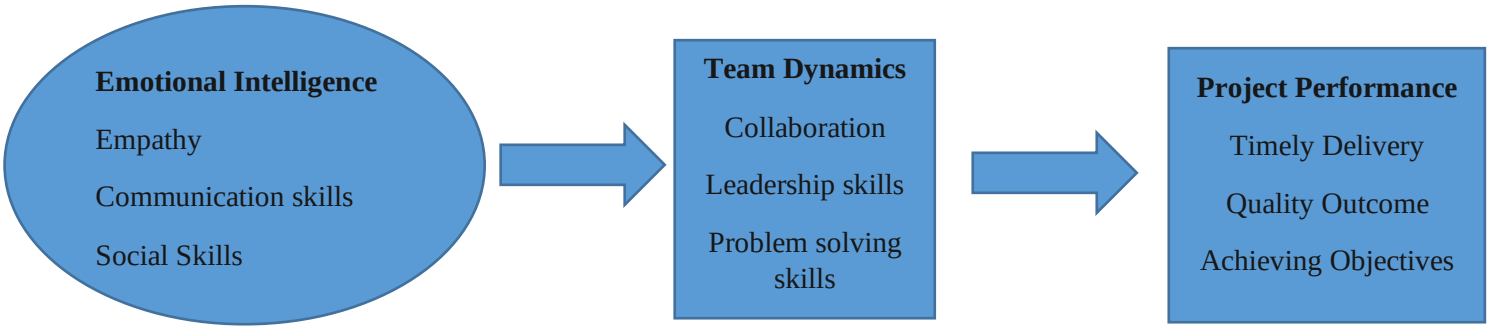
Emotional Intelligence and Its effect on Project Outputs Emotional intelligence (EI) is a critical factor in project success, according to the suggested study paradigm. The model takes emotional intelligence into account as a variable that can be changed to affect the dependent variable of project performance. Project teams thrive when members possess high levels of emotional intelligence, which include self-awareness, empathy, social competence, and the ability to communicate effectively.

Important components of the research model include:

1. **Individual Capabilities:** These determine how well a project will turn out and help workers act more responsibly on the job.
2. **Emotional climate:** When team members have high EI, it creates a positive emotional and social environment, which improves collaboration and coordination.

European Economic Letters
ISSN 2323-5233
Vol 15, Issue 1 (2025)
http://eelet.org.uk

3. **Change in behavior:** a boost in performance is possible when we're feeling well, and a drop in morale and enthusiasm might have the opposite effect.
4. **Efficient Communication**: Team members and project managers that score high on the Emotional intelligence scale are more likely to be able to solve problems, work together, and create a collaborative atmosphere.
5. **Team Dynamics:** Emotional intelligence helps with shared goals in complicated tasks, managing resources well, and resolving crises.



"**Research model : Emotional Intelligence and its relationship with Project Performance"**

By improving team members' abilities and competences, emotional intelligence (EI) is a critical factor in project performance prediction. According to research, teams that have a good mix of emotional and social climates are better able to work together and produce better results. Members of the team with high EI help foster an emotionally supportive atmosphere, which improves teamwork, communication, and problem-solving. Optimism and productivity are both boosted by EI-driven positive emotional states, whereas pessimism and rage dampen both.

The ability to successfully manage conflicts, overcome obstacles, and accomplish common objectives is a hallmark of emotionally savvy project managers, according to the research. Teamwork and performance are further enhanced by the capacity to adjust to changing emotional experiences in the job. It is clear that emotional intelligence is a key factor in project success, which highlights the importance of incorporating it into leadership and team management strategies.

Research Questions:

RQ1: Does the performance of international development initiatives depend on the emotional intelligence of project managers and team members?

Research Objectives :

To investigate the influence of emotional intelligence on the performance of international development initiatives.

H1. The project's performance is positively correlated with emotional intelligence.

Results and Discussion : The findings of this study, which aimed to explore the impact of emotional intelligence (EI) on performance in international development projects, provide robust evidence supporting the critical role of EI in enhancing project outcomes.

"KMO and Bartlett's Test"		
"Kaiser-Meyer-Olkin Measure of Sampling Adequacy."		".884"
"Bartlett's Test of Sphericity"	"Approx. Chi-Square"	2365.522
	"Df"	231
	"Sig."	.000

"Factor Analysis The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy yielded a value of 0.884, surpassing the threshold of 0.6 and indicating that the sample data is highly suitable for factor analysis. Bartlett's Test of Sphericity resulted in a Chi-Square value of 2365.522 (df = 231, Sig. = 0.000), demonstrating that the correlations among variables are strong enough to warrant factor analysis. These results confirm the appropriateness of the dataset for identifying underlying constructs related to emotional intelligence and its influence on project performance."

"Reliability Analysis the Cronbach's Alpha value of 0.850 across 22 items reflects a high level of internal consistency within the measurement scale. This robust reliability underscores the credibility and dependability of the instrument, affirming that it effectively captures the dimensions of emotional intelligence in the context of international development projects."

Descriptive Statistics:

Descriptive Statistics									
	"N"	"Minimum"	"Maximum"	"Mean"	"Std. Deviation"	"Skewness"		"Kurtosis"	
	"Statistic"	"Statistic"	"Statistic"	"Statistic"	"Statistic"	"Statistic"	"Std. Error"	"Statistic"	"Std. Error"
"I possess a clear understanding of the reasons behind my emotions most of the time."	104	1.00	5.00	4.4231	.70631	-1.660	.237	4.994	.469
"I possess a comprehensive awareness of my own feelings."	104	2.00	5.00	4.1731	.72997	-.739	.237	.685	.469
"I possess a clear comprehension of my emotions."	104	2.00	5.00	4.4615	.63740	-1.000	.237	1.032	.469
"I am consistently aware of my emotional state regarding happiness."	104	2.00	5.00	4.5577	.72174	-1.943	.237	4.058	.469
"I consistently discern my team members' emotions through their actions."	104	3.00	5.00	4.5096	.55730	-.553	.237	-.758	.469
"I possess great observational skills regarding the emotions of my team members."	104	2.00	5.00	4.4135	.64778	-.873	.237	.725	.469
"I am attuned to the sentiments and emotions of my team members."	104	2.00	5.00	4.3558	.60609	-.625	.237	.923	.469
"I possess a comprehensive awareness of the emotions of my team members."	104	2.00	5.00	4.4615	.72303	-1.435	.237	2.167	.469

"I consistently establish objectives for myself and endeavor to accomplish them."	104	2.00	5.00	4.2115	.73304	-.505	.237	-.454	.469
"I consistently affirm my competence."	104	2.00	5.00	4.2212	.63791	-.455	.237	.454	.469
"I am a self-driven individual."	104	2.00	5.00	4.2115	.71967	-.660	.237	.305	.469
"I would constantly remind myself to give it my all."	104	1.00	5.00	2.8269	1.63957	.230	.237	-1.635	.469
"I can manage my anger and deal with challenges in a reasonable manner."	104	1.00	5.00	4.1923	.89309	-1.225	.237	1.431	.469
"I am quite capable of controlling my own emotions"	104	1.00	5.00	2.7308	1.44297	.030	.237	-1.594	.469
"I can always calm down quickly when I am very angry"	104	1.00	5.00	2.9038	1.53610	.082	.237	-1.555	.469
"I have good control of my own emotions."	104	1.00	5.00	3.1538	1.39186	.182	.237	-1.545	.469
"The project goals were met."	104	1.00	5.00	3.0288	1.54830	-.081	.237	-1.569	.469
"The project met its planned schedule."	104	1.00	5.00	2.6250	1.48904	.094	.237	-1.684	.469
"The quality of the developed products/services in the project was good."	104	1.00	5.00	2.9808	1.46135	.110	.237	-1.505	.469
"The products/services developed in the project were of a high value to customers"	104	1.00	5.00	4.3558	.92346	-1.451	.237	1.565	.469
"The project was performed in low-cost structure and in compliance of the budget"	104	1.00	5.00	3.0192	1.48769	.075	.237	-1.557	.469
"The project budget was meticulously kept."	104	1.00	5.00	4.2019	.79293	-.975	.237	1.509	.469
Valid N (listwise)	104								

Descriptive Statistics,The descriptive statistics highlight notable trends in emotional intelligence and project performance. Items measuring self-awareness and empathy, such as "I always know whether or not I am happy" (Mean = 4.5577, SD = 0.72174) and "I always know my team members' emotions from their behavior" (Mean = 4.5096, SD = 0.55730), indicate high levels of emotional awareness and interpersonal understanding among respondents. However, items related to self-regulation, such as "I can always calm down quickly when I am very angry" (Mean = 2.9038, SD = 1.53610) and "I am quite capable of controlling my own emotions" (Mean = 2.7308, SD = 1.44297), reveal challenges in emotional control.

Regarding project performance, items like "The products/services developed in the project were of a high value to customers" (Mean = 4.3558, SD = 0.92346) and "The project budget was meticulously kept" (Mean = 4.2019, SD = 0.79293) reflect strong outcomes in customer satisfaction and budgetary compliance. Conversely, lower scores for "The project met its planned schedule" (Mean = 2.6250, SD = 1.48904) indicate difficulties in adhering to timelines.

Regression Analysis The regression model demonstrated a high predictive relationship between emotional intelligence and project performance, with an R value of 0.905. The R Square value of 0.801 indicates that 80.1% of the variance in project performance is explained by emotional intelligence. The Adjusted R Square value of 0.757 further validates the model's robustness. The Standard Error of the Estimate (0.70700) reflects a reasonable degree of accuracy in predicting performance based on EI.

Conclusion

The study's findings unequivocally confirm the significance of emotional intelligence in improving project performance in the context of international development initiatives. Emotional intelligence, as demonstrated by an elevated degree of self-awareness, empathy, and social skills, fosters improved teamwork, coordination, and communication. These attributes contribute significantly to achieving positive project outcomes, including timely delivery, adherence to budgetary constraints, and high-quality deliverables.

However, the findings also highlight areas for improvement, particularly in the domain of self-regulation. The relatively lower scores in emotional control suggest that project managers and team members may benefit from targeted interventions to improve their capacity to manage stress, temper, and challenging situations effectively.

The necessity for organizations to priorities emotional intelligence in their project management frameworks is underscored by the strong positive correlation and predictive relationship between project performance and emotional intelligence. Training programs that are designed to enhance emotional intelligence competencies could be instrumental in fostering a positive emotional atmosphere, enhancing collaboration, and driving project success.

In summary, emotional intelligence is a critical factor in the success of international development initiatives, Organizations can establish a favorable environment for obtaining superior results in complex and dynamic project environments by capitalizing on the strengths of emotional intelligence and addressing its challenges.

References:

1. Ahsan, K., & Gunawan, I. (2010). Analysis of cost and schedule performance of international development projects. International Journal of Project Management, 28(1), 68-78.
2. Amalfitano, D., Fasolino, A. R., Tramontana, P., De Carmine, S., & Memon, A. M. (2012, September). Using GUI ripping for automated testing of Android applications. In 2012 Proceedings of the 27th IEEE/ACM International Conference on Automated Software Engineering (pp. 258-261).
3. Ashkanasy. (2002). Studies of cognition and emotion in organizations: attribution, affective events, emotional intelligence and perception of emotion. Australian Journal of Management, 27(1), 11-20.
4. Ashkanasy, N. M., & Dorris, A. D. (2017). "Emotions in the workplace". Ann.m Rev. Organizational Psychol. Organizational Behav, 4(1), 67-90.

5. Aziz, A., Ahmed, F., Aziz, M., Fayyaz, M., & Abid, N. (2019). Impact of emotional intelligence on individual and project team performance in information technology projects under the moderating role of task interdependence. Journal of Security Studies and Global Politics, 4(1), 1-9.
6. Barczak, G., Lassk, F., & Mulki, J. (2010). Antecedents of team creativity: An examination of team emotional intelligence, team trust and collaborative culture. Creativity and Innovation Management, 19(4), 332–345.
7. Bar-On, R. (2000) Emotional and social Intelligence: Insights from the emotional quotient inventory,pp. 363-388). San Francisco, CA: Jossey- Bass, 12(3), 234–267.
   Bowling, A. (2005). Mode of questionnaire administration can have serious effects on data quality. Journal of Public Health, 27(3), 281-291.
8. Burney, S. (2008). Inductive and deductive research approach. Retrieved, 9(21), 54-68.
9. Buvik, M., & Tvedt, S. (2017). The influence of project commitment and team commitment on the relationship between trust and knowledge sharing in project teams. Project Management Journal, 48(2), 5–21.
10. Carden, L., & Egan, T. (2008). Does our literature support sectors newer to project management? The search for quality publications relevant to nontraditional industries. Project Management Journal, 39(3), 6-27.
11. Caruso, D. R., & Salovey, P. (2004). The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership. New York: John Wiley & Sons.
12. Cheung, S. O., Yiu, T. W., & Lam, M. C. (2013). Interweaving trust and communication with project performance . Journal of Construction Engineering and Management, 139(8), 941–950.
13. Child, J., Faulkner, D., & Tallman, S. B. (2005). Cooperative strategy (2nd eded.). New York: Oxford University Press.
14. Christie, A., Jordan, P., & Troth, A. (2015). Trust antecedents: emotional intelligence and perceptions of others. 23 (1), . Int. J. Organ. Anal., 23(1), 89–101.
15. Chun, J., Litzky, B., Sosik, J., Bechtold, D., & Godshalk, V. (2010). Emotional intelligence and trust in formal mentoring programs. Group Organ. Manag, 35(4), 421 455.
16. Clarke, N. (2010). Emotional intelligence abilities and their relationships with team processes. Team Performance Management: . An International Journal.
17. Cochran, W. G. (1977). Sampling techniques (3rd ed.). New Yark: John Wiley & Sons.
18. Judge, T. A., Colbert, A. E., & Ilies, R. (2004). Intelligence and Leadership: A Quantitative Review and Test of Theoretical Propositions. Journal of Applied Psychology, 89(3), 542–552. https://doi.org/10.1037/0021-9010.89.3.542
19. Kellett, J. B., Humphrey, R. H., & Sleeth, R. G. (2006). Empathy and the emergence of task and relations leaders. The Leadership Quarterly, 17(2), 146–162. https://doi.org/10.1016/j.leaqua.2005.12.003
20. Khoshhal, K. I., & Guraya, S. Y. (2016). Leaders produce leaders and managers produce followers. Saudi Medical Journal, 37(10), 1061–1067. https://doi.org/10.15537/smj.2016.10.15620
21. Kitsios, F., Papageorgiou, E., Kamariotou, M., Perifanis, N. A., & Talias, M. A. (2022). Emotional intelligence with the gender perspective in health organizations managers. Heliyon, 8(11), e11488. https://doi.org/10.1016/j.heliyon.2022.e11488
22. Lee, C., Li, Y., Yeh, W., & Yu, Z. (2022). The Effects of Leader Emotional Intelligence, Leadership Styles, Organizational Commitment, and Trust on Job Performance in the Real Estate Brokerage Industry. Frontiers in Psychology, 13, 1–21. https://doi.org/10.3389/fpsyg.2022.881725
23. Malekar, S. (2007). Emotional Intelligence-Self Awareness. Review of Professional Management- A Journal of New Delhi Institute of Management, 5(2), 46–104. https://doi.org/10.20968/rpm/2007/v5/i2/100966
24. Marler, J. H., Liang, X., & Dulebohn, J. H. (2006). Training and Effective Employee Information Technology Use. Journal of Management, 32(5), 721–743. https://doi.org/10.1177/0149206306292388
25. Mazzetti, G., & Schaufeli, W. B. (2022). The impact of engaging leadership on employee engagement and team effectiveness: A longitudinal, multi-level study on the mediating role of personal- and team resources. PLOS ONE, 17(6), e0269433. https://doi.org/10.1371/journal.pone.0269433