

The Impact of Emotional Intelligence on Project Success: A Special Reference to Chinese Businesses in Binondo, Manila

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— *Review of* —
**Integrative
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ABSTRACT

Project managers involved in a project should have emotional intelligence to communicate and relate well with members and coworkers. This study aimed to identify the significant effect of emotional intelligence (EI) on project success. The results showed that the five components of emotional intelligence of the project managers of Chinese businesses in Binondo, Manila, have a direct relationship with project success. There is a positive correlation between the two variables, especially with emotional intelligence, which has a strong correlation with project success. Each of the five components of EI, namely, self-awareness, self-regulation, motivation, empathy, and social skills, is important for a project to be successful. It is important that a project manager expresses his/her own emotions and observes and identifies the feelings and emotions of others. These types of employees help company projects in terms of budget, schedule, quality standards, technical specifications, management support, effective communication, clear objectives and goals, and effective project monitoring.

Keywords: Emotional Intelligence, Project Management, Project Success, Project Managers.

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1. INTRODUCTION

1.1 Background of the Study

People in a business environment may have different characteristics and personalities but may still work together to provide good outcomes to their companies. Good relationships with one another are very important, and these relationships are developed and maintained through interpersonal skills. An increasing number of researchers are looking for connections and applications of emotional intelligence to leadership studies. According to Zeidner et al. (2004), emotional intelligence (EI) is a developing area of behavioral research that receives the attention and imagination of the nation, the commercial world, and the scientific community. Doe et al. (2015) also state that EI is referred to as the capacity for acknowledging our own feelings and those of others, as well as the capability to productively manage our feelings as we associate with others.

Being able to communicate well with others and relate to them is one way to be productive and provide good results, especially in the business world. It is important for people, especially those who are in the business environment, to understand the concept of emotional intelligence, its importance to one's self and to others, and how it can be applied to the things that they need to do and accomplish. In project management, many factors must be considered to ensure that projects are successful. People involved in a project, especially project managers, should have emotional intelligence to communicate and relate well with its members and coworkers. This study will help readers understand and know more about EI and determine whether the two variables are related to one another. Furthermore, this study will also help readers be informed about the different components of emotional intelligence.

Increasing numbers of people are paying attention to emotional intelligence in the business environment. According to Obradovic et al. (2012), Goleman (1998) concluded that even 67% of the skills considered necessary for success in business are based on emotional skills. Therefore, people should understand the significance of emotional intelligence and its components, especially in the business environment. Being knowledgeable about this topic will be very beneficial to project management and knowing its relationship with project success.

Chinese businesses around Binondo, Manila are selected for testing the theories, because the proponents would like to know the Emotional Intelligence of the Chinese project managers, and later, the proponents can compare it with the Emotional Intelligence of Filipino project managers, and make a comparative study. And Binondo, Manila is also known as the "Chinatown" in Metro Manila, where a lot of Chinese businesses are located.

1.2 Rationale of the Study

The proponent's interest in the topic of Project Management began when the proponent embarked on teaching PROJECM (Project Management for Business Management Students), SISBUSI (Strategic Information System for Entrepreneurship), SYSDESI (System Analysis and Design) and IS Planning for Undergraduate of the Decision Sciences and Innovation Department – De La Salle University Manila. The proponent also plans to teach courses such as SYSTHEO (System Theory) and SYSTMIC (System Dynamics) soon. Finally, the proponents are interested in determining the effect of emotional intelligence on project success among the different Chinese businesses in Metro Manila, Philippines. It is worth knowing that project success will help companies meet their goals and objectives, reduce costs, and increase profits. Project management has changed the way the company works in recent years.

1.3 Statement of the Problem, Objective and Significance

What is the significant relationship between the emotional intelligence of project managers and project success among Chinese businesses in Binondo, Manila, Philippines?

The main objective of this research was to learn more about emotional intelligence with regard to project management, to examine whether there is a significant relationship

between emotional intelligence and making projects successful, and to determine how significant this relationship is for both employees and the organization or businesses.

The study offered significant information about how emotional intelligence affects the success of a project. This study was conducted to inform businesses and their employees about emotional intelligence and how it leads to successful projects. This study is significant for businesses and employees to gain knowledge about emotional intelligence and its components and to determine its importance in the business environment. The results of the study revealed important information for the benefit of the following entities:

Academic Community: This research paper will benefit faculty teaching project management subjects and students in business management or interdisciplinary business studies courses and subjects. The faculty can share the information of this research paper with their students, and they also have ideas on what specific topics need to be discussed in class lectures. On the other hand, students may be able to apply to real business applications when they graduate.

Chinese and other businesses in Binondo, Manila, Philippines: To provide feedback on how the different components of emotional intelligence, such as self-awareness, self-regulation, motivation, empathy, and social skills, affect project management success.

2. REVIEW OF RELATED LITERATURE

2.1 Emotional Intelligence

There are many different definitions of emotional intelligence, a concept that is constantly being applied in leadership studies. Emotional intelligence, as defined by Salovey and Mayer (1990), is a subset of social intelligence that concerns the ability to keep track of one's own and others' feelings and emotions and to use collected data to observe and guide one's thinking and actions. This definition tells us that the emotions of a person can be used as a guide when thinking or doing something to reach our goals. Furthermore, the scope of emotional intelligence includes the verbal and nonverbal assessment and expression of emotion, balancing of emotion in one's self and others, and the use and importance of emotional content in problem solving. (Mayer and Salovey, 1993)

Khatib et al. (2021) cited Hess & Bacigalupo (2013), who stated that according to Goleman, emotional intelligence refers to an individual's capacity to identify, feel, and deal with emotions. Goleman's five components of emotional intelligence are (1) self-awareness, (2) self-regulation, (3) motivation, (4) empathy, and (5) social skills. The first three (Self-Awareness, Self-Regulation, and Motivation) relate to personal competence, and the last two (Empathy and Social Skills) relate to social competence. According to Goleman (2004), as stated by Issah (2018), self-awareness is the ability to understand one's and others' emotions and drives as well as its effect on others. Self-regulation is the ability to control moods or instincts and to think before one act. Motivation is passionate to work not only because of money or status but also because of having so much energy and being persistent. Empathy is the ability to understand other people — what they feel and being skillful in how you treat them. Social skills are skilled in managing emotions and building connections and relationships.

2.2 Project Management

Project Management, as defined by Schwalbe (2015), is the application of knowledge, skills, tools, and techniques to project activities to meet the requirements of the project. Project managers not only strive to accomplish the requirements of a project but also facilitate and oversee the entire process to meet the expectations of the people involved.

3. FRAMEWORK OF THE STUDY

3.1 Conceptual Framework

Emotional Intelligence leads to Project Success. This research revolves around emotional intelligence and how it leads to success. Therefore, this research used Daniel Goleman's framework, which is emotional intelligence in leadership. Daniel Goleman's Emotional Intelligence in Leadership section discusses the five components of EI: (1) self-awareness, (2) self-regulation, (3) motivation, (4) empathy, and (5) social skills. He developed his theory through his experiences and research, which focused on emotions, behaviors, and the brain.

3.2 Operational Framework

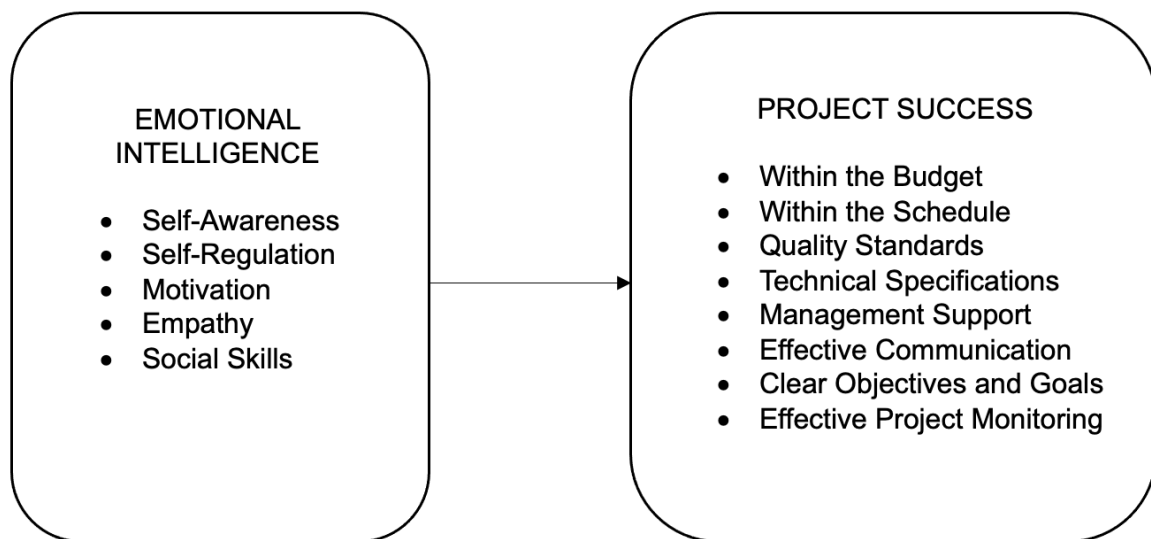


Figure 1. Operational Framework

Figure 1 shows the operational framework of the study. Emotional intelligence has five components, namely, self-awareness, self-regulation, motivation, empathy, and social skills. This leads to project success, which includes budgeting, scheduling, quality standards, technical specifications, management support, and effective communication. Clear Objectives and Goals and Effective Project Monitoring.

3.3 Hypothesis Testing

Therefore, this research aimed to determine whether emotional intelligence and its five components have direct effects on project success.

Ho1: Self-awareness has no significant effect on project success.

Ha1: Self-awareness has a significant relationship with project success.

Ho2: Self-regulation has no significant effect on project success.

Ha2: Self-regulation has a significant effect on project success.

Ho3: Motivation has no significant effect on project success.

Ha3: Motivation has a significant relationship with project success.

Ho4: Empathy has no significant effect on project success.

Ha4: Empathy has a significant effect on project success.

Ho5: Social skills have no significant effect on project success.

Ha5: Social skills have a significant effect on project success.

Ho6: Emotional intelligence has no significant effect on project success.

Ha6: Emotional intelligence has a significant effect on project success.

3.4 Operational Definition of Terms

- Emotional intelligence—The subset of social intelligence that concerns the capability to keep track of one's own and others' feelings and emotions and to use the collected data to observe and guide one's thinking and actions. (Salovey and Mayer, 1990)
- Project Management - The application of knowledge, skills, tools, and techniques to project activities to meet the requirements of the project. (Schwalbe, 2015)
- Project Success - Success means different things to different people. However, for this research, project success is perceived to be an “overall success” if the project meets the technical performance specifications and goals or objectives to be performed and if there is a high level of satisfaction concerning the project outcome among key people on the project team and key users of the project effort. (Baker, Murphy, and Fisher, 1988)

4. RESEARCH METHODOLOGY

4.1 Research Design

For this research, the researchers used a quantitative approach to conduct the study, which focused on emotional intelligence and its relationship with project success. To do this, questionnaires were distributed to determine whether emotional intelligence and its five components are related to project success.

The researcher chose to perform field work for this study since it is often used to monitor human behaviors in natural conditions of daily life (Basinska, 2012). Hence, the researcher is closer to the real world and thus gains from immediate contact with the respondents. It is one of the best ways to discover the information required and to answer research problems. Basinska (2012) emphasized the importance of fieldwork, especially in data gathering in companies, as it allows the researcher to interact, understand the

people in the company, and see problems that cannot be extracted from interviews. Through the use of the data from interviews and field observations, the proponent used a descriptive analysis method for this study. Descriptive analysis summarizes the data retrieved from the respondents and presents them in an easy-to-understand manner.

4.2 Sampling Plan

The researcher conducted a survey to perform this research. The questionnaires through Google Forms were distributed to the project managers of Chinese businesses around Binondo, Manila. Nonprobability sampling, specifically purposive sampling, was used for this research study, where the researchers contacted several people in the Chinese businesses who were able to gather information about the study. Fifty (50) project managers of Chinese businesses around Binondo, Manila, were contacted to answer the survey questionnaire for this study. The Google Form was used for the survey questionnaire, which was sent to different project managers of Chinese businesses around Binondo, Manila. For emotional intelligence, the questions used in this research were adopted from the questionnaire created by Jon Simon Sager based on the work of Goleman (1988). For project success, the questions used in this research were adopted from Khatib, Almtairi and Al Qasemi (2021).

4.3 Method of Data Analysis

The proponent adapted the quantitative method of analysis in this study. For the data analysis, the questionnaire was divided into three sections: personal information, questions about emotional intelligence, and questions about performance in projects. For emotional intelligence, fifteen questions were extracted from the questionnaire created by Jon Simon Sager, which he based on Goleman (1988). These fifteen questions include three questions about the five components of emotional intelligence. On the other hand, questions about the respondents' performance in projects contain eight items on a Likert scale measuring significant areas that determine the success of a project. To determine the correlation between emotional intelligence and project success, Jamovi was used to obtain the correlation coefficient (r) of emotional intelligence, each of its components, and project success.

5. RESEARCH FINDINGS

This research used questionnaires to gather data. The researchers were able to gather from 21 respondents. According to the demographic data, 62% of the respondents were female, and 38% of the respondents were male. A total of 57.1% of the respondents were between 25 and 30 years old, 33.3% were between 19 and 24 years old, and 9.5% were between 31 and 36 years old. In terms of educational attainment, 85.7% of the respondents were college graduates, 9.5% were high school graduates, and 4.8% were post college graduates. The years of working experience of the respondents ranged from 1 year to 8 years, with 3 years of experience being the most common (33.3%), followed by 4 years of experience (19%) and 5 years of experience (14.3%). For the location of work, 52.4% of the respondents were working in Manila city, while 47.6% of the respondents were working in Quezon City.

Based on the Likert scale, strongly disagree corresponded to 1, and strongly agree corresponded to 5. Since there are 15 items for emotional intelligence (3 items each per

component), the maximum score a respondent can obtain per component is 15, and the minimum score per component is 3. On the other hand, since Project Success has 8 items, the maximum score of a respondent is 40, and the minimum score is 8. Table 1 shows the summarized results.

Table 1. Total Emotional Intelligence Scores and Project Success of Each Respondent

Emotional Intelligence					Project Success
Self Awareness	Self Regulation	Motivation	Empathy	Social Skills	
12	11	11	13	14	40
14	11	13	13	15	36
11	11	13	10	12	29
9	6	8	10	9	26
11	13	7	7	13	30
15	14	13	15	15	35
15	15	15	15	14	29
15	15	15	15	15	40
12	12	12	12	12	33
14	13	13	13	14	30
8	9	9	9	8	24
11	11	12	10	11	31
13	14	14	13	13	40
12	12	12	11	13	33
9	13	14	9	10	31
13	13	12	12	12	31
10	14	9	12	11	32
11	12	11	9	11	27
13	14	15	15	15	38
12	11	13	12	10	34
11	12	14	9	9	33

Using the gathered data, a correlation analysis was performed to determine whether there was a relationship between EI and project success. Correlation analysis was performed using Jamovi.

Table 2. Correlation Matrix for Emotional Intelligence and Project Success

		Project Success	Self Awareness	Self Regulation	Motivation	Empathy	Social Skills	Emotional Intelligence
Project Success	Pearson's r	--						
	p-value	--						
Self Awareness	Pearson's r	0.574 **	--					
	p-value	0.007	--					
Self Regulation	Pearson's r	0.482 *	0.633 **	--				
	p-value	0.027	0.002	--				
Motivation	Pearson's r	0.515 *	0.621 **	0.549 **	--			
	p-value	0.017	0.003	0.010	--			
Empathy	Pearson's r	0.619 **	0.808 ***	0.503 *	0.805 **	--		
	p-value	0.003	< .001	0.020	0.004	--		
Social Skills	Pearson's r	0.634 **	0.856 ***	0.606 **	0.425	0.725 ***	--	
	p-value	0.002	< .001	0.004	0.055	< .001	--	
Emotional Intelligence	Pearson's r	0.674 ***	0.930 ***	0.777 ***	0.767 ***	0.872 ***	0.856 ***	--
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	--

Note : * p < .05, ** p < .01, *** p < .001

Based on the results above, the researcher was able to either accept or reject the six hypotheses mentioned in the previous section:

Ho1: SEA has no direct effect on project success.

Ha1: Self-awareness has a direct effect on project success.

Based on the results, the correlation coefficient (r) of Self-Awareness and Project Success is 0.574, which means that it is significant, and that Self-Awareness has a direct effect on project success. Therefore, the null hypothesis is rejected.

Ho2: Self-Regulation has no direct effect on project success.

Ha2: Self-regulation has a direct effect on project success.

Based on the results, the correlation coefficient (r) of self-regulation and project success is 0.482, which means that it is significant, and that self-regulation has a direct effect on project success. Therefore, the null hypothesis is rejected.

Ho3: Motivation has no direct effect on project success.

Ha3: Motivation has a direct effect on project success.

The correlation coefficient (r) of Motivation and Project Success is 0.515, which means that it is significant, and that Motivation has a direct effect on project success. Therefore, the null hypothesis is rejected.

Ho4: Empathy has no direct effect on project success.

Ha4: Empathy has a direct effect on project success.

The correlation coefficient (r) of Empathy and Project Success is 0.619, which means that it is significant, and that Empathy has a direct effect on project success. Therefore, the null hypothesis is rejected.

Ho5: Social skills have no direct effect on project success.

Ha5: Social skills have a direct effect on project success.

Based on the results, the correlation coefficient (r) of Social Skills and Project Success is 0.634, which means that it is significant, and that Social Skills has a direct effect on project success. Therefore, the null hypothesis is rejected.

Ho6: Emotional intelligence has no direct effect on project success.

Ha6: Emotional intelligence has a direct effect on project success.

Based on the results, the correlation coefficient (r) of Emotional Intelligence and Project Success is 0.674, which means that it is significant, and that Emotional Intelligence has a direct effect on project success. Therefore, the null hypothesis is rejected.

6. CONCLUSION

The results of the study confirm that emotional intelligence and its five components are significantly related to project success. The results show a positive correlation between

the two variables, especially with emotional intelligence, which has a strong correlation with project success. Given the results, the researchers can conclude that it is important for companies to hire employees, especially project managers, with a high level of emotional intelligence. Each of the five components of EI – self-awareness, self-regulation, motivation, empathy, and social skills – is important for a project to be successful. It is important that a person express his or her own emotions and observe and identify the feelings and emotions of others. These kinds of employees can be a great help to the projects that companies will be creating since they will be able to assess not only themselves but also their team members.

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