An Examination of Emotional Intelligence in UAE Projects

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Abstract

Developing human factors at the emotional and cognitive levels is significantly vital to project success. The notion of emotional intelligence is growingly gaining attention, and studies on this field are being performed increasingly. Yet, the studies that have been conducted in projects in the United Arab Emirates are scarce. Therefore, this study aims to shed light on the emotional intelligence level within decision-makers (project managers and engineers specifically) who are currently operating projects in the UAE, specifically, the field of construction and information technology (IT), and how far it contributes to project success. A questionnaire has been prepared for data collection. It consists of a section that measures EI among respondents and another section measuring project success. A total of 106 responses across the United Arab Emirates were collected from project managers and project engineers working in construction/IT firms and analyzed using IBM's SPSS v26 software package. Our results showed that PMEs in the UAE have a high level of emotional intelligence and EI is strongly correlated to project success. We observed that PMEs in the UAE prefer to intermingle with people of the same culture, as suggested by the results of the hypothesis testing. Since emotional intelligence was indeed a contributor to project success, it is suggested that employers should pay more attention to developing their employees' EI level, as well as prioritize candidates with high levels of EI during the recruiting process.

Keywords

Emotional Intelligence, Project Management, Project Success, Cultures, self-awareness.

1. Introduction

Project success is always considered the ultimate objective in every organization; whether it is meeting a certain deadline or budget, the success of a project is crucial to sustaining the business. One of the critical factors that play a role in the success of a project is the project manager (PM). Kappelman et al. (2006) pointed out that a weak project manager ranks third among 53 other project failure factors. Studies point out that poorly planned and dreadfully managed enormous projects are more susceptible to failure. The same goes for massive projects directed by an unqualified director (Pan et al. 2008). Indeed, a project manager plays a crucial role in the project's success, given that he or she has acquired a multiskilled set of characteristics and adjustable techniques to guide a track to a successful

result (Söderlund, 2011). Project manager leadership competencies contribute to project success. A study by Geoghegan et al. (2008) has concluded that leadership dimensions such as managing resources, empowering, developing, motivating, influencing, and several other aspects that lead to project success are essential in backing this supposition up. It also points out that there is a connection between executive capabilities and the success of a project.

A PM's competency that is gaining traction in the literature is emotional intelligence (EI), a concept that appears to be first introduced in the works of Beldoch (1964) and Leuner (1966). Since its introduction, it has stirred quite a lot of controversy about its validity, measurability, and profitability (Abdul and Ehiobuche, 2011). Several researchers have proposed definitions of emotional intelligence. The following definition describes emotional intelligence briefly and adequately: EI is the ability to comprehend one's own emotions and that of others and utilize that comprehension to handle relationships efficiently (Goleman, 1995). Another definition was proposed by Salovey and Mayer (2004), stating, "Emotional intelligence is the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth". Serrat (2017) claims that the term emotional intelligence was not that relevant until the book of Goleman (1995) "Emotional Intelligence: Why It Can Matter More Than IQ" was published. PMs can be more productive and effective by enhancing their emotional intelligence, not only themselves but also of their colleagues. The enhancement of emotional intelligence results in other valuable aspects that are familiar to decrease the strain by managing disputes, reinforcing comprehension between stakeholders, bringing up a settlement, sustainability, and conformity (Serrat, 2017).

In this paper, our contribution will consist of visualization of EI level among project managers and project engineers and measuring to what extent EI contributes to project success in the UAE. In addition, the study will measure how are different cultures are utilizing EI with each other since the UAE is known to have a vast diversity of cultures, lots of which work in the same work environment. The organization of this paper is as follows: section 2 presents the literature review and research gaps. Section 3 presents the utilized methodology in this research. Section 4 gives the results of the study, and Section 5 discusses them. Finally, Section 6 concludes the paper and highlights future research directions.

2. Literature Review

Several studies have touched on the notion of emotional intelligence and its impact on project success, of which four studies will be considered to be reviewed in this research. Rezvani et al. (2016) have looked into EI and project success. They proposed and tested a model that links both. They utilized a self-report EI assessment model that complies with Salovey and Mayer (1990) definition of emotional intelligence that consists of a 16-item scale and pinto's (1990) 20-item questionnaire to measure project success. The data sample they used to conduct their research comprised of 373 responses of project managers. The study concluded that EI (as well as other aspects) have a positive influence on project success, and analyzing the data revealed that both of these aspects mediate the relationship between emotional intelligence and project success. In other words, trust means an emotional link bonding Emotional intelligence and project success. PMs with higher emotional intelligence grow confidence with their team by constructing an emotional attachment. Similarly, job satisfaction sets the influence of emotional intelligence on project managers appraising conclusions regarding their occupation and is affecting their assessments of project success.

Next is a study by Müller and Turner (2007) that looked into the relationship between project type and PM's leadership style and their influence on project success. The study considered three major leadership competencies (namely: intellectual, emotional, and managerial) to identify the project manager's leadership style. The authors have developed a web-based questionnaire with four sets of questions, with two sets focusing on project success and leadership dimensions. They analyzed the response of 400 usable results using quantitative multivariate techniques and concluded that emotional competence, almost always, significantly contributes to project success.

A study conducted by Maqbool et al. (2017) inspected the influence of project manager's EI and other aspects on project success. The researchers utilized Goleman's (1998) emotional competency inventory (ECI) to measure emotional intelligence among 345 valid responses throughout 107 Pakistani construction firms and used a nine-item questionnaire based on the work of Müller Turner (2010) to measure project success. The results indicate that PMs with high EI and utilize transformational leadership style are influential leaders and guarantee project success compared to their counterparts.

Lastly, Geoghegan and Dulewicz (2008) explored the relevance among PM's leadership competencies and project success through two questionnaires (both of which are mentioned in table 1). The researchers utilized fifty-two valid project managers' responses from a firm that provides financial services in the UK. In particular, this study found that MQ was the most contributor to project success and points out that project managers demonstrated EQ strengths. It concluded that it ought to allow them to have a superior performance in leadership, which adheres to previous studies' findings that claim that EQ accounts for 36% of project success (Geoghegan and Dulewicz, 2008). Table 1 summarizes the literature review of EI against leadership behaviors and project success.

Table 1: Summary of the literature review

Researcher(s)	Study focus	EI Measure	Counterpart Measure	Findings
Rezvani et al. (2016)	EI and project success	Self-report measure of EI	Pinto's (1990) 20-item scale for project success	EI positively affects project successfulness, job contentment and trust mediate the connection among both.
Müller and Turner (2007)	Leadership competencies (IQ, EQ, MQ) and project success	Web-based questionnaire for leadership competencies	Web-based questionnaire for project success	The study found that emotional competence (EQ) is a significant contribution to project success, managerial competence was sometimes significant and intermittently intellectual competence was negatively correlated.
Maqbool et al. (2017)	Emotional intelligence and other aspects' impact on project success	ECI	9-items project success questionnaire	PMs with high EI and utilize transformational leadership style are influential leaders and guarantee project success compared to their counterparts.
Geoghegan and Dulewicz (2008)	Leadership dimensions (EQ, MQ, IQ) impact on project success	Leadership dimensions questionnaire (LDQ)	Project success questionnaire (PSQ)	The study concluded that MQ contributed most to successful projects, it also points out that project managers demonstrated some EQ strength, concluding that this competence should allow them to have superior leadership performance.

It can be concluded that, based on the literature review, there is a relationship between emotional intelligence and project success. However:

1. Emotional intelligence studies are limited in the UAE.
2. Current studies in the UAE were not implemented in a project-oriented organization.
3. Researchers have not considered studying the relationship between emotional intelligence and project success in the UAE.

3. Methodology

3.1 Study Procedure and Measures

The process of data collection started with picking a suitable questionnaire. O'Connor et al. (2019) have reviewed multiple EI measures and divided them into two major groups: ability EI and trait EI. However, only a few of them were attainable for research purposes. Upon further investigations, Goleman's (1998) EI measure was adopted for this study. It consists of the four aspects of EI, and in our case, it contained 20 items and slightly modified to suit the context of the UAE, which is the diversity of cultures. An example of the modification is item number 4 of the questionnaire: "I am comfortable with novel ideas, approaches, and new information from the people of the same culture.", and as a result, a new item was added to distinguish the effect of the counterpart measure:

"I am comfortable with novel ideas, approaches, and new information from the people of the other culture." The questionnaire was formed by combining (and modifying) Goleman's EI measure with the project success questionnaire (consisting of nine items). The questionnaire also contained seven items to collect demographic data about the respondents, precisely, age, gender, education, experience, position, nationality, and job location. The questionnaire was constructed using google forms (online survey), and it was sent to respondents through social media platforms.

3.2 Sample

According to Alsyouf et al. (2021), the minimum sample size can be calculated using equation (1).

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

Where n is the sample size, N is the population size and e is the error margin.

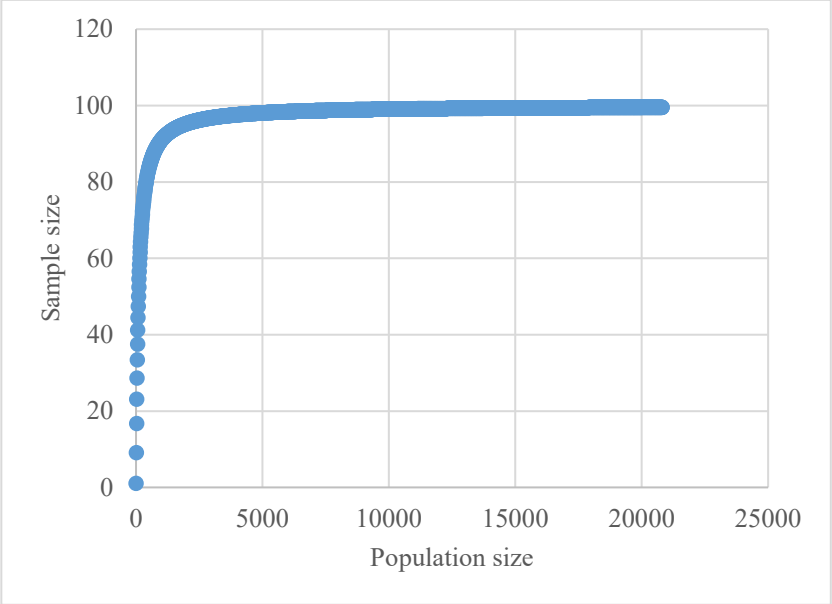

Figure 1: sample size required versus population size

Figure 1 demonstrates the minimum sample size required against the population size with error margin of 10%. It shows that the minimum sample size saturates at almost a 100, even if the population size was extended to be half the population of the UAE, the minimum sample size required for the study will still be 100. In our case, a total of 106 qualified responses (more on that in chapter 4) were collected, which satisfies the minimum sample size condition.

Over 15 days, 124 responses were collected from employees working in companies across the seven emirates of the UAE, after which, no further responses were received. Out of 124 responses, 18 responses were excluded since the

respondents were not qualified to be a subject of the study because of their positions. As mentioned earlier, the questionnaire contained seven items about demographics. Those items were in the first section of the questionnaire. Table 2 summarizes the respondents' profiles.

Table 2: Respondent profiles

Variables		Frequency	%	Variables		Frequency	%
Gender	*Male*	77	72.6%	**Nationality**	*Algerian*	*1*	*0.9%*
	Female	29	24.7%		*Egypt*	*4*	*3.8%*
Age	*20-30*	49	46.2%		*French*	*1*	*0.9%*
	31-40	40	37.7%		*India*	*21*	*19.8%*
	41-50	13	12.3%		*Iran*	*1*	*0.9%*
	51-60	4	3.8%		*Iraq*	*2*	*1.9%*
	>60	0	0.0%		*Italian*	*1*	*0.9%*
Education	*Diploma*	9	8.5%		*Jordan*	*32*	*30.2%*
	Bachelor	60	56.6%		*Moroccan*	*1*	*0.9%*
	Masters	34	32.1%		*Pakistan*	*3*	*2.8%*
	PhD	3	2.8%		*Palestinian*	*1*	*0.9%*
Experience	*<5 years*	41	38.7%		*Sudanese*	*1*	*0.9%*
	6-10 years	22	20.8%		*Syrian*	*1*	*0.9%*
	11-15 years	25	23.6%		*Turkish*	*1*	*0.9%*
	>15 years	18	17%		*UK*	*1*	*0.9%*
Job location	*Abu Dhabi*	18	17%		*UAE*	*29*	*27.4%*
	Ajman	6	5.7%		*Venezuela*	*1*	*0.9%*
	Dubai	66	62.3%		*Yemen*	*4*	*3.8%*
	Fujairah	1	0.9%				
	RAK	3	2.8%				
	Sharjah	12	11.3%				

3.3 Analysis Technique

After collecting and cleaning up the data, it is time for the statistical analysis, which will be performed using IBM's SPSS version 26 software. A Likert scale was used to scale the responses of the subjects. Some items have a scale that varies from "Strongly agree" (5 on the scale) to "Strongly disagree" (1 on the scale). Others have a scale that varies from "Always" (5 on the scale) to "Never" (1 on the scale). The statistical analysis will begin by performing descriptive statistics (mean, standard deviation, skewness, Kurtosis, and Cronbach alpha). Cronbach alpha will be calculated to measure the internal consistency (reliability) of the data. Then a hypothesis testing will be performed to measure whether people with different nationalities intermingle well within each other or if people prefer to intermingle with people of their same nationality. In other words, it will be determined whether nationality plays a role in people helping and developing each other or not. A regression model will be calculated with the dependent variable being "Total score of project success" and the independent variable being "Total score of EI" to measure the effect of EI utilization on project success. Results will be interpreted with graphs, figures, and tables. Figure 2 summarizes the research methodology.

4. Result and Discussion

Multiple statistical techniques will be used to address research Objectives. Regarding missing values, there weren't any, since the survey was formed electronically and all fields were mandatory, and the respondent could not proceed till he/she answered all the items.

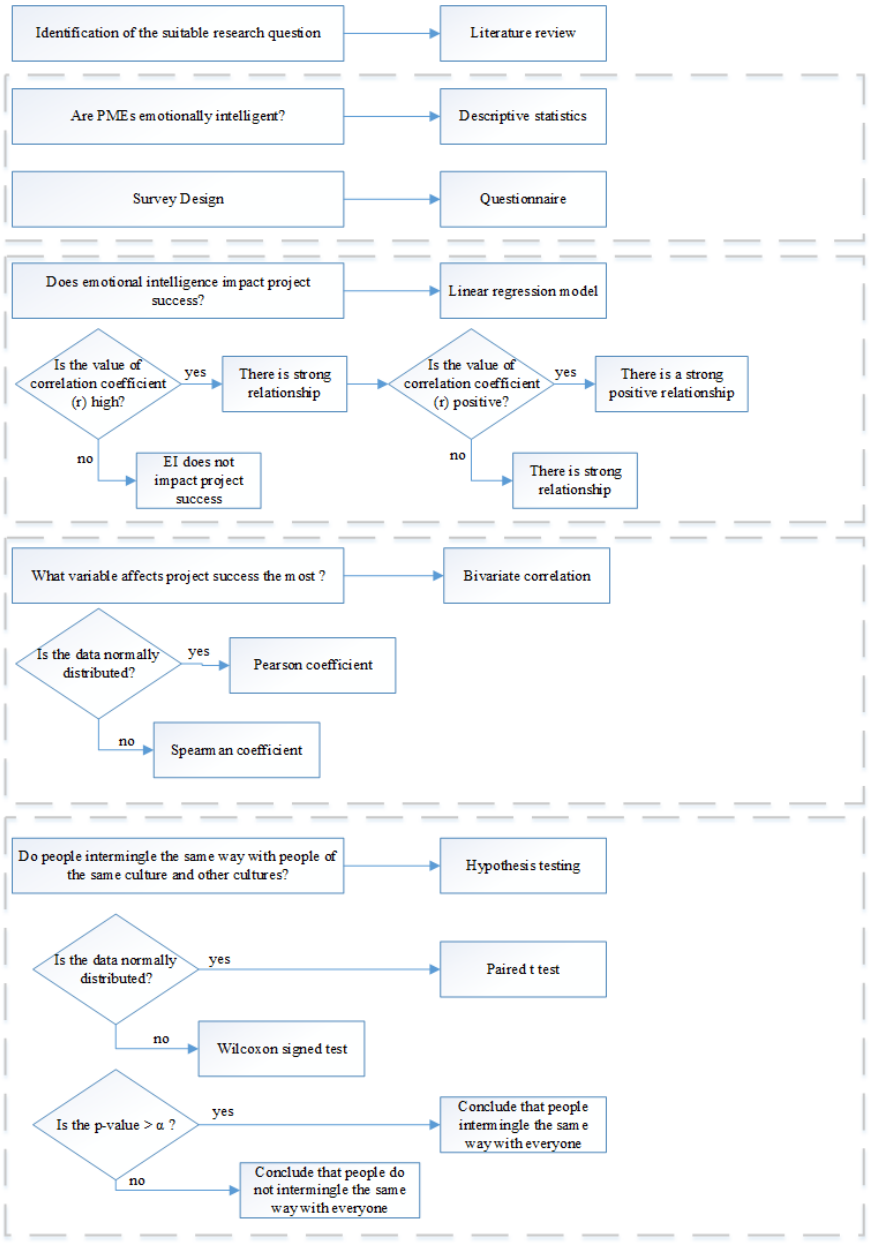

Figure 2: Research methodology summery.

4.1 Descriptive statistics

Table 3 demonstrates descriptive analysis about different variables that were measured through the questionnaire. Out of all variables measured, self-awareness presented the lowest consistency ($\alpha = 0.650$), but it is a score of reliability that is still acceptable. Other variables demonstrated good to a very good consistency with $\alpha = 0.769$ to 0.890. Skewness and kurtosis were used to evaluate how symmetrical data is and show if the data is heavy-tailed or light-tailed. In other words, variables with high kurtosis tend to have outliers, and variables with low kurtosis lack outliers. The results indicate moderate to high skewness and high kurtosis values (>1), indicating that the distribution is too peaked. Self-awareness average and standard deviation values ($M = 4.3585$, $SD = 0.67663$) indicate that the

respondents are well aware of their emotions, have accurate self-evaluation, and are confident. Self-management demonstrated good reliability (α = 0.769). The average (M = 4.3396, SD = 0.78124) showed that overall, respondents have well self-control over their emotions, good trustworthiness by sustaining high standards of decency and integrity, and the willingness to innovate. The social awareness variable showed very good reliability (α = 0.875). The averages (M = 4.1981, SD = 0.85393) indicate that the participants illustrated a high ability to understand and develop others service-oriented and politically aware. The social management variable illustrated very good consistency (α = 0.828). The average (M = 4.2406 and SD = 0.86597) demonstrates that overall, participants influence, communicate and manage conflicts, collaborate, and cooperate with others in a good manner. The project success variable showed the highest consistency (α = 0.890). Its average (M = 4.3291, SD = 0.69976) indicates that most respondents agree to meet time and budget constraints, meeting customer needs, satisfying stakeholders, and achieving the project's self-defined success criteria.

Table 3: Descriptive statistics

Variable	Mean	Median	SD	Skewness	Kurtosis	Cronbach's Alpha	Items
Section 2: Emotional intelligence							
Self-awareness	4.3585	4.0000	0.67663	-0.889	0.855	0.650	3
Self-management	4.3396	4.0000	0.78124	-1.153	1.269	0.769	5
Social awareness	4.1981	4.0000	0.85393	-1.030	1.087	0.875	6
Social Management	4.2406	4.0000	0.86597	-1.215	1.560	0.828	6
Section 3: Project success							
Project success	4.3291	4.0000	0.69976	-0.942	1.321	0.890	9

4.2 Correlation

Table 4 demonstrates two tests that have been conducted by the SPSS software package. Since our data set consists of items less than 2000, we will choose the p-value of the Shapiro-Wilk test. Since the p-value is 0.001 (less than α = 0.05), we should reject the null hypothesis and conclude that the data does not follow a normal distribution, which will mean that we will use the Spearman coefficient for the correlation test. Table 5 demonstrates the bivariate correlations among the measured variables, self-awareness, self-management, social awareness, social management, and project success, which demonstrated a positive moderate to a strong relationship, with values ranging between = 0.484 and = 0.643.

Table 4: Test of normality for the bivariate correlation

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total score of EI	.075	106	.168	.954	106	.001

Table 5: Bivariate correlations

	Self-awareness	Self-management	Social awareness	Social management	Project success
Self-Awareness	1.000				
Self-management	0.493**	1.000			
Social awareness	0.433**	0.713**	1.000		
Social management	0.442**	0.648**	0.697**	1.000	
Project success	0.484**	0.643**	0.569**	0.641**	1.000
****Correlation is significant at the 0.01 level. N=106**					

4.3 Regression

Table 6 demonstrates regression model summary and model fitness with an adjusted R squared = 0.5132, meaning that 51.32% of changes that happen in the dependent variables are caused by the independent variable (which is, in our case, the total score of EI). The remaining 48.68% of the changes that happen in the dependent variable are due to other independent variables.

$$Project\ success = 11.53 + 0.3212x \qquad (2)$$

The beta value of the independent variable (EI) is shown in equation (2) to be 0.3212, meaning that each one-unit change of EI impacts the project success by 32.12%. Figure 3 demonstrates the plot of the linear regression model with R (correlation coefficient), indicating a strong positive relationship between the independent variable (EI) and dependent variable (project success).

Table 6: Regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.720[a]	.5179	.5132	3.160

a. Predictors: (Constant), Total score of EI

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1115.391	1	1115.391	111.705	.000[b]
	Residual	1038.459	104	9.985		
	Total	2153.849	105			

a. Dependent Variable: Total score of project success

b. Predictors: (Constant), Total score of EI

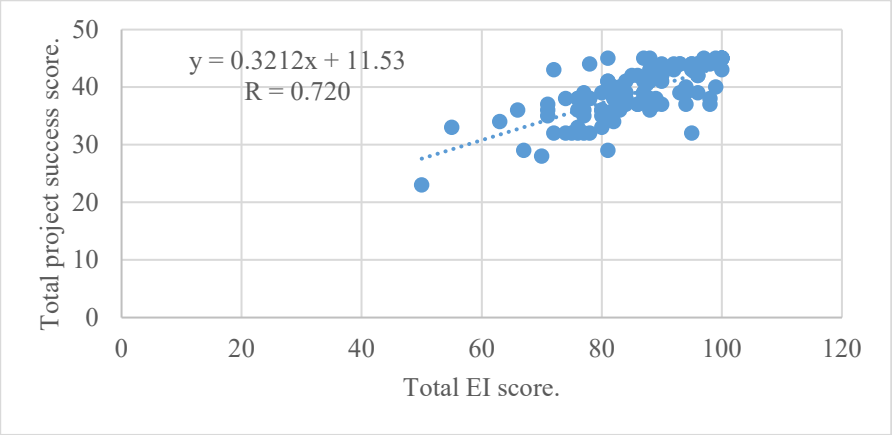

Figure 3: Plot of the regression model

4.4 Hypotheses Testing

Before performing the hypothesis test on the dataset, one must know if the data follows a normal distribution or not, so the appropriate test can be carried out. Since the dataset consists of items less than 2000, the p-value of the Shapiro-Wilk test will be considered. In this case, the p-value was 0.000, meaning that we should reject the null hypothesis and conclude that the data does not follow a normal distribution, which means that non-parametric hypothesis testing should be carried out.

Hypothesis 1a (H1a): Difference in cultures does not impact peoples' intermingling

$$S_1 = \begin{cases} H_0: \tilde{\mu}_1 = 0 \\ H_1: \tilde{\mu}_1 \neq 0 \end{cases}$$

Where $\tilde{\mu}_1$ is the median of the differences between the total score of questions about same cultures and the total score of questions about the other culture (i.e. total score of same cultures *minus* total score of other culture).

Hypothesis 1b (H1b): people prefer to deal with others of the same culture

$$S_2 = \begin{cases} H_0: \tilde{\mu}_1 = 0 \\ H_1: \tilde{\mu}_1 > 0 \end{cases}$$

For the remaining hypothesis, the three dominant cultures were chosen to be investigated further to see what different cultures think about dealing and intermingling with people. The dominant cultures will be referred to as culture A, culture B, and culture C.

Hypothesis 2 (H2): Culture A does not differentiate between different cultures

$$S_3 = \begin{cases} H_0: \tilde{\mu}_2 = 0 \\ H_1: \tilde{\mu}_2 \neq 0 \end{cases}$$

Where $\tilde{\mu}_2$ is the median of the differences between the total score of questions about same cultures and the total score of questions about the other culture (i.e. total score of same cultures minus total score of other culture) of the data regarding the responses from culture A.
Then, culture B was selected for the hypothesis.

Hypothesis 3 (H3): Culture B does not differentiate between different cultures

$$S_4 = \begin{cases} H_0: \tilde{\mu}_3 = 0 \\ H_1: \tilde{\mu}_3 \neq 0 \end{cases}$$

Where $\tilde{\mu}_3$ is the median of the differences between the total score of questions about same cultures and the total score of questions about the other culture (i.e. total score of same cultures minus total score of other culture) of the data regarding the responses from culture B.

Lastly, it is time to investigate culture C, but as mentioned earlier a normality test must be performed in order to choose the correct hypothesis testing method.

Hypothesis 4a (H4a): Culture C does not differentiate between different cultures

$$S_5 = \begin{cases} H_0: \tilde{\mu}_4 = 0 \\ H_1: \tilde{\mu}_4 \neq 0 \end{cases}$$

Hypothesis 4b (H4b): Culture C prefers to deal with people of same culture

$$S_6 = \begin{cases} H_0: \tilde{\mu}_4 = 0 \\ H_1: \tilde{\mu}_4 > 0 \end{cases}$$

Where $\tilde{\mu}_4$ is the median of the differences between the total score of questions about same cultures and the total score of questions about the other culture (i.e. total score of same cultures minus total score of other culture) of the data regarding the responses from culture C. Table 7 summarizes the results of the hypothesis testing.

Table 7: results of hypothesis testing

	Normality result	Test(s) used	Test result
Hypothesis 1a **Hypothesis 1b**	P-value = 0.000 ➔ Not normal ➔ non parametric test	Two tailed – Wilcoxon One tailed – Wilcoxon	P-value of the two tailed test: 0.029 P-value of the one tailed test: 0.016
Hypothesis 2	P-value = 0.003 ➔ Not normal ➔ non parametric test	Two tailed – Wilcoxon	P-value of the two tailed test: 0.917
Hypothesis 3	P-value = 0.008 ➔ Not normal ➔ non parametric test	Two tailed – Wilcoxon	P-value of the two tailed test: 0.478
Hypothesis 4a **Hypothesis 4b**	P-value = 0.002 ➔ Not normal ➔ non parametric test	Two tailed – Wilcoxon One tailed – Wilcoxon	P-value of the two tailed test: 0.020 P-value of the one tailed test: 0.014

5. Discussion of the Result

The main goal of this study was to investigate the following: (a) to measure to what extent project managers and project engineers are emotionally intelligent and (b) to examine if emotional intelligence was contributing to project success across the United Arab Emirates. A secondary goal was to examine to what extent people from different cultures utilize Emotional intelligence among each other and whether people from multiple cultures intermingle well or not. The descriptive statistics indicate a high emotional intelligence with high averages (out of 5) and low variability. Emotional intelligence was significantly correlated with project success with bivariate correlation coefficients ($0.484 < < 0.643$) and the overall correlation coefficient of 0.720. The beta value of 0.3212 means that each unit change of EI impacts the project success by 32.12%. Hypothesis testing results are related to the secondary goal of this study, which is to assess whether cultures play a role in peoples' intermingling. The normality test concluded that the data obtained from items related to cultural behaviors do not follow a normal distribution, which means that a non-parametric test shall be used. In our case, the Wilcoxon signed-rank test was chosen. The p-value of

(*H1a*) was found to be 0.029, which is less than the significant level ($\alpha = 0.05$), which means that we should reject the null hypothesis and conclude that culture actually plays a role in people intermingling with each other. Furthermore, to see who people actually prefer to intermingle with, a two-tailed Wilcoxon test was performed to test (*H1b*), and the p-value was 0.016, meaning that the null hypothesis should be rejected and conclude that people prefer to intermingle with people of their own culture. (*H2*) was formulated to test the responses of the people of culture A, the p-value was 0.917 ($> \alpha = 0.05$), meaning that we should accept the null hypothesis and conclude that the people from of culture A intermingle the same between people of their own culture, as well as people from other cultures. (*H3*) was formulated to test the responses of the people of culture B. The p-value was 0.478 ($> \alpha = 0.05$), which means that the null hypothesis shall be accepted and conclude that the people of culture B intermingle the same between people of their own culture and people from other cultures. (*H4a*) was formulated to test the responses of the people of culture C. The p-value was 0.020 ($< \alpha = 0.05$), which means that the null hypothesis shall be rejected and conclude that the people of culture C do not intermingle the same between people of their own culture and people from other cultures. To investigate further, (*H4b*) was formulated and resulted of a p-value of 0.014 ($< \alpha = 0.05$), meaning that that the null hypothesis shall be rejected and conclude that the people of culture C prefer to intermingle with people of their own culture. This situation could be attributed to them usually working only with people of the same culture and having most of their colleagues being of the same culture.

6. Conclusion

In this research, the level of emotional intelligence among project managers and project engineers (and employees with related occupations) working in a project-based environment in the United Arab was measured and concluded that the participants indeed had a high level of emotional intelligence. This could be attributed to training and human development programs that have been arranged and prepared by the human resources departments of the respected participants' employers. Another reason could be that organizations in the past few years are recruiting and employing people who are PMP© and PRINCE2© certified (or hold any related certificate to the field of project management) and the increasing number of managers and engineers holding these certificates. It was also concluded that emotional intelligence is significantly correlated with project success, as shown by the bivariate correlation and linear regression model coefficients of emotional intelligence variables, which is in parallel with the results of previous studies that examined the impact of emotional intelligence and project success (Rezvani et al. 2016; Müller and Turner, 2007; Maqbool et al. 2017; Geoghegan and Dulewicz, 2008). This research provides underpinning evidence to support the hypothesis of the impact of emotional intelligence on project success. Project managers and project engineers with higher emotional intelligence understand the emotions of themselves and of others, exhibit accurate self-assessment and trustworthiness in the workplace, sense others' feelings and development needs and bolster their abilities. These traits were found to contribute to the project's success and are significantly correlated to it. The arguments presented in this research suggested that emotional intelligence impacts project success, meaning that the project's success depends on soft skills as much as it depends on hard skills. It was also found that people who work in project-based organizations across the United Arab Emirates do not intermingle the same between people of their own culture and people of other cultures. Further investigation in the dataset revealed that people prefer to deal with people of their own culture overall. This might be attributed to the communication barrier since it is always easier to communicate with people speaking the same language. It could also be contributed to the interpretation and comprehension of emotions by different cultures, as suggested by the work of Eid & Diener (2009) and Wierzbicka (1986), people of different nations and cultures use different structures of emotion terms, which are likely to reflect dissimilar ways of experiencing and conceptualizing emotions. The work presented in this research aims to eliminate the gap mentioned in chapter 2 and point out the importance of emotional intelligence in project-based organizations, which allows project managers and project engineers to consider other aspects of project success factors. Additionally, it urges PMEs to assess their emotional intelligence level to take corrective measures and employers to recruit PMEs with higher emotional quotients (EQ). Furthermore, it encourages researchers to expand the domain of future studies of the same nature to include wider regions such as the Gulf Cooperation Council (GCC) or the Middle East.

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