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**The Impact of Emotional Intelligence on Employee Performance: an
Empirical Based Analysis in-Case of 40/60 Housing Construction**

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List of Acronym

EP Employee Performance

EQ Emotional Quotient

HR Human Resource

SK Social Skill

UOE Use of Emotion

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ABSTRACT

Employee performance is evaluated by how an employee fulfills their job duties and executes their required tasks. It refers to the effectiveness, quality, and efficiency of their output. Performance also contributes to our assessment of how valuable an employee is to the organization. While those evaluations which result in success of an organization help to conduct employee performance. Both success of the organizational and effective employee performance are often the result of the individual's state of mind or emotion. The main goal of this study is to investigate the effect of employee emotional intelligence skills on their performance. The research follows a quantitative methodology approach which is going to be by entirely through questionnaires as provided for this purpose. The researcher use Golemans four dimensional Trait-based model and the multidimensional concept of Employee performance measurements. In the research Statistical package for Social Science (SPSS) was employed. Statistical analysis conducted and result analyzed, output result thoroughly interpreted and described. Finally conclusion and suggestion provided.

Key words: Emotional intelligence, Self awareness, Self management, Self motivation, Empathy, Social skill, construction industry, employee performance

CHAPTER ONE

INTRODUCTION

1.1. Introduction

Emotional intelligence is individual's ability to be aware of one's emotions and feelings and recognizing emotions of others and interacting towards another person accordingly. Emotional intelligence is also about engaging with others in a ways so that it enhances individual and group productivity. Individuals are equipped with the intelligence to master work, environment, and home lives. To do so, they draw from various skills learned from childhood to adulthood Kyllonen (2013). Society has led people to believe that academic skills are more important to individual success than non-academic skills. But the IQ contributes only 20% of life success. The rest is the result of Emotional intelligence, including factors like the ability to motivate oneself, persistence, impulse control, mood regulation, empathy and hope Goleman (1995).

Damon E. Hones PHD (2015) believed that cognitive and non-cognitive skills worked together to facilitate success in the workplace. Goleman (1998) working with emotional intelligence stated that emotional intelligence is a person's ability to recognize the feelings of others and to manage those feelings, which are in correlation with employees' productivity. Today's competitive job market suggests that minimally acceptable skills are being replaced with higher standards such as soft skills Lazarus (2013). Hence, the collection of personality traits, soft skills, incentive-enhancing preferences, and socio-emotional factors were grouped together as "non-cognitive" skills and found to be contributing factors of labor market success Heckman (2016).

Organizations and individuals may benefit from acquiring, developing and practicing attributes of emotional intelligence. The practical application of emotional intelligence skills can enhance individual and group performance. They could also become a strategy for the management of the people in the most effective way so that the organizational and project goals can be achieved.

Fredriksson (2015) Enlighten that in the work environment, managers need a precise strategy to determine an individual's level of non-cognitive skills to make knowledgeable employment decisions that would lead to increased performance and productivity. This is also true for all companies irrespective of their nature

Hence analyzing the factors (communication, self-confidence, teamwork, work ethics, problem solving ability, and leadership) affecting employees emotional intelligence has a great importance in understanding of employee performance.

1.2 Statement of the problem

The roles of the today's workplace are rapidly changing; a new yardstick is being used to judge people. And organizations are interested in dealing with emotional intelligence Singh (2015). Emotional Intelligence is not merely in terms of how smart you are or what your expertise is, but also by how well you are able to handle yourself and other's emotions. Studying Emotional Intelligence has several advantages which are very relevant to organizational development and employee development, because it provides a new way to understand and assessing people's emotions, managing stress, increasing job performance and achieving of organizational goal. Emotional intelligence can be defined as the potential to be aware of, apply, share it, acknowledge, remember, express, identify, learn from, manage, understand and explain emotions Ezzatabadi M et al. (2012). In south Africa the study was taken to contributes to an in-depth understanding of emotional intelligence (EI) in women leaders in Higher Education Institutions (HEIs) in South Africa from a inside perspective and main findings show that women leaders mainly refer to intrapersonal emotional quotient (EQ), followed by interpersonal EQ, adaptability, stress management and, finally, general mood Claude_Helene Mayer et al., (2017). In Ethiopian level the research was taken to study the effect of managerial emotional intelligence (EI) on employee satisfaction at Save the Children in Addis Ababa Ethiopia, as the result indicated that there is a positive significant relationship between manager's emotional intelligence and employee job satisfaction Ayele (2015).

There are various factors in an organization that affect the employees' emotional intelligence. This study will be carrying out to find the impact of emotional intelligence on job performance in a case of 40/60 condominium housing project near bole ayat site and will address the following key research question presented below

1.3 Research Question

- How Self-awareness affect employee performance?

- How Self- motivation impact employee performance?
- How self-regulation or self-management influence employee performance?
- How Social skills (or relationship management) help in best employee performance?
- What is the effect of Empathy and Social awareness on performance of employee?

1.4 Objective of the Study

1.4.1 General Objective

The general objective of this study is to assess the impact of emotional intelligence on performance of 40/60 condominium housing project employees who work on site and office positions.

1.4.2 Specific Objective

The specific objective of this study is to address the following sub objective presented below

- To study the concept and components of emotional intelligence
- To study the relationship between components emotional intelligence and employee performance
- To present the scale to which the components of emotional intelligence affect employee performance
- To present suggestion for improving emotional intelligence of employees

1.5 Significance of the Study

The significance of this study is to assess and evaluate how individuals with different EQ skills perform which is believed to be the lifeblood of every recruiting construction company and how their performance affects the overall organization accomplishment.

Much of the research conducted on emotional intelligence hasn't been made on this field that tries to relate the two essential concepts. So it is believed it is a necessary to take this study for construction industry because emotional intelligence and employee performance is not detached to attain organizational goal. In addition to that it could also provide a profound foundation for future studies on related field.

1.6 Scope and Delimitation

This study examines the impact of emotional intelligence among site and office construction participant employees in 40/60 condominium housing project. It provides an insight of the level of emotional intelligence among the contractor, consultant, and sub-contractor employees based on their job position, education and gender. Therefore, the respondents are project managers, site engineers, office engineers, consulting architects and subcontractors. They are vital and responsible for the achievement of the project. This research provides a base in exploring and identifying the emotional intelligence impact on employees' performance using the respondents as a resource.

1.7 limitation of the Study

Since, this Research will be taking in 40/60 condominium housing project, it addresses only BoleAyat site-2 employees which is limited to few group of employees not representing construction industry as a whole level. So, Researches should also be carried out in this sector to check emotional intelligence impact on employees' performance in different section of the construction industry.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

To perform well in any given working environment one should have the capacity have essential social skill to recognize, interpret and respond to emotions in one-self and others. Goleman has described emotional competency as a learned capability to express one's own emotion with complete freedom, and it derived from emotional intelligence that results in outstanding performance at work Goleman, *The Emotionally Intelligent Workplace* (1988).

In this section concepts and components of emotional intelligence is explained; the extent to which how the components of emotional intelligence is interrelated and has great influence in employee performance is reviewed. Moreover it states about how emotional competence influence job performance in construction industry and also related and relevant studies to the topic is discussed.

2.2 Concepts of Emotional Intelligence

Nowadays, emotional intelligence (EI) has been evolved as a topic of great interest. The term Emotional intelligence (EI) was first introduced in the scientific literature in 1990 by Salvo, (1990). In 1995, Daniel Goleman introduced the importance of emotional quotient (EQ) in the work place; it has been believed that success at the workplace depend on your level of intelligence or intelligent quotient as reflected in your achievement like academic success, or mark obtained. However how good one is in recognizing own and others emotion, in regulating own emotion and according to others emotion, which is a different way of being emotionally competent. He propose emotional intelligence is more important than job specific (technical) skills and knowledge or IQ (intelligent quotient) supporting the idea that IQ has less influence factor in life success or achievement in a workplace.

(Goleman, *Working With Ei*, 1998), who is responsible for the popularization of the concept, has pointed three applications of Emotional Intelligence stated as “being able air grievances as helpful critiques, creating an atmosphere in which diversity is valued rather than a source of friction and networking effectively”. Ezzatabadi M et al. (2012) defined emotional intelligence

as the potential to be aware of it, to practice it, share it with others, to acknowledge it, remember once own and others, to express it , identify, learn from, manage, control, understand and explain emotions.

2.3 Importance of Emotional Intelligence

The importance and benefit of emotional intelligence is vast both in and out of the workplace. For emotional intelligence to be effective it has to start with oneself and it is essential for personal and professional success. It is a core ability or skill in many vocations, can support the advancement towards creating adept employees with good communication and inter relation skill.

Role of EI in organization has been widely articulated in performance related literature Singh (2015). The literature demonstrates that a leader with great leadership abilities must not only take into account the intellect, but also the EI that would impinge on the decision which they could probably make Manley (2009).

Kunnanatt (2008) stated in his finding that validity of EI improves the quality of employee effectiveness and organizational performance. EI execute its characteristics to predict outcome but only on single task, such as academic performance, academic classroom performance and marketing performance states Afolabi (2010). However, Davis (1998) revealed that the unique construct of EI are significant related to many desired on-the-job outcomes from the industries.

parker (2000) states in his finding that when a person possesses a higher EI they tend to perform better than those who possess lesser EI in overall life achievement regardless of their IQ. So it implies that the higher the level of EI the higher an individual perform in his/her day to day activity. Summation of a good day to day performance will lead to success which has a direct relation with EI.

Proficiency in EI is becoming an important requirement in some professional works such as teachers, nurses, sales persons and individuals in managing positions because this peoples in this kind of working field need to be self aware and intuitive to others. The physical and psychological health of people can be improved with improvement of EI and it also facilitates

our capacity for motivation, empathy, reasoning, stress management, and our ability to social interaction bar-on and parker (2000).

Point has been made on the social and psychological benefits of EI but it is also important to note that self-awareness which is the ability to manage emotions and stress is significantly related to physical health.

The value of EI is enormous; attaining emotional intelligence develops many valuable traits, from resilience to communication, stress management to motivation, all of which can be seen as conducive to effectively achieving personal and organizational success.

2.4 Emotional Intelligence and Employee Performance

Employee performance (EP) may be taken in the perspective of three factors which makes it possible to perform better than others; determinants of performance may be such as “declarative knowledge”, “procedural knowledge” and “motivation” McCloy (1994). Huselid & Becker (1994) have argued that the effectiveness will transfer on the behaviour of employees as a result of human resource management, which also proves a positive association.

Emotional intelligence scale developed by WongandLaw (2002) used as tool for data collection. The results from the correlation analysis revealed a significant relationship between emotional intelligence and job performance. Also, the findings revealed that regulation appraisal emotion (RAE) and use of emotions (UOE), two EI dimensions contributed to job performance. Moreover, from the analysis of the moderator variable, it was found that the gender did not affect the relationship between emotional intelligence (EQ) and job performance.

ali, Garner and Magadley (2011) explored the relationship between emotional intelligence and job performance. The results of the study revealed a significant correlation between EI and job performance among the police officers. Also, the study showed that after controlling for general mental abilities and personality traits, emotional intelligence explained additional incremental variance in predicting job performance among the police officers.

EI acts as a vital instrument for regulating, directing and controlling emotional, personal and social competencies of people at work. EI has significant impact on the work performance. According to Humphery (1995) team learning, effective team harmony and work culture is the

result of effective use of EI. Murray (1998) emphasized that the role of EI in building inquisitive leaders to manage workforce by understanding emotions of employees in decision making. Further, he emphasized on the role of emotionally intelligent leaders in enhancing employee's morale thereby positively impacting on work performance.

Bar-On and Parker (2000) developed a multifactor model for emotional intelligence. They presented that EQ includes personal traits, attitudes and motivation specially patterns of thought and behaviour that are acquired throughout life time that greatly affect person's tendency to face and solve challenges and succeed in every aspect of life.

Employing people who are adept in different skills is a valuable asset for a firm, because it forms the basis for creating multiple alternatives to current or future job requirements. Snell and Wright (1998) Define employees' skill flexibility as "The willingness and ability to rapidly respond to changing circumstances, responds positively to changes and employees finding alternative ways to apply their skills in their job." and "how employees with different skills can be repositioned to the proper places in a fast way."

Snell and Wright (1998) Suggest that a firm can improve employees' skill flexibility through various processes, such as job rotation and cross-functional teams. These processes create an environment for the development of unique skill combinations, which uses as an asset for the firm and difficult to copy by competitors. Thus, he claim that skill flexibility has the strongest direct and most visible impact on EP meaning that the higher the level of HR skill flexibility, the more likely it is that employees will demonstrate higher performance. Peter Boxall and John Purcell (2003) emphasized that skill level is directly related to EP.

According to Chen and Francesco (2003), there is a positive relationship between effective commitment and EP, suggesting that, employees who feel that a firm's behaviour towards them is good (e.g. equal and fair treatment between employees, participation in decision making,) may increase their levels of emotional commitment or psychological contract to the firm and, in turn, their performances may also increase. Further, employees with high continuance commitment feel a strong obligation to perform their jobs in such a way that is identified with the firm's goals, while employees with low continuance commitment feel no such obligation to support the firm's goals Chen and Francesco (2003).

Golparvar & Khaksar (2008) Stated that there is significant relationship between all components of emotional intelligence and job performance and also self-esteem can be regarded as one of the components for predicting job performance. Generally, there is a significant correlation between scores of emotional intelligence and scores of personal and interpersonal aspects of employees.

2.5 components of Emotional Intelligence and employee performance

The IQ contributes only 20% to life success. The rest is the result of emotional intelligence, including factors like the ability to motivate oneself, persistence, impulse control, mood regulation, empathy and hope Goleman, working with emotional intelligence (1998). Goleman states that IQ and emotional intelligence are not opposing competencies but they work separately. He suggests that it is possible to be intellectually brilliant but emotionally inept causing many life problems. Yale psychologist Susan E. Rivers and Peter Salovey (2011) cites major areas of emotional intelligence:

1. Self-awareness—knowing one’s emotions.
2. Self-Management—handling feelings so they are appropriate
3. Self-motivation—marshalling emotions in service of goal
4. Empathy—recognizing emotions in others
5. Social skill—skill in managing emotion of others

2.5.1 Self-awareness and employee performance

Various definitions and models of emotional intelligence have been forwarded by different scholars. As the result there have been much confusion and controversy concerning the concept of emotional intelligence. What is common for most of them is it is positively related with success or performance. Moreover, the relevance is becoming high in certain kinds of situations like social interaction and handling of stress Cherniss (2010).

Yeung (2009) states in order to become emotionally intelligent one must harness the ability of self-awareness as much as possible. According to Yeung (2009) once we become aware of our emotions we can distinguish our strengths and weaknesses then we can begin to think about how to manage and apply them to help us achieve our goals.

Pursuing improved self-awareness gives know-how on how to engage to different situations and enables different approaches accordingly. Therefore when a person stands at same position he or she does so with a prior knowledge that developed throughout lifetime and this even enables oneself to understand and enhance personal values self McPheat (2010). The study also states that in order to understand and enhance personal values one should assess his/her self from time to time by asking for feedbacks from individuals they occasionally interact with. For personal and professional behaviours to be improved one should know how to take criticism in a sophisticated manner and work on it on a daily basis.

Goleman Working With EI (1998) describes those who lack accurate self-awareness as being blind. Whenever somebody consistently poorly handles a given situation, it strongly implies not being self-aware. In a lower reaches of an organization, such problem can easily be un-noticed. But at higher levels these problems are magnified and can be seen easily. The consequence and adverse effect of it becomes far beyond the person who only has them but to the group as a whole organization.

In a study of forty two executives by Kaplan cited in Davis (1998), those studied included from department heads to CEOs, finding states that those with “blind spots” or those who lacked accurate self-awareness have such characteristics: Blind ambition: blind desire, drive, and focus without any recognition, adjustment or modification. Competes instead of cooperates; showing off and presenting his/her own only value and contribution; is boastful and arrogant; sees people in black-and-white terms as allies or enemies. Unrealistic goals: Sets overreaching goals for the group or organization; is unrealistic about what it takes to get jobs done. Relentless striving: Compulsively hardworking ignoring everyone and everything else. Drive others: Pushes other people too hard beyond their limit chasing unattainable goal reaching to the point of being abrasive or ruthless and insensitive to the emotional damage toward others. Power hungry: Seeks power for his or her interests, rather than the organization’s advantage. Obsessed with appearances, Needs to look good at all costs; is overly concerned with what other people think about them; craves for the non-stop increment of public image. Need to seem perfect: do not accept criticism even if it is constructive; blames others for his or her failures; cannot admit defect or personal weaknesses.

2.5.2 Self-Management and Employee Performance

Self-regulation (SR) is defined by the processes that an individual ability to monitor and manage energy states, emotions, thoughts, and behaviours in ways to guide his or her goal-directed activities over time and across changing circumstances. In organizations, practicing managers want employees to achieve high performance levels; to act in a way that considers long-term consequences rather than just transient thoughts Vancouver (2000).

The distinctions among the goal orientations are especially pertinent to SR Elliot & Harackiewicz (1996). Learning and performance-prove goal orientations are characterized as SR focused on potential positive outcomes for instance like task master and normative competence, respectively. These approach orientations motivate affective and cognitive processes that facilitate optimal task engagement Elliot & Harackiewicz (1996) Processes including challenge construal, sensitivity to success-relevant information, and cognitive and affective immersion in the activity Lazarus (2013) lead to a mastery pattern of beneficial outcomes such as achievement Elliot & Harackiewicz (1996). Performance-avoid goal orientation, however, is characterized as SR focused on avoiding negative outcomes, employees who show avoidance behaviour may experience a temporary sense of relief , in the long run, avoidance actually leads to increased anxiety and interfere with or prevent optimal task engagement e.g., threat construal, anxiety-based preoccupation with self-presentational rather than task concerns Elliot & Harackiewicz (1996).

2.5.3 Self-Motivation and Employee performance

This is a psychological element that drives the employee to achieve the highest level of productivity and helps them to engage more in their work providing quality of service. Positive motivation is a key to achievement says Goleman, the greatest athletes, musicians and chess masters are distinguished by their ability to stick with arduous practice, year after year, beginning early in life.

Daniel Goleman (1997) hypothesized that anxiety weakens intellect, while good mood enhance performance. Implying those who are adept at harnessing their emotions can use their anxiety for motivation. A person with too little anxiety means no motivation; moderate anxiety peak performance and while impairing intellect too much anxiety may lead to poor performance.

Good performance is attained when an employee believes in one's own abilities to reach a goal and that perception is a result of self-efficacy. Self-efficacy refers to an individual belief in his or her capacity to execute behaviours necessary to produce specific performance attainments Bandura (1997). Self- efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour and social environment which provides to flawless working skill.

2.5.4 Social awareness and Employee Performance

Social awareness or empathy is a learned skill that can be used to try to communicate and understand another's experience or feelings Halpern (2003). Trait Emotional Intelligence (2001) reported social awareness is to be the ability to sense, understand and react according to the environment. The empathy competence gives people an astute awareness of others' emotion, concerns and needs, the more self aware a person become the more skilled he or she become at reading the feelings of others. The ability to read others' need comes naturally to the best managers of product development teams Spencer LMJr, Spencer SM, (1993). Social awareness also plays a key role in the service competence, the ability to identify a client's or customer's needs from non-verbal signal or past preferences and then match them to products or services to provide with; this empathetic strategy distinguishes star sales performers from average ones Spencer LMJr, Spencer SM (1993). It also means taking a long-term perspective; even if it is giving up immediate gains in order to steer the customer toward a choice that satisfied both the customer's and the vendor's needs McBane (1995).

2.5.5 Social Skill and Employee Performance

Relationship management consists of acquired individuals ability on how social skills which is way of handling and influencing other people's emotions effectively. A strong social skill can facilitate interpersonal interactions, which can in turn lead to effective job outcomes. Social skill also gives the ability of understanding, managing emotion and action of oneself and then understanding, managing and even influencing emotion and action of others. According to Spencer LMJr, Spencer SM (1993) and Goleman et al. (2001), the quality of relationship management must be an essential skill of supervisors and managers or leaders who can control their subordinates effectively.

Cheok and O'Higgins (2011) discuss relationship of SK and performance as "in order to achieve a successful interaction one must learn a way to manage and be aware of one's and others emotion". This allows good communication and clears a path in attaining desirable response in return. According to Goleman, *Working With EI*, (1998), effective communication channels are needed for the success of organizations as effective communications channels will help the leaders to give and take information from the customers. This will also help the leaders to be aware of the emotions of customers. Therefore, good listening skills are the useful factor in determining the relationship management because a good listener always create an environment to welcome ideas, emotions and knowledge conveyed from the speaker's side.

According to Hohn (1993), conflict management is an important determinant of finding the level of relationship management skill because only people having good relationship management skill can resolve the conflicts because of their understanding of other's emotions. McPheat (2010) suggests that conflict management is all about being emotional intelligent by understanding others view and feeling without having pre-assumption about the situation and also finding a way of means to resolve the conflict by considering others point of view in relation to the objectives so as to get a better outcome. McPheat (2010) further mentions that most of working environment entails different groups and teams with different background in their compound and as long as we are involved in that environment we must learn to cope up with the growing and changing heterogeneous environment. Having different background comes with different values and beliefs which may lead to opposed idea which may leads to conflict whether good or bad we must be able to know how to resolve the conflict and live and work in harmony and that can only be achieved with experience.

Successful managers know how share responsibilities and distribute the work load in a most effective way while nurturing the team spirit by encouraging with verbal mention or appreciation or bones for good performance, setting out an individual and team goal, creating a get-together in order to know one another and celebrating organization achievement and avoiding blame when failure comes Hogan (2014). Furthermore Hogan suggests that if we can manage for individuals to feel like they are part of the team and make them feel useful and make them believe their doings matter they actually tend to work faster and add a significant value to their work. As mentioned by Elliot & Harackiewicz (1996) it is believed that every person tend to perform

good when they feel like they are a part of a community or a group infact they perform badly when they are isolated. Every task that are performed in an organization are somehow interrelated and depend on each other in some way, as these tasks get larger and grow wider as a leader we need to know how to manage them and the people who perform them especially as employee we need to train ourself in order to fit in this groups and learn to cooperate with others with sole purpose of thriving. Ones we overcome the process of Forming-Storming-Norming-Performing-adjourning Tuckman (1965) which is a model for group development and a vital phase to team grow and success then the activity of team formation, good performance and achiving goals becomes very viable McPheat (2010).

2.6 Emotional Intelligence and Construction Industry

Construction industry is considered as the industry which has the most challenging conditions to manage the workforce in a better way to achieve organizational success Loosemore M., Dainty A., Lingard H. (3003). A construction work is project based in nature and it consist a combination of different professionals like designer, contractor, sub-contractor, consultant, material supplier etc. And they work together for a specific duration of time depends on the type and size of the project in order to achieve the common organizational goal.

Construction industry deals with a different work context as it is generally associated with the aggressive management style Guinevere L.Smithers., Derek H.T. Walker (2000). There is huge amount of competition between construction companies and there is extreme pressure at work. Studies are carried out in order to find out the ways by which the workplace performance can be improved. Many studies which have been discussed and tested several time have suggested the performance dimensions for managers such as: project resources should be managed effectively, good coordination; operating with time schedule; conflict handling and motivating. These aspects play significant role in achieving work place success Dulami M.F (1999).

Guinevere L.Smithers., Derek H.T. Walker (2000), have demonstrated from their research that EI is very much relevant in the construction sector. Their work effectively showed that EI has positive impact on the construction participants and concluded that construction project amazement should make the managers aware of the value of EI and other construction executive's performance. A survey was conducted by the Dulami M.F. (1999) which explored that the employees particularly want more soft skills among the professional like: interpersonal

skills, teamwork, communication skills, flexibility, business awareness etc. One more survey was conducted by Davis M. (1996) in which it was found that the employer's candidates who have more interpersonal skills such as: problem solving skills, language ability, team players who can also lead the team Davis M. (1996).

2.7 Arguments of Emotional Intelligence

Emotional intelligence is not without criticism, and hence growing body of research has begun to identify particular contexts when EI doesn't appear helpful and may even be deleterious to a person, or those they have contact with Loosemore M., Dainty A., Lingard H. (3003). New evidence shows that when people improve their emotional skills, they become better at manipulating others. When you're good at controlling your own emotions, you can disguise your true feelings. When you know what others are feeling, you can tug at their heartstrings and motivate them to act against their own best interests Grant (2014) Examination is under way as to why and how trait and ability EI may contribute to negative intrapersonal outcomes (psychological ill-health; stress reactivity) and interpersonal outcomes (emotional manipulation, antisocial behaviour). Negative effects were found to operate across multiple contexts (health, academic, operational) However, these were often indirect, suggesting that outcomes depend on pre-existing qualities of a person. Uneven profiles of self-perception (trait facets) or actual emotional skills contribute to poorer outcomes particularly emotional awareness, and management. Moreover, individuals who possess high level of skill but lower self-perceptions of their abilities fare worse than those with more balanced profiles Davis M. (1996).

2.8 Emotional Intelligence Model

EI models have been modelled and remodelled over the years, Goleman et al. (2001) who brought a big impact on emotional intelligence has also provided a model that has been widely adopted and is used still today. In his latest publish, Goleman used his model to define EQ as the ability to identify and manage our emotions and to those of others we interact regularly in a professional way with a cluster of skill competency and capabilities which include; self-awareness, self-management, social awareness, and relationship management which are shared by all the different colleagues who works on similar studies Nwokah (2009). Nwokah (2009) Stated that competitive advantage can be acquired by working on social and emotional

intelligence which is described as social intelligence more of relationship management while EQ focus more on individual.

Goleman et al. (2001) Four-Dimensional Trait-Based Model in Table 2.1 that measure EI with the emotional competency index is the most recent model of EI outlined by Goleman. Goleman significantly showed that EI is a strong predictor for job performance.

Personal Competence	Self Personal Competence	Social personal Competence
Recognition	Self-Awareness - Emotional self-awareness - Accurate self-assessment - Self-confidence	Social Awareness - Empathy - Service orientation - Organizational awareness
Regulation	Self-Management - Self-control - Transparency - Adaptability - Achievement drive - Initiative	Relationship Management - Developing others - Influence - Communication - Conflict management - Building bonds - Teamwork & collaboration

Table2.1: Goleman’s Four Dimensional Trait-Based Model: A Framework of Emotional Intelligence

2.9 Concepts of employee performance

Job performance is an overall expected work done form employees but the concept has been moulding the employees to perceive hard work bind with organizations strategy following rules and regulation leads to achieving a good performance Treadway, Breland, Williams, Cho ,Yang & Ferris (2013) Therefore it is advised for the organization to create an environment where employees get the information on how to improve performance and helping them through the process of uplifting their performance in effective ways which in return allows the organization

to have eager, motivated, ambitious, aspiring staff members and creates a way for being competitively advantageous Treadway, Breland, Williams, Cho ,Yang & Ferris, (2013).

2.9.1 How to measure Employee Performance

Every company should continually monitor and evaluate the performance of their employees for sustainability success of their organization. This can be achieved by checking the following points.

Punctuality: Employees who regularly arrive late for work or are frequently absent from work are unlikely to be meeting their performance objectives. An employee who is not punctual means an employee who is not doing their job to their full potential.

Quality of work: good productivity level, time management, ability to meet deadline and completion of projects to the desired standard is a key indicator in measuring employee performance.

Observe personal habits: Perpetual bad habits can detract from employee performance. This may include taking unauthorized breaks, disruptive behavior.

Review personal presentation: Most firms have a professional dress code appropriate specifically to the job and company culture. Employees who disregard your expectations and present a disheveled or careless appearance reflect badly on your image. Especially in the construction sites employee's attention to safety wear is highly valued.

Evaluating employee performance should be carried out with standardized measure on an on-going basis and encompass all areas of their work ethic and individual achievements.

2.9.2 Importance of Measuring Employee Performance

An individual with good performance strives to achieve, being good communicator, teaming punctual and provide good quality of work. According to the researcher there is a direct and strong relation between an employee with good communication, teaming, punctual and performance.

2.10 Theoretical Framework

Independent variables

Dependent variable

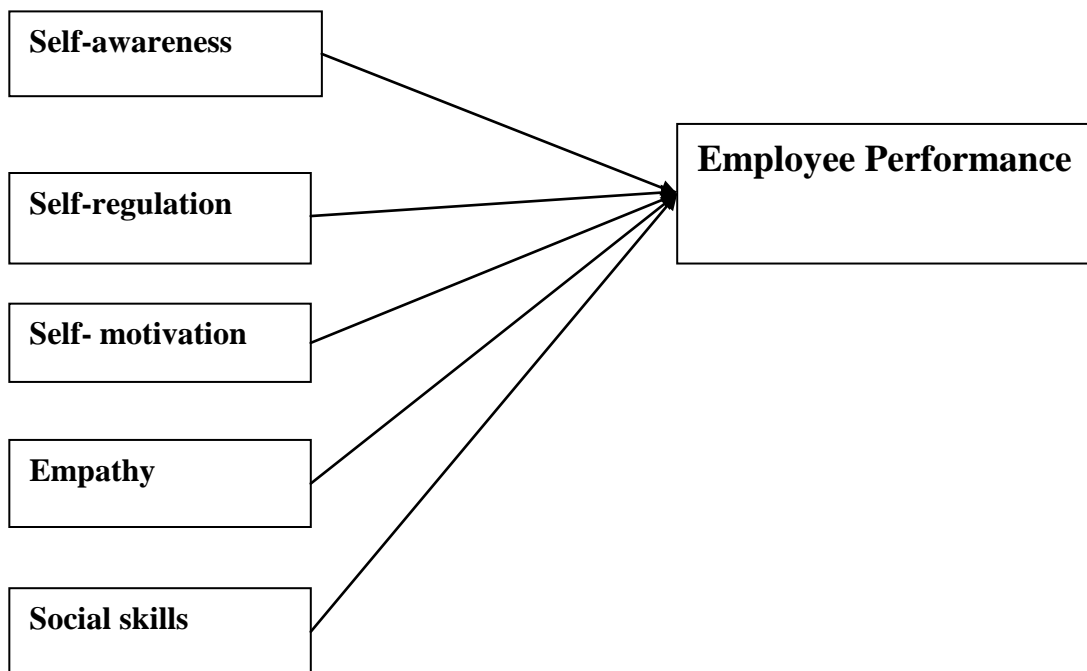


Figure 2.10: Conceptual Frame Work of Emotional Competence

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter highlights the type of the research methodology; methods of data gathering together with the justifications for choosing one against the other. It also describe on how these methods will be implemented in the objective to find answers to the purpose of the project. Issues related to reliability and validity within the proposed methods is being put in place briefly.

3.2 Research Design

In order to investigate the objectives of this study and answer the research questions raised in the study, inferential and descriptive research method was employed because; the research purpose in this study is to assess the impact of emotional intelligence on performance. The descriptive Research method was employed for this study which is based on survey method type because researcher is relying on variables which are both dependent and independent. Thus, based on these variables the study describes how emotional intelligence affects performance of employee's. The questionnaire survey technique will be used to collect data and the questions were adapt from previous researches. The respondents of those questionnaires were selected from Ayat 49 project 04 on-site and office employees.

The paper will try to collect data from both primary and secondary sources. The primary data is what the study collect and the Secondary data will be taken from Bole ayat 49 construction employees. The study tries to determine the impact of emotional intelligence or cluster of skill competency on employee performance. To perform the study, 94 employees were taken as samples from the population of 140 estimated total employees.

This research will adopt descriptive research design. It also uses survey method using survey questionnaires. Questionnaires item selection will be from data which the study wants to address more, but also it will consists questions from other studies in this area. The paper will have mixed approach of research which is both qualitative and quantitative form due to the characteristic of the study which requires not only quantitative but also qualitative data. After the

collection of the data using questionnaires, analyzing was taken by using frequency descriptions, correlation, and regression analysis.

3.3 Sample and Sampling Design

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from larger population. Thus potential participants will be selected in order to attain realistic data. From many sampling methods probabilistic sampling technique will be used for this research. Sharma (2017) mentioned probabilistic sampling is any sampling scheme in which the probability of choosing each individual is the same; due to this the study will choose it.

Sampling formula

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where :

n = sample size

X^2 = Chi – square for the specified confidence level at 1 degree of freedom

N = Population Size

P = population proportion (.50 in this table)

ME = desired Margin of Error (expressed as a proportion)

This formula is the one used by Morgan (1970) Krejcie & Morgan in 1970 help to determining Sample Size for Research Activities.

Using this formula Bole Ayat site has 140 estimated employees as total population size and the sampling size will be

N = 140

P = 0.5

$x^2 = 3.84$

ME = 5%

$$\frac{3.84 * 140 * .05 (1-0.5)}{((5\% (5\%) * (139)) + (3.84 * 0.5 * (1-0.5)))} = 103$$

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579

Figure 3.3 Population size determination table

So the sample size is 103 and this amount of questionnaires float to the 40/60 condominium employees and 92 questionnaires has conducted.

3.4 Sample Unit

Selection of respondents or sample unit for this research study consists of higher, middle and lower management employees in management structure. And also employees according to their Departments will be selected from on site and office engineers, consulting office, sub contracts and employees from contractors head office.

3.5 Sample Size

Sample size of this research study consist of 92 employees who were engaged in different departments and different compound of the site.

3.6 Method of Data Analysis

After the collection of the data using questionnaires, analyzing was taken. Zulfiqar Ali, S Bala Bhaskar (2016) Described statistical method in which it involved in carrying out a study include planning, designing, collecting data, analyzing, drawing meaningful interpretation and reporting of the research findings. The statistical analysis gives meaning to the numbers observed, providing a sense into the raw collected data. Row data obtained in this study will be analysis using Statistic Package for Social Science version 20 (SPSS 20).

CHAPTER FOUR

RESULT AND FINDINGS

4.1 INTRODUCTION

The primary objective of this study is to analyze and present the output of the relationship between emotional intelligence on employee performance in Ayat condominium construction project. The sole purpose of the research is to achieve the objectives such like investigating the effect of self-awareness on employee performance, determining the effect of self-management on employee performance, to examine the influence of social awareness on employee performance and to look into the effect of relationship management on employee performance.

The chapter has two sections. First section analyzes the general information of the respondents. The second section entails, present and summarize demographic descriptions, correlation and multiple regressions. This chapter presents an analysis of the information based on the questionnaires collected. The questioners include two major parts; the first section covers the respondent's general background information. The second section further broke into five sub sections which address the specific research objectives and they include the effect of self-awareness on employee performance, the effect of self-management on employee performance, the effect of social awareness on employee performance and the effect of relationship management on employee performance. Out of the 103 sample size, 92 samples has been returned which gives 89.3% response rate and that is statistically acceptable to work on the acquired population considering it is well represented.

4.2 Demographic Characteristics

The general information for the study consist gender, age range, Education level, year of experience and qualification of the respondent.

4.2.1 Frequency of Respondent by Gender

According to figure 4.2.1 the descriptive statistics result shows 80.4% of the respondents were male and 19.6% were female respondents. Based on the result of the analysis, the respondents that participated in the research study were male.

are you male or female

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	74	80.4	80.4	80.4
Valid female	18	19.6	19.6	100.0
Total	92	100.0	100.0	

Table 4.2.1 gender respondents

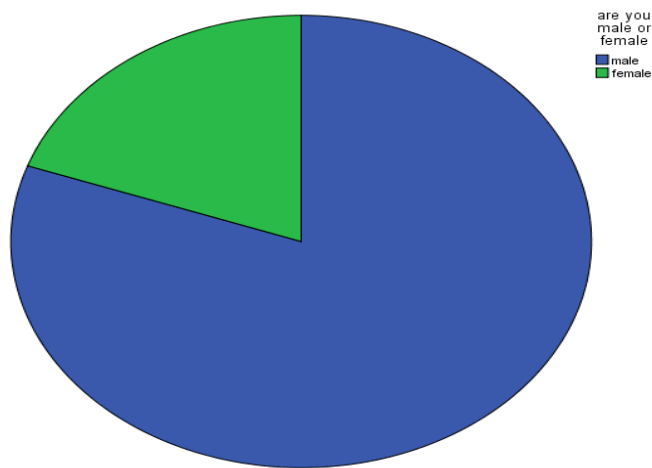


Figure 4.2.1 gender response

4.2.2 Frequency of Respondent by Age

in Figure 4.2.2 below it is shown that 18 of the respondent which is equivalent to 19.6% of the respondents that participated were 18-25 years old, 26 of the respondents which is equivalent to 28.3% of the total respondents were between the ages of 26-35 years, 39 of the respondents which is equivalent to 42.4% of the total respondents were 35-50 years of age and 9 of the respondents which is equivalent to 9.8% of the total respondents were aged 50 and above years. Therefore it can be concluded from the finding that the majority of the respondents are between the ages of 35 up to 50.

		what is your age			
		Freque ncy	Perce nt	Valid Percent	Cumulativ e Percent
Val id	18-25	18	19.6	19.6	19.6
	26-35	26	23.8	23.8	47.8
	35-50	39	42.4	42.4	90.2
	above 50	9	9.8	9.8	100.0
	Total	92	100.0	100.0	

Table 4.2.2 age respondents

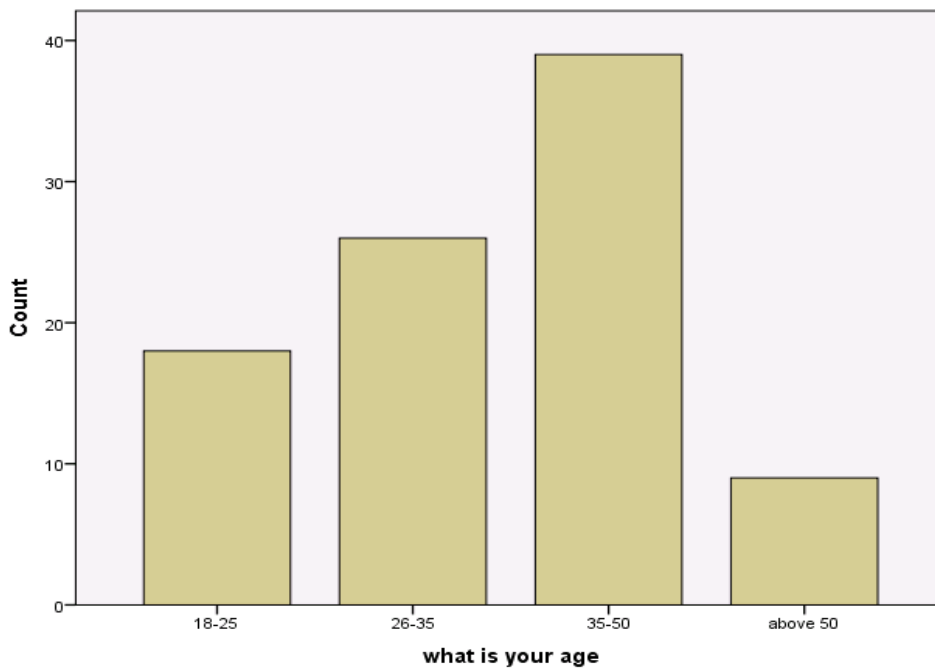


Figure 4.2.2 Age response

4.2.3 Frequency of respondent by years of experience

Figure 4.2.3 shows that, 18 of the respondents equivalent to 19.6% of the respondents have been in the construction company for less than 5 years, 20 of the respondents equivalent to 21.7% of the respondents have spent between 5-10 years in the construction company, 53 of the respondents equivalent to 57.6% of the respondents have spent between 11 to 15 years working for the construction company and 1 of the respondents equivalent to 1.1% of the respondents have worked for more than 20 years for the company.

how long have you worked

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 5 years	18	19.6	19.6	19.6
6-10	20	21.7	21.7	41.3
11 to 15	53	57.6	57.6	98.9
above 20 y	1	1.1	1.1	100.0
Total	92	100.0	100.0	

Table 4.2.3 work experience respondents

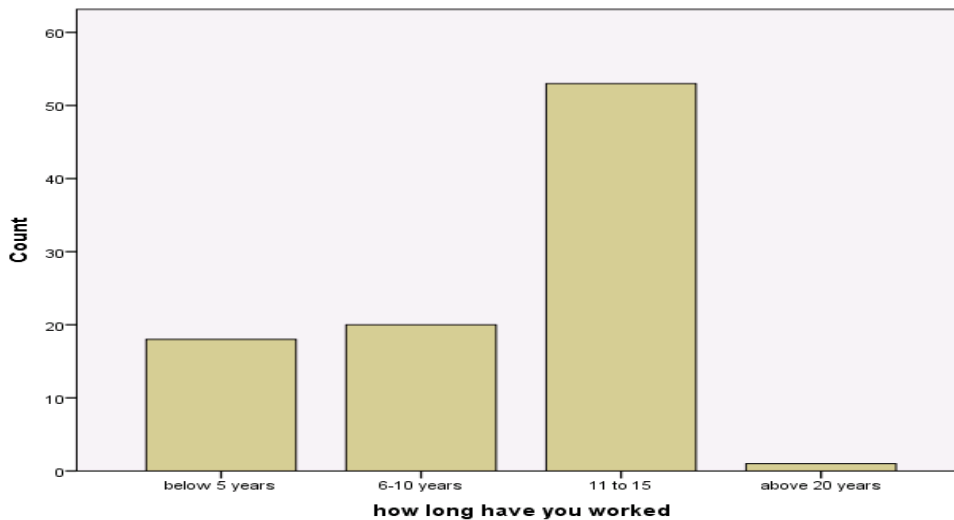


Figure 4.2.3 work experience

4.2.4 Frequency of Respondent by Qualification

Findings indicated in Figure 4.2.4, 8.7% of the respondents only completed a secondary level education, 14.1% had attained a college level education, and 77.2% of the respondents had completed degree level. Therefore, the findings concluded that the majority of the respondents are well educated.

		level of education			
		Freque ncy	Perce nt	Valid Percent	Cumulativ e Percent
Val id	second ary	8	8.7	8.7	10.5
	Diplom a	13	14.1	14.2	22.8
	degree	71	77.2	77.2	100.0
	Master s	0	0	0	
	Total	92	100.0	100.0	

Table 4.2.1 level of education respondent

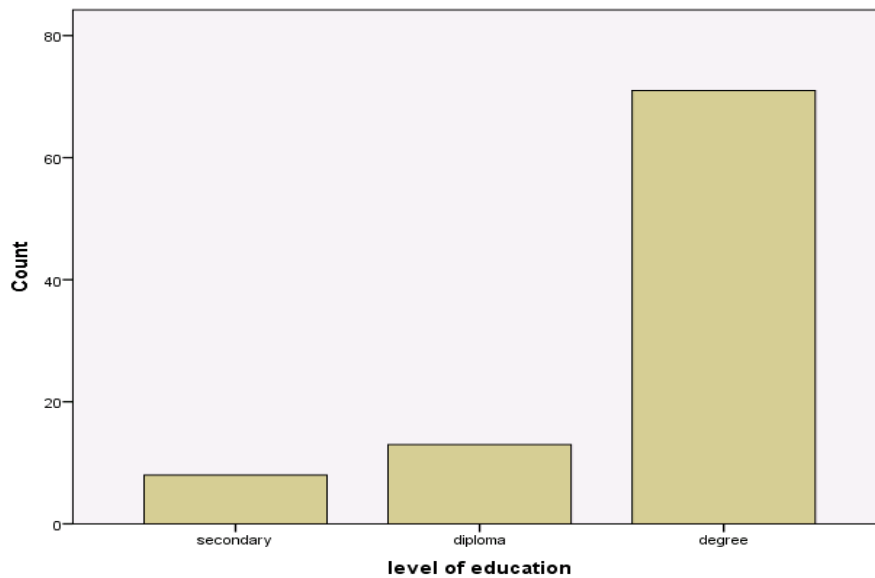


Figure 4.2.4 level of education

4.3 Descriptive Analysis

In this study descriptive statistics implies some important issues among Emotional Intelligence on employee performance. Analyzing the mean values. Every variable in the questionnaire has been examined by four of them by four statements and one by three statement. For the purpose of this research the statements investigating the same variable were transformed into a variable index by computing mean values of the responses. The mean values are presented in Table 4.3, together with standard deviation of values for each variable. The standard deviation is defined as

“the spread or variability of the sample distribution values from the mean” Hair et al. (2007, p. 320).

If the estimated standard deviation is large, meaning that response distribution values do not fall close to the mean of the distribution, the responses are inconsistent. On the other hand, if the estimated standard deviation is small, meaning that response distributions are close to the mean, the responses are consistent Hair et al. (2007), Sclove (2001). The level of standard deviation boundary is supposed to vary according to the applied range of scale. Thus, response distributions with sigma less than 1 are considered as consistent; while response distributions with sigma more than 1 are considered as inconsistent.

To provide an overview on all the major constructs under investigation, Table 4.4 was constructed to display the relevant descriptive statistics of the sample. Mean values and standard deviation of the studies variables are presented as follows

Likert scale was used to measure the importance level of factors affecting emotional intelligence. The higher the score, the more important are the variables as evaluation criteria. Five point scales were used to measure the importance of factors in such a way that mean score could be calculated to determine the importance of factors in the emotional intelligence. With five point scales, the intervals for breaking the range in measuring each variable are calculated as follows:

$$\frac{= \text{Max.} - \text{Min.}}{5} = 5 - 1/5 = 0.8 = \text{Importance Level}$$

It means that the scores falling between the following ranges can be considered as: Importance Score 1.00 – 1.80 Means Unimportant at all; ; Importance Score 1.81 – 2.60 Means Somewhat Unimportant ; Importance Score 2.61 – 3.40 Means Fair; Importance Score 3.41 – 4.20 means somewhat important and Importance Score 4.21 – 5.00 Means Extremely Important

Table 4.3 describes the informants’ response on the importance level of each factor of the variables to its attributes as well as the instrumental dimension. Five variables were used to test the employee performance. They were self-awareness, self-regulation, self-motivation, empathy and social skill.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self awareness	92	2.00	4.75	3.7120	.48339
Self regulation	92	2.00	5.00	3.7464	.57495
Self motivation	92	2.00	4.75	3.7283	.61645
Social awareness	92	2.25	4.75	3.7772	.57710
Social skill	92	2.75	5.00	3.7826	.57801
Employee performance	92	3.00	4.5	3.7717	.33490
Valid N (list wise)	92				

Table 4.3: mean values and standard deviations of components of Emotional intelligence

4.4 Correlation Analysis

This study employs the correlation which investigates the strength of relationships between the studied dependant and independent variables. According to Hair et al. (2008) it “measures the linear association between two metric variables” Correlations were calculated in two stages as measures of relationships between the independent (predictor) variables and (outcome variable) dependent variable. This test gives an indication of both directions, positive (when one variable increases and so does the other one), or negative (when one variable increases and the other one decreases) Pallant, (2010).

The test also indicates the strength of a relationship between variables by a value that can range from -1.00 to 1.00; when 0 indicates no relationship, -1.00 indicates a negative correlation, and 1.00 indicates a perfect positive correlation Pallant, (2010). For the rest of the values it is used the following guideline: small correlation for value 0.1 to 0.29; medium for 0.3 to 0.49; and large for 0.50 to 1.0 Pallant, (2010).

Correlations

		Self- awareness	Self- regulation	Self- management	Social- awareness	Social- skill	Employee performance
Self- awareness	Pearson Correlation	1	.184	.178	.131	-.022	.527**
	Sig. (2-tailed)		.079	.090	.214	.832	.000
	N		92	92	92	92	92
Self- regulation	Pearson Correlation		1	.139	.297**	.188	.576**
	Sig. (2-tailed)			.185	.004	.073	.000
	N			92	92	92	92
Self- management	Pearson Correlation			1	.179	.025	.268**
	Sig. (2-tailed)				.087	.812	.010
	N				92	92	92
Social- awareness	Pearson Correlation				1	-.013	.331**
	Sig. (2-tailed)					.902	.001
	N					92	92
Social- skill	Pearson Correlation					1	.426**
	Sig. (2-tailed)						.000
	N						92
Employee performance	Pearson Correlation						1
	Sig. (2-tailed)						
	N	92	92	92	92	92	92

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

Table 4.4 correlation analysis

4.5 Tests for Linear Regression Model Assumption

The Regression coefficient expounds the average amount of change in dependent variable that caused by a unit of change in the independent variable. Furthermore, we might want to find out which determinant or independent variable that gives relatively more important impact to the dependent variable.

Multi-co linearity Test.

Multi-co linearity is a state of very high inter-correlations or inter-association among the independent variables. It is therefore a type of disturbance in the data and if presence in the data

the statistical inference made about the data may not be reliable. Multi-co linearity can be detected with the help of tolerance and its reciprocal, called Variance inflation factor (VIF). Variance Inflation Factor (VIF) quantifies how much the variance is inflated. If the value of tolerance is less than 0.1 & simultaneously, the value of VIF are 10 and above, then the multi-co linearity is problematic. It means, If the VIF value lies less 10, then there is no multi-co linearity and if the tolerance < 0.1 or VIF > 10, then there is multi-co linearity. Hence, as shown in table 4.6 the value of the VIF for self-awareness, self-regulation, self-motivation, and social skill were far below the thresholds showing that there are no any issues in relation to Multi-co linearity

Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
self-awareness	.936	1.068
self-regulation	.849	1.178
1 Self-motivation	.939	1.065
Social-awareness	.885	1.130
social-skill	.957	1.045

a. Dependent Variable: employee performance

Table 4.5: collinearity diagnosis

Residual Normality Test

One of the classical linear regression models assumptions is the error term should be normally distributed or expected value of the error term should be normally distributed or expected value of the errors terms should be zero ($E(UT)=0$). The researcher used histogram to identify normal distribution of residuals and the result indicates that standard residuals are a little bit far away from the curve, many of the residuals are fairly close more to the curve and the histogram is bell shaped. This implies that the majority of scores lie around the centre of the distribution (so the largest bars on the histogram are all around the central value. Therefore, this indicates that the residuals are normally distributed.

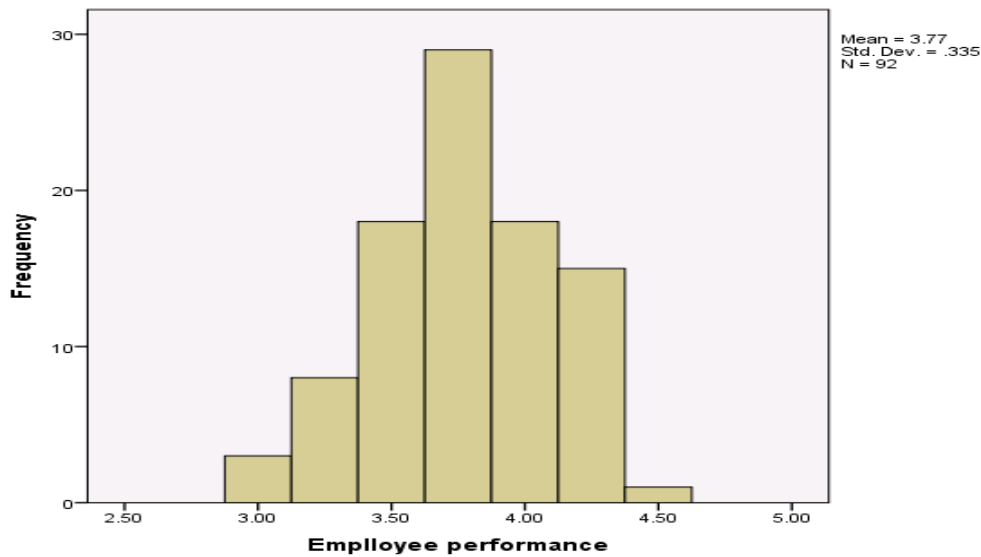


Figure 4.5 normality test

4.6 Multiple Regression Analysis

In this study multiple linear regressions were conducted in order to examine the relationship between Employee Performance and Emotional Intelligence. The results of this analysis indicate how well a set of variables is able to predict the dependent Variable. Furthermore, it shows how much unique variance in the dependent variable is explained by each of independent variables. Pallant, (2010). The Multiple Regression analysis assumes that the relationship between a single dependent variable and each independent variable is linear.

Table 4.6.1 shows how each of the variables of emotional intelligence (self awareness, self regulation, self management, social awareness and social skill) function individually in predicting the dependent variable on employee performance in terms of value.

Coefficients

Model	Un-standardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.529	.257		2.056	.043
	self-awareness	.295	.044	.429	6.171	.000
	Self-regulation	.215	.039	.369	5.502	.000
	Self-motivation	.057	.035	.105	1.640	.105
	Social-awareness	.088	.038	.151	2.305	.024
	Social-skill	.212	.037	.365	5.784	.000

Dependent Variable: employee performance

Table 4.6.1 result of multiple regression analysis

The coefficients of emotional intelligence variables that influence employee performance are represented by column B. thus, the model of prediction for emotional intelligence variables that significantly influence employee performance can be presented with the following equation.

$$EP = 0.529 + 0.295(SAW) + 0.215(SR) + 0.057(SM) + 0.088(SW) + 0.212(SK)$$

Where EP is employee performance, SAW is self-awareness, SR is self-regulation, SM is self-motivation, SW is social awareness and SK indicates social skill.

In table 4.7.1, the constant of 0.529 indicates the emotional intelligence average score rate of change in the absence of the influences of other independent variable.

As shown in table 4.7.1, all five independent variables tested in this study, self-awareness (B=0.295, P<0.05) with positive relation with employee performance, self-regulation (B=0.215, P<0.05) positive relation with employee performance, self-management (B=0.057, P>0.05) positive relation with employee performance being statistically insignificant, social awareness (B=0.088, P<0.05) with positive relation with employee performance and social skill (B=0.212, P<0.05) positive relation with employee performance and statistically significant.

The interpretation of results for significant individual variables is as follows.

From the regression analysis, it is shown that one of the influential factors of emotional intelligence is self-awareness with value of B=0.295, P<0.05. It can be said self awareness increase by 0.295 for every unit increase in employee performance. The study shows that respondent employees of the construction project are highly self-aware than any component of emotional intelligence in order to perform well.

Other factors predicted by regression analysis which affect employee performance are self regulation with B= 0.215, self motivation B= 0.057, social awareness with B=0.088 and social skill B=0.212. This implies for every 1-unit increases in employee performance, self-regulation will increase by 0.215, self motivation will increase by 0.057, social awareness will increase by 0.088%, and social skill increase by 0.212%.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.820 ^a	.672	.653	.19732	.672	35.228	5	86	.000

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.858	5	1.372	35.228	.000 ^b
	Residual	3.348	86	.039		
	Total	10.207	91			

a. Dependent Variable: employee performance

b. Predictors: (Constant), self-awareness, self-motivation, self-regulation, social awareness, social skill

Table 4.6.2 ANOVA table

In order to determine whether the overall regression model is a good fit for the data, the F ration in the ANOVA table (35.228) reveals that the independent variables significantly predict the dependent variable, i.e. F(35.228), P<0.005. Hence the model is statistically significant. As shown in the table 4.7.3 the multiple correlation coefficient R=0.820 indicated a moderate level of prediction. With R Square value (coefficient of determination), 67.2% of the total variation in respondents employee performance is explained by their own level of emotional intelligence.

4.7 Chapter Summary

The main objective of the study was to find a significant relation between the skills of emotional intelligence and its impact on employee performance and its impact on construction industry. From the analysis of the data collected, 80.4% of the respondents where male, majority of the respondents were between 35-50 years of age, majority of the respondents have moderately valuable education and are most of the respondents have had an experience with in the construction field ranging between 11-15 years. In the aspect of the research objectives, between the trait self-awareness and employee performance a significant relationship is revealed. The analysis also discovered that there was a positive correlation between employee performance and self-awareness, self-regulation, self-motivation, social-awareness, social-skill.

CHAPTER FIVE

DISCUSSION, CONCLUSION RECOMMENDATION

5.1 Introduction

The study was aimed to investigate and determine the impact emotional intelligence has on employee performance in the construction sector showing how much leverage the organization has on its employee through appropriate management and exposing them to the traits of EQ. The findings obtained from the two parts of research question from the proposed population which are 92 out of 103 has been discussed and summarized excluding 11 questionnaires which our respondents not able to deliver.

5.2 Discussion

5.2.1 Emotional Intelligence and employee performance

The findings in this study support the findings of some other previous research work. According to the study of John D.Mayer (1990); self awareness increase by 29.5% for every unit increase in employee's contribution to the organizational goal achievement. The study confirms that the respondents are very good at their self awareness skill than any other component of emotional intelligence revealing they are more positive, good at managing their emotion, cooperative and an individual with effective decision making skill which add a great value to the organization. On the other hand Chek and O'Higgins (2011) also confirm that employees with enhanced self-awareness are good at recognizing, controlling and managing their emotion.

This study indicates that employees who are effective at regulating their emotions are more likely good at performance as compared to their co-workers with less self-regulated employees. Self-regulation shows a significant and positive relation with performance which means that employees in Ayat site have sufficient self-regulation abilities. Jay Mulki (2015) who supports the positive relation between self-regulation and performance also stated that self-regulation reduces salespersons conflicts with co-workers and increase customer orientation by leveraging them which, in turn, has positive impact on performance. The result states self-regulation influence employee's performance by about 21.5% which also have a direct relation with an overall organizational performance.

A significant portion of the respondents agreed that social awareness has a moderate impact in the improvement of employee performance. With 8.8% of contribution employee performance affected moderately. This means the Ayat site need to work on in the improvement of social awareness of its employees in order to enhance its employee performance. This significantly agreed with Victoroff and Boyatzis (2012) who stated that when all employees include, interact and participated in every aspect of their work environment they tend to know each other very well and their understanding towards one another increase which in turn leads to improved employee performance.

Based on the study empathy or social skill has a significant relation with employee performance. Empathy showed a positive correlation with performance of 21.2% variation. Significant number of respondents agreed that employees who are good in social skill have the ability to create a welcoming environment for the customers and employees within the organization creating a sense of ownership and responsibility to share with.

5.3 Summary of Findings

The purpose of the study is to assess the impact of emotional intelligence on employee performance within construction near bole Ayat site. The research objectives are achieved by assessing the impact of self-awareness on employee performance, self-motivation on employee performance, social awareness on employee performance and effect of empathy or relationship management on employee performance. A quantitative approach is employed on determining the effects of emotional intelligence on employee performance. The independent variables considered for the analysis includes self-awareness, self-motivation, self-regulation, social-awareness and social-skill or relationship management and employee's performance as dependent variable. The population was assumed to be 103 on site and office construction workers but due to respondents inability only 92 is conducted. The collected data was analyzed with the help of statistical packages for social sciences (SPSS). The demographic data was presented with the means of charts and graphs and with percentage representation and the statistics part such as correlation and regression is analyzed in order to show the relationship between the dependant and independent variable.

5.4 Recommendations

The study recommended that the construction sector and contractors should work on their employee to improve on their self-awareness if they need to improve employee performance. Company needs to work on their human resource asset by developing and improving their competency skill so that they can be sustainable, independent and reliable individuals. Emotional intelligent skills needs to be encouraged and promoted among employees so they can be pursued for the development of employees and companies.

It's recommended that companies in contraction sector should optimize self-motivation abilities of their employees if improved employee performance acquired which in turn helps for an overall improved organizational finish a given project. Transparency needs to be highly promoted so the staff can live their values and create an environment that is comfortable for interaction, work, share experience and learn from one another which lead to closure among the employee.

5.5 Suggestions for Further Studies

The construction sector needs to consider the components of emotional intelligence in their recruiting procedure because it provides the evaluators a better understanding of an individual of their personal traits.

As the study presented employee performance can be enhanced by developing the components which are self awareness, self regulation, self motivation, empathy and social awareness of employee performance, so in order to get an overall organizational achievement construction companies should increase their employees level of emotional intelligence by providing any necessary program that help the employees to attain the emotional intelligence skills.

The study only focuses on a case of bole Ayat site 40/60 condominium housing. This make inadequate to conclude that all the traits of emotional intelligence have the same impact on the performance of employee in the construction industry as they do in Ayat site, hence further studies has to be made in other projects in order to gain additional perspective.

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Questionnaire on emotional intelligence

Dear Respondents, I am postgraduate student of the above institution mentioned and now I am undertaking a research by using our company as case company. This questionnaire is designed based on the Topic: Assessing the Impact of Emotional Intelligence on Employee Performance, In The Case Of 40/60 Condominium Housing Project. The main purpose of this questionnaire is to obtain information about how employees in the construction industry emotionally intelligent and impact their performance.

The quality of the result of this research is based on the accuracy of the information you provided. In order to be useful your responses, all responses to the items contained in this questionnaire must accurately reflect your true opinions. Please take a few minutes to provide your honest opinion about each statement. Your honest opinion is very valuable to the success of this study

Any information you give would be kept confidential and it is for academic purpose only.

Your kind cooperation is very much appreciated.

With best regards,

Part I

Demographic and personal information

1. : Male Female
2. Age; 18-25 26-35 35-50 Above 50 A
3. How long have you worked with your current organization? H
Gender Below 5yrs 6-10 yrs 11-15yrs 16-20yrs Above 20yrs
4. What is your level of education? W
Primary Secondary Diploma Degree Masters Professional

Part II

I. Self-awareness

Self-awareness						
1	I always know which emotion I am feeling and why	1	2	3	4	5
2	I realize the links between my feelings and what I think, do and say	1	2	3	4	5
3	I realize how my feelings affect my performance	1	2	3	4	5
4	I have a guiding awareness of my value and goals	1	2	3	4	5

II. Self-regulation

Self-regulation						
1	I manage my impulsive feelings and distressing emotions well	1	2	3	4	5
2	I stay composed, positive, and unflappable even in trying moments	1	2	3	4	5
3	I think clearly and stay focused under pressure	1	2	3	4	5

III. Self- motivation

Self- motivation						
1	I am always ready to seize opportunities	1	2	3	4	5
2	I pursue goals beyond what's required or expected of me	1	2	3	4	5
3	I cut through red tape and bend the rules when necessary to get job done	1	2	3	4	5
4	I am willing to make personal or group sacrifices to meet a larger organizational goal	1	2	3	4	5

IV. Social - awareness

Social awareness						
1	I am attentive to emotional cues and am a good listener	1	2	3	4	5
2	I show sensitivity and understand other's perspective	1	2	3	4	5
3	I help out based on understanding other people's needs and feelings	1	2	3	4	5
4	I respect and relate well to people from varied backgrounds	1	2	3	4	5

V. Social skills or relationship management

Social skills						
1	I am skilled at the art of persuasion	1	2	3	4	5
2	I make sure I fine-tune presentations to appeal to the listener	1	2	3	4	5
3	I am able to use complex strategies like indirect influence to build consensus and support	1	2	3	4	5
4	I can orchestrate dramatic events to effectively make a point	1	2	3	4	5

VI. Employee performance

Employee performance						
1	Employees arrive for work on time	1	2	3	4	5
2	Good performance is always recognized	1	2	3	4	5
3	The quality of service or work in the company is high	1	2	3	4	5
4	Employees are satisfied working for this company	1	2	3	4	5

Scales:

1-underdeveloped **2**- needs improvement **3**- adequate **4**- good **5**-excellent

