

Midocean University



College of Management

Department of Master of Business administration

**The Impact of Emotional Intelligence on the Effectiveness of Project Managers in
Riyadh, Saudi Arabia**

Prepared by: Hala Khalid Abou-khater

Supervised by:

Dr. Faisal Abdul Hamid Muhammad Hassan

Dr. Fayez Jarad

Year:2025



DEDICATION

This study is dedicated to every moment, every challenge, and every silent effort that shaped my path to this achievement.

To midocean university and the opportunities granted to me—opportunities that opened doors to growth, discovery, and resilience. I am deeply grateful for the chance to pursue this academic journey, a journey that demanded perseverance, patience, and faith.

To my beloved family, whose support has been the foundation upon which I continued to stand. Their encouragement, prayers, and unconditional love have carried me through long days, difficult decisions, and the pressure of balancing work and study. I owe them more than words can express, and this milestone is as much theirs as it is mine.

To my father's memory —whose absence has left a space no achievement can fill. His kindness, strength, and values remain alive in every step I take. Though he is no longer here to be proud of this accomplishment, his influence continues to guide my choices and shape the person I strive to become. This work is a tribute to his memory and a reflection of the strength he instilled in me.

And finally, to myself.

To the version of me who kept going despite exhaustion, grief, and moments of doubt.

To the part of me that believed in progress, even when the road felt overwhelming.

To the commitment I chose every day—to show up, to learn, to grow, and to honor both the responsibilities I carry and the dreams I hold.

This achievement is a reminder that perseverance is powerful, that growth is possible even in difficult seasons, and that every small step forward matters.

May this work stand as a testament to resilience, gratitude, and the quiet strength that comes from continuing despite the challenges.

Acknowledgments

Praise be to God who granted me success and aided me in completing this work, and peace and blessings be upon His best creation, Muhammad, and upon his family and all his companions.

I extend my sincere thanks and appreciation to my **dear parents**, who have been the greatest source of support and motivation throughout my journey. Their prayers and moral and psychological support were the driving force that enabled me to achieve this accomplishment.

I would like to thank my esteemed professors, especially my thesis supervisor, who provided me with support and academic guidance. Their valuable insights contributed to the completion of this research. Their expertise and guidance played a significant role in shaping this work.

Dr. Faisal Abdul Hamid Muhammad Hassan

Dr. Fayez Jarad

I thank **my colleagues and friends** who have been a source of support and assistance to me throughout my academic journey. Their support and encouragement were instrumental in overcoming all challenges.

Finally, I extend my gratitude to everyone who contributed a word, advice, or support to the completion of this work, asking God to guide us all to what is good and successful, and to make this work beneficial and fruitful.

Table Of Content

DEDICATION	iii
Acknowledgments.....	iv
Table of contents.....	Error! Bookmark not defined.
List of tables.....	vii
List of figures:	vii
Abstract	viii
Chapter one:.....	1
Introduction.....	1
1. Introduction:.....	2
1.2 Research Problem	3
1.3 Research Importance	4
1.4 Research Objectives	4
1.5 Research Questions	5
1.6 Research hypothesis:.....	5
1.7 Scientific Theory	6
CHAPTER TWO:.....	7
THE PREVIOUS STUDIES	7
2.1: Introduction.....	8
2.2: Theoretical framework.....	8
2.2.1: Emotional Intelligence Concept.....	8
2.2.1.1: Self Awareness.....	9
2.2.1.2: Self-Management.....	9
2.2.1.3: Social Awareness	9
2.2.1.4: Relationship Management	10
2.2.1.5: Leadership behavior	10
2.2.2 Emotional Intelligence in Organizations	11
2.2.3 Emotional Intelligence Theory & it's Impact on Project Management and Job Performance	11
2.2.4: Project Manager Effectiveness.....	11
2.2.5: EI and Project Management effectiveness.....	12
2.3 Previous studies:	14
CHAPTER THREE:	19
RESEARCH METHODOLOGY	19
3.1 Introduction:.....	20
3.2 Methodology:	20

3.3 Research Design	20
3.4 Research community:	21
3.5 Data Collection Tools	22
3.6 Research limitations:	22
3.7 Statistical analysis method:	23
CHAPTER FOUR	24
RESULTS AND RECOMMENDATIONS:	24
4.1 Introduction:	25
4.2 Data analysis:	25
4.3 Hypotheses Testing	30
4.4 Results:	34
4.5 Recommendations:	35
References:	37
-المراجع العربية	39
Appendix's	40
Appendix A :Questionnaire	41
:الملخص	50

List of tables

Table: 4.1 Illustration of study sample gender.....	25
Table: 4.2 Illustration of study sample Type of Degree.....	26
Table: 4.3 Illustration of study sample Years of experience.....	27
Table: 4.4 Illustration of study sample Age.....	27
Table 4.5: The Reliability statistics.....	29
Table 4.6 The Mean, Standard Deviation and the Degree of importance of the Independent Variable.....	30
Table 4.7 The Mean, Standard Deviation and the Degree of importance of the Dependent Variable.....	31
Table 4.8 Total Correlation (Pearson)- Summary Table.....	32
Table 4.9 Analysis of variance for the research model (ANOVA).....	33
Table 4.10 Regression Statistics.....	33
Table 4.11 Unstandardized Coefficients (B) and Significance (p-value).....	34

List of figures:

Figure: 3.1: research theoretical framework.....	21
Figure: 4.1 Illustration of study sample gender.....	26
Figure: 4.2 Illustration of study sample Type of Degree	26
Figure: 4.3 Illustration of study sample Years of experience.....	27
Figure: 4.4 Illustration of study sample Age.....	28

Abstract

This study aims to discover the relationship between emotional intelligence (EI) and project managers effectiveness in Riyadh, Saudi Arabia. The study electronic structured questionnaire was distributed to 156 PMs respondents across multisector organizations. The findings conduct a positive and statistically significant correlation between project managers effectiveness with EI dimensions. The results also reveal that emotional intelligence collectively contributes to improved project outcomes, especially with self-management as it appear as the most influential EI dimension factor. These findings highlight the critical role of emotional intelligence EI in this field for project managers, it is essential to facilitate the progress of work, and increases the chances of project execution success, more over the companies should take EI into consideration in new employments process and implementing awareness campaign, and training project managers and employees about EI importance in this field.

Keywords: Emotional Intelligence, Project Manager, Self-Management, Effectiveness.

Chapter one:

Introduction

1. Introduction:

The globalization and rapid growth of industry have increased the number of complex projects across many fields, including defense, infrastructure, and aerospace. Current work environment and organizations have been evolving faster over the past centuries than they ever did before. Thanks to globalization, organizations are connected over the whole world and many of organizations employing people from various countries and cultures. Therefore, Moods and emotions play a central role in cognitive processes and behavior. What distinguishes moods from emotions is their intensity. Moods are common and generalized feeling states that are not related to the events or circumstances which may have caused the mood in the first place. Moods are relatively low intensity feelings which do not interrupt ongoing activities. Emotions are high intensity feelings that are triggered by specific stimuli (either internal or external to the individual). Feelings have been shown to influence the judgments that people make, material recalled from memory, attributions for success and failure, creativity, and inductive and deductive reasoning. When people are in positive moods, for example, their perceptions and evaluations are likely to be more favorable, they are more open to remember positive information, they are more self-assured, they are more likely to take credit for successes and more defensive of failures, and they are more helpful to others. Positive moods have been found to enhance flexibility on categorization tasks and facilitate creativity and inductive reasoning. Conversely, negative moods may foster deductive reasoning and more critical and comprehensive evaluations. While the standard of the 'logical decision maker is a person who can set aside their personal feelings and coolly calculate the best course of action to deal with a problem or opportunity, neurological findings suggest that feelings are necessary to make good decisions. EI (emotional intelligence) can be seen as "the ability to understand the way people feel and react and to use these skills to make good judgments and to avoid or solve problems". Another definition of EI is "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". And another more precisely definition is: "The ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". EI determines our potential for learning the practical skills that are based on its five elements: self-awareness, self-regulation, motivation, empathy, and social skills". Another popular definition of EI is the one given from Bar On. The definition states that "The emotional, personal, social, and survival dimensions of intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands". The newest definition of EI is from Nelson and Low, stated that emotional intelligence is the ability to know oneself and the own personal strengths, limitations and weakness, based on the personal worth and dignity, creating healthy and effective relationships, working together and a suitable reaction to demands and pressures of everyday life and work leadership. Simply, EI enables us to recognize, understand and respond to other people's feelings, needs and desires. EI can lead to a better interaction with each other, because of having the ability of responding properly to others and to their feelings. Therefore, EI is fundamental for a good communication. So, EI (Emotional Intelligence) become a significant factor that affects the project management and many other managerial fields. A project is defined by PMI as a temporary endeavor that has a definite beginning and a definite end. While project management broadlines are often known as cost, schedule and

performance; the limitations of a project manager's interpersonal skills and competencies are probably the unused resource. This study supports the hypothesis that an awareness of EI can have a positive influence on both the job satisfaction and performance of a project team member. Project management is not a science, but probably the art of balancing the project management bases (cost, schedule, and performance). While management of these elements is absolutely the root of successful projects; the involvement of project team members that find satisfaction in their work (organization provided and job related) can be viewed as significant factor in contributing to the shining and highly energy project team performance. Project management practice will be advanced through a body of knowledge and case study framework aimed at developing emotional competencies that will support the effort of the project manager and project team members in achieving improved levels of communication, increased collaboration and creativity, leading the organizations to project success. Project managers spend more than half of their working time interacting with others, and they should be able to manage conflicts and build the relations with others during the project duration. Project managers need to handle stress effectively, where the success of the projects depends on the interactions with stress as a consequence of creating deadlines, changing requirements and different opinions in the project and so on. So, the project manager must deal in a professional way with this stress. In terms of project management, the lack of understanding of other team members will affect the mission of the project. EI is considered as one of the important tools for the project manager that enables the integration with the team members and appreciate their efforts. Being a team member, it's important to understand the emotions of others, an effective approach for such purpose is that a project manager takes the time to ask questions that show appreciation for the teammates' concerns, and this appreciation can be powerful in empowering employees who feel unheard. It is important to know that EI doesn't replace the intellectual intelligence but completes it. In another word EI is not something new, it's something that we all do have, but we have to know how to use it in order to reach the success we are willing to get, EI includes being authentic with respect to others' emotions and ideas. This research focuses on finding the relation between EI and effectiveness of a project manager, in order to develop and use the EI skills in project management to enhance and improve the future projects, as well as increase the effectiveness of the employees and the project manager. (Kirkland, 2011; Alawneh, & Sweis, 2016; Rezvani, Chang, Wiewiora, et al, 2016; George, J. M. ,2000; Sistad, L. ,2020; Turner, 2024).

1.2 Research Problem

Emotional Intelligence (EI) is an important skill that could affects the success of any project. According to the growing body of literature on emotional intelligence in leadership globally, few studies have specifically focused on the relationship between emotional intelligence and leadership effectiveness in the Saudi context. Given the unique cultural, social, and organizational environment in Saudi Arabia, it is critical to explore how emotional intelligence influences project management practices. To do so; the researcher seeks to answer the following research question:

- The extent to which emotional intelligence impacts project managers (PM) in Saudi organizations.

- The specific role of emotional intelligence in enhancing decision-making, conflict resolution, and team performance.
- The cultural and organizational factors that may influence the application of emotional intelligence in project managers (PM) within Saudi Arabia.
- How much the emotional intelligence could be important in the relationship with employees.
- Analyzing the impacts of emotional intelligence on project managers (PM) effectiveness in leading projects.
- Assess the relationship between (EI) and the effectiveness of a project manager (PM).

1.3 Research Importance

Emotional intelligence (EI) is increasingly recognized as a critical factor in workplace success. In this context, the EI of project managers and team leaders should be carefully considered, as it plays a vital role in determining both their own effectiveness and the success of their projects. A high level of EI enables project managers to understand their strengths and weaknesses, regulate their emotions, and respond appropriately to various situations ultimately motivating their teams and achieving desired objectives. Therefore, examining the relationship between emotional intelligence and project management effectiveness is essential. Notably, most existing studies on this topic have been conducted in a limited number of developing countries. Conducting such research in the Middle East, particularly in Saudi Arabia, will contribute to expanding the understanding of emotional intelligence and project management effectiveness, and will add valuable insights to the existing body of knowledge.

This research has several potential contributions:

- **Enhancing project management Development:** By exploring the role of emotional intelligence in project manager (PM), this study can provide organizations with a better understanding of how to develop emotionally intelligent PM who can effectively manage change and lead teams.
- **Policy and Practice Recommendations:** The findings can insight organizational leaders and project manager (PM) in designing leadership training programs that focus on emotional intelligence to improve organizational performance and employee satisfaction.
- **Improving the work environment:** The extent of understanding the employees' characteristics and emotions by their emotional intelligence leaders, could improve their capabilities and achievements.

1.4 Research Objectives

The main objectives of this study are as follows:

1. To determine and categorize the emotional intelligence (EI) levels of project managers in Riyadh, Saudi Arabia.
2. To assess the effectiveness of emotionally intelligent project managers in Riyadh, Saudi Arabia.
3. To verify the relationship between emotional intelligence and project management effectiveness among project managers in Riyadh, Saudi Arabia.
4. Identifying the EI dimensions which affect the PM effectiveness.
5. Verifying dimensions that contribute more to the PM success.

1.5 Research Questions

This study aims to answer the following research questions:

1. What are the levels of emotional intelligence (EI) among project managers in Riyadh, Saudi Arabia, and how can they be categorized?
2. How effective are emotionally intelligent project managers in Riyadh, Saudi Arabia?
3. What is the relationship between emotional intelligence and project management effectiveness among project managers in Riyadh, Saudi Arabia?
4. Which dimensions of emotional intelligence have a significant effect on project management effectiveness?
5. Which emotional intelligence dimensions contribute the most to the success of project managers?

1.6 Research hypothesis:

The emotional intelligence of project managers and project team members is a significant determinant of project success. In Rezvani, et al (2016) study, founds a positive link between EI and project performance in the context of infrastructure projects. Also, the study presents that top management should be aware of the importance of project managers' job satisfaction and trust, which can both serve to boost project success in complex project situations. As Potter, et al (2018), they found significant positive relationships between project managers emotional intelligence and their likelihood of adopting a transformational leadership style. Also, Maqbool, et al., (2017) their results show that project managers with high emotional intelligence who bear the desired competencies and exhibit transformational leadership behavior are effective leaders and ensure higher success in projects.

The studies above served as a guideline for developing the main hypothesis of this research:

H1: There are varying levels of emotional intelligence (EI) among project managers in Riyadh, Saudi Arabia.

H2: Project managers with higher levels of emotional intelligence demonstrate greater effectiveness in managing projects.

H3: There is a significant positive relationship between emotional intelligence and project management effectiveness among project managers in Riyadh, Saudi Arabia.

H4: Specific dimensions of emotional intelligence have a significant effect on project management effectiveness.

H5: Certain emotional intelligence dimensions contribute more significantly to project managers' success than others.

1.7 Scientific Theory

This study is based on *Emotional Intelligence Theory* proposed by Daniel Goleman (1995), which emphasizes the role of self-awareness, self-regulation, motivation, empathy, and social skills in determining the individual's effectiveness at work. The theory suggests that individuals with higher emotional intelligence are better able to understand and manage their emotions and those of others, leading to improved interpersonal relationships and performance outcomes. In the project management field, this theory provides a foundation for understanding how the emotional intelligence of project managers can influence their effectiveness in leading teams, making decisions, and achieving project goals. From that point, the scientific basis is formed for examining the relationship between emotional intelligence and project management effectiveness among project managers in Riyadh, Saudi Arabia. (Alawneh, & Sweis, 2016; Turner, 2024)

CHAPTER TWO: THE PREVIOUS STUDIES

2.1: Introduction

This chapter presents the previous studies in the addition of the theoretical background for the main variables of the current research which is Emotional Intelligence and its components (self-awareness, social awareness, relationship management, leadership behavior and self-management) and the independent variable the Project manager effectiveness. The theoretical concepts will highlight the main variables (e.g. historical roots, definitions, main components, measurements...etc.) combining them with previous related studies, the literature will be conducted in three major areas: The Emotional Intelligence (EI) and its components, the Effectiveness of a project manager, and the relation between them.

2.2: Theoretical framework

2.2.1: Emotional Intelligence Concept

In the past fifteen years, much has been written about emotional intelligence and its role in the workplace. The experts in the field of emotional intelligence have offered definitions and models to understand the concept of emotional intelligence and its impact on employee and manager's life and work. The origins of emotional intelligence: In the early 12th century, psychologists developed a three-dimensional division of human mind that includes: knowledge, emotion, and motivation. The knowledge aspect includes functions such as memory, reasoning, judgment, and theoretical thinking. The emotional aspect includes feelings, anger, moods, and depression. On the other hand, motivation aspect, refers to the goals that an individual seeks to achieve. The origin roots of emotional intelligence are social intelligence, in 1920 Thorndike first defined as the ability of individuals to understand others and act wisely in human relationships. Furthermore, in 1965, Guilford identified that mental abilities consist of three main dimensions: content, processes, and outcomes. He found that several abilities belong to what is called behavioral content, and he stated that social intelligence is the ability to remember and process information about other people in relation to their perceptions, thoughts, and feeling, this ability is highly importance to those with those who deal directly with others. In the late 1980s, the term emotional intelligence started to appear by Bar-On (1988), Salovey and Mayer (1990), and Goleman (1995) where it was first formulated, when Salovey and Mayer (1990) released their impressive article named "Emotional Intelligence". According to (Goleman,1995), the Emotional Intelligence (EI), is described as managing feelings so that they are expressed appropriately and effectively, enabling people to work together toward their common goals, it works as glue that stick the people at work together and results in accumulated efforts and better performance (Goleman, 1998). In other words, it is the ability to master your feelings and influence others' feelings in order to accomplish expected goals. Measuring EI has always been a disagreement point between researchers; thus, many tools were constructed to measure EI according to each researchers adopted model for EI. In 1989, Mayer and Salovey constructed the first frame EI model, after that they developed the (MEIA) Multidimensional Emotional Intelligence Assessment as the first tool to measure EI in 1995 (Mayer and Salovey, 1997), which was developed to (MSCEIT) Mayer-Salovey-Caruso Emotional Intelligence Test in 1997 when Caruso joined them. The EQ- i test was built by Bar-On in 1997 but focused on how do emotions affect someone' s mentality. Daniel Golman (1995) model is one of the most used

models in recent studies (Farrar, 2009), this model is the one going to be used in this research. (LaMarsh, 2009; Sunindijo and Hadikusumo, 2014; Alawneh, et al.,2016; Rezvani, et al., 2016; Abdul Raouf & Issa, 2018; Latrash, 2021; Al-Juaid, et al., 2024).

Following are the dimensions of EI in details:

2.2.1.1: Self Awareness

It means the ability to recognize specific feelings expressing happiness, sadness, anger, and fear, which helps in the ability to perceive and identify emotions when they occur, and to express them. Also, knowing your feelings and using them to enhance decision making, persons who can use this ability accurately can identify their weaknesses and strengths in another words it is how to accurately assess your feelings and direct them to make decisions (Sahar-Khiz, 2010; Sunindijo et al, 2007; Alawneh, et al.,2016; Al-Juaid, et al., 2024)

2.2.1.2: Self-Management

Self-management means controlling the negative and positive feelings, so that the manager can avoid the negative reactions and tries to use this to enhance the performance. Self-management can be reflected in trusting your employees as a manager, and being adaptable for new circumstances as well as being able to handle any conflict at work. Self-management and control don't mean always choosing the good moods, bad moods as anger, sadness, and fear also have their uses which may lead to creativity and can be considered as great source for motivation, sometimes sharing bad moods like anger or sadness make people closer together thus increase the harmony between them. In other words, self-management is how to get advantage and use emotions as facilitator to make decisions and to determine how you must react toward others reactions. Better understanding for emotions comes from realizing the consequences of an experienced situation, thus knowing how others feel when they are in the same situation, this leads to take many issues into consideration for a better decision-making process (Sunindijo et al, 2007; Sunindijo et al; 2013Yoon, 2008; Kirkland, 2011; Alawneh, et al.,2016).

2.2.1.3: Social Awareness

Social awareness comes after self-awareness; here comes the level of knowing other feelings by reading the nonverbal reaction from others. Another definition for being socially aware is when you are able to understand and analyze others' feelings, and be aware of the outcomes

of these emotions, and determine if the emotion leads to a motivated reaction or response. This implies to what extent being socially aware is critical, when the manager can conclude which, emotions lead to a better performance, after analyzing a situation and the reactions of employees, thus can avoid conflicts and enhance decisions made and increase quality of performance. The importance of this dimension comes from the fact that people who have the ability to recognize and analyze other feelings can interpret and distinguish the motivated reactions of others, including empathy and taking others interests in concern, thus enhancing performance, at the same time it is important to realize and understand how relationships shift with emotions (Sunindijo et al, 2007; Khiz.2010; Kirkland, 2011; Sunindijo et al, 2013; Alawneh, et al.,2016).

2.2.1.4: Relationship Management

It is the ability to influence others' emotions by sensing them, and listen and negotiate which helps to improve the connections and reduce conflicts. It also includes the ability to relive negative emotions effect or responses. An emotionally intelligent manager can integrate emotions to decision making in a way that guarantees gains in creativity performance, and helps the intellectual abilities of the employees to grow. In another word it's how the leader could inspire or influence others, and helps in building bonds. This dimension depends on being self and socially aware, to be able to read the situation, and determine others' emotions and successfully manage the relations. This will lead to harmony work flow, in which each one's job complements others', thus gaining a collaborative outcome, with enhanced quality. (Kirkland, 2011; Khiz, 2011; Sunindijo et al, 2007; Sunindijo et al, 2013; Alawneh, et al.,2016).

2.2.1.5: Leadership behavior

Leadership is about how to motivate workers and guide them toward achieving goals. This can be done by having some invisible skill such as EI, because a leader or manager needs to motivate employees, inspire them, and let them feel they are trusted to achieve desired goals. This can be achieved if the manager is paying attention to what employees feel toward each other, toward him/her or even toward work. A manager's behaviors and reactions in critical situations must reflect their trust in their employees, and their expectations, so the employees feel their importance in their work, thus leading to a better performance and increasing loyalty at work. Some studies showed that employees expect their managers to be participative and employee oriented, in which they care about employees, task completion and fulfillment of goals, (Butler & Chinowsky, 2006; Kirkland, 2011; Thomas, 2011; Alawneh, et al.,2016).

2.2.2 Emotional Intelligence in Organizations

Studies have been discovered a strong relationship between higher-level performing leaders and emotional competence. Based on the theory that emotional competence differentiates successful leaders from unsuccessful poor leaders, the statement could be expanded to emotionally competent cultures differentiate successful organizations. This research will examine the potential improvement in terms of effectiveness and emotional intelligent within the context of project management. (Cavallo and Brienza 2002; Turner, 2024).

2.2.3 Emotional Intelligence Theory & it's Impact on Project Management and Job Performance

The ability to manage feelings and handle stress is a portion of EI that can be valuable for success. EI enables individuals to know when and how to express their emotions and how controlling them. Empathy is a particularly another important portion of EI, and researches have shown for years that it contributes to occupational success. There is a strong argument that EI is important for success in work and in all other areas of life. However, this notion is somewhat simplistic and misleading. As Goleman recognized that, EI is probably not a strong predictor of job performance, rather it provides the base for competencies that are strong predictors. Goleman, tried to represent this idea by making a difference between EI and emotional competence. Emotional competence refers to the personal and social skills that lead to superior performance in the world of work. That emotional competencies are linked to and based-on EI and that a certain level of EI is necessary to learn the emotional competencies. In some cases, the potentiality to recognize accurately the other people feelings may enables one to develop a specific competency such as influence. Similarly, people who are better able to control their emotions will find it easier to develop a competency such as initiative. identification and inspiration of these social emotional competencies is what people need in our project management cultures to improve a measurable performance and general job satisfaction. (Turner, 2024)

2.2.4: Project Manager Effectiveness

Usually effectiveness, could be defined as doing the right thing in best way. This includes being creative and innovative. A successful project is accomplished by observing the cost, schedule, quality, and satisfaction of participants, where the project outcomes should meet the prediction of the clients. There are many skills required to be successful, such as human skills that includes the ability to solve conflicts, perfect communications skills, and good reading for others reactions, and other skills like negotiation and some technical skills related

to project management, all the previous mentioned human skills include EI dimensions, where the manager should be able to deal with people, to solve conflicts and making great relations between the employees.

The usual vision about project manager effectiveness, is focusing on time schedule work, quality of work, and compliance with the company's standards and values, while trying to affect employee's performance by organizational punishments, and rewards. To achieve effectiveness, as measured by work schedule, work quality, and commitment with the company's standards and predestinated budget; a project manager has to be a successful leader for his project team members, consequently he/she should be aware of resource management. One significant resource is the human resources (team members), so it's required that a project manager should be able to manage these resources effectively to obtain a competitive advantage for his/ her company and achieve the goals as expected at the end of the project. Another factor is that an effective management should be able to operate and work under pressure and should be able to perform well even in complex circumstances.

Previous studies found that less than 50% of projects were found to meet their objectives regarding time, budget, and quality, where missing a deadline is a failure of team members and planning failure in accordance. Of course, this shows that there is a need to do more research in project management, and improve knowledge and awareness. currently, organizations have to extend their activities beyond efficiency and focus on effectiveness, the triangle of Cost, Quality, and Time schedule of the project, using social networking, the effectiveness can be increased and improved through combining skills and competencies from different parties and gain an additional effort that leads to high performance.

It is hard to discover the exact meaning for the desired quality. So, a PM should be aware that the quality plays a significant role in customer satisfaction, which can threat the success and reputation of any organization. There is linkage between some activities of the management and effectiveness of a project manager. The linkage showed that using open communications, decision making participation, are important to reach the effective project management, these activities are linked to EI, through what is explained previously, where a high level of EI leads to trust and authorization at the same time since all are soft skills, this leads to the importance of using soft skills and how it leads to the effectiveness of project management. (Chinowsky et al, 2010; Nauman & Khan, 2010; (Jones, 2012; Alawneh, et al.,2016)

2.2.5: EI and Project Management effectiveness

Emotional intelligence (EI) is a critical competency that project managers must understand, develop, and actively promote within their organizations. Research shows a strong connection between management effectiveness and EI. While managers rely on a range of skills—technical, interpersonal, and conceptual—the latter two are closely tied to emotional intelligence. Without the ability to recognize employees' emotions and interpret their behaviors, managers cannot respond to the situations effectively. Since managers and leaders with multiple responsibilities within organizations, EI becomes essential. Williams studied further the indicators that may influence EI and managerial effectiveness, showing that a

leader's personality affects both their decision-making and their interaction with others. (Williams, 2007; Alawneh, et al.,2016).

Goleman defines the social skills as “the ability to get out the desirable responses from others”. One of the project manager PM responsibilities and duties to get the best performance and results. The social skills is a very considerable factor in projects success, human factors were found to influence decision making process, especially delegation, trust, obligation, coordination, better understanding by management will increase success opportunities. (Tabish & Jha, 2012; Alawneh, et al.,2016).

Based on Goleman model; Cooke-Davies, and Cowie discovered that there is a human aspect has been recognized as a sensitive to the project manager's role and their success. High communication skills are very important to get the best out of people, which affects the effectiveness and success of a project manager and the organization success. (Rahim 1992; Cooke-Davies, 2002; Cowie, 2003; Alawneh, et al.,2016).

It was reached out that higher levels of emotional intelligence were related to better performance in multiple areas, The Center for Creative Leadership researchers has concluded that “co-workers seemed to appreciate the managers' ability to control their emotions, and leaders are more likely to be seen as participative, peaceful, and balanced”. In terms of project management, the team members misunderstanding each other can cause the failure of the objectives and the project as a whole. A recent method indicates that helping the client's participation, develop a project objective and provide the needed resources will help avoiding negative and unconscious emotions obstruct for the mission. Project managers with high EI were more interacting with employees by the use of rewarding, delegating, open communication, participating more than those with lower EI scores. (Dasborough and Ashkanasy' s ,2003; Alawneh, et al.,2016).

Similarly, some researchers discovered that leaders who provides motivation to their employees were appreciated by employees as the most effectiveness. Multiple significant studies have appeared in literature investigating that managers and leadership relationship with EI: in which the investigation was upon the relationship between leadership styles of project managers and emotional intelligence (EI) and the investigation conclusion was that delegating, proactive practices, and communication may lead to positive results to the organization and help to obtain the expected goals efficiently. So, those studies have illustrated many points; First, a strong positive relationship detected between EI and management success, for that EI should be an important consideration when selecting new employees or interns. Second, emotional intelligence significantly influences performance in project management and can contribute to its improvement. By EI skills, managers can inspire and motivate their teams, allowing them to emphasize achieving results rather than completing activities. Third, managers' skills are significant factors that lead to either success or failure of projects, such as intellectual skills, personality, and emotional skills and competencies. Finally, the generation of good leadership behaviors like delegation, and good communications, thus having good outcomes of the projects can be achieved by high level of EI. (Dasborough and Ashkanasy' s ,2003; Butler and Chinowsky, 2006; Mullar and Turner, 2007; Sunindijo et al., 2007; Jones, 2012; Alawneh, et al.,2016)

It's important for the manager to understand the each other's team member emotion, since being an effective project manager needs to get the best out of project team members, thus project success can't be reached unless the manager win the trust, commitment, and loyalty of the team members. An effective approach for a project manager is to take the time to meet, listen, ask questions that show appreciation for the teammates' concerns, and this appreciation can be powerful in empowering employees who feel unheard. this is important to the project success as much as the technical side, this success can be achieved by investing in those people who execute the project. (Martin, 2008; Alawneh, et al.,2016).

One notable finding is that two-thirds of IT projects failed to meet the key success criteria (time, budget, quality), and scope primarily due to project managers' insufficient soft skills in managing people. The study revealed that project managers with higher emotional intelligence tend to be more accommodating and collaborative when handling conflicts, consistently seeking win-win solutions that satisfy all stakeholders. Additionally, they demonstrate greater flexibility in adapting their conflict-resolution approaches, which enhances stakeholder satisfaction and leads to improved performance and outcomes. (Carmeli, 2003; Khiz, 2010; Sunindijo and Hadikusumo ,2014; Alawneh, et al.,2016).

Emotions importance has high impact on the project journey; this effect could be related to the project progress by either positive outcomes or by negative outcomes. in some situations the Manager may be powerless or confused which affect the decision making speed , here comes the importance of being an open communicator who is able to read and get the advantage of the emotions by a PM. Multiple previous studies found that managers and employees with a high EI level, have a positively effect on job satisfaction and performance, where they can control the work process more by having high skills such as: stress management, and communications skills that increase the satisfaction, and leads to better outcomes that contributes to the success of the project. (Carmeli, 2003; Jorfi et al, 2011; Alawneh, et al.,2016).

From that pint, taking our concerns to success traits of any projects, Human factors were considered as one of the most critical factors that determines the success of a project in term of the pm triangle (budget, time, and quality), where coordination, trust, belief in project members and good communications between them, also plays a sensitive role in the success journey of any project.

Our literature finding of EI, was that Goleman agreed with Mayor and Salovey in the EI nature but he adds that "EI can be taught, trained, and learned". Also, he illustrates some guidelines in accordance to improve EI skills by training and teaching, to conclude the guideline it has many steps such as: Assessing the job, then assessing the individuals, after that assessing each individuals' weaknesses and strengths. Then improving plan, motivation, monitoring... and so on. This reflect that if the company could imply of any weaknesses of its managers EI level and its affection over the whole performance, this can be healed by attending training courses of EI. (Tabish and Jha, 2012; Alawneh, et al.,2016).

2.3 Previous studies:

A study by Maqbool, Sudong, Manzoor, & Rashid, (2017). "The impact of emotional intelligence, project managers' competencies, and transformational leadership on

project success: An empirical perspective”. This study investigates the relationship and impact of construction project managers’ emotional intelligence (EI), managerial competencies, and transformational leadership style on project success. Since project stakeholders consistently strive for successful outcomes, understanding the factors that contribute to project success has become increasingly important. Although multiple factors influence project performance, project managers play a significant role. Data were collected from 107 Pakistani construction firms to assess how these variables affect overall project outcomes. The results indicate that project managers with higher emotional intelligence, strong managerial competencies, and transformational leadership behaviors are more effective leaders and achieve greater project success than their peers. These findings provide valuable insights for project sponsors in selecting suitable project managers to ensure successful project delivery.

A study by Atheer & Fahda (2024), titled "The Impact of Emotional Intelligence on the Professional Judgment of External Auditors in Saudi Arabia". This study aims to determine the extent to which emotional intelligence affects the professional judgment of external auditors in Saudi Arabia. The study followed the conventional methodology by the use of a positive theory that depends on explaining, and predicting a particular phenomenon by reviewing the previous literature and linking it to reality; and then developing the questions and hypotheses that represent the basis of this study. Accordingly, this questionnaire designed and was directed as random sample of 152 external auditors from the study community consisting of external auditors working in audit offices in Saudi Arabia year 2023-2024. The study has found that there is a direct relationship between the role of the emotional intelligence of the external auditor and the professional judgment of the external auditor, which classifies the strength of the relationship as a weak relationship. Also, there is a direct relationship between the role of the emotional intelligence of the external auditor and the good management of multi pressure types as time, work, feeling, and emotions. This study recommends that audit offices pay attention to emotional intelligence skills by training employees, to deal with pressures faced by auditors within the office and while performing audit work. It also recommends that external auditors be further educated in how colleagues within the audit office and their clients and establish and maintain good relationships between each other’s. In addition to training auditors on time management and make sure to task implementation as planned. Finally, prioritizing business and tasks and starting with most important work then the less important one is a significant skill, and the ability to develop and improve the work environment.

A study by Owais, & Ali, (2024). “Emotional Intelligence and Its Relation to Administrative Communication Among Principals of Private Schools in the Northern Governorates of Palestine”. This study aimed to identify the relationship between emotional intelligence and the administrative communication among private school principals in the northern governorates of Palestine, and to achieve the goals of this study, the researcher used the descriptive correlational method, using two questionnaires, the first questionnaire was for emotional intelligence, where it consisted of the following two parts: Part I: Demographic data, including gender, experience, and education. and the second for administrative communication, The second part: Emotional intelligence of private school principals in the West Bank governorates. The second questionnaire consisted of the following two parts: Part I: Demographic data; including gender, experience, and educational qualification, The second part: of administrative communication among private school

principals in the northern governorates of Palestine. This study sample consist of (193) male and female principals, where the sample members were selected from private school principals in the West Bank governorates, using a simple random sampling. The results showed that the level of emotional intelligence is high across all participants and in all fields and the level of administrative communication is high across all participants and in all fields, and that there is a positive relationship between emotional intelligence and administrative communication, and the study recommended the following: improving the emotional intelligence of school principals and enhancing the administrative communication of school principals.

A study by Lindebaum, & Jordan, (2012). “Relevant but exaggerated: the effects of emotional intelligence on project manager performance in construction”. Traditionally the construction industries are seen as slow to accept a newly management techniques, especially in the domain of human resource management. Recent studies have stated that emotional intelligence (EI) may be the key to improving the project manager performance in construction. Indeed, some researchers have stated that EI improves all types of work performance. We discuss this state, and clarify that context and nature of tasks are neglected issues in of EI and work performance studies. The construction industry provides a unique context to test this proposition. Sample data was collected from 55 project managers in the UK construction industries using a cross-sectional survey design. Findings were that project managers’ EI levels are linked to most relational performance dimensions. However, project manager EI was not linked with cognitive task related performance dimensions. Therefore, they state that, while contributing to some aspects of project manager performance, the benefits of EI in this context should not be overstated. Rather, it should only be one of a set of competencies that are required by successful construction project managers.

A study by Rezvani, Chang, Wiewiora, et al. (2016). “Manager emotional intelligence and project success: The mediating role of job satisfaction and trust”. The number of complex projects is increasing across many fields and its associated challenges are existed. Using construction field study, researchers aimed to understand how project managers’ emotional intelligence (EI) affect the project success. They propose and test the linkage between EI and project success, examine the mediating effects of project managers’ job satisfaction and trust on this relationship. Based on data collected from 373 project managers in the Australian defense industry, their findings indicated that EI has a positive impact on project success, job satisfaction, and trust. Moreover, they found evidence that job satisfaction and trust mediate the relationship between EI and project success. Also, researchers suggested that top management must be aware of the importance of project managers’ job satisfaction and trust, which can both serve to increase project success chance in complex project situations.

A study by Alawneh, & Sweis, (2016). “The relationship between the emotional intelligence level and the effectiveness of a project manager: The case of Jordan”. This research aimed to explore the relation between the emotional intelligence of a project manager and his/her effectiveness. The research questionnaire was distributed to a sample of respondents consisting of 59 project management companies that are registered in Amman Chamber of Commerce. The survey built based on Goleman's model and previous studies. The first part of the questionnaire to measure the EI dimensions which are (self-awareness, self-management, relationship management, and social awareness) adding a new dimension

of EI, which was the leadership behavior, according to the multiple regression got the most important effect on the effectiveness. Findings were that there is a positive relationship between emotional intelligence (EI) and the effectiveness of a Project Manager (PM). Also, the researchers found that EI is essential in the all fields of project managers work and to facilitates the progress of work, and increases the project success chances. Moreover, they recommend companies to take EI into consideration in new employments and keep increasing the awareness and train its managers and employees about EI importance in the all fields.

A study by Montenegro, Dobrota, Todorovic, et al. (2021). “Impact of construction project managers’ emotional intelligence on project success”. Numerous researchers continue to explore the competency profile of the ideal construction project manager in an effort to reduce the high failure rate of construction projects. Evidence shows up a shift in construction project management from traditional technical approaches toward practices that emphasize people and interpersonal relationships. Previous literature indicates a positive correlation between a project manager’s emotional intelligence (EI) and project success; however, limited attention has been given to the mechanisms mediating this relationship. Moreover, project managers’ interactions with stakeholders are recognized as a crucial determinant of project success within the construction industry. Based on these insights, the study aimed to examine how the emotional intelligence of construction project managers influences project success, and whether relationships with internal and external stakeholders mediate this effect. A total of 110 project managers participated in the study. The findings reveal that emotional intelligence significantly impacts project success, with both internal and external stakeholder relationships serving as important mediators. Additionally, certain components of emotional intelligence exert a stronger influence on stakeholder relationships and project success, while the extent of mediation differs between internal and external stakeholder interactions.

Potter, Egbelakin, & et al, (2018). “Emotional intelligence and transformational leadership behaviours of construction project managers”. Researchers were highlighted the need for effective leaders to respond to the improving social, economic and environmental restriction on the construction industry. Studies on leadership in other fields have shown that effective leaders tend to pretend a high level of emotional intelligence. Research examining the relationship between leadership style and emotional intelligence specifically among construction project managers is almost nonexistent. This study identified the relevance of leadership style adopted by construction project managers and identify the specific relationship between leadership style and emotional intelligence. An online questionnaire was used, including multiple questions of open and closed form, in order to address the research objectives. Researchers studied project managers currently working in the construction industry in New Zealand and the UK. Researchers found transformational leadership style is widespread among project managers examined in this study. Findings were significant positive relationships between project managers’ emotional intelligence and the possibility of embrace a transformational leadership style. The findings of this research offer the construction industry a valuable benchmark for identifying and developing individuals with high emotional intelligence, who are best subtility to the demands of project management roles.

A study by Rabac, & Jain. (2021). “STUDY ON PROJECT MANAGEMENT IN EMOTIONAL INTELLIGENCE”. This study regularly focused on individuals’ characteristics that affects the leader's efficacy. This study, examines whether emotional intelligence (EI) moderates the potential negative effects of distributed presence on engagement, influence, and ultimately, leadership effectiveness. The research explores how EI skills mitigate the impact of a project manager’s distributed presence to enhance leadership performance. The sample consisted of participants employed at a U.S. government office, including both leaders who worked in close physical proximity to their teams and those operating their team remotely. Descriptive results indicated that leaders with higher emotional intelligence were more engaging and influential than co-located leaders with high EI. The study found that distributed leaders with strong emotional intelligence positively influence engagement and impact within their teams. This research contributes meaningful insights into how emotional intelligence enhances project leadership effectiveness in case of the leader’s is dispersed. The practical relevance of this study is significant, as distributed teams appear to be an increasingly permanent feature of the modern workplace. Understanding how to lead effectively in distributed environments is essential for both organizations and project managers.

A study by Jorfi, Jorfi, & Moghadam, (2010). “Impact of emotional intelligence on performance of employees”. Emotional intelligence is important factor, that is responsible for determining success in life and psychological well-being, it seems to be a critical role in shaping the interaction between managers and employees in their work environment. This study is to understand the performance level of managers and employees in educational administrations of Iran, the study focuses on understanding the emotional intelligence of the managers and employees and its linkage to their performance level on their job. Research has examined how emotional intelligence influence manager-employee performance in organizations settings are rarely found as the researcher investigate. Participants for the study were 155 managers and employees of educational administrations of Iran, data were collected through questionnaires. depending on emotional intelligence theory, this paper explores how emotional intelligence manager and employee are influenced by performance. Current environment is global, international, and very complex, and the association between emotional intelligence and performance remains an important concern for managers and employees' globally. Emotional intelligence is important factor for organization's performance and growth and plays a significant role in performance of current competitive organizations. The findings of the study investigate that emotional intelligence has a positive impact on the performance level of the managers and employees in educational administrations of Iran.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction:

This chapter outlines the methodology used to survey project managers from the selected sample of companies. A questionnaire composed of three sections (demographic information, an EI scale based on Goleman's model, and a manager effectiveness survey) was developed to gather the required data. EXCEL was employed as the statistical tool to analyze the relationship between emotional intelligence and project managers' effectiveness. The data were collected randomly from a total of 156 male and female respondents. Project managers in Riyadh, Saudi Arabia, were chosen as the focus of this study.

3.2 Methodology:

The objective of this research was to examine the influence of the competencies of emotional intelligence on project manager effectiveness and efficiency in leading a group of people in order to meet the organizational demands. Respondents in this research will be the able-bodied category of people, employed by multiple organizations, they will be questioned by online survey within the period of November-2025. This research will be comprised project managers of multi-fields companies from Riyadh, Saudi Arabia. Randomly, PM will fill the questionnaire in a way that they directly evaluated their superiors. The questionnaire will be organized in three parts. The first part of the questionnaire relates to demographic data, where the respondents' answered questions about gender, age, and education. The second part will be EI scale based on Goleman's model, assesses emotional competencies :Social Awareness, Self Awareness, Self-Management, Relationship Management, Leadership Behaviors. The third part of the questionnaire concerns manager effectiveness. The respondents were able to express how much they agree or disagree with offered statements on a five-point Likert scale. Data were collected randomly, and it was reviewed and analyzed carefully.

3.3 Research Design

This study will use a **quantitative research design**, employing surveys and questionnaires to collect data from a sample of leaders and employees in Saudi organizations. The study will focus on assessing the emotional intelligence and examining its impact on project managers effectiveness.

The main variables are "the independent variable"; the emotional intelligence, and the "dependent variable" ; the effectiveness of a project manager each is measured by its dimensions.

These hypothetical relationships are diagrammed in the following figure:

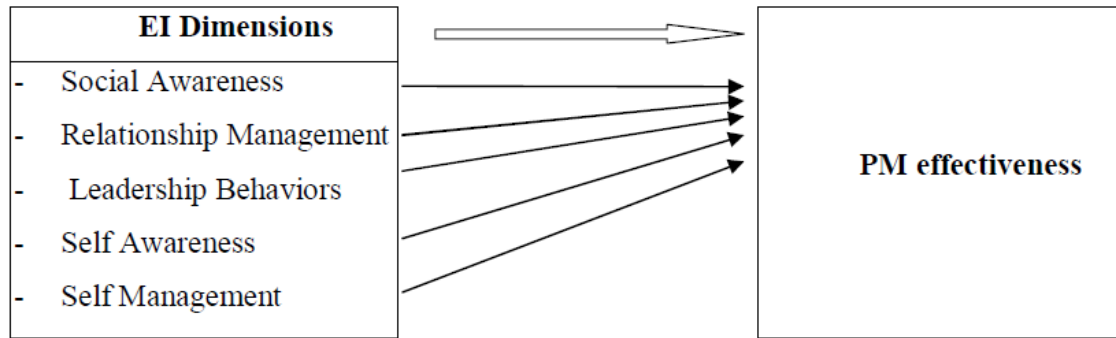


Figure: 3.1: research theoretical framework

The questionnaire consisted of three sections, as follows:

- 1) Personal and demographic variables of the respondents in the study sample: gender, age group, educational level, and years of experience.
- 2) An emotional intelligence scale, comprising (20) items distributed across the following dimensions: social awareness (6 questions), relationship management (5 questions), leadership behaviors (4 questions), and self-awareness (5 questions).
- 3) The independent variable, measured from the third section, was project manager effectiveness, and consisted of (15 questions).

3.4 Research community:

The research community for this study consists of project managers working within multiple organizational fields in Riyadh, Saudi Arabia. As the study aims to investigate the relationship between emotional intelligence and project management effectiveness, it was essential to target PMs who actively engaged in managing projects at different professional levels. Therefore, the study sample was drawn:

Sampling

A random sampling technique was used to select participants from various sectors, including government, private, and nonprofit organizations in Riyadh, Saudi Arabia. The sample consist of project managers PMs at various organizational levels. The data were collected through google form that distributed to PMs in Riyadh, Saudi Arabia by Email, Linked-in, and WhatsApp platforms. A total of 350 PMs were contacted and 156 of them completed the survey. Consequently, this makes the response rate 44.5%.

3.5 Data Collection Tools

The researcher used a questionnaire to collect responses from the study sample, and the five point Likert scale was used to measure EI and the PM effectiveness, the format of a typical five-level Likert item is: (strongly disagree =1, disagree=2, neutral=3, Agree=4, strongly agree=5). The questionnaire was originally designed in English & translated to Arabic and distributed in both languages; the final questionnaire has been developed through exploring the literature which discussed the main variables, in order to specify the most appropriate independent and dependent variables and their scales.

The questionnaire is comprised of three main parts (Demographic, EI scale built based on (Goleman, Farrar, and Sunindijo) and Manager Effectiveness survey which is developed according to Alawneh,2016 study. The questionnaire was delivered by Email, Linked-in, and WhatsApp platforms to the targeted respondents.

The first Part of the questionnaire measured demographics such as: gender, age, and the years of experience.

The second part was comprised of a scale which was adopted from previous research based on Goleman scale for the independent variable Emotional Intelligence EI. comprising (20) items distributed across the following dimensions: social awareness (6 questions), relationship management (5 questions), leadership behaviors (4 questions), and self-awareness (5 questions).

The third part was comprised of the questions that measure the dependent variable effectiveness of the Project manager in managing the projects in terms of delivering the desired quality at the end of the project, finishing within the estimated budget, and not exceeding the dead line for finishing the project, and consisted of (15 questions). The questionnaire is attached in appendix A.

The descriptive analysis showed that the Relative Importance of research variables as follows:

As the scale used in questionnaire is Likert scale, with statements of a five-point scale. So, the mean of this scale will be: $(1+2+3+4+5/5=3)$, (3), therefore 3 represents a medium level, less than 3 is a low level, and greater than 3 is a high level (this is applied for most research scales).

3.6 Research limitations:

While the study aims to provide comprehensive insights into the impact of emotional intelligence on PM effectiveness in Riyadh, Saudi Arabia, and after the consideration of the previous studies, there are several limitations:

First, **Sample Size**, was limited to project managers in Riyadh, Saudi Arabia, which may restrict the generalizability of the findings to other regions or countries with different organizational cultures and leadership structures.

Second, **Cultural Bias**, the data were collected through an online self-administered questionnaire distributed via Email, LinkedIn and WhatsApp, which may introduce self-selection bias, as participants who are more active on these platforms were more likely to respond.

Third, **the origin of the sample**, the study relied on self-reported measures for both emotional intelligence and project manager effectiveness. Such measures may be subject to social desirability bias, response exaggeration, or individual differences in self-perception.

Fourth, **Research design**, the cross-sectional design of the study limits the ability to infer causality between emotional intelligence and project management effectiveness; the findings indicate association rather than directionality.

Additionally, **Time Constraints**, the study was restricted the possibility of expanding the sample size or incorporating qualitative insights that could provide deeper understanding. Finally, although the instruments used are widely recognized, they may not fully capture the complexity of emotional intelligence or the multidimensional nature of project effectiveness across different industries.

3.7 Statistical analysis method:

To answer the research questions and test the validity of its hypotheses, Microsoft Excel was used for analysis, employing the following statistical methods:

1- Descriptive Statistical Measures: This was used to describe the characteristics of the study sample using percentages, answer the research questions, and rank the study dimensions according to their relative importance based on their arithmetic means.

2- Cronbach's Alpha Test: This was used to test the reliability of the research instrument.

3- Pearson correlation coefficient: used to examine the direction and strength of the relationship between emotional intelligence and project management effectiveness. This test helps determine whether changes in EI scores are associated with corresponding changes in effectiveness levels.

4- Multi-Regression Analysis: This was used to test the combined effect of the independent variables on the dependent variable.

5- Beta comparison: employed to determine which emotional intelligence dimensions have the strongest influence on project management effectiveness. Standardized beta coefficients were compared to rank the independent variables according to their predictive power.

CHAPTER FOUR

RESULTS AND RECOMMENDATIONS:

4.1 Introduction:

This chapter presents the results of the statistical analyses conducted by EXCEL to examine the relationship between emotional intelligence (EI) and project managers' effectiveness in Riyadh, Saudi Arabia. The analysis is based on data collected from 156 project managers representing various governmental, private, and nonprofit organizations. The main objective of this chapter is to interpret the empirical findings in relation to the research hypotheses and determine the extent to which emotional intelligence and its dimensions influence project management effectiveness.

The data has been coded and analyzed using EXCEL. The chapter begins with a descriptive analysis of the demographic characteristics of the respondents, followed by an evaluation of the reliability of the study instruments using Cronbach's Alpha coefficients. Subsequently, the results of the inferential analysis are presented, including correlation and regression analyses used to test the five hypotheses concerning the impact of overall emotional intelligence and its individual dimensions on project managers' effectiveness.

Furthermore, this chapter discusses the findings, highlighting key insights and practical implications related to the role of emotional intelligence in enhancing project managers' effectiveness. Finally, based on the outcomes of the analysis, several recommendations are proposed to guide organizations, practitioners, and future researchers toward improving project management practices.

4.2 Data analysis:

The research descriptive analysis includes three parts; first the sample demographic characteristics, which were collected through the first part of the questionnaire: age, gender, educational level, work experience expressed in years. Then: the dimensions explanation and the relative importance for each one, finally: the research 's hypotheses, as well as the extent to which the independent variables affect the dependent variable.

Demographic Data Analysis:

The following tables illustrate the distribution of the study sample according to demographics:

Variable	Variable categories	Number	Percentage %
Gender	Male	128	82.1%
	Female	28	17.9 %
Total		156	100 %

Table: 4.1 Illustration of study sample gender

gender - الجنس
156 responses

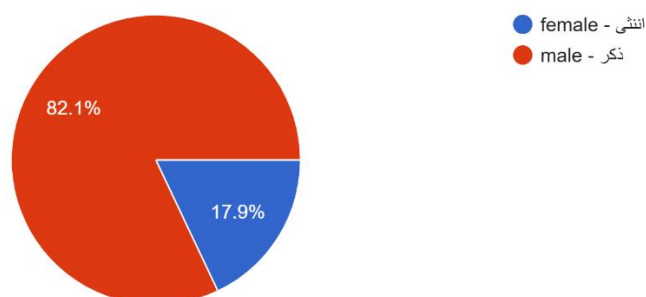


Figure: 4.1 Illustration of study sample gender

Variable	Variable categories	Number	Percentage %
Type of Degree Earned	Bachelors	79	50.6 %
	Masters	64	41.0 %
	PhD/EdD	10	6.4 %
	other	3	1.9 %
Total		156	100 %

Table: 4.2 Illustration of study sample Type of Degree

Type Degree Earned - درجة التعليم
156 responses

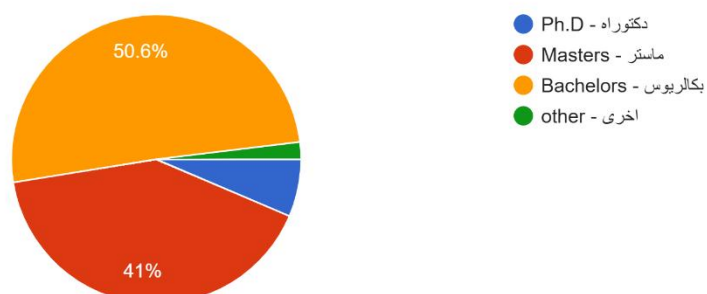


Figure: 4.2 Illustration of study sample Type of Degree

Variable	Variable categories	Number	Percentage %
Years of experience	1-5 years	22	14.1 %
	6-10 years	31	19.9 %
	11-15 years	29	18.6 %
	15 - above years	74	47.4 %
Total		156	100 %

Table: 4.3 Illustration of study sample Years of experience

سنوات الخبرة - Years of professional work experience
156 responses

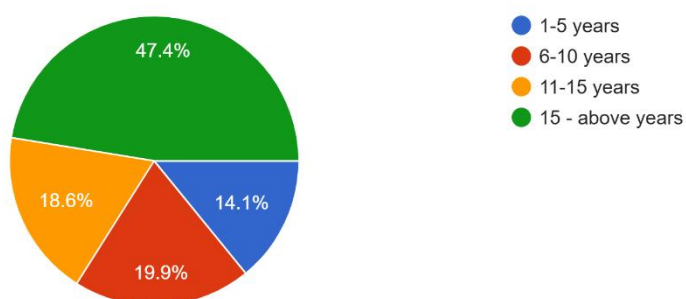


Figure: 4.3 Illustration of study sample Years of experience

Variable	Variable categories	Number	Percentage %
Age	20 - 29	19	12 %
	29 - 39	67	43 %
	39 - 49	46	29 %
	49 - Above	24	15 %
Total		156	100 %

Table: 4.4 Illustration of study sample Age

age - العمر
156 responses

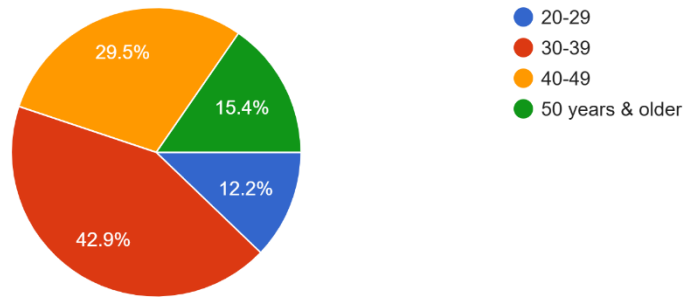


Figure: 4.4 Illustration of study sample Age

The Table 4.1 show a clear gender disparity, with males representing 82.1% of the sample and females representing only 17.9%, this show that mostly those who occupy the position of a PM in the sample companies are males

Table 4.2 demonstrates that the educational level shown that most of the PMs in the sample are bachelor carriers with the percent of 50.6%, followed by those with a master's degree at 41%. Participants with a PhD/EdD represent 6.4%, while the lowest proportion (1.9%) corresponds to those holding other degrees.

Table 4.3 illustrates the distribution of participants by years of experience. The highest percentage (47.4%) is among those with 15 years and above, followed by participants with 6–10 years of experience at 19.9%, and those with 11–15 years at 18.6%. The lowest percentage is among participants with 1–5 years of experience, at 14.1%.

Regarding age, Table 4.4 shows that most of the PMs are aging between (30–39) with approximately (42.9%), followed by those aged (40–49) with 29.5%, and participants aged (50 and above) with 15.4%. The lowest percentage is observed among those aged (20–29), with 12.2%. which indicates that this position is occupied, mostly by Early to middle adulthood persons.

We can say the sample shown respondents are 50 years old or younger, bachelor or higher educational degrees carriers, and having experience with at least 6 years in the field.

The researcher used a questionnaire to collect responses from the study sample, and the five point Likert scale was used to measure EI and the PM effectiveness, the format of a typical five-level Likert item is: (strongly disagree =1, disagree=2, neutral=3, Agree=4, strongly agree=5). The questionnaire was originally designed in English & translated to Arabic and distributed in both languages; the final questionnaire has been developed through exploring the literature which discussed the main variables, in order to specify the most appropriate independent and dependent variables and their scales.

The questionnaire is comprised of three main parts (Demographic, EI scale built based on (Goleman, Farrar, and Sunindijo) and Manager Effectiveness survey which is developed according to Alawneh,2016 study. The questionnaire was delivered by Email, Linked-in, and WhatsApp platforms to the targeted respondents.

Part one of the questionnaire measured demographics such as gender, age, and the years of experience. The second part was comprised of a scale which was adopted from previous research based on Goleman scale for EI. The third part was comprised of the questions that measure the effectiveness of the Project manager in managing the projects in terms of delivering the desired quality at the end of the project, finishing within the estimated budget, and not exceeding the dead line for finishing the project. The questionnaire is attached in appendix A.

Validity and Reliability of Scales:

Validity of Scales:

It was confirmed that the study instrument (questionnaire) is valid for measuring what it was designed for, and that it includes all aspects that should be considered in the analysis in terms of the clarity of the items and dimensions, and that it is understandable to the respondents from the sample, as follows:

Survey reliability:

Cronbach's alpha is a measure of internal consistency, which indicates how closely, related a set of items or as a group. It is used to estimate the proportion of variance that is systematic or consistent in a set of test scores, so it is the coefficient of reliability or consistency. This coefficient normally ranges between 0 and 1, the closer to 1 the greater the internal consistency of the items in the scale.

Table 4.5: The Reliability statistics

DIMENSION	NUMBER OF ITEMS	CRONBACH'S ALPHA
SOCIAL AWARENESS	6	0.82
RELATIONSHIP MANAGEMENT	5	0.74
LEADERSHIP BEHAVIORS	4	0.88
SELF AWARENESS	5	0.79
SELF MANAGEMENT	5	0.51
PROJECT MANAGER EFFECTIVENESS	15	0.86

Based on the table above, the reliability of the items used to measure the variables is relatively high; on the other hand, most of the questionnaire items were taken from previous scales like Goleman's scale of EI. So, its reliability and validity are already tested.

4.3 Hypotheses Testing

The investigation if the main hypotheses of this research are explained below:

H1: There are varying levels of emotional intelligence (EI) among project managers in Riyadh, Saudi Arabia.

The descriptive analysis showed that the Relative Importance of research variables as follows:

The scale used in the questionnaire is Likert scale, with statements of a five-point scale. So, the mean of this scale will be: $(1+2+3+4+5/5=3)$, (3), therefore 3 represents a medium level, less than 3 is a low level, and greater than 3 is a high level (this is applied for most research scales).

VARIABLES	MEANS	STD. DEVIATIONS	DEGREE OF IMPORTANCE
INDEPENDENT VARIABLES			
SOCIAL AWARENESS	4.5	0.52	89.61%
RELATIONSHIP MANAGEMENT	4.2	0.60	84.44%
LEADERSHIP BEHAVIORS	4.4	0.65	88.30%
SELF AWARENESS	4.2	0.54	84.59%
SELF MANAGEMENT	3.8	0.53	75.64%

Table 4.6 The Mean, Standard Deviation and the Degree of importance of the Independent Variable

VARIABLES	MEANS	STD. DEVIATIONS	DEGREE OF IMPORTANCE
DEPENDENT VARIABLES			
PROJECT MANAGER EFFECTIVENESS	3.8	0.55	75.71%

Table 4.7 The Mean, Standard Deviation and the Degree of importance of the Dependent Variable

The findings indicated that the emotional intelligence components examined in this study demonstrated a relatively positive level of influence, since the means almost for all variables were higher than 3, while their standard deviations remained below 1. Accordingly, all variables exhibited a strong influence on project manager effectiveness.

So, **the first hypothesis** has a positive correlation.

H2: Project managers with higher levels of emotional intelligence demonstrate greater effectiveness in managing projects.

The correlation analysis revealed a positive and statistically significant relationship between emotional intelligence and project management effectiveness. As shown in Table 4.8, most EI dimensions demonstrated **strong to very strong correlations**, indicating that higher levels of emotional intelligence are associated with higher levels of effectiveness among project managers.

Specifically, *social awareness* correlation coefficient $r = 0.72$, indicating a very strong correlation. *Relationship management* showed a coefficient of $r = 0.73$, also reflecting a very strong correlation. *Leadership behaviors* demonstrated the highest correlation at $r = 0.87$, representing a very strong and highly influential correlation. In addition, *self-awareness* showed a coefficient of $r = 0.74$, which is classified as a very strong correlation, while *self-management* recorded $r = 0.61$, indicating a strong correlation. Finally, *project manager effectiveness* showed an average item-total correlation of $r = 0.61$, which also represents a strong correlation.

These findings, supported by significance levels below 0.05, confirm that **higher emotional intelligence is strongly associated with improved project management effectiveness**, thus supporting the third hypothesis.

TOTAL CORRELATION (PEARSON)- SUMMARY TABLE			
DIMENSION	MIN	MAX	MEAN
SOCIAL AWARENESS	0.69	0.75	0.72
RELATIONSHIP MANAGEMENT	0.47	0.90	0.73
LEADERSHIP BEHAVIORS	0.82	0.90	0.87
SELF-AWARENESS	0.65	0.81	0.74
SELF-MANAGEMENT	0.47	0.68	0.61
PROJECT MANAGER EFFECTIVENESS	0.20	0.79	0.61

Table 4.8 Total Correlation (Pearson)- Summary Table

H3: There is a significant positive relationship between emotional intelligence and project management effectiveness among project managers in Riyadh, Saudi Arabia.

The results of the Pearson correlation analysis revealed a **statistically significant positive relationship** between overall emotional intelligence and project management effectiveness. The correlation coefficient was $r = 0.4097$, which indicates a **moderate positive relationship** according to standard correlation strength classifications. This suggests that as emotional intelligence increases, project management effectiveness also tends to improve, although the strength of the relationship is moderate rather than strong.

Additionally, the significance level was found to be $p = 1.09E-07$, which is far below the accepted threshold of **0.05**. This confirms that the observed relationship is **statistically significant**.

So, there is a significant positive relationship demonstrating that emotional intelligence plays an important and meaningful role in enhancing project management effectiveness among project managers in Riyadh.

H4: Specific dimensions of emotional intelligence have a significant effect on project management effectiveness.

To test this hypothesis, a **multiple regression analysis** was conducted, where the five dimensions of EI: (self-awareness, self-management, social awareness, relationship management, and leadership behaviors) were analyzed as independent variables, and project management effectiveness was analyzed as the dependent variable.

The regression model produced the following results:

ANOVA	
<i>F</i>	<i>Significance F</i>
31.05761784	1.09E-07

Table 4.9 Analysis of variance for the research model (ANOVA)

Regression Statistics	
Multiple R	0.41
R Square	0.17
Adjusted R Square	0.16

Table 4.10 Regression Statistics

Multiple R = 0.41, This indicates a **moderate overall relationship** between the EI dimensions and project management effectiveness.

R Square = 0.17, This means that approximately 17% of the variance in project management effectiveness can be explained by emotional intelligence dimensions. Although this percentage is moderate, it still indicates a meaningful contribution.

Adjusted R Square = 0.16, This confirms that after accounting for the number of predictors, the model still **explains 16% of the variation** in the dependent variable, indicating a stable and acceptable model fit for social science research.

These results suggest that the EI dimensions, when taken together, **do have a significant effect** on project management effectiveness. Although the explanatory power is moderate, the model statistically supports the hypothesis that EI dimensions play an important role in predicting managerial effectiveness.

Thus, **Hypothesis Four is positive**, confirming that specific emotional intelligence dimensions contribute meaningfully—though not strongly—to project management effectiveness.

H5: Certain emotional intelligence dimensions contribute more significantly to project managers' success than others.

Dimension	B (Unstandardized)	Sig (p-value)	Signification
Self-management	0.9288	0.001	Significant
Leadership behaviors	0.6514	0.133	Not Significant
Self-awareness	0.1283	0.669	Not Significant
Social awareness	0.1215	0.687	Not Significant
Relationship management	-0.0976	0.774	Not Significant

Table 4.11 Unstandardized Coefficients (B) and Significance (p-value)

To test the fifth hypothesis, a multiple regression analysis was conducted to discover which emotional intelligence dimensions contribute most significantly to project managers' success. The results as shown in Table 4.11 observe that ***Self-Management*** was the strongest and only significant predictor of project manager effectiveness ($B = 0.93$, $p = 0.001$). This indicates that higher levels of self-management are strongly related with improved project performance.

The remaining dimensions: Leadership Behaviors, Self-Awareness, Social Awareness, and Relationship Management, did not demonstrate statistically significant effects ($p > 0.05$).

Therefore, H5 is positive, thus *Self-Management* has the most influential impact than other emotional intelligence dimensions.

4.4 Results:

The results of the statistical analyses reveal a clear and consistent pattern regarding the emotional intelligence role in shaping project manager effectiveness in Riyadh, Saudi Arabia.

Statistics indicated that, all emotional intelligence dimensions scored high level, thus generally high EI levels among project managers. Social Awareness and Leadership Behaviors achieved the highest mean values (4.5 and 4.4 respectively), followed by Relationship Management and Self-Awareness (both 4.2). Self-Management recorded the lowest mean (3.8), while still at the high level. Project Manager Effectiveness also demonstrated a high mean level (3.8). Also, the low standard deviations across all variables reflected stable and consistent responses within the sample.

Correlation analysis revealed significant relationships between emotional intelligence dimensions and project managers effectiveness. Most EI dimensions indicate a very strong positive correlations, with Leadership Behaviors showing the highest correlation ($r = 0.87$), followed by Self-Awareness ($r = 0.74$), Relationship Management ($r = 0.73$), and Social Awareness ($r = 0.72$), and Self-Management showed a strong correlation ($r = 0.61$). The correlational relationship was statistically significant, confirming that increases in emotional intelligence led to improvements in managerial effectiveness.

When inspecting emotional intelligence as a whole, the results showed a moderate but significant positive relationship with project management effectiveness ($r = 0.4097$, $p < 0.001$). This indicates that while each EI dimensions demonstrate very strong relationships, and the combined overall EI reflects a more moderate association this may be due to dimensions variability.

In order to determine the five EI dimensions and its correlation with project manager effectiveness. Statistically to demonstrate that the emotional intelligence contributes a forecasting managerial performance. Although the statistics was moderate ($R^2 = 0.17$), this is considered acceptable in behavioral and organizational research, where human performance is influenced by many external factors. Importantly, the regression results showed that Self-Management was the highest dimension with a significant impact on project manager effectiveness ($B = 0.9288$, $p = 0.001$). This suggests that the one's capacity to control his own emotions, self-control, stress adaption, and manage personal behavior plays a central role in determining how effectively a project manager performs. In contrast, the other dimensions: Leadership Behaviors, Social Awareness, Self-Awareness, and Relationship Management, did not demonstrate statistically significant when examined simultaneously within the model. This highlights the critical role of self-management abilities compared to other dimensions.

The results of this study clearly illustrate that emotional intelligence plays a meaningful and influential role in improving project managers effectiveness in Riyadh, Saudi Arabia. Statistical results disclose that PMs generally were above-average levels of emotional intelligence across its dimensions, reflecting strong interpersonal and self-Management capabilities within the project management field.

Correlation analysis showed consistent positive and statistically significant relationships between emotional intelligence and project management effectiveness. Emotional intelligence dimensions demonstrated moderate to very strong associations as we observe previously, indicating that higher emotional intelligence is closely linked with improved project success, decision-making, and leadership skills.

Furthermore, regression analyses provided insights to the relative contribution of each emotional intelligence dimension. significant, Self-Management arise as the most influential and significant factor of project manager effectiveness, highlighting the critical importance of emotional control, adaptability, and stress management in driving successful project outcomes. In contrast, other dimensions showed positive but statistically insignificant effects when examined.

Overall, the findings support that emotional intelligence plays a essential role in improving project managers' effectiveness, strengthening its importance as a key managerial skill within various organizational fields.

4.5 Recommendations:

Based on the previously findings of this research, the following recommendations are proposed to improve project management effectiveness in organizations:

First, implementing an EI training programs that focus on Self-Management in which it was the significant influential factor to project management effectiveness, dimensions to be considered in training objectives: Stress management, Emotional control, and Time management, these skills have a direct and measurable impact on project success. Although not all EI dimensions were significant factors in the regression model, do not mean these dimensions is not important, it has very strong correlations with effectiveness especially Leadership Behaviors and Self-Awareness. So, organizations should develop EI training programs to include all five dimensions.

Second, Implementation a periodic assessment of emotional intelligence can help in identification process upon strengths and weakness of PMs. Companies should take EI and its dimensions into consideration in new employments process. These assessments can guide promotion decisions, team assignments, training priorities, and employment decision.

Third, Supportive Work Environment Could Enhances EI Skills significantly. This can be possible by support open communication, collaboration, emotional expression, encourage better relationships between each other, social awareness campaign, and improving team soul culture.

Finally, encourage continuous self-development through workshops, coaching sessions, and certifications focused on EI can contribute to ongoing improvements in managers' interpersonal and intrapersonal skills leading to better project outcomes and organizational success.

References:

- Alawneh, A. R., & Sweis, R. J. (2016). The relationship between the emotional intelligence level and the effectiveness of a project manager: The case of Jordan. *International Journal of Information, Business and Management*, 8(3), 13.
- Ashkanasy, N. M., & Dasborough, M. T. (2003). Emotional awareness and emotional intelligence in leadership teaching. *Journal of education for business*, 79(1), 18-22.
- Brienza, D., & Cavallo, K. (2002). Emotional competence and leadership excellence at Johnson & Johnson: The emotional intelligence and leadership study. *Consortium for Research on Emotional Intelligence in Organizations*, 1-12
- Butler, C. J., & Chinowsky, P. S. (2006). Emotional intelligence and leadership behavior in construction executives. *Journal of management in engineering*, 22(3), 119-125.
- Carmeli, Abraham. (2003), "The relationship between emotional intelligence and work attitudes, behavior and outcomes", An examination among senior managers, *Journal of Managerial Psychology* 18 (8): 788-813.
- Cooke-Davies, T. (2002). The "real" success factors on projects. *International journal of project management*, 20(3), 185-190.
- Cowie, R., & Cornelius, R. R. (2003). Describing the emotional states that are expressed in speech. *Speech communication*, 40(1-2), 5-32.
- Farrar, A. D. (2009). The role of emotional intelligence in leadership effectiveness: A meta-analysis. The University of Tennessee at Chattanooga.
- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human relations*, 53(8), 1027-1055.
- Jones, Ventez. (2012). "The Relationship between Emotional Intelligence and Leadership Effectiveness among Sponsored Research Administrators". Ph.D thesis. The University of Southern Mississippi.
- Jorfi, H. (2011). Human resource management-emotional intelligence: Communication effectiveness mediates the relationship between stress management and job Satisfaction. *International Journal of Managing Information Technology (IJMIT)* Vol, 3.
- Jorfi, H., Jorfi, S., & Moghadam, K. (2010). Impact of emotional intelligence on performance of employees. *Postmodern Openings*, 1(4), 63-74.
- Kirkland, Kristen. (2011), "The Effect Of Emotional Intelligence On Emotional Competence And Transformational Leadership", Ph.D thesis, The City University of New York.
- LaMarsh, W. J. I. (2009). Investigating the relationship between an IT project manager's emotional intelligence and the customer's perception of success. Old Dominion University.
- Lindebaum, D., & Jordan, P. J. (2012). Relevant but exaggerated: the effects of emotional intelligence on project manager performance in construction. *Construction management and economics*, 30(7), 575-583.
- Maqbool, R., Sudong, Y., Manzoor, N., & Rashid, Y. (2017). The impact of emotional intelligence, project managers' competencies, and transformational leadership on project success: An empirical perspective. *Project management journal*, 48(3), 58-75.

- Martin, Cynthia. (2008), "A Meta- analytic Investigation of The Relationship between Emotional Intelligence and Leadership Effectiveness". Ph.D thesis. Carolina University.
- Montenegro, A., Dobrota, M., Todorovic, M., Slavinski, T., & Obradovic, V. (2021). Impact of construction project managers' emotional intelligence on project success. *Sustainability*, 13(19), 10804.
- Mount, G. (2006). The role of emotional intelligence in developing international business capability: EI provides traction. *Linking emotional intelligence and performance at work*, 97-124.
- Müller, R., & Turner, R. (2007). The influence of project managers on project success criteria and project success by type of project. *European management journal*, 25(4), 298-309.
- Nauman, S., Khan, A.M., & Ehsan, N. (2010), 'Patterns of empowerment and leadership style in project environment', *International Journal of Project Management*, 28: 638-649.
- Potter, E. M., Egbelakin, T., Phipps, R., & Balaei, B. (2018). Emotional intelligence and transformational leadership behaviours of construction project managers. *Journal of financial management of property and construction*, 23(1), 73-89.
- Rabac, K., & Jain, D. (2021). STUDY ON PROJECT MANAGEMENT IN EMOTIONAL INTELLIGENCE. *Amity Journal of Professional Practices*, 1(01).
- Rahim, M. A., Garrett, J. E., & Buntzman, G. F. (1992). Ethics of managing interpersonal conflict in organizations. *Journal of Business Ethics*, 11(5), 423-432.
- Rezvani, A., Chang, A., Wiewiora, A., Ashkanasy, N. M., Jordan, P. J., & Zolin, R. (2016). Manager emotional intelligence and project success: The mediating role of job satisfaction and trust. *International journal of project management*, 34(7), 1112-1122.
- Sahar-Khiz, A. (2010). An exploratory examination of relationships between project managers' emotional intelligence and personality styles. Walden University.
- Salovey, P. and Mayer, D. (1990), "Emotional Intelligence. Imagination, cognition and personality". Baywood Publishing Co.Inc
- Sistad, L. (2020). Emotional Intelligence and Leadership. Which impact does emotional intelligence have on leadership. Universität Regensburg, Faculty of Human Sciences, 1-25.
- Sunindijo, R. Y., & Hadikusumo, B. H. (2014). Emotional intelligence for managing conflicts in the sociocultural norms of the Thai construction industry. *Journal of Management in Engineering*, 30(6), 04014025.
- Sunindijo, R. Y., Hadikusumo, B. H., & Ogunlana, S. (2007). Emotional intelligence and leadership styles in construction project management. *Journal of management in engineering*, 23(4), 166-170.
- Tabish, S. and Jha, K. (2012). "Success Traits for a Construction Project." *Journal of Construction Engineering and Management*, 138(10): 1131–1138.
- Thomas, Dwane. (2011), "Examining the Relationship between Emotional Intelligence and Leadership Effectiveness of Navy Human Resource Officers", Ph.D thesis, University of Prescott Valley, Arizona.
- Wagner, B. (2013). Impacts of emotional intelligence on leadership effectiveness. *New Challenges of Economic and Business Development*, 2, 654-669.

- Williams, Rachel. (2007), "Emotional Intelligence and Leadership Style: An Investigation within A Major Telecommunications Company", Ph.D thesis, Capella University.
- Yoon, Juran. (2008). "Emotional Intelligence And Leadership Effectiveness: The Verbal And Nonverbal Communication Behaviors of Emotionally Intelligent Leaders", Ph.D thesis. The City University of New York.

-المراجع العربية

- أثير خلف عويض الجعيد, & فهدة سلطان السديري. (2024). مدى تأثير الذكاء العاطفي على الحكم المهني للمراجعين الخارجيين في المملكة العربية السعودية. *مجلة العلوم الاقتصادية والإدارية والقانونية*, 8(13), 24-1.
- عبدالرؤوف، طارق وعيسى، إيهاب (٢٠١٨) الذكاء العاطفي والذكاء الاجتماعي، ط ١، القاهرة، المجموعة العربية للتدريب والنشر
- عويس، ر.، رامي، علي عبيد حوامدة، & باسم. (2024). الذكاء العاطفي وعلاقته بالإتصال الإداري لدى مديري المدارس الخاصة في المحافظات الشمالية في فلسطين. *مجلة كلية التربية (أسيوط)*, 40(9.2), 275-251.
- لطرش. (2021). دور الذكاء العاطفي في التخفيف من ضغوط العمل. *مجلة الاقتصاد والمالية*, 7(2), 106-121.

Appendix's

Appendix A :Questionnaire

Dear Mr. / Ms.,

I would like to inform you that I am a student at Midocean University – College of Management, specializing in a Master's degree in Business Administration. I am currently conducting research titled "The Impact of Emotional Intelligence on Project Managers' Effectiveness in Riyadh, Saudi Arabia" as part of the requirements for the master's program. Given the importance of your opinions, I kindly request you to complete this survey. I assure you that your responses will be highly valued and treated with utmost confidentiality, used solely for the purpose of academic research. Therefore, I hope your answers will reflect the reality as closely as possible to contribute to achieving accurate results. Thank you for your cooperation.

Sincerely,

Hala Khalid Hamdan Abu Khater
Master of Business Administration Candidate
College of Management, Midocean University
Email: Halakhali85@gmail.com

Supervisors:

Dr. Alfaisal Abdelhameed Mohamed

Dr. Fayez Ali Jrad

استبيان:

السيد \ السيدة:

أود أن أبلغكم بأ أنني طالبة في جامعة ميد أوشن – كلية الإدارة، وأدرس حالياً في برنامج ماجستير إدارة الأعمال. أجري في الوقت الحالي بحثاً بعنوان "أثر الذكاء العاطفي على فعالية مديري المشاريع في مدينة الرياض، المملكة العربية السعودية" وذلك كجزء من متطلبات الحصول على درجة الماجستير. ونظراً لأهمية آرائكم، أرجو منكم التكرم بالمشاركة في تعبئة هذا الاستبيان. أؤكد لكم أن جميع إجاباتكم ستعامل بسرية تامة ولن تُستخدم إلا لأغراض البحث العلمي فقط. وآمل أن تعكس إجاباتكم الواقع بأ أكبر قدر ممكن للمساهمة في الحصول على نتائج دقيقة. شكراً لتعاونكم.

مع خالص التحية،

هلا خالد حمدان أبو خاطر

طالبة ماجستير إدارة أعمال

كلية الإدارة – جامعة ميد أوشن

البريد الإلكتروني: Halakhalid85@gmail.com

المشرفون:

الدكتور الفيصل عبد الحميد محمد

الدكتور فايز علي جراد

PART 1: Demographic Information / الجزء الأول: المعلومات الديموغرافية

1. Age / العمر:

- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50 years and older / 50 فأكثر

2. Gender / الجنس:

- ☐ Male / ذكر
- ☐ Female / أنثى

3. Type of Degree Earned / نوع المؤهل:

- ☐ PhD/EdD
- ☐ Masters
- ☐ Bachelors
- ☐ Other / أخرى

4. Years of Professional Experience / سنوات الخبرة:

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ Above 15 years / أكثر من 15 سنة

Part 2: Emotional Intelligence

الجزء الثاني: مقياس الذكاء العاطفي

Social Awareness

الوعي الاجتماعي

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Shows respect for all team members يظهر الاحترام لجميع اعضاء الفريق					
2. I am aware of others' feelings at work على علم بمشاعر الاخرين بالعمل					
3. Gives needed support & genuine concern يقدم الدعم اللازم ويقدم اهتماما حقيقيا					
4. Picks up feelings of clients & colleagues يلتقط مشاعر العملاء والزملاء					
5. Treats people fairly, without favoritism يعامل الجميع بإنصاف دون تمييز					
6. Knows how to make others feel optimistic يعرف كيف يجعل الاخرين يشعرون بالتفاؤل					

Relationship Management

إدارة العلاقات

1. Supports work of other departments يدعم عمل الأقسام الأخرى					
2. Protects the absent – doesn't criticize لا ينتقد الغائبين					
3. Listens effectively & considers feedback يستمع بفعالية ويأخذ الملاحظات بعين الاعتبار					
4. Creates a good work environment يهيئ بيئة عمل إيجابية					
5. Intervenes effectively when colleagues get upset أُتدخل بفعالية عند توتر الزملاء					

Leadership Behaviors

سلوكيات القيادة

1. Actions & behaviors consistent with words الأفعال والسلوك متسقة مع الأقوال					
2. Supports others to achieve results					

أدعم الآخرين لتحقيق النتائج					
3. Helps others grow & develop أساعد الآخرين على التطور والنمو					
4. Provides clear sense of purpose & roles تحديد الأدوار والاهداف بوضوح					

Self-Awareness

الوعي الذاتي

1. Can identify emotions & why أستطيع التعرف على مشاعري واسبابها					
2. Aware of body language على وعي بلغة جسدي					
3. Aware of strengths & weaknesses على دراية بنقاط قوتي وضعفي					
4. Aware of tone of voice على دراية بنبرة صوتي					
5. Meets commitments & keeps promises أفي بالتزاماتي ووعودي					

Self-Management

إدارة الذات

1. Cope with high demands & stress					
------------------------------------	--	--	--	--	--

أنتأقلم مع ضغط العمل					
2. Think objectively when upset أفكر بموضوعية عند الانزعاج					
3. Express emotions appropriately أعبر عن مشاعري بالشكل المناسب					
4. Don't get triggered easily لا انفعل بسهولة					
5. Avoid getting involved when unnecessary أتجنب التدخل الغير ضروري					

Part 3: Manager Effectiveness

الجزء الثالث: فعالية المدير

1. Projects meet cost targets المشاريع تحقق اهداف التكلفة					
2. Projects meet timeline targets المشاريع تلتزم بالوقت المحدد					
3. Projects meet quality standards المشاريع تحقق متطلبات الجودة					
4. Projects meet technical performance					

المشاريع تحقق المتطلبات الفنية					
5. Clients satisfied with deliverables العملاء راضون عن المخرجات					
6. Clients speak positively about us العملاء يتحدثون عنا بإيجابية					
7. Goals clearly defined at start-up الاهداف واضحة منذ البداية					
8. Team participates in decisions الفريق يشارك في اتخاذ القرارات					
9. Priorities not frequently changed الاولويات لا تتغير باستمرار					
10. No personal interest affects decisions لا تتأثر القرارات بمصالح شخصية					
11. Focus on managing risks يوجد اهتمام بإدارة المخاطر					
12. Scope changes controlled تغييرات نطاق العمل تتم بضوابط					

13. Teams structured & mobilized effectively الفرق منظمة وفعالة					
14. Managers empowered to access resources المدير مخول للوصول للموارد					
15. Projects done without affecting culture & values المشاريع تُنفذ دون الإضرار بقيم وثقافة المنشأة					

المخلص:

تهدف هذه الدراسة إلى اكتشاف العلاقة بين الذكاء العاطفي وفعالية مديري المشاريع في الرياض، المملكة العربية السعودية. تم توزيع استبيان إلكتروني لدراسة 156 مدير مشروع من مختلف القطاعات. أظهرت النتائج وجود علاقة ودالة إحصائية إيجابية بين فعالية مديري المشاريع وأبعاد الذكاء العاطفي. كما كشفت النتائج أن الذكاء العاطفي بكل أبعاده يساهم في تحسين نتائج المشاريع، وخاصة فيما يتعلق بإدارة الذات، حيث يبدو أنه البعد الأكثر تأثيراً في أبعاد الذكاء العاطفي. تسلط هذه النتائج الضوء على الدور الحاسم للذكاء العاطفي في هذا المجال لمديري المشاريع، فهو ضروري لتسهيل تقدم العمل، ويزيد من فرص نجاح تنفيذ المشروع، علاوة على ذلك، يجب على الشركات أخذ الذكاء العاطفي في الاعتبار في عملية التوظيف الجديدة وتنفيذ حملات التوعية، وتدريب مديري المشاريع والموظفين حول أهمية الذكاء العاطفي في هذا المجال.

الكلمات المفتاحية: الذكاء العاطفي، مدير المشروع، إدارة الذات، الفعالية.

تأثير الذكاء العاطفي على فعالية مديري المشاريع في مدينة الرياض، المملكة العربية
السعودية

إعداد الطالب/ هلا خالد ابو خاطر

إشراف/

د. الفیصل عبد الحمید محمد حسن

د. فايز جراد

العام الدراسي:

2025