

Developing Emotional Intelligence and Competencies to Strengthen the Performance of Project Managers at the Indonesian National Construction Implementation Association East Java

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Abstract

This study investigates the role of emotional intelligence and managerial competencies in enhancing project manager performance, with job attitude as a mediating variable, within construction companies under the Indonesian National Construction Implementation Association in East Java. Using a quantitative approach and surveying 182 project managers, the study assesses key constructs such as emotional intelligence (self-awareness, self-management, social awareness, and relationship management), managerial competencies (motives, traits, self-concept, and knowledge), job attitudes (commitment, satisfaction, involvement), and project performance (quality, quantity, timeliness, and cooperation). The findings reveal that emotional intelligence significantly affects project manager performance, particularly through improved self-awareness and social relationship skills. However, managerial competencies alone do not substantially influence performance unless supported by positive job attitudes. The study confirms that job attitude is a critical bridge linking emotional intelligence to improved performance outcomes. These findings underscore the importance of soft skills development in construction project environments and offer practical insights for enhancing leadership training, team dynamics, and project success rates. The study provides strategic recommendations for organizational growth and workforce management within Indonesia's construction sector.

Keywords: Emotional Intelligence, Project Manager Performance, Construction Management.

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1. Introduction

According to the conservation of human resources theory, the role of emotional resources depends on the situation. This study aims to understand how emotional intelligence can influence project performance and provide practical approaches. Based on a sample of project managers, project managers can utilize emotional resources to deepen theoretical development (Sarstedt et al., 2020). Emotional intelligence is essential for project managers to influence project performance, but it is not always effective. As project complexity increases, project managers face numerous demanding skill requirements.

The challenges of soft skills, particularly emotional intelligence, a channel for nonverbal social skills (Rezvani et al., 2016), remain unabated. Project managers' emotional intelligence has become a key determinant in ensuring the effective functioning of project teams (Stephens & Carmeli, 2016). Various researchers have widely discussed emotional intelligence as a factor influencing personal performance and work-related outcomes (Prentice, 2019). Emotional intelligence is the most important component for higher performance at every level, from low-level jobs to top managerial positions (Watkin, 2000), because it is not just about being kind to others, but also behaving as effectively as possible when problems arise (Smigla & Pastoria, 2000).

Project management competencies represent only one of many criteria on which project managers' performance depends. Examining emotional intelligence and project manager competencies at the Indonesian National Construction Implementation Association in East Java is important because these factors significantly influence construction project performance in the region. By understanding and improving these aspects, the construction industry can achieve greater efficiency, reduce project risks, and contribute to regional economic growth. This research will also aid in the professional development of project managers, raise industry standards, and prepare companies for future challenges.

Selecting job attitude as an intervening variable in a study at the Indonesian National Construction Implementation Association in East Java is a strategic step that can provide in-depth insights into how emotional intelligence and project manager competency influence performance through job attitude. This is relevant in the context of the construction industry in East Java, where operational challenges and the need for performance improvement are very high. This research is expected to significantly contribute to the development of project management and increase the competitiveness of the construction industry in the region.

Based on the background of the problem above, several objectives can be formulated in the research, such as describing emotional intelligence, manager competency, job attitudes, and project manager performance in the Indonesian National Construction Implementation Association, East Java. Analyzing the influence of emotional intelligence on the performance of project managers in the Indonesian National Construction Implementation Association, East Java. Analyzing the influence of manager competency on project manager performance in the Indonesian National Construction Implementation Association, East Java.

The practical benefits of this research are expected to provide information for companies engaged in project management to improve their success in achieving a project. For managers in companies, the results of this research are expected to provide input in decision-making related to improving project manager performance. With this information, the Indonesian National Construction Implementation Association of East Java can develop strategies to increase productivity, reduce risk, and maintain good relationships with clients and employees, all of which contribute to the company's long-term success.

Literature Review

Human behavior theory is a person's capacity expressed through mental, physical, and social factors, individuals, or groups, to respond to internal and external stimuli throughout life. Kagan et al. (2019) explain that behavior is driven by genetic and environmental factors influencing a person. Behavior is also driven by thoughts and feelings that provide insights, such as attitudes and values. Human behavior is shaped by psychological traits, as personality types vary from person to person, resulting in different actions and behaviors.

Human behavior is important and needs to be adequately understood because it is present in every aspect of human life. Human behavior does not stand alone; it encompasses two components: attitude or mentality and behavior. Attitude or mentality is something inherent in humans. Mentality is defined as a human reaction to a situation or event, while behavior is a specific human reaction to the situation or event (Kagan et al., 2019). Performance management Project management has always been crucial in the construction industry. There has been much previous research on the success of project performance and the factors that influence it.

Feldman (2002) stated that five factors determine the success of a project manager's performance on a project: manager competence, activity scheduling, responsibility, project monitoring, and continuous involvement in the project. A project manager's performance significantly influences project success in terms of timely completion and quality standards (Turner & Müller, 2005). A competent project manager can effectively integrate project planning, organizing, and controlling to ensure that time targets are met without sacrificing the quality of the results. Turner & Müller (2005) stated that a project manager's competence significantly impacts project performance. Project managers who are effective in communication and decision-making can minimize the risk of delays and quality degradation.

Job attitudes, employee engagement, and satisfaction are crucial for achieving organizational goals. Job attitudes are feelings and beliefs that significantly determine how employees perceive their environment, commit to desired actions, and ultimately behave (Velnampy, 2007). Job attitudes shape a mentality that influences how they view others. This impacts how they assess the workplace environment. Emotional intelligence is the ability to filter one's and others' feelings and emotions, to isolate those feelings and emotions, and use this information to guide one's thinking and practice (Salovey & Mayer, 1990, p. 189).

2. Methods

Research Design

This study will explain the relationship between influence and influence of each of the variables studied, namely the influence of emotional intelligence and manager competence on project manager performance, and the indirect influence of emotional intelligence and manager competence on project manager performance through job attitude. Data analysis is quantitative or statistical, with the aim of testing previously established hypotheses.

Research Population and Sample

The population in this study was project managers in construction companies under the auspices of the East Java Indonesian National Construction Implementation Association. The sampling determination technique in this study uses the Slovin. Based on the Slovin formula, the number of samples used is 1666, so the minimum

sample size can be determined. The margin of error set is 0.05 – 0.10 to obtain the ideal value for SEM calculations. According to Hair et al. (2010), Amos expected samples between 100 and 200.

The calculation is:

$$n = \frac{N}{1 + N(e)^2}$$

So that:

$$n = \frac{1666}{1 + 1666(0,07)^2}$$

$$n = \frac{1666 \times 100^2}{100^2 + 81634}$$

$$n = \frac{8330000}{45817}$$

$$n = 181,81$$

The sample size in the study used a margin of error of 0.07, with the analysis result being 181.81, rounded up to 182. The sampling technique used was proportional random sampling.

Data Analysis Techniques

Descriptive analysis can be done to assess characteristics using descriptive statistics such as mean, median, mode, standard deviation, variance, etc. Regression analysis is a multiple equation model developed from econometric principles and combined with regulatory principles from psychology and sociology, emerging as an integral part of academic managerial research.

3. Results and Discussion

3.1 Result

This perceptual study describes respondents' views on emotional intelligence, manager competency, job attitude, and project manager performance. The main issue of this study is the influence of emotional intelligence and manager competency on project manager performance through job attitude. Respondents in this study consisted of all project managers in construction companies under the banner of the Indonesian National Construction Implementation Association of East Java. The results of the study are explained systematically by the research objectives. The research results will explain the general description of the research object and the calculation results from the respondents' answers that have been distributed using a questionnaire.

Construction companies under the auspices of the Indonesian National Construction Implementers Association are an organization that accommodates construction service providers in Indonesia. The Indonesian National Construction Implementers Association is an association whose members are from various construction companies throughout Indonesia, which play a vital role in developing national infrastructure. The Indonesian National Construction Implementers Association was founded in 1959, aiming to develop and advance the national construction industry and increase the professionalism and competitiveness of construction companies in Indonesia.

The formation of the Indonesian National Construction Implementers Association was triggered by the need for an organization to gather and coordinate construction companies to contribute more effectively to national development. Analysis of the description of the social demographic characteristics in construction companies under the banner of the Indonesian National Construction Implementation Association in East Java, with 182 respondents, including the gender and age of the respondents.

Table 1. Social Demographic Characteristics (n=182)

Demographics	Frequency (%)
Gender	
Man	143 (79%)
Woman	39 (21%)
Age	
Less than 30 years	28 (15%)
31 – 40 years old	25 (14%)
More than 40 years	129 (71%)

Source: Processed primary data (2024)

Based on the table above, most respondents who answered were male, amounting to 79% of the total respondents (143), and the remaining 21% (39) were female. Based on age, the majority of respondents were over 40 years old, with a percentage of 71% (129 respondents), 28 respondents (15%) were under 30 years old, and only 25 respondents (14%) were aged 31 – 40 years.

Table 2. Frequency Distribution of Respondents' Answers About Emotional Intelligence

Indicator / Item	Answer										Mean
	STS		TS		N		S		SS		
	F	%	F	%	F	%	F	%	F	%	
Self-awareness											4.36
Understanding the advantages	8	4	3	2	11	6	69	38	91	50	4.27
Understanding weaknesses	3	2	5	3	8	4	57	31	109	60	4.45
Self-management											4.23
Controlling feelings	7	4	1	1	25	14	59	32	90	49	4.23
Controlling the mind	3	2	3	2	25	13	67	37	84	46	4.24
Social awareness											4.27
Understanding other people's strengths	3	2	4	2	20	11	68	37	87	48	4.27
Understanding other people's weaknesses	3	2	0	0	25	14	70	38	84	46	4.27
Relationship management											4.25
A closer look	4	2	0	0	20	11	69	38	89	49	4.31
Closer communication	6	3	0	0	26	14	69	38	81	45	4.20
Grand Mean Emotional Intelligence Variables											4.27

Source: Processed primary data (2024)

Emotional intelligence is the ability to recognize one's own emotions and thoughts based on experience to guide thinking and understand the emotions of others. Activities that support emotional intelligence in improving job attitudes and project manager performance include constructs built from three observational indicators: self-awareness, self-management, social awareness, and relationship management. The table above shows that the emotional intelligence variable averages 4.27, obtained from self-awareness, self-management, social awareness, and relationship management indicators. Indicators that can reflect emotional intelligence are self-awareness and social awareness, which have average values higher than 4.27.

The self-awareness indicator has the highest average value, namely 4.36, social awareness at 4.27, relationship management at 4.25, and self-management at 4.23. The self-awareness indicator with the highest average value of 4.27 obtained from the statement item can understand weaknesses of 4.45 and strengths of 4.36. The social awareness indicator, with an average value of 4.27 obtained from the statement item, can understand the weaknesses and strengths of others, which has the same average value of 4.27. The relationship management indicator has an average value of 4.25, obtained from the statement items of closer recognition of 4.31 and closer communication of 4.20. The self-management indicator, with an average value of 4.23 obtained from the statement item, can control feelings and thoughts, with the same average of 4.23 and 4.24.

Based on the table above, it can be seen that the respondents' opinions on the ability to understand their strengths obtained the most results stating that they strongly agree with 91 respondents (50%), then 69 respondents (38%) stated that they agree, 11 respondents (6%) stated that they are neutral, three respondents (2%) stated that they disagree. Eight respondents (4%) stated that they strongly disagree. The average score of respondents' opinions on the ability to understand their strengths was 4.27, which shows that most respondents agreed with the statement that they can understand their strengths. Respondents' opinions on the ability to understand their weaknesses obtained the most results, stating that they strongly agree with 109 respondents (60%), then 57 respondents (31%) stated that they agree, eight respondents (4%) stated that they are neutral, and five respondents (3%) stated that they disagree. Three respondents (2%) stated that they strongly disagree. The average score of respondents' opinions on the ability to understand their weaknesses was 4.45, which shows that most respondents agreed with the statement that they can understand their weaknesses.

Respondents' opinions about the ability to control feelings obtained the most results, stating that they strongly agree with 90 respondents (49%), then 59 respondents (32%) stated that they agree, 25 respondents (14%) stated that they are neutral, and one respondent (1%) stated that they disagree. Seven respondents (4%) stated that they strongly disagree. The average score of respondents' opinions on the ability to control feelings

was 4.23, which shows that most respondents agree with the statement that they can control feelings. Respondents' opinions about the ability to control thoughts obtained the most results, stating that they strongly agree with 84 respondents (46%), then 67 respondents (37%) stated that they agree, 25 respondents (13%) stated that they are neutral, and three respondents (2%) stated that they disagree. Three respondents (2%) stated that they strongly disagree. The average score of respondents' opinions about the ability to control thoughts was 4.24, which shows that most respondents agree that they can control their thoughts.

Respondents' opinions on the ability to understand other people's strengths obtained the most results stating that they strongly agree with 87 respondents (48%), then 68 respondents (37%) stated that they agree, 20 respondents (11%) stated that they are neutral, and four respondents (2%) stated that they disagree. Three respondents (2%) stated that they strongly disagree. The average score of respondents' opinions on the ability to understand other people's strengths was 4.27, which shows that most respondents agreed with the statement of being able to understand other people's strengths. Respondents' opinions on the ability to understand other people's weaknesses obtained the most results stating that they strongly agree with 84 respondents (46%), then 70 respondents (38%) stated that they agree, 25 respondents (14%) stated that they are neutral, and three respondents (2%) stated that they strongly disagree. The average score of respondents' opinions on the ability to understand other people's weaknesses was 4.27, which shows that most respondents agreed with the statement of being able to understand other people's weaknesses.

Respondents' opinions on conducting closer introductions obtained the most results, stating that they strongly agree with 89 respondents (49%), then 69 respondents (38%) stated that they agree, 20 respondents (11%) stated that they are neutral, and four respondents (2%) stated that they strongly disagree. The average score of respondents' opinions on conducting closer introductions was 4.31, which indicates that most respondents agree with the statement of conducting closer introductions. Respondents' opinions about creating closer communication obtained the most results, stating that they strongly agree with 81 respondents (45%), then 69 respondents (38%) stated that they agree, 26 respondents (14%) stated that they are neutral, and six respondents (3%) stated that they strongly disagree. The average score of respondents' opinions about creating closer communication was 4.20, which indicates that most respondents agree with the statement of creating closer communication.

Table 3. Frequency Distribution of Respondents' Answers About Manager Competencies

Indicator/Item	Answer										Mean
	STS		TS		N		S		SS		
	F	%	F	%	F	%	F	%	F	%	
Motive											3.89
Effective thinking	10	6	5	3	44	24	46	25	77	42	3.96
Effective attitude	8	4	11	6	51	28	46	25	66	37	3.83
Characteristic											4.09
Characteristics	6	3	10	6	28	15	56	31	82	45	4.09
Confidence	4	2	11	6	32	18	50	28	85	46	4.10
Self-concept											4.20
Get to know yourself	3	2	5	3	21	11	61	34	92	50	4.29
Get to know other people	7	4	10	6	30	16	44	24	91	50	4.11
Knowledge											4.28
Job knowledge	0	0	0	0	13	7	110	61	59	32	4.25
Job information	0	0	1	1	7	4	106	58	68	37	4.32
Grand Mean Manager Competency Variables											4.11

Source: Processed primary data, 2024

Managerial competency is the knowledge, skills, and attitudes/behaviors to lead and/or manage an organizational unit. Activities that support managerial competency in improving job attitudes and project manager performance include constructs built from four observation indicators: motives, traits, self-concept, and knowledge. The table above shows that the managerial competency variable has an average of 4.11 obtained from the motive, traits, self-concept, and knowledge indicators. Indicators that can reflect managerial competency are self-concept and knowledge, which have an average value higher than 4.11. The knowledge indicator has the highest average value, namely 4.28, self-concept of 4.20, traits of 4.09, and the motive indicator of 3.89.

Knowledge indicators with the highest average value of 4.28 obtained from statement items have knowledge of 4.25 and information of 4.32. Self-concept indicator with an average value of 4.20 obtained from statement items, the ability to recognize oneself is 4.29, and the ability to recognize others has the same average value of 4.11. The trait indicator, with an average value of 4.09 obtained from statement items, has

characteristics of 4.09 and a confidence level of 4.10. Motive indicators with an average value of 3.89 were obtained from statement items, practical thinking was 3.96, and effective attitudes had the same average of 3.83.

Respondents' opinions on practical thinking obtained the most results stating that they strongly agree with 77 respondents (42%), then 46 respondents (25%) stated that they agree, 44 respondents (24%) stated that they are neutral, five respondents (3%) stated that they disagree, and 10 respondents (6%) stated that they strongly disagree. The average score of respondents' opinions on practical thinking was 3.96, which shows that most respondents agree with the statement of practical thinking. Respondents' opinions on having an effective attitude obtained the most results, stating that they strongly agree with 66 respondents (37%), then 46 respondents (25%) stated that they agree, 51 respondents (28%) stated that they are neutral, and 11 respondents (6%) stated that they disagree. Eight respondents (4%) stated that they strongly disagree. The average score of respondents' opinions on having an effective attitude was 3.83, which shows that most respondents agree with the statement of having an effective attitude.

Respondents' opinions about having characteristics obtained the most results, stating that they strongly agree with 82 respondents (45%), then 56 respondents (31%) stated that they agree, 28 respondents (15%) stated that they are neutral, and 10 respondents (6%) stated that they disagree. Six respondents (3%) stated that they strongly disagree. The average score of respondents' opinions about having characteristics was 4.09, which indicates that most respondents agree with the statement of having characteristics. Respondents' opinions about having trust obtained the most results, stating that they strongly agree with 85 respondents (46%), then 50 respondents (28%) stated that they agree, 32 respondents (18%) stated that they are neutral, and 11 respondents (6%) stated that they disagree. Four respondents (2%) stated that they strongly disagree. The average score of respondents' opinions about having trust was 4.10, which indicates that most respondents agree with the statement of having trust.

Respondents' opinions about knowing themselves obtained the most results, stating that they strongly agree with 92 respondents (50%), then 61 respondents (34%) stated that they agree, 21 respondents (11%) stated that they are neutral, and five respondents (3%) stated that they disagree. Three respondents (2%) stated that they strongly disagree. The average score of respondents' opinions about knowing themselves was 4.29, which shows that most respondents agree with the statement about knowing themselves. Respondents' opinions about knowing others obtained the most results, stating that they strongly agree with 91 respondents (50%), then 44 respondents (24%) stated that they agree, 30 respondents (16%) stated that they are neutral, and 10 respondents (6%) stated that they disagree. Seven respondents (4%) stated that they strongly disagree. The average score of respondents' opinions about knowing others was 4.11, which shows that most respondents agree with the statement about knowing others.

Respondents' opinions about having knowledge obtained the most results, stating that they agree, amounting to 110 respondents (61%), then 59 respondents (32%) stated that they strongly agree, and 13 respondents (7%) stated that they are neutral. The average score of respondents' opinions about knowing was 4.25, which indicates that most respondents agree with the statement of knowing. Respondents' opinions about having information obtained the most results, stating that they agree, amounting to 106 respondents (58%), then 68 respondents (37%) stated that they strongly agree, seven respondents (4%) stated that they are neutral, and one respondent (1%) stated that they disagree. The average score of respondents' opinions about having information was 4.32, which indicates that most respondents agree with the statement of having information.

Table 4. Frequency Distribution of Respondents' Answers About Project Manager Performance

Indicator/Item	Answer										Mean
	STS		TS		N		S		SS		
	F	%	F	%	F	%	F	%	F	%	
Quality of work											4.39
Organizational expectations	4	2	2	1	10	6	64	35	102	56	4.42
Organizational needs	2	1	1	1	17	9	72	40	90	49	4.36
Quantity of work											4.19
On target	5	3	0	0	19	10	71	39	87	48	4.29
Exceeding the target	3	2	3	2	42	23	60	33	74	40	4.09
Punctuality											4.24
On time	2	1	1	1	22	12	69	38	88	48	4.32
Faster	2	1	4	2	34	19	63	35	79	43	4.17
Cooperation											4.30
Fellow managers	3	2	3	2	23	13	67	36	86	47	4.26
Managers and subordinates	3	2	0	0	21	12	65	35	93	51	4.35
Grand Mean Project Manager Performance Variables											4.28

Source: Processed primary data (2024)

Project manager performance is measured based on timeliness, budget compliance, and customer-oriented collaboration. Work quality, quantity, timeliness, and collaboration are some of the activities that can drive a project manager's performance. The following constructs (latent variables) are derived from four observational indicators: work quality, quantity, timeliness, and collaboration.

The table above shows that the project manager's performance variable averages 4.28, obtained from work quality, work quantity, timeliness, and cooperation indicators. Indicators that can reflect the project manager's performance are work quality and cooperation, which have an average value higher than 4.28. The work quality indicator with the highest average value is 4.39, cooperation is 4.30, timeliness is 4.24, and the work quantity indicator is 4.19.

The work quality indicator with the highest average value of 4.39 was obtained from the statement item implementing based on expectations of 4.42 and implementing based on needs of 4.36. The cooperation indicator, with an average value of 4.30, was obtained from the statement item, where fellow managers carry out work with an average value of 4.26, and managers and subordinates carry out work with the same average of 4.35. The timeliness indicator has an average value of 4.24, obtained from the statement item completing on time of 4.32 and completing faster of 4.17. The work quantity indicator with an average value of 4.19 was obtained from the statement item, completing according to the target of 4.29 and exceeding the target of 4.09.

Respondents' opinions about implementing based on expectations obtained the most results, stating that they strongly agree, amounting to 102 respondents (56%), then 64 respondents (35%) stated that they agree, 10 respondents (6%) stated that they are neutral, and two respondents (1%) stated that they disagree. Four respondents (2%) stated that they strongly disagree. The average score of respondents' opinions about implementing based on expectations was 4.42, which indicates that most respondents agree with the statement of implementing based on expectations. Respondents' opinions about implementing based on needs obtained the most results, stating that they strongly agree, amounting to 90 respondents (49%), then 72 respondents (40%) stated that they agree, 17 respondents (9%) stated that they are neutral, and one respondent (1%) stated that they disagree. Two respondents (1%) stated that they strongly disagree. The average score of respondents' opinions about implementing based on needs was 4.36, which indicates that most respondents agree with the statement of implementing based on expectations.

Respondents' opinions about completing according to the target obtained the most results, stating that they strongly agree with 87 respondents (48%), then 71 respondents (39%) stated that they agree, 19 respondents (10%) stated that they are neutral, and five respondents (3%) stated that they strongly disagree. The average score of respondents' opinions about completing according to the target was 4.29, which shows that most respondents agree with the statement of completing according to the target. Respondents' opinions about completing beyond the target obtained the most results, stating that they strongly agree with 74 respondents (40%), then 60 respondents (33%) stated that they agree, 42 respondents (22%) stated that they are neutral, and three respondents (2%) stated that they disagree. Three respondents (2%) stated that they strongly disagree. The average score of respondents' opinions about completing beyond the target was 4.09, which shows that most respondents agree with completing beyond the target.

Respondents' opinions about completing on time obtained the most results, stating that they strongly agree with 88 respondents (48%), then 69 respondents (38%) stated that they agree, 22 respondents (12%) stated that they are neutral, and one respondent (1%) stated that they disagree. Two respondents (1%) stated that they strongly disagree. The average score of respondents' opinions about completing on time was 4.32, which shows that most respondents agree with completing on time. Respondents' opinions about completing faster obtained the most results, stating that they strongly agree with 79 respondents (43%), then 63 respondents (35%) stated that they agree, 34 respondents (19%) stated that they are neutral, and four respondents (2%) stated that they disagree. Two respondents (1%) stated that they strongly disagree. The average score of respondents' opinions about completing faster was 4.17, which shows that most respondents agree with completing faster.

Respondents' opinions about fellow managers carrying out their work obtained the most results, stating that they strongly agree with 86 respondents (47%), then 67 respondents (36%) stated that they agree, 23 respondents (13%) stated that they are neutral, and three respondents (2%) stated that they disagree. Three respondents (2%) stated that they strongly disagree. The average score of respondents' opinions about fellow managers carrying out their work was 4.26, which indicates that most respondents agreed with the statement that fellow managers carry out their work. Respondents' opinions about managers and subordinates carrying out their work obtained the most results stating that they strongly agree with 93 respondents (51%), then 65 respondents (35%) stated that they agree, 21 respondents (12%) stated that they are neutral, and three respondents (2%) stated that they strongly disagree. The average score of respondents' opinions about managers and subordinates carrying out their work was 4.35, which indicates that most respondents agreed with the statement that managers and subordinates carry out their work.

Based on the data above, the highest average variable in this study is job attitude at 4.45. The project manager performance variable is at 4.28, the emotional intelligence indicator is at 4.27, and the indicator with the lowest average is manager competence at 4.11. This study examines the causal relationships established by the model and tests them using a t-test, as is done in regression analysis. The results of the hypothesis testing are outlined in stages as follows:

Table 5. Standardized Regression Weight of Emotional Intelligence and Manager Competence on Project Manager Performance

Variable		Baku Coef.	p-value	Information
Exogenous	Endogen			
<i>Emotional Intelligence</i> (X1)	Project Manager Performance (Y2)	0.45	0.026	Significant
Manager Competence (X2)	Project Manager Performance (Y2)	0.04	0.638	Not Significant

Source: Primary Data, processed (2024)

The regression coefficient of emotional intelligence on project manager performance is 0.45 with CR 2.231 and p-value (0.026), which is smaller than 0.05, indicating that emotional intelligence has a positive and significant effect on project manager performance. The regression coefficient of manager competence on project manager performance is 0.04 with CR 0.471 and p-value (0.638), which is greater than 0.05, indicating that manager competence has a positive and insignificant effect on project manager performance.

3.2 Discussion

Emotional intelligence is the ability to recognize emotions and understand the thoughts, actions, and emotions of oneself and others, as reflected by self-awareness, self-management, social awareness, and relationship management. The highest reflection of the four factors is social awareness, because the project manager can understand their weaknesses. Statement: This is based on the opinion of Salovey & Mayer (1990); Maqbool et al. (2017). Managerial Competence is the knowledge, skills, and behavior to lead and manage an organization, reflected by motives, traits, self-concept, and knowledge. Knowledge is the highest reflection of the four factors because the project manager has information about a job in the organization. This statement is based on the opinion of Spencer & Spencer (1993).

Job Attitude is a commitment and attachment to the tasks given, reflected by job satisfaction, commitment, and involvement. Job commitment is the highest reflection of the three factors because the project manager has confidence in completing their work tasks. This statement is based on the opinion of Lee & Chen (2013); Rehman et al. (2019). Project Manager Performance is the performance in carrying out work based on timeliness and budget compliance, according to customer wishes reflected by work quality, quantity, timeliness, and cooperation. The highest reflection of the four factors is quality. This work is because the project manager performs activity tasks based on organizational expectations. This statement is based on Pheng's (2006); Miner's (2005) opinions.

The ability of emotional intelligence in recognizing emotions to understand the thoughts, actions, and emotions of oneself and others can improve managers' performance in carrying out work based on timeliness and budget compliance, according to customer desires, mainly because of the ability of self-awareness. Project managers must understand and recognize themselves and others. Emotional Intelligence is vital in improving project manager performance because it directly influences how to manage relationships, resolve conflicts, and motivate teams. These support the research findings of Zhang et al. (2022); Zhu et al. (2021).

Improved communication and relationship management: Project managers with high emotional intelligence can better manage interpersonal relationships, such as understanding and recognizing team members' emotions, thus enabling them to communicate more effectively and build trust. Teamwork and collaboration are crucial in project management, and EI helps create a positive work environment, leading to increased productivity and team morale, ultimately improving project performance. Emotional intelligence's ability to recognize emotions and understand one's and others' thoughts, actions, and emotions can improve the quality of work in carrying out tasks to achieve project goals. These findings support the research findings of Zhu et al. (2021).

Effective conflict resolution: Conflict inevitably occurs in every project. However, project managers with strong emotional intelligence can better handle conflict effectively, remain calm under pressure, listen empathetically, and find acceptable solutions for all parties. This ability maintains team cohesion and ensures projects remain on track. The ability of emotional intelligence to recognize emotions and understand the thoughts, actions, and emotions of oneself and others can improve work quantity, such as the amount or volume of work completed and the utilization of time spent during working hours. These support the research findings of Zhang et al. (2022).

Manager competencies do not directly impact project manager performance. Several factors may explain why competencies do not always directly impact a project manager's performance. One explanation is that conventional competencies, such as knowledge and skills, are often insufficient when dealing with the dynamic and unpredictable nature of projects. Leadership theory emphasizes that emotional intelligence, adaptability, and interpersonal skills sometimes play a more significant role than technical competencies in achieving project success. If these "soft skills" are lacking, even a technically competent manager may struggle to lead a project successfully.

4. Conclusion

Based on the results of the analysis and discussion in the research, as well as answering the formulation of the proposed problem. Emotional Intelligence. Recognizing one's and others' emotions is reflected in self-awareness, self-management, social awareness, and relationship management. The highest reflection of these four factors is social awareness. Managerial competencies include knowledge, skills, and behaviors to lead and manage an organization. It is reflected by motives, traits, self-concept, and knowledge; the highest reflection of these four factors is knowledge.

Job attitude is reflected by job satisfaction, commitment, and involvement, and the highest reflection of the three factors is job commitment. Project manager performance is reflected by work quality, quantity, timeliness, and cooperation; the highest reflection of the four factors is work quality. The ability of emotional intelligence to understand one's and others' actions and emotions can improve the manager's performance in carrying out work according to customer wishes, especially the project manager's self-awareness ability to understand and recognize others.

Manager competencies do not directly impact project manager performance, because some factors do not always directly impact manager performance, considering that conventional competencies such as knowledge and skills are often insufficient when dealing with dynamic and unpredictable projects. A manager's competence regarding knowledge, skills, and behavior to lead and manage an organization can further create manager performance in carrying out work based on timeliness and budget compliance, according to customer desires, especially project knowledge and understanding of work, if driven by a person's job attitude towards commitment and attachment to the work tasks given.

Based on the findings of the research, to improve the performance of project managers, several suggestions and follow-up steps can be recommended as follows: The results of the study show that Emotional Intelligence is higher in improving the performance of project managers towards their work if supported by job attitude factors compared to manager competence towards manager performance, thus emotional intelligence must be given more attention if project managers want to optimize work performance.

Based on the research findings, project managers can contribute to improving performance. For project managers, the research findings show that self-awareness, self-management, social awareness, and relationship management will help improve the quality of interpersonal relationships, conflict resolution, and team

motivation, ultimately improving project performance. Skills development in adaptability, change management, and decision-making under pressure, as the project may often experience unexpected changes.

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