

**CAPITAL UNIVERSITY OF SCIENCE AND
TECHNOLOGY, ISLAMABAD**



**Impact of Emotional Intelligence on
Project Performance, Mediating Role of
Relationship Conflict Moderation of
Organizational Culture in Small and
Medium Construction Projects**

by

Muhammad Yasin

A thesis submitted in partial fulfillment for the
degree of Master of Science

in the

Faculty of Management & Social Sciences

Department of Management Sciences

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I am dedicating this research work to my respected and dearest parents who always stood with me in all tough and struggling times, they at all times inspired me to reach my objectives. To my wife, who always inspires and encourages me during all the bad and disturbing times of my life. To my beautiful and lovely children who always morally supported me during this research study. To my beloved brothers, friends, teachers, and colleagues who supported and encouraged me for this work. The inspiration and helpful behavior of the lovely family made me able to conduct and complete this study.



CERTIFICATE OF APPROVAL

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Abstract

The current study aimed to investigate the impact of emotional intelligence on project performance in small and medium construction projects. This study also investigated the mediating mechanism of relationship conflict, along with finding out the moderation effect of organizational culture on an association among relationship conflict and organizational culture. In this research, data were collected from employees working on small and medium construction projects across Rawalpindi and Islamabad region. The data was analyzed using regression analysis through SPSS. The study results showed that emotional intelligence strongly affects project performance. Results showing that emotional intelligence is positively and significantly associated to project performance. Emotional intelligence is negatively associated to relationship conflict. The study found that relationship conflict influences negatively and significantly the relationship between emotional intelligence and project performance which shows there was mediation. Furthermore, organizational culture don't moderates the relationship between relationship conflict and project performance. The limitation and future directions are also discussed.

Keywords: Emotional Intelligence, Relationship Conflict, Project Performance, Organizational Culture.

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Abbreviations

CI	Confidence Interval
DV	Dependent Variable
EI	Emotional Intelligence
IV	Independent Variable
LL	Lower Limit
M	Mediator
OC	Organizational Culture
PP	Project Performance
RC	Relationship Conflict

Chapter 1

Introduction

Emotional intelligence is reflected as a fairly novel and rising field of study involving a wide spectrum of interests (Zeidner, Matthews & Roberts, 2004). In 1920, Thorndike revealed emotional intelligence as a concept and said for the first time that it acts as a talent to recognize one's personal and others' sentiments, intentions, and actions for their positive control and usage. Leuner invented emotional intelligence in 1966, and Bar-On used the term Emotional Quotient (EQ) in 1988. Emotional intelligence has generated increasing interest since the 1990s, exclusively among psychologists and scholars who have established different models and explanations for it. Mayer, Solvey, and Caruso (2000), who are famous for their psychological ability modeling, shared their initial purpose for emotional intelligence and said that EI is the basic mental skill to handle the emotional matters between project team members; The second abstracted emotional intelligence as a concept was developed later on that encompassed a combination of mental abilities and other features, such as personality characteristics.

In construction projects, relationship conflicts arise between teams when workload increases. The young people will develop a logic of their personality and independence within their individualistic cultures and eventually destroy close relationships between teams. This entitles maturity as a tenure of improvement categorized by high popularity and worth of interpersonal conflicts as miniatures of the relations among youngsters' dealings and their improvement as characters (Collins & Laursen, 1992). Various terms such as challenging versus ignorant,

destructive versus impassive, problem-oriented versus partnership, and apprehension for self-versus consideration for others have been suggested for various ways of reacting to conflict situations (Markus Kitayama, & Heiman 1996; Sternberg & Dobson, 1987).

Nowadays, as the world progresses towards globalization and an increasingly competitive atmosphere, evaluation of performance has become very essential. Over the past thirty years, the study of performance measurements has gained considerable attention. The performance measurement has extended to several businesses and to the construction industry. Production performance studies have recognized a range of areas for enhancement by highlighting the requirement for performance measurement (Latham 1994; Egan 1998). Performance is measured by seeing that how an organization accomplishes the objectives effectively (Kagioglou, cooper & aouad 2001).

The concept “culture” generally denotes a fairly established set of principles, standards, and manners believed by the public or any administration. Though it is derivative from community sociology as a structure for accepting historical civilizations (Kotter and Heskett, 1992), in the context of organizations, the concept of culture was recently widely used. In particular, the corporate culture was used to justify Japanese economic gains over American businesses by developing a high level of performance dedicated to a shared framework of standards, principles, and expectations (Denison, 1984; Furnham & Gunter, 1993). It has been proposed that the economic success of different countries is expressed in culture (Hofstede, 1980; Hofstede and Bond, 1988). The notion of business culture also assists in delivering a foundation for accepting the variances that may happen among successful corporations operating within the same national culture (Schein, 1990). For example, Peters and Waterman (1982) argued that successive administrations had assured “excellent” cultural traits. Ouchi (1981) had a similar association among corporate culture and production growth, while Deal and Kennedy (1982) claimed the significance of a “solid” culture for an effective administrative achievement.

The construction industry has many forward, and backward linkages to other sectors and it is an important sector for the economy that also contributes significantly to socio-economic development and employment (Farooqui, Ahmed &

Lodi, 2008). Nowadays, the construction industry is the second largest industry in Pakistan after agriculture. Approximately 30-35 percent of jobs are associated with this sector directly or indirectly. Pakistan is giving a boost to the construction industry as it plays a significant role in providing jobs and support to the economy. For growing national income, it is critical to growth in this sector as it is amongst the largest sectors that provide jobs within the country as well as a key factor for the economic improvement of Pakistan (Azhar, Farooqui, & Ahmed 2008).

The construction industry has a bad face and is infamous where cost baselines and project costs are concerned, More than 90 percent of projects are delayed and become over-budgeted or entirely uncontrolled either due to lack of funds or mis-handling at different ranks (Nawaz, Shareef, & Ikram 2013). In the construction industry, it is also an issue that the labor and staff are not much trained as Khan (2019) argued that well trained and highly skill worker does not want to work in the construction industry due to poor working conditions. It is also included that in small and large companies, there is much difference as large companies have some better safety and other policies, but most workers are not aware of that. Small and medium industries are the best for boosting the economy.

According to SMEDA SME policy 2007, small and medium enterprises consists employees upto 250 and upto 25 million rupees paid up capital. By revolution in the small and medium construction projects, the production capability may amplify which has a major influence on the rise of economic and social growth. It might be said that Pakistan's economy is an economy of small and medium industries (Subhan, Mehmood, & Sattar, 2013). The research showed that it is compulsory to boost the performance of small and medium construction projects for growth in the economy like in the developing country Pakistan. For enhancing performance, construction companies should adopt new operational and managerial methods to meet the requirements of technological, organizational, and sustainable development, to attain the most effective production or construction process (Havenvid,2015; Seaden,& Manseau, 2001).

It is considered that projects have a creative environment where various parties with different skills and techniques working to address a specific problem within

the given schedule and resources are concerned. Construction projects are difficult because they encompass huge asset investments, consist of numerous disciplines, involve extensively dispersed project contributors, and have constricted schedules, and rigid quality standards (Alshawi & Ingirige, 2002). In construction, the small and medium projects have their significant value and contribution to the economy as Lijauco, Gajendran, Brewer, & Rasoolimanesh, (2019) argued that small to medium enterprises (SMEs) are a substantial part of the construction industry, hiring almost 65% of the workers and contributing 50% to the production. By Improving the performance of small and medium projects, they have a great assistant to the economy and can produce more jobs. As unsuccessful project causes harm to project stakeholders, unfortunately, several projects fail to be completed within the scope, schedule, and budget constraints(Maqbool, Sudong, Manzoor, & Rashid 2017).

If a construction project can't satisfy the stakeholders nor is completed within schedule, budget, and specifications, it would be considered incomplete and undelivered (Samsudin, Adeleke, & Ajibike, 2020). Performance is measured by seeing that how an organization accomplishes the objectives effectively (Kagioglou, cooper & aouad 2001). Th performance assessment has come to be a generally used tool for corrective strategies, evaluating processes, and managing human resources (LaBarre, & El-adaway, 2013). Inside the perspective of a project, the success of that project might be different from the client and the project team as one may determine that a responsive and well-timed deliverable is measured to be successful from both the client and the team, the client may emphasize the physical characteristics of project deliverables, and the team is further concerned for techniques through which the deliverables are planned and formed (Rad & Levin, 2004).

The research study describes the project performance at six stages including cost analysis, benefits analysis, successful ratio, product quality, process improvement, and technology innovation (Ho & Tsai 2006). It also argued that project performance or success is usually defined by how a project is performed in the best ways and completed in a given time, costs, quality, and customer satisfaction (Hughes, Tippet & Thomas, 2004; Verma, 2013). For successful project delivery, only the

project manager is not responsible, the project team is assembled to support the project (Adams, 2009). To complete projects successfully, it is not only necessary to have technical knowledge. Project leadership is a people-related factor (Anantatmula, 2010). It is impossible to manage or guide team members by hard-skills or technical ability only (Goleman, 1998a; Toor & Arain, 2012).

Project managers use most of their time interacting with team members and stakeholders (Maqbool, Sudong, Manzoor & Rashid, 2017). That means the awareness of positive interactions is a key to the success of a project (Blattner & Bacigalupo, 2007). An experienced project executive should have a good understanding of the project goals. Additionally, as a leader of the firm, they should be consistent and active in performing their responsibilities. Effective project performance and management of project are dependent on social collaborations and emotional intelligence which are categorized as soft skills. Stakeholder's administration and project management involve soft-skills as well as personal ability, interpersonal skills, and team abilities (Allen, Carpenter, Dydak & Harkins, 2016).

According to a research, the social side of project administration never has to be overlooked. The talent to control individuals, feelings, and connections is a game-changing competency for present-day project managers (Maqbool et al., 2017). Self-awareness is an essential personal skill that has been acknowledged by scholars (Allen et al., 2016; Whetten & Cameron, 2015; Toor & Arain, 2012). Emotional intelligence is an extraordinary soft-skill that competent project administrators and project groups reveal regularly. (Goans 2019). Founded in earlier research undertakings and literature reviews, some of the most effective elements on project outcome comprise leadership, emotional intelligence, organizational culture, and geography (Jones, 2017a; Davis, 2011; Anantatmula, 2010; Yazici, 2009; Koehn & Brown, 1985).

Project managers having emotional intelligence possess a habit of creating a positive operational environment through meaningful interactions with workers who like support through tense conditions (Langhorn, 2004). According to some researchers, emotional intelligence is "a set of social skills that might be established" (Boyatzis, Rochford & Cavanagh, 2017). Furthermore, some argued that emotional intelligence is an inherent individual attribute (Bar-On & Parker, 2000);

however, others view emotional intelligence is a capability that can be attained and established (Goleman, 1998b). Through this research, emotional intelligence can be observed as a talent, a manner, a proficiency, or a quality. Whatsoever it is, emotional intelligence is extraordinary as it creates a change in the project setting (Zhang & Fan, 2013, Trejo, 2016).

Another research supports this idea as Daniel Goleman who is considered the world's talented professional on emotional and social intelligence states that emotional intelligence is an ability which assists persons in gaining and growing their skills (Goleman, 2018). Goleman (2014) argued that emotional intelligence is made up of five parameters: 1, Self-awareness, 2, Handling emotions, 3, Inspiring others, 4, Displaying compassion, and 5, Remaining associated. Unlike general intelligence (IQ), emotional intelligence is associated with social intelligence and can be learned from time to time as individuals attention to those measurements that are missing (Goleman, 1995; Johnson, 1999).

According to the literature, Emotional Intelligence is a dominant and leading ability that has a straight affect on project management and finally, project achievement. Through emotional Intelligence or emotional-social Intelligence, the performance of a project manager can be checked, which tells how they are competent to deal with people (Clarke, 2009). Chopra & Kanji (2010), argued that "emotional intelligence is powerful than cognitive abilities in resolving issues and defining who will be on top".

Small and medium projects have significant importance as these quickly build trust and commitment within project team members. In such an environment, a project manager or leader who is emotionally intelligent can build trust fast and encourage commitment from workers by developing personal relations (Clarke, 2009). These can be developed with excellent communication, an optimistic attitude, and motivational dealings. For effective communication and sharing information, influential teamwork is also considered to be the best practice. The dynamic nature of project supervision involves good decision making, which is based on correct information (Li, Gupta, Loon & Casimir, 2016; Slevin, 1985). Awareness and information continuously vary. Successful decision-makers proceed with this obsession by account and depend on the open and regular exchange of information between project

employees and stakeholders. Thus, the manager's emotional intelligence skills enhance knowledge exchange between the project team members and stakeholders (Clarke, 2009). Among other things, project success is dependent on leadership capability and emotional Intelligence (Muller & Turner, 2010). Project managers and leaders must take into consideration the people's element and through emotional intelligence, can use the best strategies and methods. Sy & Cote (2004) said that emotional intelligence is the capability to recognize emotions in others and express one's emotions; utilize emotions to lead thinking in yourself and others; realize in what way emotions drive, and control and adjust emotions in yourself and others. To manage well, understand, express, and regulate the other's emotions in a social setting, it's necessary to gain and use emotional intelligence. It contains the talent to diagnose, recognize, answer back, and control the emotions of others in that similar social circumstances (Maamari & Majdalani, 2016).

All pieces of evidence showed that emotional intelligence had been promoted as the foremost contributing feature for the performance of teams and it contributes more to the encouraging approaches, acts, and consequences (Goleman, 1998; Goleman Boyatzis, & Mckee, 2013; Wong and Law, 2002). Thus, the literature supported the idea to use emotional intelligence for enhancing the performance of the project and argued this as a key feature. Emotional intelligence is a major forecaster of crucial administrative results exclusively in the periods of 'affective revolution' in management education. (Sony, & Mekoth, 2016).

Hence, the project administrators with an extraordinary level of emotional intelligence are encouraged enough having a productive influence on team associates and by providing them justifications about work-related new hitches and complications (Mount, 2006). The author has raised the idea of this research based on some literary gaps in the relationship between emotional intelligence and project performance, such as Xiang, Yang, and Zhang (2016), have concentrated only on two elements (awareness of the feelings of others and management of the feelings of others) of emotional intelligence out of four components (awareness of one's feelings, management of one's feelings, awareness of others'.

Though emotional intelligence seems to be related to performance and valid results in project settings, the suggestion of its effect is, however, partial (Ashkanasy

& Dorris, 2017; Maqbool et al., 2017). Earlier research was unsuccessful in apprehension about the impact of emotional intelligence between project employees, and stakeholders engaged in small and medium construction projects, and composite project atmospheres, which is expected to reason the confident guidance of emotional intelligence to be misjudged. (Khosravi, Rezvani, & Ashkanasy 2020).

It's essential to deal with mutually experimental and theoretical consideration to the impact of emotional intelligence on the performance of project team members in small and medium-scale construction projects. The core of the mechanisms to study the relationship between emotional intelligence and project performance leftovers unknown to small and medium construction projects. The main aim of this study is to test the relationship between the emotional intelligence of project workers and project performance in small and medium-scale construction projects.

The secondary objective is to explore the result of conflicts as mediators between emotional intelligence and project performance, with a focus on interpersonal conflicts, which (Khosarvi et al., 2020) also examined this model in the large scale construction projects and suggested the research with different strategies and different socio-economic circumstances and on other types of project. Researchers also characterized the common forms of conflicts between construction project teams (Wu et al., 2017). According to this conflict, the project team members adversely disturbs project performance by enhancing pressure and anxiety. Furthermore, conflict can also decline performance by confusing workers, damaging professional and personal relations. However, emotional intelligence can decrease such conflicts (Ashkanasy & Dorris, 2017).

The third objective of this research is to measure the role of organizational culture as a potential moderator of the conflict and performance relation. In this regard, researchers (Khosarvi et al., 2020) also suggested examining this moderator in the conflicts and performance relationship. The study confirmed that organizations with robust culture are extra likely to finish projects in a given schedule, in the financial plan, and acceptably, are more productive with a sustainable and viable benefit (Yazici 2011). Organizational culture motivates open and productive discussion and information among project stakeholders and reduces the threats of

conflict in small and medium-sized construction projects. An organizational culture that encourages project visibility and improves communication is essential for project performance. Projects which encourage teamwork and secure communication between project team members are expected to perform better (Yazici 2011). Supportive organizational culture can, consequently, moderate the negative impact of conflicts. Hence, our assessment of the moderating role of Organizational culture boosts our thought that exactly how and in which situations the destructive influence of conflict on project performance weakens in small and medium-scale construction projects.

1.1 Gap Analysis

When an area or topic is untouched in previous studies or if work done in the said area is deficient or not giving proper answer to your given problem, in this situation, there is much research found on emotional intelligence relating to project consequences as project success and performance, and it has been demonstrated that there is a constructive association between emotional intelligence and project outcome (Salovey & Mayer, 1990). Earlier research has not found the impact of emotional intelligence between project employees, and stakeholders engaged in small and medium construction projects, and composite project atmospheres, which is expected to reason the confident guidance of emotional intelligence to be misjudged. (Khosravi, Rezvani, & Ashkanasy 2020).

The earlier research fails to acknowledge the effect of emotional intelligence in small and medium-scale construction projects. However, researchers like Jordan, Dasborough, & Daus (2010), while supporting this study, said that defining the effect of emotional intelligence in dissimilar contexts is essential. In the relationship of emotional intelligence and project performance, a gap has been recognized as according to the scholars the study was incomplete as there was only one industry engaged into attention which was of defence and also the country was different (Rezvani, Chang, Wiewiora, Ashkanasy, Jordan, & Zolin, 2016). (Khosarvi et al., 2020) also examined this model in large scale construction projects and suggested research with different strategies and different socio-economic circumstances and

on other types of project. Researchers like (Khosarvi et al., 2020) also suggested examining culture as a moderator in the conflicts and project performance relationship.

Project performance has a critical role in small and medium construction projects. It has ever been of massive interest to construction scholars but has not been well investigated in the case of small and medium-scale construction projects and the related companies in a developing country like Pakistan.

The author is keeping a view of this gap because there are cultural and industry gaps in the previous researches. In this thesis, the author tries to find and extend this gap. For this purpose, the author has decided to explore the influence of emotional intelligence on project performance with the mediation of conflicts and moderation of organizational culture in small and medium-scale construction projects in a non-western sample through a cross-sectional study.

1.2 Problem Statement

The research found on emotional intelligence relates to the project consequences as project success and performance, and it has been demonstrated that there is a constructive association between emotional intelligence and project outcome (Salovey & Mayer, 1990). The major problem is that the team members and managers are lacking in emotional intelligence, thus they are lacking to understand, control and regulate the emotions of self and other's, that's why project performance remains low in small and medium construction projects. The employee who faces any bullying or low controlled actions, as a result, suffers from relationship conflict among supervisors and employees; thus, developing a point of anxiety in numerous organizations. Emotional intelligence is an aspect that impacts project's efficiency. In its most outstanding processes in management and psychology, emotional intelligence plays a key role in the current latest decade.

Project managers are in trouble to understand and regulate their emotions and feelings with lower emotional intelligence. On the other hand, the literature has also ignored the influence of emotional intelligence on the performance of small

and medium construction projects. Several studies have defined emotional intelligence in their research work, but the key issue in project management literature is that the fundamental mediating and moderating process by which emotional intelligence influences the performance of the project is widely overlooked. Moreover, the research works are mostly conducted in the western framework, and different industries and minimal studies exist in developing countries like Pakistan. Emotional intelligence is a significant variable that has remained to a great extent investigated. Nevertheless in the field of project management, it is still measured as a comparatively novel idea especially in the field of construction, like small and medium-scale construction projects. Emotional intelligence is useful in considering the feelings and approaches of employees, stakeholders by keeping them inspired during the project.

1.3 Research Questions

Keeping in view small and medium construction projects, the writer arose these research questions that the writer as a researcher needs to find out,

Question 1:

What is the association between Emotional Intelligence and Project Performance?

Question 2:

What is the effect of Emotional Intelligence on relationship conflict?

Question 3:

What is the effect of relationship conflict on Project Performance?

Question 4:

Do conflicts (Interpersonal/relationship) negatively mediate the relationship between Emotional Intelligence and Project Performance?

Question 5:

Does organizational culture play a moderating role between conflicts (Interpersonal/ relationship) and Project Performance?

1.4 Research Objective

The overall goal of this study is to develop and investigate the model by understanding the relationship between emotional Intelligence and Conflict (Relationship) and project performance.

Furthermore, Organizational Culture is a moderator to the relationship discussed above. Relationship Conflict is added as a mediator in this thesis to examine the impact of whether or not it mediates the relationship. The specific goals of the study are listed below:

1. To examine relationship between Emotional Intelligence and Project Performance.
2. To examine the relationship between Emotional Intelligence and Relationship Conflict.
3. To study the relationship between Conflict (Relationship) and Project Performance.
4. To study the mediating role of Conflict (Relationship) between Emotional Intelligence and Project Performance.
5. To examine the moderating effect of Organizational Culture between Emotional Intelligence and Conflict (Relationship).

1.5 Significance of the Study

This study will suggest that if the emotional intelligence of a project manager is high, it will have a constructive influence on project performance. This research will provide evidence that if in Pakistani perspective emotional intelligence is set as foremost than it deserves then the project performance will increase and by using this the performance of projects will enhance in the project management area, especially in construction. This study has direct applications in project-based organizations, specifically the small and medium construction sectors of

Pakistan. The study is important because most of the employees are lacking in EI that creates issues in the workplace, and it causes personal conflicts disturbing project efficiency and effectiveness.

The earliest and primary cultures considered are emotional intelligence and project performance in different cultures and industries. Now the relationship between emotional intelligence and project performance in small and medium-scale construction projects is the new contribution of this study. Secondly, the effect of emotional intelligence on conflict(interpersonal) will be a new contribution. The effect of conflict(interpersonal) on project performance will also be investigated in this study, and the indirect effect of emotional intelligence through conflict(interpersonal)on project performance will make a new contribution to this study. The third objective of this research is to measure the role of organizational culture as a potential moderator of the relationship conflict and performance relation. Moreover, the fourth and last is that this research will contribute in a new way to the knowledge. In earlier literature, scholars have not studied the moderation of organizational culture on relationship conflict and project performance relationship. This is indeed a new contribution to this study.

The main focus of this study is emotional intelligence influence on project performance and its significance in small and medium-sized construction projects. Scholars suggested that the project manager needs to be highly emotionally intelligent so that they can regulate the emotions of others and himself and he should be highlighting sincerity, openness, authority and generate situations for workers to share the knowledge and creative concepts, expression of views by inspiring them to apply beneficial and innovative ideas. Scholars concentrated on technical features of the project and generally overlooked the significance of social, as projects are exclusive and sophisticated, for this social feature is essential, and Pakistan is also amongst the countries where teams face hounding conduct from their seniors and such actions lead to specific odd performance on employee's part, and leads project toward failure. This study will support to reduce negative behaviors and to maximize project efficiency by enhancing the EI of seniors solving the interpersonal conflicts. This study will benefit from generating attentiveness in teams to diagnose the unethical manners like harassment, verbal abuse, and damaging

whereabouts, and their effect on project efficiency and will support to avoid the hounding disputes in organizations. It will be supportive in the project management literature, and it will expose that how the project efficiency is affected due to lacking in EI and relationship conflicts, as if the teams have lesser EI, it will build personal conflicts between them, and as an outcome, it will disturb project efficiency. This study will develop awareness in the individuals on how they can control, regulate or overcome their emotions and can understand other's feelings and problems by increasing project efficiency. This study will lead the HR department and senior stakeholders on how they can train their teams to react with each other and how to enhance EI and reduce relationship conflicts. This study will elaborate on the moderating role of organizational culture between relationship conflicts and project performance in the small and medium construction sectors of Pakistan.

1.6 Supporting Theory

Here are Some hypothetical views well-known by some known scholars. With the help of these points and views, the relationship between emotional intelligence and project performance have been developed. These variables are supported by emotional intelligence theory which is being used in the current study.

1.6.1 Emotional Intelligence Theory

Theories like social cognitive theory, affective events theory, and emotional intelligence theory are some hypothetical views which explain this study in detail. Emotional intelligence theory by Goleman in the best ways supports this notion and is considered to be the most appropriate for the variables and model which the author is using in this study. Goleman (1998) concluded that how someone recognizes and organizes certain strategies and ideas with his own thoughts, ability, and attention to others as well other individuals are characterized as emotionally intelligent. Salovey & Mayer (1990) argued that observance and feeling the emotions of other individuals signifies their emotional needs. If people respond accurately

and effectively to their feelings, they may make proper decisions to release themselves from negative thoughts or to ensure positive reactions. (Xiang et al., 2016). According to Mayer and Salovey (1997), emotional intelligence contains the evaluation of feeling in self and others, the appearance of feeling, controlling of emotion in self and others, and the practice of emotion in resolving issues. Researchers also said that responsibilities which involve further emotional handling, like tasks containing personal communications, are additionally to be associated with emotional intelligence than responsibilities that contain sophisticated aptitude or scheduling effort (Linderbaum, & Jordan, 2011).

Fullan, 2002 has given a detailed view that the executives who are identically attentive to junior's thinking and are thoughtful to the people's sentiments as on-site juniors not only need to remain in interaction with one another but also have to give the honor to other individual's feelings. Goleman (2001) argued that self-consciousness means that how somebody is polite and thoughtful to any person's feelings and moods as it's a problem of gesture. One concept is that construction companies are mindful that workers who gain excellent management and control skills to strengthen their relationships and skills need guidance to better succeed. The abilities of somebody's teamwork are enriched with emotional stuff, and the incapability to identify self repeatedly comprises destructive effects for firms. Several researchers concluded that there is a necessity to improve particular operational relationships in the construction projects, but, numerous findings support that anxious by particular bold overviews generally encompass the industry (Loosemore & Galea, 2008). According to findings, self-awareness may be assumed to be associated with the individual's benefits and the implication of this specific theory. It is the crucial goal for selecting this theory for this thesis work.

Chapter 2

Literature Review

2.1 Emotional Intelligence and Project Performance

In construction projects, different contractors and parties work together making it essential for the project manager to understand and have the ability to recognize the emotions of others and support them with his emotions to feel them in a better and confident work environment to enhance project performance. Emotional Intelligence (EI) is admitted as a significant notion in the projects outstanding to its extraordinary motivation on performance rather than IQ (Goleman, 1996).

Goleman, 1998) also said that IQ is not the forecaster of performance. On the other hand emotional intelligence is the best practice for project deliverables. Dulewicz & Higgs, (2000) and Goleman (1995) both concluded that intelligence quotient (IQ) is not comparable to emotional intelligence (EI), as EI is two times more important than IQ. In their research, many scholars show that emotional intelligence is important when it comes to corporate communications forecasting (Malouff, Schutte, & Thorsteinsson, 2014). Northouse (2018) recommended in his research that a singular individual who can control his sensations is also competent to comfort others with his opinions. The emotional intelligence of the executive has a progressive result on the project accomplishment (Pryke, Lunic, & Badi, 2015).

The thoughts and feelings of team members change when the work environment changes (Weiss & Cropanzano, 1996).

Mayer and Salovey (1997) concluded that emotional intelligence (EI) has four characteristics: the talent to observe, to integrate, to recognize, and to control emotions in self and others. Linderbaum and Jordan (2011) argued that Emotional Intelligence is a significant factor for project success. A project executive's principal duty is to attain project goals as a leader, and it is possible to achieve by concentrating equally on the sensible and sensitive sides of a project and spending a combined methodology. Leban and Zulauf (2004) said that emotional intelligence deals with the process of thinking that needs to adapt employees to understand the emotional structure that identifies problems.

Emotional Intelligence (EI) has been frequently acknowledged as a fundamental management ability, which has the first impression of how manager deal with others substantially with the condition in the extremely composite project's situation (Joseph & Newman, 2010). On these bases, it can be argued that EI is associated with professional skills and the understanding that project management is essentially defined by just professional techniques or qualifications (Fisher, 2011). Researchers like Muller and Turner (2007 b) have claimed that professionals like a project manager must have the emotional intelligence to increase project performance in challenging projects. Notably, his research tells us that the talents of a leader to identify and to govern feelings of himself and others for enhancing improved quality outcomes and for forming significant dealings with all participants is essential.

Another perception argued that project performance might be enhanced by strengthening social manners and personal talents through emotional Intelligence (Cacamis, & Asmar, 2014).

Emotional Intelligence (EI) and the style of management is essential for the project manager to decrease the chances of project failure. Successful projects are assets for organizations and communities (Seyedsafi, 2017). To enhance the project success, organizations change the team members roles. Employees have also been placed in self-management role and are directly responsible for their performance.

Employees have to work as a team to achieve complex organizational goals. Emotional intelligence is a mixture of skills and abilities (Baral, 2017). In construction project activities, a career with extraordinary emotional team member and a project manager to deal with highly emotional team member must identify the styles of emotional intelligence for an efficient response that can positively influence their performance, in the construction industry. (Hee, & Euna 2016).

Naseer, Chishti, Rahman, and Jumani (2011) stated that emotional intelligence is essential to enhance project performance and highlighted that a person who identifies with the performance may reduce stress and can encourage others to govern challenging exclusive dealings with himself and others and can form decent operational atmosphere to gain good results. Naseer et al., (2011) also revealed that a project manager with high emotional intelligence can control and manage the project better than a project manager with low emotional intelligence. Hence, administrators who contribute emotionally develop an extremely emotionally intelligent group that enhances their passion for the performance and success of any project.

Khosarvi et al., (2020), in their recent study, explored the relationship between EI and project performance in the circumstance of large-scale structure developments. Mainly, it recommends a model indicating a positive relationship between EI and project performance. Additionally, scholars like (Buvik & Rolfsen, 2015; Toor & Ogunlana, 2008; Pisarski, Chang, & Ashkanasy, 2014) have publicized that practical project completion is mainly influenced by human talents, own qualities, and the capabilities of project superiors and supportive staff, not only by technical talents.

Research also revealed that people with high EI also have a habit of encouraging optimistic attitudes and sensations on the site where they work (Ashkanasy & Dorris, 2017). It also revealed that high emotional intelligence managers could decrease feelings-related difficulties as well as tension and exhaustion (Urda & Loch, 2013). If project managers and team members have low emotional intelligence, it might be said that the project performance will be low as the researchers also found that the worker's emotional intelligence skills can affect team and project performance (Rezvani & Khosravi, 2018). In previous research, Rezvani & Khosravi,

(2019) revealed that teams with lower emotional intelligence are involved in extra stress, tensions, and personal issues due to which project performance gets affected and remained low. Similarly, it seemed that if the team members are emotionally lacking, they will face different issues, due to that overall project performance will get disturbed. The project team and stakeholders with low EI diversely affect the project performance as they are involved in hindrance, negativity, and stress (Sheldon, Dunning, & Ames, 2014).

Thomas & Mengel, (2008) concluded that executives lack in emotional intelligence (EI) and are further disposed to capability spoiling, apprehension and substandard work performance which actually affects the challenging projects. Moreover, there are threats and complications during the projects and the workers expend sufficient spell collectively for the purpose that of which they may practice confusion. The workers can feel a rise in conflict and nervousness. Furthermore, Kirchoff, Omar, & Fugate, (2016) specialists concluded that if emotional intelligence is poor in teams, performance will be poor; ultimately the project will delay or fail. When teams lacking in EI do not do reasonably; alternatively, they form their engagements and resolutions on sentiments and instinct, which results in weak performance (Stanczyk, Foerstl, Busse, & Blome, 2015).

Therefore, the literature suggests to hypothesize that:

H1: There is a positive and essential relationship between emotional intelligence and project performance.

2.2 Emotional Intelligence and Relationship

Conflict

Conflicts are the negative emotions by different persons which can produce anger, anxiety, depression, and tension concerning different stakeholders and can damage project performance and deliverables. So, emotionally better project executives can handle the situation in the best ways by reducing the conflicts in teams and can use this in the best possible constructive ways in small and medium-scale construction projects and through this can increase the project performance. Otherwise,

relationship conflict might be a significant risk for the organization and can disturb the objectives to complete the project. The second edition (PMI, 2007) concluded and compiled 24 project management practices which include four major areas as communication, teamwork, concentration management, and conflict management. The author can argue that managing conflict or adopting conflict management strategies are more critical in any project. The research suggests that conflict management strategies are influenced by emotional intelligence; managers must develop emotional intelligence to be useful in conflict management and strategies to resolve (Basogul, & Ozgur, 2016).

On construction projects, different parties and contractors are involved, so there might be some conflicts among these and their workers that can affect the project performance. To reduce these conflicts, managers and team members must develop supportive behavior through which trust will increase, and team members' performance will increase which will lead to the successful completion of the project (Lee, Chong, Li, & Wang, 2020). Adverse conditions might be faced or occurred during the project phases and can build uncertain issues like frustration, tensions, and anxiety which can negatively affect the stakeholders. If the environment occurred like this, the manager should perform actively and emotionally with confidence and should manage the situation by motivating, boosting, and encouraging the stakeholders to get successful project delivery (Clarke, 2009).

A project manager should remain in contact with stakeholders and should encourage them to participate actively. Project managers should give full confidence to teams and ensured to everyone that they are valuable and can speak openly on any issue. Creative and encouraging discussions on several issues can give support for the best environment and can reduce harmful point of view between team members and leaders (Lencioni, 2002). Project executives should be aware of and have a good knowledge of decisive conflicts and harmful conflicts like interpersonal or relationship conflicts. Managers should empower team members to develop optimistic and supportive behaviors to overcome disputes between individuals. (Kouzes & Posner, 2002). Emotional Intelligence is fundamentally concerned with people's insights into their emotional feelings (Petridis, Mikolajczak, Mavroveli, Sanchez-Ruiz, Furnham, & Perez-Gonzalez, 2016). Mayer et al., (2016) concluded that

emotional intelligence is an ability to motivate truly with actions and information related to emotions and use this to increase performance. By increasing the thoughts and by using emotions, project managers can use them positively and actively in any worse situation. To understand and observe the emotions of others and understanding how they feel and react to emotion-related problems is an ability on the basis of which people choose emotion controlling approaches (Gebler, Nezlek, & Schutz, 2020).

Emotional Intelligence relies on two things in these situations including the awareness of emotions and controlling emotions. Emotional intelligence is a mental capacity and can be evaluated like traditional intelligence. Emotional intelligence measurement is the preferred self-reported scale using performance evaluations. (Rivers, & Brackett, 2020). It is also necessary during social dealings individuals not only need to evaluate and control their own emotions; they also need to follow the feelings of a communicated person to ease the communication and attain the objectives (Pekaar, van der Linden, Bakker, & Born, 2020). Robinson, Hull, & Petrides (2020) revealed that the individual with high social capabilities as emotional Intelligence is significantly associated with social welfare, and they can make excellent and outstanding decisions. Emotional Intelligence is contained on several features of how persons can analyze, control, and make use of their emotions for handling indifferent situations (Fu, Wilhelm, Wei, Zhou, & Schwarzer, 2020).

First of all, the manager has to know himself in the situation of conflicts, stress, and ambiguity. Additionally, he has to respond in an emotionally intelligent manner and creatively to deal with the situation, and he must constrain the practice of self-awareness and self-management (Karimi, Leggat, Bartram, & Rada, 2018). Gonsel, & Acikgoz, (2013) concluded that Self-awareness is the talent to express feelings and Self-management denotes the talent to discriminate between altered sentiments that impact one's thought practices (Gonsel et al., 2013). The thinking system is combined with emotional Intelligence, which familiarizes us with what makes logic to the responsive system, which alternatively familiarizes us with the troubles. (Leban et al., 2004). During the project, if any conflict arises, generally everyone tries the system or each other rather than in searching the problem's

solution (Jones, 2001). Project leaders have to show an active and useful approach to defuse conflict situations. Few studies had found that when the project manager is engaged in a conflicting situation, attitudes are related to actual behavior (Moeller, & Kwantes 2015). Interpersonal conflicts are known as harmful conflicts by various researchers. Interpersonal conflicts are linked to emotional exhaustion and distress, as well as a decrease in cardiovascular and immune function (Dijkstra, De Dreu, Evers, & van Dierendonck, 2009; Wright & Loving, 2011). Interpersonal conflicts are further possible to happen when individuals work together with each other and management of a project team. Interpersonal disputes are an essential part of the individual's approach to conflict management because the consistent approach used by the individual can positively or negatively affect the economic outcomes that are related to the interpersonal conflict in the business context (Gunkel, Schlaegel, & Taras, 2016). Most active organizations realize the mental state of their employees and continuously proceed with extraordinary concerns about problems that might put employees at risk. However, emotional intelligence is widely acknowledged that helps a team member to work together with others for project success. (Giao, Vuong, Huan, Tushar, & Quan, 2020). The project manager must use conflict management techniques to minimize relationship conflicts and their negative effects on the project team members and the project performance. (Hewitt, & Walz, 2020). After the literature review, the author hypothesizes that:

H2: Emotional Intelligence is negatively related to relationship conflict.

2.3 Relationship Conflict and Project Performance

The construction industry is nowadays facing disputes, conflicts, and claims as the most significant challenges. In the construction industry, different parties are involved in achieving the project goals, and disagreement takes place when a party interferes or opposes the other party to achieve their goals. Disagreements and interference from the other party cause negative emotions, anger, and frustration

(Chen, Jiang, Chen, & shim, 2004). These negative emotions, anger, and frustration are the bases for conflicts and may affect the performance of the project. The relationship conflicts if not correctly managed, may affect the project objectives negatively. Jehn (1995) argued that interpersonal and process issues are the problems for achieving project objectives and harm project performance. O'Neill, Allen, and Hastings (2013) also revealed that relationship and process conflicts are negatively related to project performance and objectives.

Furthermore, Wu et al., (2017); Jiang Lu, and Le, (2016) concluded that relationship conflicts if not managed correctly and in time, severely impact the project teams and project performance in construction projects. They added further that relationship conflict creates tensions and stress between the project team members and negatively impacts project performance. The project manager should keep an eye on relationship conflicts between project team members and sort out all personal conflicts to avoid any adverse effect on project performance. Studies like Liu, Chen, Chen, & Sheu (2011) confirmed that relationship conflicts impact negatively on project performance.

The studies showed that work conflicts extensively have a positive effect on project performance in megaprojects, so the formation of a fair team image helps to accelerate work conflicts. Process and relationship conflicts are interactively and negatively related to project performance (Wu, Liu, Zhao, Zuo & Zheng 2019). Lu and Wang (2017) found in their studies that project teams fail to handle or to resolve the conflicts. This will severely damage and create tensions among teams as well as make it difficult to gain project outcomes, such as schedule delay, over-budgeted, quality issues, and safety challenging. Jelodar, Yiu, and Wilkinson (2015) also found in a study for construction projects that relationship conflicts and disputes harm the project performance.

Earlier research by Jehn, Greer, Levine, and Szulanski, (2008) also verified that Relationship conflicts impact negatively upon the project performance. Also, personal conflict destructively upsets the capacity of an employee to effort smoothly and surges the figure of work hindrances that obstruct performance. De Dreu and Weingart (2003) found that team performance decreases by enhancing pressure and tension through the conflict task, and it is only possible by a constructive

impact in outstanding supporting culture. There are different types of conflict cultures in organizations, and some factors can predict the strength of a culture of conflict in organizations. Conflict cultures have a possible influence on organizational consequences and task and relationship conflict consequences (Hernandez & Noruzi, 2009).

Literature shows that relationship conflict decreases project team members' perception of performance in construction projects due to factors such as ignoring and low self-satisfaction (jiang et. al 2016). Literature additionally recommended that if relationship conflicts cannot be managed by supporting culture or technique or fail to use these conflicts in constructive ways, there might be tension, anxiety, frustration, and stress which will decrease the cooperation of team members and decreases the team performance and project performance as well. Thus, the author hypothesizes that:

H3: Relationship Conflict is negatively related to project performance.

2.4 Relationship Conflict as a Mediator between Emotional Intelligence and Project Performance

Previous associations are established between Emotional Intelligence and relationship conflicts and between relationship conflicts and project performance. This relationship gives a clear picture for the mediation of relationship conflicts between emotional Intelligence and project performance. Furthermore, it clears that relationship conflict among team members is working as a mediator between the association of emotional intelligence on project performance. Emotional intelligence is a talent through which the project manager can regulate and efficiently manage the emotions of self, team members, and also can motivate, encourage, and inspire team members to achieve the project success (Clarke, 2009). Emotional Intelligence is a capacity through which the project manager can identify, and control his own emotions and of the project team members as well (Boyatzis,

Rochford & Cavanagh, 2017). Positive feelings motivate employees for innovation and to perform well, and negative feelings create stress and tensions between individuals and the team (Li, Gupta, Loon & Casimir, 2016). Studies showed that conflicts due to negative feelings would destruct project development even after managed and resolved, but if emotionally dealt well, it would have a positive influence on project success (Chen et al., 2004). Azmy, (2012); Rezvani et al., (2016) found that the EI helps to resolve conflicts and difficult tasks between project teams.

In construction projects, there might be more conflict comparing to other industries that can destruct the project performance. The project performance is the indicator of team and management's performance (Craig, 2009). Project performance consists of project management strategy application within an organizational culture to get the project completed and to satisfy the stakeholders. Emotional intelligence has been proposed as a key factor for project performance and their contributions to more innovative good behaviors and to complete the project successfully (Goleman, 1998; Goleman Boyatzis, & Mckee, 2013; Wong & Clark Law, 2002). Management of emotions and conflicts becomes a challenge significantly for a project manager in construction projects nowadays (Chen, & Guo, 2018). Leaders need to improve and create EI as it has a significant influence on conflict management. Abilities necessary for an extraordinary level of EI are resolving complications, social relations, pressure controlling, and be an effective manager during conflicts (Basogul, & Ozgur, 2016). Further studies by Christie, Jordan, & Troth, (2015); Rezvani et al., (2016) concluded that EI is a significant talent for making interpersonal associations with others. It reduces conflicts with others, especially in construction projects.

Carmeli (2003) also found that managers with high emotional intelligence achieve their tasks better compared with their colleagues with lower emotional intelligence. Clarke (2010) also determined that emotional intelligence ability and understanding clarify the individual differences and issues between project team members that affect their performance. The value of emotional exertion from the project manager and the frequency of emotional expression can have a damaging effect

on project management ((Chopra & Kanji, 2010). If employees can communicate their feelings accurately and on time, they can take practical steps to free themselves from destructive feelings or to retain positive feelings (Xiang et al., 2016). EI supports cooperation and collaborative manners, and employees will be keener to share knowledge in timely planning and more motivated to support others, which will increase the speed of performance (Gunsel et al., 2013).

Seyedsafi (2017) also concluded that to avoid project failure and reduce uncertainty, EI is essential for project leaders. In construction, stakeholder conflicts are inevitable. Mutual conflicts can spoil employees to participate in the project team's performance fully and can cause difficult compound situations for team members (Mathieu, Heffner, Goodwin, Salas, Cannon-Bowers, 2000). Interpersonal conflicts are mutual pressures and personal dissimilarities and cannot be resolute by realities and statistics that can turn them into personal attacks and emotional dislikes, However, an individual can learn how to handle these issues (Edmondson & Smith, 2006). Additionally, emotionally intelligent groups generally confidently express their reactions; thereby, decreasing anxiety, strain, and frustration. (Barczak, Lassk, and Mulki, 2010; Christie et al., 2015). According to literature, EI helps to innovative thinking and motivate construction project teams to adopt the best strategies for conflicts, so the author hypothesizes that:

H4: Relationship Conflict mediates the association between EI and Project performance.

2.5 Organizational Culture as a Moderator between Relationship Conflict and Project Performance Link

Ideologies, views, and principles of conduct guide how a project employee executes tasks. These all show the organizational culture. Organizations want a capable team. In organizations management practices, organizational culture, and the system of an organization are all features of organizational context. (Yazici, 2009).

Denison and Mishra (1995) have established three cultural dimensions: organization's adaptability, task and goal-orientation, and involvement and participation of team members. Pfeffer and Viega (1999) recognized high-involvement human resource actions, such as exchanging information, hiring team members on merit, and preparing self-managed work team members which replicates successful organizational cultures. Also, Martin (1992), said that OC is a set of components of an organization like a clothing standard, historical events stories, official rules and guidelines, its casual code of conduct, formalities, roles, pay structures, jirgas, and jokes are, in which persons remain in contact. Organizational culture, as defined by Schein (1984), is a set of fundamental principles that an organization has developed and adopted for its own professional experience in solving problems.

Schein (1990) described organizational culture as a pattern of fundamental principles that a specific construction organization invents, finds, or introduces to deal with issues. Baba Falkenburg, & Hill, (1997) revealed that the organizational culture is a national, community, and labor values system. Moreover, Gu, Hoffman, Cao, and Schniederjans, (2013) argued that organizational culture, rather than national culture, can have a more direct impact on project performance. Mobley, Wang, & Fang (2005) revealed that culture is a set of standards, opinions, moralities, understandings, thoughts, and rules for dealing with team members that are shared by all stakeholders.

Cummings and Worley (1997) reported that organizational culture is the portion of the overall Organizational structure. They describe culture as a means to facilitate teamwork and the socialization and enhancement of team member's progress and provide channels for knowledge sharing among stakeholders. With sharing of information and knowledge, the relationship conflicts will be reduced, and project and team members' performance will be enhanced. As Simmons (1996) OC is compared to an art form where culture consists of several layers due to which organizational performance and members are disturbed. Researchers conclude that a major reason for the failure of the project is the culture of organizations; construction companies inappropriately underestimate culture's impact on project performance (Smits, 2017; Morrison, Brown, & Smit, 2008; Andersen, Dysvik & Vaagaasar 2009).

Ajmal and Koskinen (2008) highlighted the significance of OC responsiveness in the formation, distribution, and application of knowledge in project-based organizations. According to Longman and Mullins (2004), the culture of an organization may remain hidden as a part of the organization's internal framework while implementing forceful decision making. As organizational culture has inherent influence, it really can strengthen or weaken a construction project. Organizational culture is a social system of a construction company in which stakeholders and team members communicate throughout the project by sharing their knowledge and experiences (Schein, 2004; Schein, 1990). For the most part, culture exists beneath the surface while the effects of culture are readily evident to the observer (Linn, 2008; Schein, 2004). Project managers who aim to increase project performance and project success can increase the team members' performance by enhancing organizational culture and it is possible by enhancing emotional intelligence in team members (Trejo, 2016; Zhang & Fan, 2013).

Researchers like Fister (2011) also said that organizational culture is an important essential element in construction projects that affect the performance of the project manager and influence the workflow. As Schwartz, Gaito & Lennick, (2011) argued that organizational culture in small and medium construction projects is a complex matter that could be summarized through "the procedure we work". Previous studies showed it as well. Wiewiora, Murphy, Trigunaryah, and Brown (2014) recognize the projects that are managed by this culture. If the organizational culture is one that gathers information and works on the impressions of knowledge, projects are at higher risk. The efficiency of organizations might be influenced by OC (Song, Le & Wang, 2017) as well as collective dealings, statements, and knowledge creation and sharing (Wiewiora et al., 2014). Understanding the culture is most important for construction and project-based organization nowadays. Through this study, the author wants to find how organizational culture contributes to relationship conflicts and project performance.

An organizational culture that promotes project visibility and enhanced communication is essential for Project Performance. Organizations that encourage strong and durable cooperation and communications between employees are predictable to execute well. Zheng, Wu, Xie, and Xu (2017) argued that Leadership and

culture have a key role in project performance in construction projects. Small and medium construction organizations should improve the value of the organization's learning to ensure and enhance the performance of the project by adopting knowledge management techniques and establishing organizational culture (Ni, Cui, Sang, Wang & Xia 2018). Ankrah and Langford (2005) revealed that different strategies and organizational culture could lead to disagreements among the project team members and hence to poor project performance. Greif (2005) found that culture, where conflict takes place, can explain rules and principles, and ethics that replicate the intent or purpose of working procedures. Stare (2012) investigates the culture in projects by keeping in view higher and middle line management's attitudes and especially project manager's attitudes. Relationship conflicts are conflicts that are generated by personal attributes, a person's interactions, and misconceptions that can damage an employee's emotional ability and disturb the project performance (Jehn and Mannix 2001). Wu et al., (2019) indicated that in conflicts, OC could low con conflicts and motivate employees to give innovative ideas and recommendations for making decisions that can influence and improve teams and project performance. If administration processes are not in line with the cultural morals of workers, they feel unhappy and upset and thus are less inspired to implement better (Newman & Nollen, 1996).

In the deficiency of conflicting and societal barriers, desired conflict management practices will forecast the actual conduct of the conflict even if these methods are usually reflected as less desired (Moeller et al., 2015). If a construction company wants to be successful in the market of customer-oriented practice, it's important to identify suitable organizational culture in which strategies, plans, and missions will clearly define (Kuo & Kuo 2010).

The influence of culture is becoming more important in the construction industry, and influence culture supports the project manager to make the right decision and make better strategies for conflict management, and to enhance the performance of team and project.

Personal conflicts are the basic issues between team members in construction organizations that could damage the employees and project performance. Organizations have different types of conflict management strategies and cultures that

can reduce the negative effect from teams to perform well and in a reliable way. The construction industry has a bad face, and is infamous for project delaying and failure, More than 90 percent of projects are delayed and become over-budgeted or entirely uncontrolled due to either lack of funds or mishandling at different ranks (Nawaz et al., 2013). In the construction industry, it's also an issue that the labor and staff are not much trained as Khan (2019) argued that well trained and highly skilled worker does not want to work in the construction industry due to poor working conditions. Pakistan's construction industry is facing a lot of problems, and project performance in small and medium construction projects is low. In the best organizational culture, the project manager has the authority to make decisions and take bold steps. In these scenarios of the Pakistan construction industry, the author assumes through this study that the organizational culture will reduce the effects of conflicts, and project managers can have the best strategy to manage these or convert these to use constructively to enhance the project performance in small and medium-scale construction projects. Thus the author, Hypothesized that:

H5: Organizational culture adversely moderates the negative association between relationship conflict and project performance.

2.6 Research Model

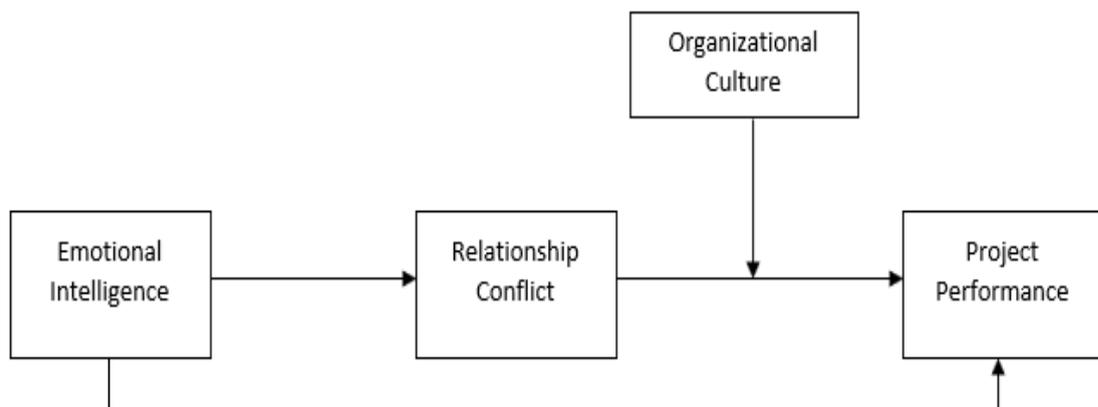


FIGURE 2.1: Impact of Emotional Intelligence on project performance with the mediating role of relationship conflict and moderation of organizational culture in small and medium construction projects.

2.7 Hypothesis of the Study

H₁: There is a positive and essential relationship between emotional Intelligence and project performance.

H₂: Emotional Intelligence is negatively related to relationship conflicts.

H₃: Relationship Conflict is negatively related to project performance.

H₄: Relationship Conflict mediates the association between EI and Project performance.

H₅: In small and medium construction projects, Organizational culture adversely moderates the negative association of relationship conflict and project performance.

Chapter 3

Research Methodology

This chapter will outline the methodological framework that will be adopted to conduct this study to clarify the association between emotional Intelligence and project performance, mediating role of relationship conflict and the moderation of organizational culture in small and medium construction projects. In methodology, the author will discuss the research design, population, and sample, measurements of variables, and tools for data analysis. The author will discuss this chapter, all the data collection procedures, and the methods that the author will use to check whether the hypothesized are accepted or rejected. This chapter shows the methodological measures for final analysis.

3.1 Research Design

The author will focus on the procedures that will be used in this research to explore the results in the research design. Zikmund, Babin, Carr, Gri, (2003) revealed that research design is the proposal and plan for any investigator to gather and evaluate the data that will be obtained for his study. For this study, a quantitative method is used to inspect the objective and research questions of the study and the data are collected from the small and medium-scale construction projects in Pakistan's main cities like Islamabad and Rawalpindi.

3.1.1 Type of Study

This study is empirical, and it is to measure the impact of emotional intelligence on project success with the mediating role of relationship conflicts and the moderation of organization culture in small and medium-scale construction projects in Pakistan.

3.1.2 Study Setting

The contributors to this study are the team members working in small and medium-scale construction projects of Pakistan. The questionnaires were given to them for filling. They were guaranteed that their answers will be kept confidential so that they provide data without any fear.

3.1.3 Unit of Analysis

The most considerable essential part of the research is the unit of analysis. The unit of analysis is the set of persons from the population which the author selects for our research. The unit of analysis depends on the objective and type of research. The data are collected individually from each member as a whole.

3.1.4 Time Horizon

The technique that the author used for data collecting for this research is cross-sectional. The data gathering took almost one and half month and it is collected at once. The time was limited, but due to COVID-19, it was a little bit slow that's why the author used a cross-sectional method to finish the thesis in the best possible time.

3.2 Population and Sampling Technique

It's difficult to gather the data from all construction projects from Islamabad and Rawalpindi, so the author selected a sample that denotes the whole population.

The population author choose for this research is the team members working in the small and medium construction projects in Rawalpindi and Islamabad Pakistan, the questionnaires were circulated among these team members. The questionnaires were sent to around 450 team members. According to SMEDA SME policy 2007, small and medium enterprises consists employees upto 250 and upto 25 million rupees paid up capital.

The technique which the author used for collecting data in this research is the survey method. It is an easy practice because data collecting from the number of individuals at the same time, as parallel to other approaches. In research studies practice, this routine is generally used to generalize the result of the entire population. The author chooses this technique for this research as there was limited time and resources.

3.2.1 Sampling Technique

Due to time and resource limits, the convenience sampling practice was used for data collection. It's a broadly used sampling procedure in research studies for social sciences as it's time and energy-saving, and the preferred data and evidence are collected with less effort. The author assumed that the data composed of the population is a true representative of small and medium construction project team members of Pakistan. For data gathering, survey forms were circulated to team members working in different small and medium construction projects in Rawalpindi and Islamabad Pakistan. All the items for the variables, emotional Intelligence, relationship conflict, organizational culture, and project performance are filled by the team members of small and medium construction project sectors only.

3.3 Sample Characteristics

3.3.1 Gender

In this study, **Table 3.1** indicates the characteristics and frequency of gender:

TABLE 3.1: Frequency for Gender

Gender	Frequency	Percentage
Male	261	90.3
Female	28	9.7
Total	289	100

The above table indicates 289 answers, 261 of which were male, 28 of those were female; a proportion of 90.3% was male, and 9.7% was female, which specifies that male respondents were greater than female.

3.3.2 Age

In this research study, age is observed as the most used demographics. Often individuals feel reluctant to reveal their real age so the author offered them age choices like age groups from 18-25, 26-33, 34-41, 42-49, 50, and above.

TABLE 3.2: Frequency for Age

Age	Frequency	Percent
18-25	52	18
26-33	106	36.7
34-41	108	37.4
42-49	17	5.9
50 and above	6	2.1
Total	289	100

As shown in above table 3.2, In the age group 18 to 25 there was 18 percent, age group 26 to 33 having respondents 36.7 percent, in the age group 34 to 41 there we 37.4 percent, in the age group 42 to 49 there was 5.9 percent, in the age group 50 and above there was 2.1 percent. Maximum respondents were in the age group 34 to 41 and the minimum was in the age group 50 and above.

3.3.3 Qualification

Qualification is an essential demographic used in a research study because the level of education forms the talents, abilities, manners, and performances. There must

be different stages of education to collect data in the best ways. In this study, the author differentiated in five levels from matric to MS/M.Phil.

TABLE 3.3: Frequency for Qualification

Qualification	Frequency	Percent
Matric	11	3.8
Inter	88	30.4
Bachelor	108	37.4
Master	41	14.2
MS/M.Phil.	41	14.2
Total	289	100

The above table shows the frequency and percentage of different qualification levels. The respondents were 3.8 percent from matric, 30.4 percent from inter, 37.4 percent from Bachelor, 14.2 percent from master and MS/M.Phil. also.

3.3.4 Experience

Experience is considered a significant demographic, it enables the researcher to track the impact of worker's experience on the job consequences. The author also focused in this study, that how experience influences personal behavior. Experience reveals an individual's capability and working awareness, which gives an everlasting manifestation on anyone. The author also divided experience into different ranges according to years as shown in the table.

TABLE 3.4: Frequency for Experience

Experience	Frequency	Percent
0-5	89	30.8
06-Oct	86	29.8
Nov-16	88	30.4
17-22	18	6.2
23-28	2	0.7
29 and above	6	2.1
Total	289	100

Table 3.4 shows that respondents had experience as 30.8 percent 0-5 years, 29.8 percent 6-10 years, 30.4 percent 11-16 years. 6.2 percent 17-22 years, 0.7 percent 23-28 years, and 2.1 percent 29 and above years.

3.4 Measurements

The data was collected by adopting questionnaires from several sources that were previously set by leading researchers. All the items for the variables, emotional intelligence, relationship conflict, organizational culture, and project performance were filled by the team members of small and medium construction project sectors only. All the items in the form were replied using a 5-point Likert scale where 1 (strongly disagree) to 5 (strongly agree). Forms included four demographic variables that integrate data that looks to the respondent's gender, age, qualification, and experience.

3.4.1 Emotional Intelligence

The 16 items scale recognized by (Wong & Law, 2002) was adopted to analyze the impact of EI on project performance. The data was collected through survey-based forms to reply to the construction industry's conditions in small and medium construction projects in the Pakistani context. Items must be answered, using a 5-point Likert scale in which 1 for (Strongly disagree) and 5 for (Strongly agree).

I have a good sense of why I have certain feelings most of the time.

I have a good understanding of my own emotions.

I really understand what I feel.

I always know whether or not I am happy.

I always know my team members' emotions from their behavior.

I am a good observer of my team members' emotions.

I am sensitive to the feelings and emotions of my team members.

I have good understanding of the emotions of my team members around me.

I always set goals for myself and then try my best to achieve them.

I always tell myself I am a competent person.

I am a self-motivated person.

I would always encourage myself to try my best.

I am able to control my temper and handle difficulties rationally.

I am quite capable of controlling my own emotions.

I can always calm down quickly when I am very angry.

I have good control of my own emotions.

3.4.2 Relationship Conflict

A 5 items scale recognized by Jehn, (1995) and it was adopted from Kankanhalli, Tan, and Wei, (2006) since it was advanced and latest, it was used to measure relationship conflict as a mediator. The data was collected through survey-based forms to reply to the construction industry's conditions in small and medium construction projects in the Pakistani context. Items were answered, using a 5-points Likert scale in which 1 for (Strongly disagree) and 5 for (Strongly agree).

Team members confront each other on personal matters?

Team members made negative remarks about each other?

Negative comments made by some of the team members were targeted at others?

Some of the team members tended to ridicule others?

The differences experienced by the team were interpersonal related?

3.4.3 Project Performance

A 6 items scale developed by Popaitoon and Siengthai, (2014) and adopted by Ali, Musawir, and Ali, (2018) from a scale, was adopted to analyze the impact of EI on project performance. The data was collected through survey-based forms to reply to the construction industry's conditions in small and medium construction projects in the Pakistani context. Items were answered, using a 5-points Likert-scale in which 1 for (Strongly disagree) and 5 for (Strongly agree).

Project is meeting operational specifications.

Project is meeting technical specifications.

Project is meeting time goals.

Project is meeting budget goals.

Project is fulfilling client needs.

Client is satisfied with the project's performance.

3.4.4 Organizational Culture

A 13 items scale developed by Gold, Malhotra, & Segars, (2001) that the author adopted to explore the impact of organizational culture as a moderator between relation conflict and project performance. The data was collected through survey-based forms to reply to the construction industry's conditions in small and medium construction projects in the Pakistani context. Items were answered, using a 5-points Likert-scale in which 1 for (Strongly disagree) and 5 for (Strongly agree).

Employees understand the importance of knowledge to corporate success.

High levels of participation are expected in capturing and transferring knowledge.

Employees are encouraged to explore and experiment.

On-the-job training and learning are valued.

Employees are valued for their individual expertise.

Employees are encouraged to ask others for assistance when needed.

Employees are encouraged to interact with other groups.

Employees are encouraged to discuss their work with people in other workgroups.

Overall organizational vision is clearly stated.

Overall organizational objectives are clearly stated.

Shares its knowledge with other organizations (e.g. partners, trade groups).

The benefits of sharing knowledge outweigh the costs.

Senior management clearly supports the role of knowledge in our firm's.

3.5 Scale summary

TABLE 3.5: Summary of Scales

Variables	Scales	Items
Emotional Intelligence	Wong & Law, (2002)	16
Relationship Conflicts	Jehn, (1995) adopted from Kankanhalli, Tan, and Wei, (2006)	5
Project Performance	Ali, Musawir, and Ali, (2018)	6
Organizational Culture	Gold, Malhotra, & Segars, (2001)	13

3.6 Scale Reliability

Reliability is to verify data consistency; for checking this, reliability analysis was conducted. Reliability analysis Allows the investigator to be consistent, consistency implies that objects within the collection are closely related. The author found the value of Cronbach's Alpha for this purpose.

Cronbach alpha's value ranged from 0 to 1. When Cronbach's Alpha worth is 1, then the reliability is high. Variables will be extremely reliable if the value reaches higher than 0 and 1. It is accurate if the alpha values are above 0.7 and if items in instrument are less than 10 then it is acceptable above 0.5, below than these are less reliable.

TABLE 3.6: Scales Reliability

Variables	Items	Cronbach Alpha
Emotional Intelligence	16	0.717
Relationship Conflicts	5	0.728
Project Performance	6	0.631
Organizational Culture	13	0.838

Reliability showed in table 3.6 against all variables. The value of Cronbach alpha of emotional intelligence 0.717, Relationship conflicts 0.728, Project performance 0.631, and organizational culture 0.838. Emotional intelligence, Relationship conflict and organization culture variables have Cronbach alpha's value greater than 0.7, and Project performance 0.631 have Cronbach alpha's value greater than 0.5 So all are reliable for further analysis.

3.7 Control Variables

One-way ANOVA was used to evaluate the influence of the control variable on the dependent variable in this research. ANOVA calculates the relation among variables by knowing each other's dependence; if ANOVA reflects some demographics which has a significant effect on the dependent variable, this means that a significant demographic variable is to be controlled. The significance range p should be below 0.05 when it hits any upper value, meaning that demographic variables are negligible and need not be controlled.

TABLE 3.7: One-way ANOVA

Control Variables	F-Values	Significance
Gender	4.472	0.035
Age	2.219	0.067
Qualification	2.26	0.063
Experience	2.482	0.032

Table 3.7 shown One-way ANOVA analysis which found demographic figures demonstrated over different values like gender ($F = 4.472$, $p = 0.035$), age ($F = 2.219$, $p = 0.067$), qualification ($F = 2.260$, $p = 0.063$), and experience ($F = 2.482$, $p = 0.032$) these values show that the demographic values are insignificant of age and qualification as these are upper from threshold so these do not influence the dependent outcome and no need to control these insignificant values in next analysis but the gender and experience is lower than the threshold and a significant value so the author will control this in further analysis.

3.8 Statistical Tools

SPSS and AMOS were used by the author, for analysis and results. AMOS was used for CFA (confirmatory factor analysis) through which the author tested model fitness. SPSS was used for correlation between variables and lastly for examined regression to analyze relation and moderation impact.

Chapter 4

Results

4.1 Data Analysis

The most essential and relevant part of the research in this chapter. This chapter contains, the results of this exploration study, like hypothesis testing. The given tests were conducted with SPSS.

Descriptive statistics

Analysis of Correlation

Analysis of Regression

Analysis of Mediation

Analysis of Moderation

4.2 Descriptive Statistics

Descriptive statistics comprises the figures about the mean, standard deviation (SD), minimum and maximum values. standard deviation (SD) is the calculated value that states around how much the data are scattered or concerted nearby the mean. The average is denoted as mean or it is a central value of data. Standard deviation as the name suggests deviation means how many answers vary from their average values and the minimum value implies the most lower value in answer and the maximum value shows the highest value in responses.

TABLE 4.1: Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
EI	289	2.25	4.25	3.879	0.25714
RC	289	2	3.4	2.338	0.39228
PP	289	2.5	4.17	3.874	0.28038
OC	289	2.15	4.23	3.87	0.29536

Table 4.1 shows the total sample size for each variable 289 in the second column, the minimum value in the third column, the maximum value in the fourth column, and the mean in the fifth column. SD is in the last column.

4.3 Correlation Analysis

The statistical method used to assess the relationship between two variables is Correlation. It defines the strength of the relationship between the planned variable. This analysis aims to assess the association between all variables. In addition, the study of correlations takes three factors into account; If a weak or a strong partnership, or maybe medium. Secondly, the type of relationship can be either positive or negative, and thirdly, the significance of the relation. Coefficient correlation value often named Pearson correlation "r" varies from -1.00 to $+1.00$, when the value is nearly zero, which demonstrates that there are no correlations among variables, and when the value is more than zero positives indicates positive and solid association among variables which indicates the direction of both variables are similar if one variable increases other variables also increase. If a value is negative and falls down to zero, then the association is poorer and negative that indicates that both variables move in the opposite direction when one variable enhances the other will decline, the extra dissimilar the value from zero the more the association between variables is durable.

Table 4.2 correlation results indicate that Emotional intelligence has a positive and significant relation with project performance as $r = 0.353^{**}$ at $p < 0.01$, emotional intelligence has negative and significant relation with relationship conflict

as $r = -0.309$ at $p < 0.01$ and emotional intelligence has a positive and significant relation with organizational culture as $r = 0.503^{**}$ at $p < 0.01$. Relationship conflict as weaker and insignificant relation with project performance as $r = 0.009^{**}$ at $p > 0.05$, and relationship conflict has a positive and significant relation with organizational culture as 0.321^{**} at $p < 0.01$. Organizational culture has a positive, significant, and stronger relation with project performance as $r = 0.516^{**}$ at $p < 0.01$ level.

TABLE 4.2: Correlation Analysis

S. No	Variable	1	2	3	4
1	Emotional Intelligence	1			
2	Relationship conflict	-.309**	1		
3	Project performance	.353**	0.009	1	
4	Organizational Culture	.503**	.321**	.516**	1

$N=289$ *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

4.4 Regression Analysis

The author did the regression analysis to evaluate casual relationships between variables. Through this, the author know that how much change comes to the dependent variables by the independent variable. Though correlation analysis shows the positive or negative association among variables, these results are not ample for the evaluation of the hypothesis. As interaction among variables did not reflect the causality by this, therefore the author performed the regression analysis to verify the causal relationships. In this study, the author performed linear or simple regression to check the impact and significance of emotional intelligence on project performance.

Simple regression shown in table 4.3, results showed that emotional intelligence is positively associated to project performance and have a significant impact as beta value= 0.353^{***} $p < .001$ positive beta value shows that emotional intelligence

is positively associated to project performance and p value < 0.001 shows that it is highly significant and $R^2=0.124$ states that it will bring positive variance in project performance as if one-unit change comes in emotional intelligence it will bring 12.4 % variance to the project performance. The results showed that hypothesis 1 is accepted.

H1: There is a positive and essential relationship between emotional intelligence and project performance.

TABLE 4.3: Simple Regression

		T	R ²	ΔR^2
IV to DV (EI to PP)	0.353***	6.381	0.124	0.121

$N=289$ * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

4.5 Mediation Analysis

For mediation analysis, the author conducted Preachers and Hayes (2004) model 4 in SPSS to check the mediation of relationship conflict among the association of emotional intelligence (IV) and project performance (DV). Mediation analysis is performed to check the significance and impact of mediator that whether this mediates or not between the association of independent variable and dependent variable. In the current study, emotional intelligence is used as independent variables (X) and project performance as dependent variable (Y), and relationship conflict as a mediator (M).

For mediation analysis, the author checked emotional intelligence (X) impact on relationship conflict (M) path a, relationship conflict (M) influence on project performance (Y) path b, the direct effect of emotional intelligence (X) on project performance (Y) path c', the total effect of the independent variable (X) on project performance path c and indirect effect of emotional intelligence (X) on project performance (Y) through relationship conflict (M) (a*b). In Figure 4.1 and Figure 4.2 all paths are shown.

Table 4.4 shows that emotional intelligence to relationship conflict has $\beta = -0.3016$ at $p < 0.001$ (path a) means that emotional intelligence (EI) has a negative and strongly significant impact on relationship conflict. This shows that if emotional intelligence will increase in managers or team members then relationship conflict will decrease between team members. According to this second hypothesis is supported by these results.

H2: Emotional intelligence is negatively related to relationship conflicts.

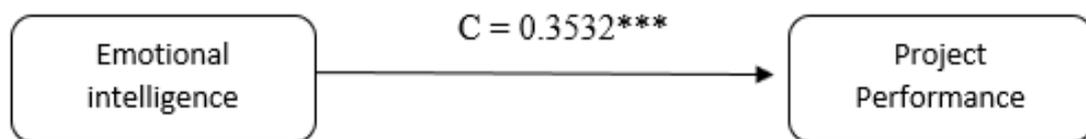


FIGURE 4.1: Total Effect

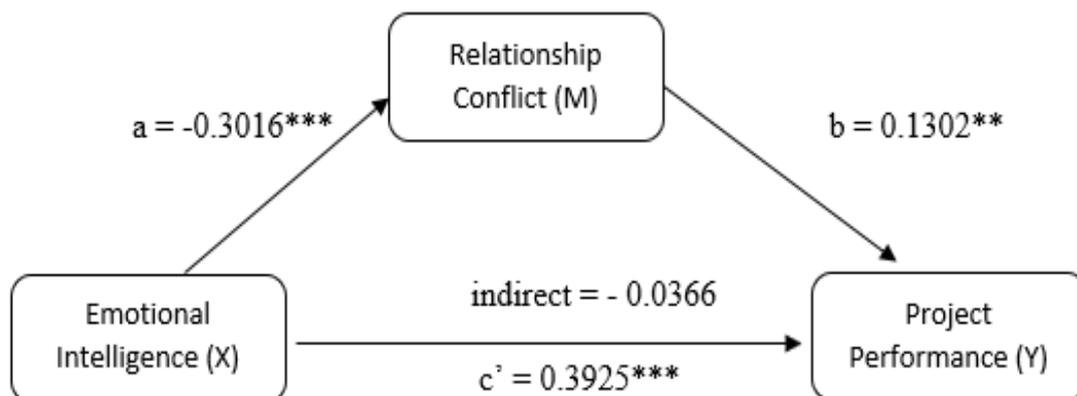


FIGURE 4.2: Mediation Effect

TABLE 4.4: Mediation Analysis

	β	
EI (X) to RC (Y) Path a	-0.3016	
RC (M) to PP (Y) Path b	0.1302**	
Direct Effect EI (X) to PP (Y)	0.3925***	
Path c'		
Total effect EI (X) to PP (Y)	0.3532***	
path c		
Indirect Effect (a*b)	-0.0393	
	LL95%CI	UL95%CI
Bootstrap for Indirect Effect	-0.0815	-0.0112

*The co-efficient of un-standardized regression is mentioned. The sample for Bootstrap was 1000. N=289, *p<0.05; **p<0.01; ***p<0.001 LL for Lower Limit CI for Confidence Interval and UL for Upper Limit.*

Similarly, results show that RC (M) has a positive and significant effect on project performance (path b) having a beta value of 0.1302** p<0.01. This effect illustrated that our hypothesis 3 is not being supported as there is a positive association between relationship conflict (M) and project performance (Y).

H3: Relationship Conflict is negatively related to project performance.

The direct effect of emotional intelligence (X) to project performance (Y) is positively associated and has a strongly significant having beta value 0.3925*** p<0.001 means that path c' or direct effect is significant. Results showed that the total effect of emotional intelligence (X) on project performance (Y) is positively associated and strongly significant with having a beta value of 0.3532*** p<0.001.

The indirect effect (Path a*path b) is also negative and significant as beta value -0.0815 and bootstrap lower limit 95% confidence interval is -0.0112 bootstrap upper limit 95% confidence interval is 0.0979. Bootstrap limits have same signs as here did not come zero between these so indirect effect is significant. Results show that our hypothesis 4 is partially accepted or approved as the direct effect is significant and the indirect effect is also significant so there is partial mediation of relationship conflict (M) among the association of emotional intelligence (X) and project performance (Y) and it reduces the effect of emotional intelligence on project performance.

H4: Relationship Conflict mediates the association between EI and project performance.

4.6 Moderation Analysis

For moderation analysis, the author conducted Preachers and Hayes (2004) model 14 through PROCESS macros in SPSS to evaluate the impact of the moderator (V) between the relationship conflict (M) and project performance (Y). it is performed

to check the effect of the moderator (V) that how much this affects the mediator (M) and dependent variable (Y).

Results for moderation analysis shown in **Table 4.5** for hypothesis 5 moderation of organizational culture (V) moderates between the relation of mediator relationship conflict (M) and project performance (Y). Results shown that here is negative and insignificant moderation exists as the value of interaction term -0.1485 $se = 0.1747$ $p = 0.3962$ which express insignificant relation and also bootstrap result lower limit 95% confidence interval value -0.4924 and upper limit 95% confidence interval 0.1954 both are having opposite signs which means that moderation is present but insignificant and this demonstrates that hypothesis is not supported.

H5: In small and medium construction projects, Organizational culture adversely moderates the negative association of relationship conflict and project performance.

TABLE 4.5: Moderation Analysis

	β	se	t	p
Int-term	-0.1485	0.1747	-0.8498	0.3962
		LL95%CI	UL95%CI	
Bootstrap for int-term		-0.4924	0.1954	

Co-efficient of un-standardized regression is mentioned. Sample for Bootstrap was 1000. $N=289$, $*p<0.05$; $**p<0.01$; $***p<0.001$ LL for Lower Limit; CI for Confidence Interval and UL for Upper Limit.

4.7 Summary for Hypothesis

H1: There is a positive and essential relationship between emotional intelligence and project performance. **(Approved)**.

H2: Emotional intelligence is negatively related to relationship conflicts. **(Approved)**.

H3: Relationship Conflict is negatively related to project performance. **(Not Approved)**.

H4: Relationship Conflict mediates the association between EI and Project performance. (**Approved**).

H5: In small and medium construction projects organizational culture adversely moderates the negative association of relationship conflict and project performance. (**Not Approved**).

Chapter 5

Discussion and Conclusion

5.1 Discussion

The aims of the present research are to explore the influence of emotional intelligence of project teams on the accomplishment of project success, to test the mediating influence of the relationship conflict association among emotional intelligence and project performance, and to test the moderating importance of organizational culture among the association of relationship conflict and project performance. The primary attention of this chapter is to highlight the results that are accomplished in an earlier chapter; the results of this study will be discussed with earlier studies in order to illustrate the importance of this research, and the attention will also be paid to clarifying the results of this research. The purpose of this study was to suggest and investigate the model of team member's emotional intelligence effect to attaining and improving the project performance. The data for this research were collected from team members of small and medium construction projects in Rawalpindi and Islamabad.

The reliability of all variables showed in table 3.6 against all variables is identified including the value of Cronbach alpha of emotional intelligence 0.717, relationship conflicts 0.728, project performance 0.631, and organizational culture 0.838. Emotional intelligence, Relationship conflict and organization culture variables have Cronbach alpha's value greater than 0.7, and Project performance 0.631 have Cronbach alpha's value greater than 0.5 So all are reliable.

Results of this research indicate that emotional intelligence has a positive and significant influence on project performance. Relationship conflict has mediated negatively significantly effect on project performance and moderator moderates negatively and insignificantly between the association of relationship conflict and project performance. A brief discussion of all hypothesis is under.

5.1.1 H1: There is a Positive and Essential Relationship between Emotional Intelligence and Project Performance

To investigate the impact of emotional intelligence on project performance, the author has developed hypothesis 1. According to this hypothesis, there is a positive and essential relationship between emotional intelligence and project performance. The author executed a simple linear regression test to analyze this hypothesis and checked the Pearson correlation value that defines the association between variables that are either strengthened or weakened. If the Pearson correlation beta value is around “1” then there is a high relation between variables, if it’s on the negative side then there is an opposite correlation and near-zero on the positive side shows weak relation between variables. The correlation in this research among emotional intelligence and project performance is beta value=0.353*** $p < .001$. This shows a positive and significant correlation between the independent variable’s emotional intelligence and dependent variables’ project performance. The independent variable’s emotional intelligence was to calculate the project performance variables, $R\beta=0.124$ states that it will bring positive variance in project performance as if one-unit change comes in emotional intelligence it will bring 12.4 % variance to the project performance.

Emotional intelligence (EI) and the style of management of a project manager to decreases the chances of project failure. Team member’s emotional intelligence skills can affect team and project performance (Rezvani et al. 2018). It seemed sensible to define that project management is not essentially resolute by only specialized techniques or abilities but also required the talents and abilities that are interlinked with feelings (Fisher, 2011). In a research Rezvani et al., (2019)

revealed that teams with lower emotional intelligence cannot have higher abilities to resolve issues due to which project performance is affected and remained low.

Emotional intelligence (EI) has been frequently acknowledged as a fundamental management ability, which has the first impression of how manager's dealings are with others substantially the condition in the extremely composite project's situation (Joseph et al. 2010). It might be said that emotional intelligence is interrelated to professional competence Khosarvi et al., (2020), in their recent study, explored the relationship between emotional intelligence and project performance in the circumstance of large-scale structure developments. Mainly, it recommends a model indicating a positive relationship between emotional intelligence and project performance. Linderbaum et al. (2011) studied that emotional intelligence is a significant factor for project performance. Researchers Muller et al. (2007 b) also found that the emotional intelligence of an individual like a project manager's ability is necessary to enhance project efficiency of the challenging projects. There are also no problems with the project budget and schedule as supervisors and employees get emotionally intelligent so that they can take into account the requirements of other colleagues to support each other to attain their mission and get the project accomplished. Leban and Zulauf, (2004) found that Emotional intelligence joins the reasoning system, which adjusts us for recognizing the emotional structure, and enables us to identify the problems. The team members who are emotionally intelligent can control the negative feelings and issues with others. Emotional intelligence gives the ability to project manager or members to support their team members and finish the negative emotions of others and give a comfortable environment to express their feelings and to talk with each other willingly.

5.1.2 H2: Emotional Intelligence is Negatively Related to Relationship Conflicts

To investigate the impact of emotional intelligence on relationship conflict, the author has developed hypothesis 2. According to this hypothesis, there is a negative relationship between emotional intelligence and relationship conflict. The author

assumes that relationship conflict will decrease among team members or employees if emotional intelligence will increase. For mediation analysis, the author conducted Preachers and Hayes (2004) model 4 in SPSS to check the mediation of relationship conflict among the association of emotional intelligence (IV) and project performance (DV). In which there is “path a” which states the results for hypothesis 2 along with the impact of emotional intelligence on the relationship conflict. The author checked the beta value that defines the association between variables that are either strengthened or weakened. Table 4.4 shows that emotional intelligence to relationship conflict has $\beta = -0.3016$ at $p < 0.001$ (path a) means that emotional intelligence (EI) has a negative and strongly significant impact on relationship conflict. According to this second hypothesis is supported by these results.

Relationship conflict seems to be a negative feeling, if project manager or team members are emotionally intelligent then the effect of relationship conflict will decrease.

Fu et al. (2020) found that emotional intelligence is consisted with several abilities of how team members can analyze, control, and make use of their emotions for handling different situations. So, emotionally better project managers can handle the situation in the best ways and reduce the conflicts in teams or can use this in the best possible constructive ways in small and medium-scale construction projects and by handling this, can increase the project performance. Emotional intelligence can influence the conflict management styles or strategies. Basogul, et al. (2016) investigated that manager’s emotional intelligence is worthwhile in conflict management style and strategies to resolve the conflict between team members. Emotional intelligence is fundamentally concerned with team member’s insights into their emotional feelings (Petridis et al. 2016).

Conflicts are the negative emotions depicted by different persons which can produce anger, anxiety, depression, and tension concerning different stakeholders and thus harm project performance and deliverables. On construction projects, different parties and contractors are involved, so there might be some conflicts between these that can affect the project performance. Lee et al. (2020) revealed that to reduce these conflicts in project teams, project managers must improve supportive

behavior through which trust may increase, and this leads to improved project performance. Emotional intelligence consists of two things, such as the awareness of emotions and controlling emotions. Project managers with high emotional intelligence are better to help their team members and maintain positive emotions when dealing with stakeholders and emotional labor (O'Boyle et al. 2011). It is the project manager's responsibility on the project, to control and regulate the emotions of team members to reduce conflicts. If a project manager is emotionally intelligent, he can easily change the situation and can reduce the negative feelings among the team or can use his emotions for productive outputs. In small and medium construction projects, teams did not stay long on projects so that's why the project manager who is emotionally intelligent can understand and effectively manage the relationship conflicts, needs and can retain maximum output.

5.1.3 H3: Relationship Conflict is Negatively Related to Project Performance

To investigate the impact of relationship conflict on project performance, the author has developed hypothesis 3. According to this hypothesis, there is a negative relationship between relationship conflict and project performance. The author assumes that project performance will decrease if relationship conflicts will increase in employees or team members. For mediation analysis, the author conducted Preachers and Hayes (2004) model 4 in SPSS to check the mediation of relationship conflict among the association of emotional intelligence (IV) and project performance (DV).

In which there is "path b" which states the results for hypothesis 2; the impact of relationship conflict on project performance. The author checked the beta value that defines the association between variables that are either strengthened or weakened. Results shown in table 4.4 states that RC (M) has a positive and strongly significant effect on project performance (path b) having a beta value of 0.1302** $p < 0.01$. This effect illustrates that our hypothesis 3 is not being supported as there is a positive association between relationship conflict (M) and project performance (Y). It illustrates that by an increase in relationship conflicts

among team members or employees, project performance will increase in small and medium construction projects.

Construction industry is facing Disputes, Conflicts, and claims as the most significant challenges nowadays. Negative emotions, anger, and frustration are the bases for conflicts and may affect the performance of the project. Negative emotions, anger, and frustration are the bases for conflicts and may affect the performance of the project. In the construction industry, different type of contractors are involved to complete the project, and conflicts takes place when a party interferes the other party while doing any tasks. Disagreements and interference from the other party cause negative emotions, anger, and frustration (Chen et al. 2004). The conflicts if not properly managed, may affect the project objectives negatively to achieve. It is the project manager's responsibility to emotionally handle the situation and also train the team members to be emotionally intelligent and avoid any conflicts and negative emotions. Project manager may regulate or control the emotions and can use for the situation to enhance the project performance. Jehn (1995) argued that relationship and process conflicts are the problems for achieving project objectives and harm project performance Furthermore, Wu et al., (2017) concluded that conflicts if not managed in time, severely impact the project teams and project performance in construction projects. They added more that interpersonal conflict or relationship conflict creates tensions and stress between the team and harms their performance. Studies like Liu et al. (2011) argued again that mutual and procedural conflicts also impact negatively on project performance. O'Neill et al. (2013) also revealed that relationship and process conflicts are negatively related to project performance and objectives. Process and relationship conflicts are linked and negatively affected to project performance (Wu et al 2019). Jiang et al. (2016) concluded that construction project may leads to fail or have low project performance if relationship conflicts between team members not managed properly.

Lu et al. (2017) found in their studies that project teams, if fail to control or to resolve the conflicts in team members, this will badly damage the project performance and this will create tensions among teams as well as make project towards failure, such as schedule delay, over-budgeted, quality issues, and completion to

gain. Jelodar et al. (2015) also found in his study for construction projects that relationship conflicts damage the project performance. The studies showed that work conflicts broadly have a positive effect on project performance in megaprojects. As per the results of this study, relationship conflict was positively associated to project performance but remained insignificant. This study is conducted in the construction field like data were collected from small and medium construction project team members from Rawalpindi and Islamabad.

5.1.4 Relationship Conflict Mediates the Association between EI and Project Performance

To investigate the mediation analysis, the author has conducted Preachers and Hayes (2004) model 4 in SPSS to check the mediation of relationship conflict among the association of emotional intelligence and project performance. In the current study, emotional intelligence is used as independent variables and project performance as the dependent variable, and relationship conflict as a mediator. For mediation analysis, the author checked the total effect, direct effect, and indirect effect. The direct effect of emotional intelligence to project performance is positively associated and remain strongly significant having a beta value of 0.3925*** $p < 0.001$ means that path c' or direct effect is significant. The indirect effect (Path $a \times \text{path } b$) is negative and significant as beta value -0.0393 and bootstrap lower limit 95% confidence interval is -0.0815 bootstrap upper limit 95% confidence interval is -0.0112. Bootstrap limits have same signs and shows that have same direction as there is no zero between these so indirect effect is also significant. Results show that our hypothesis 4 is accepted or approved as the direct effect is significant and the indirect effect is also significant so there is partial mediation exists of relationship conflict among the association of emotional intelligence and project performance.

Management of emotions and conflicts is becoming a challenge for a project manager in construction projects (Chen et al. 2018). During conflict situations project manager should be emotionally intelligente for resolving complications and pressure controlling (Basogul et al. 2016). Further studies by Christie, Jordan, &

Troth, (2015); concluded that EI is a significant talent for making interpersonal relations with others. If employees can communicate their feelings accurately and on time, they can take practical steps to free themselves from destructive feelings or to retain positive feelings (Xiang et al., 2016)). Positive emotions motivate team members for innovation and to perform tasks actively, and negative emotions create stress and tensions between individuals and the team (Li et al. 2016). If negative emotions cannot be controlled by project manager timely these can damage project performance. Studies showed that conflicts due to negatives feelings would destruct project development even after managed and resolved, but if emotionally dealt well will have a positive influence on project success (Chen et al.,2004). Relationship conflicts are mutual pressures and personal dislikes, if not resolute in team members this can turn them into personal attacks and emotional dislikes that can affect project performance. However, an individual can learn how to handle these conflicts(Edmondson et al. 2006). An emotionally intelligent manager can convert, control and regulate the emotions of team members and can brought very positive change in project performance by using the emotions in a constructive direction.

Emotional intelligence is identifying and controlling their own emotions and of others (Boyatzis et al 2017). Azmy, (2012); Rezvani et al., (2016) found that the EI helps to resolve conflicts and difficult tasks between project teams. In construction projects, there might be more conflict comparing to other industries that can destruct the project performance. So the project manager in small and medium construction can use relationship conflicts in a constructive direction by controlling, regulating, and also by reducing them.

5.1.5 H5: In Small and Medium Construction Projects, Organizational Culture Adversely Moderates the Negative Association between Relationship Conflict and Project Performance

The moderation hypothesis got accepted in this study on the basis of results. Results for moderation analysis shown in Table 4.5 for hypothesis 5. Moderation of

organizational culture (V) moderates between the relation of mediator relationship conflict (M) and project performance (Y). Results showed that here exists negative and insignificant moderation as the value of interaction term -0.1485 $se = 0.1747$ $p = 0.3962$ which expresses insignificant relation and also bootstrap result lower limit 95% confidence interval value is -0.4924 and upper limit 95% confidence interval value is 0.1954 both having opposite signs which means that moderation is present but insignificant and this demonstrates that hypothesis is not supported.

Understanding and application of the organizational culture is most significant for construction and project-based organization nowadays. Fister (2011) stated in his research that organizational culture is a leading project environmental aspect that arouses the efficiency of the project manager, team members and affects the project managing procedure. Ajmal et al. (2008) highlighted the significance of organizational culture awareness in the development, distribution, and application of knowledge in project-based organizations. The efficiency of organizations might be influenced by organizational culture (Song et al. 2017) as well as collective dealings, statements, and knowledge creation and sharing (Wiewiora et al., 2014). Zheng, et al. (2017) revealed that Leadership and culture have a key role in project performance of the construction projects. Project-based organizations should enhance the efficiency of organizational learning, knowledge management, and utilization and creating a significant organizational culture (Ni, Cui, Sang, Wang & Xia 2018). In construction projects organization have to adopt organizational culture specially in small and medium construction projects so that team members may lean more and can participate to enhance the project performance. Through this study, the author found how organizational culture positively influences relationship conflicts and project performance and enhance project performance in small and medium construction projects.

5.2 Theoretical Implication

There are many theoretical implications of the present research. Firstly, the role of emotional intelligence on project success has been studied, and very little literature on project-based organizations has discussed this connection. Secondly,

this research also adds to the literature by exploring the relationship conflict as a mediator among the relationship of emotional intelligence to project performance not previously explored in Pakistani contexts and, in particular, for the small and medium construction projects. The third contribution is to explore the organizational culture in small and medium construction projects which was missing in the Pakistani context. The findings have shown that the Pakistani culture has a cultural transition, providing new possibilities for future study. This research has found many gaps in the literature and give some ways for future research.

5.3 Practical Implication

This research has many practical implications. This research will contribute to the problems of very low productivity in construction projects as the emotional intelligence will increase project efficiency and success, and this will allow a project leader to control the emotions of himself and others, which is why the negative influence of disputes will be minimized. Moreover, through this research, the author assumes that the small and medium-sized projects will also improve and create an organizational culture that will reduce conflicts as a moderating variable and improve project performance from the perspective of Pakistan. It will also help to reduce project failures due to different reasons that are caused to generate conflicts between stakeholders and reduce project performance. This study will also help to construct awareness in people and teams by making them familiar with the unprofessional activities and their effect on project productivity, and also helps to manage conflicts between stakeholders and teams. It will lead the higher management and major stakeholder to train the teams and build emotional intelligence and to adopt the best conflict management strategies and also to create and provide a unique and stable organizational culture.

5.4 Limitation of the Study

Even though current research contributes to various means; every analysis or research has its limitations, deficiencies, or hurdles, so there are some reservations

with this study also. Limitations are as under for current research:

First, because of the time limit, a small sample was planned to gather evidence or data like the small and medium construction industry in Rawalpindi and Islamabad. Secondly, the research was focused on self-reported surveys and answers that could raise the likelihood of mistakes, uncertainty, and traditional methodology bias. Third, the author collected data by using the cross-sectional method at once due to time limitation. It might be collected in the future by time lag to avoid any biasness. This research has targeted small and medium construction project only; that was also a limitation of this study. Lastly, only four variables were used to find the consequences.

5.5 Future Research Direction

The author recommends the following suggestions for future research direction. The author examines the impact of emotional intelligence on project performance in small and medium construction projects, the industry can be changed for future research. The author tested the relationship conflict as a mediator between the association of emotional intelligence and project performance, in future with different conflicting situations or with different mediators like poor risk management, task or job-related variable can be tested as a mediator. Mediator and moderator with different dimensions and industries can be tested. Moderators like organizational support, trust, or risk management can also be tested in future research. The dependent variable like employee job satisfaction or variance in performance variable can be tested too.

5.6 Conclusion

The results of this study stated that emotional intelligence has a positive and significant impact on project performance in small and medium construction projects. There are different parties involved in construction projects so emotional intelligence in leaders and team members will enhance efficiency and performance.

Project-based organizations progressively operate on multiple initiatives, and each person must therefore engage actively to gain an upper hand. In construction organizations of Pakistan, companies or leaders need to develop and build a culture and to give training to team members through which employees can gain the same opportunities and trust to raise their voices, to react accordingly, and to impact corporate efficiency positively.

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Appendix-A

Questionnaire

Dear Respondent

As I am a student of MSPM and working on a thesis at Capital University of Science and Technology, Islamabad, I am collecting data for my research thesis. The study is titled as **Impact of Emotional Intelligence on Project Performance, mediating Role of relationship Conflict Moderation of Organizational Culture in small and medium construction projects**. It will take your 10 minutes to answer the questions and to provide valuable information. I assure you that data will be strictly kept confidential and will only be used for academic purposes.

Thanks a lot for your help and support!

Sincerely,

Muhammad Yasin,

MS (PM) Research Scholar,

Faculty of Management and Social Sciences,

Capital University Science and Technology, Islamabad.

Note: Please insert a checkmark (✓) in the appropriate column to indicate whether you agree or disagree or select related answer with each of the following statements:

Section 1: Demographics

Gender	1- Male 2- Female
Age(years)	1 (18-25), 2 (26-33), 3 (34-41), 4 (42-49), 5 (50-above)
Qualification	1 (Matric), 2 (Inter), 3 (Bachelor), 4 (Master), 5 (MS/M.Phil.), 5 (PhD)
Experience(years)	1 (0-5), 2 (6-10), 3 (11-16), 4 (17-22), 5 (23-28), 6 (29 and above)

Section 2: Emotional Intelligence

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

Sr. No	Statement					
1	I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5
2	I have good understanding of my own emotions.	1	2	3	4	5
3	I really understand what I feel.	1	2	3	4	5
4	I always know whether or not I am happy.	1	2	3	4	5
5	I always know my team members' emotions from their behavior.	1	2	3	4	5
6	I am a good observer of my team members' emotions.	1	2	3	4	5
7	I am sensitive to the feelings and emotions of my team members.	1	2	3	4	5
8	I have good understanding of the emotions of my team members around me.	1	2	3	4	5
9	I always set goals for myself and then try my best to achieve them.	1	2	3	4	5
10	I always tell myself I am a competent person.	1	2	3	4	5

11	I am a self-motivated person.	1	2	3	4	5
12	I would always encourage myself to try my best.	1	2	3	4	5
13	I am able to control my temper and handle difficulties rationally.	1	2	3	4	5
14	I am quite capable of controlling my own emotions.	1	2	3	4	5
15	I can always calm down quickly when I am very angry.	1	2	3	4	5
16	I have good control of my own emotions.	1	2	3	4	5

Section 3: Relationship Conflict

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

Sr. No	Statement					
1	Team members confront each other on personal matters?	1	2	3	4	5
2	Team members made negative remarks about each other?	1	2	3	4	5
3	Negative comments made by some of the team members were targeted at others?	1	2	3	4	5
4	Some of the team members tended to ridicule others?	1	2	3	4	5
5	The differences experienced by the team were interpersonal related?	1	2	3	4	5

Section 4: Project Performance

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

Sr. No	Statement					
1	Project is meeting operational specifications.	1	2	3	4	5
2	Project is meeting technical specifications.	1	2	3	4	5
3	Project is meeting time goals.	1	2	3	4	5
4	Project is meeting budget goals.	1	2	3	4	5
5	Project is fulfilling client needs.	1	2	3	4	5
6	Client is satisfied with the project's performance.	1	2	3	4	5

Section 5: Organizational Culture

Please tick the relevant choices: 1= strongly disagree, 2= Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

Sr. No	Statement					
1	Employees understand the importance of knowledge to corporate success.	1	2	3	4	5
2	High levels of participation are expected in capturing and transferring knowledge.	1	2	3	4	5
3	Employees are encouraged to explore and experiment.	1	2	3	4	5
4	On-the-job training and learning are valued.	1	2	3	4	5
5	Employees are valued for their individual expertise.	1	2	3	4	5
6	Employees are encouraged to ask others for assistance when needed.	1	2	3	4	5

7	Employees are encouraged to interact with other groups.	1	2	3	4	5
8	Employees are encouraged to discuss their work with people in other workgroups.	1	2	3	4	5
9	Overall organizational vision is clearly stated.	1	2	3	4	5
10	Overall organizational objectives are clearly stated.	1	2	3	4	5
11	Shares its knowledge with other organizations (e.g. partners, trade groups).	1	2	3	4	5
12	The benefits of sharing knowledge outweigh the costs.	1	2	3	4	5
13	Senior management clearly supports the role of knowledge in our firm's	1	2	3	4	5