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Impact of Emotional Intelligence on Project Performance with the Mediating Role of Trust in Team Members and Moderating Influence of Role Ambiguity in International Development Projects

by

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I want to dedicate this achievement my parents, teachers and friends who always encourage and support me in every crucial time

CERTIFICATE OF APPROVAL

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In the Name of Allah, The Most Gracious, The Most Merciful. Praise be to God, the Cherisher and Sustainer of the worlds. All thanks to Almighty Allah, The Lord of all that exist, who bestowed me with His greatest blessing i.e. knowledge and Wisdom to accomplish my task successfully.

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Abstract

Emotional Intelligence is identified empirically and theoretically as the Critical Success Factor (CSF) in determining the project performance in international development projects. In this study, we sought to explore the mediating effect of trust in team between emotional intelligence and project performance. Additionally the role ambiguity acts as moderator between trust in team and performance. To test the model, data was collected from 295 project managers and team members in international development projects. The pragmatic results exhibit the positive association between emotional intelligence and project performance, and this relationship is strengthen by the trust of team members. The role ambiguity was found to moderate adversely between team member's trust and performance. The indirect effect of emotional intelligence on project performance is not contingent upon the role ambiguity through team member's trust. This research concludes and offers a more convincing and broad picture of the managing of emotional intelligence in team members by bonding and trusting each other to improve overall performance international development projects.

Keywords: Emotional Intelligence, Trust in Teams, Role Ambiguity, Project Performance, International Development Projects.

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Abbreviations

AKESP	Aga Khan Education Services Pakistan
AKRSP	Aga Khan Rural Support Programme
AMOS	Analysis of Moment
CFI	Comparative Fit Index
CSF	Critical Success Factor
EI	Emotional Intelligence
GFI	Goodness of Fit Index
IFAD	International Fund for Agricultural Development
IFI	Incremental Fit Index
PP	Project Performance
RA	Role Ambiguity
SPSS	Statistical Package for Social Sciences
TLI	Tucker-Lewis Index
TT	Trust in Team
UN	United Nation
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
WHO	World Health Organization
WWF	World Wide Fund

Chapter 1

Introduction

1.1 Theoretical Background

Defining the project performance in large scale projects is challenging as several factors may influence the performance because the size is substantial and the schedule is long in such type of projects. Moreover, in the literature of the project management there is no consensus concerning the suitable criteria for determining the project performance (Khosravi, Rezvani & Ashkanasy, 2020). The project performance is generally depends upon the perspectives of project managers and other significant stakeholders (Wu et al., 2017). On the other hand, the researchers have recently suggested the alternate measures of project performance, such as client satisfaction and the human skills and competencies of project team members and stakeholders. Project performance can also be included as a subjective term that depends upon the settings and types of the project and also the perspective of the project's stakeholders (Iyes & Jha, 2006).

There are different methodologies and performance measurement criteria in projects across the industries. The important point is that the critical success factor is the element that suggests how a project is successful in term of delivering its goals and objectives; project performance measures the quality and efficiency of the process used in the project execution phase (Kerzner, 2013). Researchers suggest various performance indicators such as use of correct methodologies but there is a little

focus on the role of project managers and other stakeholders who can have inclinations to measuring project performance. Research suggests that project managers follow a mix of soft and hard approaches to measuring project performance. Some managers used hard project management measures, such as strict planning and controlling information (Doloi et al., 2011). Hence they measure project performance in terms of completion within the estimated time, budget and quality (Mir and Pinnington, 2014), also known as the iron triangle in context of construction project (Memon et al., 2012). The project managers also preferred the soft measures such as communication and collaboration against the hard measures (Larsson et al., 2018).

Moreover, the scholars Toor & Ogunlana, (2008), Buvik & Rolfsen, (2015), Mazur et al., (2014) have discovered that effective project delivery fundamentally depends on human skills, personal attributes and the competencies of the project managers and team members rather than technical skills. On the basis of past research by Rezvani et al. (2018) and Stephens and Carmeli (2016) have found that emotional intelligence of project managers and team members are the critical success factor for the effective team functioning in large scale construction projects. Emotional intelligence also improves the team member's ability to coordinate, resolve the conflict and use the emotion to improve the team performance and decision making. Emotional intelligence is recognized as a substantial concept in workplace due to its prominent impact on performance compared with IQ (Goleman, 1996).

Scholars have been demonstrated the significance and consequence of soft skills such as Emotional intelligence for the effective and successful delivery of construction projects (Müller & Turner, 2007; Wu et al., 2017). Moreover, the teams in projects are tend to be temporary, its members share different team objectives and responsibilities, are task oriented, display inconsistent fundamental capabilities and experience both positive and negative emotions (Maqbool, Sudong, Manzoor, & Rashid, 2017). Emotional intelligence is defined as the ability of individuals to utilized, understand, be aware of and to manage the emotions in themself and other peoples at workplace (Mayer, Salovey, Caruso, & Sitarenios, 2003). Researchers identified that the emotional intelligence is the significant

constituent of successful project leadership in context of complex project management (Sunindijo, Hadikusumo, & Ogunlana, 2007; Müller & Turner, 2007; Clarke, 2010). In current research debate precisely that high emotional intelligent project managers are competent to answer the problems and new challenges as well as to effective communicate with their team members (Manzur, Pisarski, Chang, & Ashkanasy, 2014).

The researchers need to search variables to understand the dimensions that motivate the successful outcome of projects, hypothetically mediate between the attributes of project manager emotional intelligence and performance (Müller & Jugdev, 2012). Emotions are the key ingredient that highlighted recently by the scholars that how efficacious leaders manage emotions in their day to day task (Lindebaum & Jordan, 2014). More precisely researchers studied the effect of emotional intelligence maintaining that this paradigm is a dynamic factor (Mayer & Salovey, 1997) in confirming the effective working of team members in defense, infrastructure and construction projects (Maqbool, Sudong, Manzoor, & Rashid, 2017). Individuals or team members with an extraordinary emotional intelligence improve that their capacity to interact and communicate effectively by expending their skill and knowledge bases for a successful outcome (Stephens & Carmeli, 2016). The project managers who are emotionally intelligent perform communication and cooperation more effectively, actively participate in problem solving task with internal and external stakeholders (Manzur, Pisarski, Chang, & Ashkanasy, 2014).

Project Management has quickly extended its boundaries from traditional fields of construction and engineering to other areas during the last few decades (Morris, 2013; Ika & Hodgson, 2014). However, it still heavily depends on the knowledge and experience of comparatively limited range of industries (Carden & Egan, 2008; Ika & Hodgson, 2014). As project management is a pluralistic domain that coexists and intersects with many other sectors, a lot of knowledge can be learned from these related areas (Söderlund, 2011; Gauthier & Ika, 2012). One of such area is the international development, which targets at improving health, education and general living standards of public in developing countries through poverty

reduction, governance improvement, human rights and capacity building projects (Ramalingam, 2013; Golini, Kalchschmidt, & Landoni, 2015). These projects are generally selected, planned, supervised and funded by a donor organization like United State Agency for International Development, World Bank, Asian Development Bank etc. However, the implementation of the projects is done either by the government of developing country (the host or beneficiary country) through a bilateral agreement; or by an implementing partner of the funding agency such as a contractor or a nongovernment organization – NGO (Ahsan & Gunawan, 2010).

A number of organizations have been working on various international development projects in Pakistan either through bilateral agreements with federal or provincial governments or through private contractors and NGOs. These organizations include Asian Development Bank, Canadian International Development Agency, United States Agency for International Development, The European Union, and Australian Agency for International Development, United Kingdom's Department for International Development, Japan International Cooperation Agency, The Netherlands, Germany, Norway and Swiss Development Cooperation (SDC). Among these nineteen ID organizations, The World Bank is the biggest donor of international development projects, not only in Pakistan (UN, 2014) with a total ongoing projects budget of US$ 8418 Million, but also across the world (Ahsan & Gunawan, 2010).

Therefore, international development sector shares a fundamental similarity with project management in that it estimates the projects as means of introducing developmental change (Ika & Hodgson, 2014). Apart from being a temporary endeavor, international development projects have many other commonalities with general projects, such as their output is some product, services or results; they have cost, time and quality constraints; and they are carried out using standard method, tools and techniques (Ika, 2012). Moreover, like other projects the international development projects also cover wide-ranging industries including energy, infrastructure, health, human development, environment, education, social development etc. (Golini & Landoni, 2014; Ika & Donnelly, 2017). Therefore, both the fields have great potential to learn and adapt from each other (Thomas &

Mullaly, 2007). Such projects could produce extraordinary societal yields, transformation in native community and also provide social environment, increase the private business activities, employment and state's income (Rezvani, Khosravi, & Ashkanasy, 2018).

Despite of these similarities, international development projects differ from general projects in many ways. For example, international development projects face much more complex financial, political and cultural challenges than other projects (Ika & Hodgson, 2014). Moreover, the clients or customers of the international development projects are the beneficiaries of a community over a large area in a developing country, having poor technical and managerial capabilities as well as very little influence (Ahsan & Gunawan, 2010). Similarly, international development projects have complex and changing scope; there goals and results are generally intangible; they have to face strict criticism and scrutiny of media and thus have very rigid rules and procedures and finally there are a number of powerful stakeholders with conflicting requirements (Diallo & Thuillier, 2005; Khang & Moe, 2008; Ika, 2012). Hence the international development projects are extreme conditions of general projects with more complex environment; stakeholders and challenges (Ika & Donnelly, 2017). Moreover, scholars have discovered that the delivery of successful project in such projects mostly depend on the personal attributes, human expertise and capabilities of project manager and other project participants, relatively than the technical and specific skills within the project managers and team members (Rezvani, Khosravi, & Ashkanasy, 2018).

Although emotional intelligence appears to be connected the environment, performance and effective outcome of the project, however the results show that its impacts are limited in research (Ashkanasy & Dorris, 2017). Earlier scholars have seemingly failed to show the impacts of emotional intelligence among the project team members working in the environment of complex projects or long term projects. In this study we extend the findings with the analysis of hypothesis with a study in international development project based organizations. After reviewing the previous studies discloses that there is no evidence found which examined the mediation and moderating associations connecting the performance

with the emotional intelligence of team in context of international development project based organizations.

The current study tried to contribute the literature and exercise in the following three ways. Firstly, we have developed and tested the model empirically the effect of emotional intelligence on the performance from the data collected from project managers and team members employed in international development project organizations. Secondly, we explored the possible mechanisms through which emotionally intelligent team members and project managers contribute to the performance in projects with mediating role of team member's trust and role ambiguity moderates the team member's trust and project performance. Weiss & Cropanzano (1996) explained that attitudes at workplace like trust and subsequent behaviors will affect through emotions, experienced by the individuals (Rezvani, Khosravi, & Ashkanasy, 2018). Role ambiguity, that is defined as the role expectation are ambiguous, unclear, imprecise or vague. Such phenomena produced by the absence of information concerning the role and responsibilities, priorities, expectations and assessment criteria at workplace (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). Thirdly, we tried to add the emotional, attitudinal and behavioral implications of emotional intelligence to increase the body of literature in the international development project management.

1.2 Gap Analysis

The critical success factor is the core determinant to measure the project performance in any project based organization. Emotional intelligence of project manager and team members can predict the project performance and great influence the work performance (Ley & Albert, 2003). Pervious research on large scale projects has confirmed that there is a positive effect of emotional intelligence on various outcomes (Rezvani, Ashkanasy & Khosravi 2020). Emotional intelligent project managers and team members extend their understanding, skill and knowledge sources to expand their capability and strength to cooperate and communicate effectively for efficiently at workplace (Stephens & Carmeli, 2016).

The work attitude such as organizational commitment, team satisfaction and turnover intention mediates the association of emotional intelligence with performance in the projects of construction sector (Khosravi, Rezvani & Ashkanasy 2020) and the study also recommended that other work attitudes e,g team member's trust and job satisfection may also mediate the relationship of emotional intelligence and project performance. So for this study trust among team members is selected as a mediator in order to futher investigate its impect on the project performance. Trust is a work attitude which creates connections and cooperation, and organizes project team participants to provide the resources that enhance value and performance (Cheung, Yiu, & Lam, 2013). The aim of this study is to investigate the mediation effect of the trust in team in the context of emotional intelligence and project performance. It could help the project managers and team members to communicate, coordinate and share the necessary information in a better way to accomplish the goals of the project effectively and also improve the project performance.

Role ambiguity is one of the conflicting factors in the project which affect the individual as well as the team performance. The ambiguity of the role is the lack of clear information and expectations between the team members within the projects (Cordes and Dougherty, 1993). Previous researchers had less information about the mechanism between the role ambiguity and project performance. Rezvani and Khosravi (2018) suggest that to explore further the relationship between role ambiguity and project performance.

Subsequently the aim of the study is to fill the significant gap, to check the mediating role of team member's trust between the emotional intelligence and project performance. Previous literatures lack this type of evidence where team member's trust is used in context of emotional intelligence and impacts the project performance. Additionally the role ambiguity is also mostly ignored by researchers as moderator between trust and project performance. As trust among the team members will have improved the coordination and communication of the team which ultimately minimized the role ambiguity and improve the overall performance of the project as well. So the main objective of this study is to fill these

above mentioned gaps.

1.3 Problem Statement

The core responsibility of the project manager and his team is to improve the project performance within the project. Researchers discovered that emotional intelligence used as a core constituent for confirming the team member's performance in large-scale infrastructure, construction and defense projects (Rezvani, Khosravi, & Ashkanasy, 2018). Emotional intelligence has played significant role in success of complex projects organization (Rezvani & Khosravi, 2019) and also emotional intelligence has direct and positive influence on the performance in information technology projects (Aziz, Ahmed, Aziz, Fayyaz, & Abid, 2019). Studies on international development sectors in project management context the emotional intelligence factor has been unexplored empirically and also theoretically, particularly in the context of Pakistan.

However, the growing importance and acceptance of international development projects are reflected from the fact that trillions of dollars have been spent on international development projects during last 60 years (Ika, Söderlund, Munro, & Landoni, 2017) and the trend is still on rise in developing countries (Golini, Kalchschmidt, & Landoni, 2015). Trust among the team members is the work attitude which can create the coordination, connection, bonding and communication between the team which can improve the performance.

Despite of their importance and huge spending, recent studies indicate that international development projects are often inefficient and ineffective (Ika, Söderlund, Munro, & Landoni, 2017) In fact, project failures are taken as an accepted norm, rather than an exception in ID projects (Ika & Hodgson, 2014). But the emotionally intelligent project managers and team members can trust each other and consequently minimizes the role ambiguity between them. The factor of role ambiguity must be must be studied in the context of project performance because it affect the overall performance of the project. Therefore, the current study aimed to explore the influence of emotional intelligence on project performance with

mediation of trust in team members and moderating influence of role ambiguity between trust and project performance of international development project-based organizations in Pakistan.

1.4 Research Questions

Current study intended to respond the following research based questions:

RQ1: Does the Emotional Intelligence of project managers and team members affect the Performance of international development projects?

RQ2: : Does the Trust among team members affect the relationship of Emotional Intelligence and the Performance of international development projects?

RQ3: Does the Role ambiguity moderates the relationship between team members' Trust in and the Performance of international development projects?

1.5 Research Objectives

The overall objective of the current study is to find the relationship of emotional intelligence and project performance while taking team member's trust as the mediating variable and the role ambiguity is included as the moderating variable between trust and project performance through testing the proposed model in international development projects in Pakistan.

This study comprised of the following objectives:

a. To explore the impact of emotional intelligence on performance in international development projects.

b. To investigate the mediating role of team member's trust between emotional intelligence and performance in international development projects.

c. To observe the moderating influence of role ambiguity between of trust and performance in international development projects.

d. To investigate the moderating influences of role ambiguity between emotional intelligence and performance through trust in international development projects.

1.6 Significance of the Study

Despite of their scared mission of eliminating poverty and disease, elevating the educational governance standards and empowering the suppressed, poor success rate of international development projects have raised concerns about their effectiveness and utility (Crawford & Pollack, 2004; Golini & Landoni, 2014). Billions of dollars spent in international development sector every year are going to vain due to project failure (Ika, 2015). The situation calls for a serious and immediate measure to address the problems and investigate the possibilities of the project performance rate in international development sector. Unfortunately, international development projects did not get the due attention in project management literature until recent times and the study that has explore these possibilities in terms of identifying critical success factors CSFs for this sector which are still in preliminary stage (Ika, 2012).

This research makes its contribution towards accomplishment of the same goal in many ways. Firstly, it has provided a valuable insight to the positive impact of emotional intelligence in attaining project performance in international development sector. Moreover, the study investigates the mediating influence of trust among team members by maximizing the positive influence emotional intelligence and explored the role ambiguity moderates the relationship of trust and project performance in international development projects. Additionally, there is very limited research has done on international development project in Pakistan. Besides, it has produced some useful data on international development projects in Pakistan from various authentic sources, such as UN and World Bank reports and consolidates it into one document.

On practical side the study showed that use of emotional intelligence among team members in international development projects has significantly increased the performance. The trust among the team mediates the project performance while the presence of the role ambiguity affects the relationship of trust and project performance. The study also examined the moderating effect of role ambiguity through the indirect influence of emotional intelligence on performance with mediation of

team member's trust. Lastly the study demonstrated that international development project management practitioners can use emotional intelligence as an effective tool to maximize the project performance through interpersonal trust and minimizing the role ambiguity among the project team.

1.7 Supporting Theory

There are several theories suggested by the researchers that are practiced globally to strengthen the literatures of emotional intelligence. Such as competency-performance theory, affective event theory, Goleman theory and social cognitive theory, But the Goleman's theory of emotional intelligence for performance supports our model in this study.

Emotional intelligence is recognized as a substantial conception at workplace due to its prominent impact on the outcomes compared with Intelligence Quotient (Goleman, 1996). Goleman (1995) categorized the emotional intelligence into five subdivisions as self-awareness, self-regulation, self-motivation and social skills. Emotional intelligence is the capacity of individuals to observe the internal feelings as well as from others and deals with the individuals when interact each other for some objective (Goleman, 1998).

"Emotional intelligence is the capability to understand thoughts, to get to and produce thoughts in order to hold up to a feeling, to understand feelings and enthusiastic learning, and to actively manage feelings in order to improve keen plus academic growth (Mayor and Salvoy, 1997)".'

The emotionally intelligent managers are much attentive about the feelings of self and the feelings of other individual and this consciousness helps them to resolve the problems and challenges that occur at workplace (Fullan, 2002). Emotional intelligence explains the acknowledgements and establishing the feelings also includes the development of the employees that helps the managers on particular workstation to understand and implement the capabilities of the employees which allow then to better performance that ultimately leads to growth of the specific organization (Bar-On et al,. 2000).

Goleman (1998) defines; the emotional intelligence is core constituent for the managers and leaders to regulate the emotions during the job because their task is to identify the emotions and feelings of self and others.

1.7.1 Emotional Intelligence-Based Theory of Performance

The Golemans theory of emotional intelligence based on performance emphases on the context explains the four components of emotional competence. These are self-awareness, social awareness, self-management and relationship management. Goleman (2001) describes that the self-awareness is the acknowledgement of feelings of individual himself and other people. The self-awareness is one of the substantial factors to govern the emotional intelligence. According to the definitions of the Goleman we can certainly assume that the self-awareness of the employees is associated with their performance at workplace.

The self-management is the ability of individual to handle, manage and organize the emotions of one self (Goleman, 1998). One can see that the level of emotional intelligence in the personality of the individual who work with the people. Therefore the definition of self-management according to Goleman is reflected that the emotional intelligence associated with the project performance.

Self-motivation is defined as the internal force of an individual which generates the emotions of a person to continue the task in the routine life without any obstacle especially at workplace (Goleman, 1998). He also specifies that the Self-motivation is a significant element of emotional intelligence and creates the trust between the individual working at specific projects which ultimately improve the overall performance.

Goleman (1998) also described that the social-awareness is the individual's ability to well aware about the socially acceptable things at their workplace and work for the welfare of the society. Therefore we can conclude that the project performance is also contingent upon social-awareness. The social skills are incorporated in the relationship management, the ability to communicate, manage the conflicts, building the bonds among the team and collaborations are the core constituent

of the relationship management. Relationship building is the important factor to establish the trust and goodwill among the employees. The highly effective mangers are very conscious to creating such relationship whereas the less effective mangers are generally failed to establish relationship (Goleman 2001).

Trustworthiness and conscientiousness are the elements of the emotional competence in the domain of self-management which create the mutual trust between the team members with the project. Communication and collaboration, teamwork and conflict management within the team members minimize the ambiguity related to the role and responsibilities. The low level of role ambiguity results in the higher level of the performance. All the above attributes of the emotional intelligence are associated with the project performance. Therefore this theory of emotional intelligence makes clear that the emotional intelligence, trust and role ambiguity are the variables that influence the project performance.

Chapter 2

Literature Review

2.1 Emotional Intelligence

Emotional intelligence stands for the ability to monitor feelings and emotions of self and others (Mayer & Salovey, 1997). Although in literature there are different definitions of emotional intelligence but Mayer & Salovey (1997) definition of emotional intelligence is most widely recognized and accepted by the researcher (Ashkanasy & Dorris, 2017). Emotional intelligence is recognized as a substantial conception at the place of work due to its prominent effect on performance through intelligence quotient (Goleman, 1996).

Emotional intelligence is "the ability to monitor one's own and other's emotions". And also define in term of four characteristics: the ability to recognize, to integrate, to realize and to control emotions and feelings in self and others at workplace (Mayer & Salovey, 1997). Since the emotional intelligence has regularly acknowledged as a significant set of decision-making skills (Müller & Turner, 2007), which has an important impact on how managers cooperate with others members, within complex and large scale projects (Caruso & Salovey, 2004; Clarke, 2010).

The aim of effective and better-quality project management is not just conclude by hard or technical skill however also by the competencies connected to emotion. In project management context specifically, researchers (Müller & Turner, 2007) have established an association between the emotional intelligence and personal

attribute and effectiveness of managers in the environment of complex projects (Manzur, Pisarski, Chang & Ashkanasy, 2014).

Singh (2007) explains in his study the emotional intelligence supports the managers to evaluate and understand own emotions as well as the emotions of the other employees within the organization. In specific to the results of their research (Müller & Turner, 2007) defined that the ability of project manager to realize and to control emotion and feeling in self and other members at workplace produce best quality, smooth and effective connection with both external and internal stakeholders. Emotional intelligence plays a significant role in creating a positive way of effective communication, support, and better performance among project's team members (Smith, Heaven & Ciarrochi, 2008).

Goleman (2001) explained a diverse and entirely particularized depiction of emotional previously handling, ingenuous, and stimulating these emotions accordingly. The skills and capabilities of team members have a greater influence on project performance (Rezvani, Khosravi & Ashkanasy, 2018). Moreover he defined that emotional intelligence has also involved the ability of managing emotions and feelings of others at any event and then organized these feelings to perform an actionable activity efficiently and effectively.

According to Martinez (2005) described the emotional intelligence as a non-cognitive capacity ability that have a strong impact on the individual's intelligence to understand the requirements of internal and external forces applied by the workplace environment, also described that the emotional intelligence has ability to help and support the individual in his day to day activities. The emotionally intelligent team members within the project encourage the societal and emotional atmospheres that accelerate the performance and coordination among them (Maqbool, Sudong, Manzoor & Rashid, 2017).

Emotional intelligence is the regulating, organizing and controlling the emotions of the individuals and also includes the better development and growth of the employees and to perform a certain work related task on workplace to understand and utilized the capabilities of the employees that lead them to individual, team and organizational growth (Bar-On et al., 2000).

2.2 Project Performance

To measure the project performance of international development projects is become a complex task for the reason that there are numerous parties are involved, including the investors or donors, the government of hosting country, the stakeholders and clients, a coordination team or project management office and a number of contractors that carried out the execution and implementation of the project activities and task through a proper tools and procedures recommend by the project management standards (Diallo & Thuillier, 2005). Generally the performance of international development projects is contingent largely on these participants involving in the project from different cultures and every stakeholder has different objectives (Ahsan & Gunawan, 2010). Work performance has been influenced by the employee's experiences, competencies and skills which lead the overall project as well as organizational performance (Ashkanasy, 2002). Project success and failure were also distinct by the performance measures particularly, the operational continence of budget, schedule, and scope, which is also referred as the triple bottom line (Jugdev & Muller, 2005).

Project Management Institute performed a widespread investigation to estimate the project leadership style a core success factor of project performance (Turner & Müller, 2005). Furthermore, the project performance can also be included that a subjective term that depends upon the settings and types of the project and also the perspective of the projects stakeholders (Iyes & Jha, 2006). Nevertheless, researchers have recently suggested substitute procedures to measure the project performance, including the human skills and competencies of project team and stakeholders and the customer satisfaction. For instance, the interpersonal trust among the team members mediates the relationship of emotional intelligence and project performance (Rezvani, Khosravi & Ashkanasy, 2018). The different critical success factor (CSFs) in the field of project management identified as the predictor of project performance. Pinto (1986) identified 10 critical success factor (CSFs) in his book that includes project mission, project schedule / plan, top management support, technical tasks, client consultation, communication to personnel recruitment / training and selection.

2.3 Emotional Intelligence and Project Performance Relationship

.Personal competencies (such as emotional intelligence) and skills of employee can predict project performance and greatly influence work performance (Ley & Albert, 2003). The accomplishment of difficult projects is contingent on the competencies and skills of project managers and team (Manzur, Pisarski, Chang & Ashkanasy, 2014).

Moreover, the team members within the project have emotional intelligence encourage societal and emotional atmospheres that expedite performance and coordination among team members (Maqbool, Sudong, Manzoor, & Rashid, 2017). The skills and capabilities of team members have a greater influence on project performance (Rezvani, Khosravi & Ashkanasy, 2018). According to change in time the emotional experience of team are also changed at workplace and the work related behavior has transformed accordingly (Weiss & Cropanzano, 1996). Employees frequently express their emotions at workplace either positively or negatively (Lindebaum & Jordan, 2014).

Generally there is a positive impact has seen through positive emotions which enables the employees to in better way at workplace, on the other hand the employee's negative emotions such as anger, frustration and impatience on the job can lead the reduction in passions and interest which eventually decrease the individual performance (Mayer, Salovey & Caruso, 2008).

Researchers contend that persons with highly emotional intelligence amplify their understandings and abilities to increase their capability to collaborate and communicate effectually for fruitful project consequences and results. A strong relationship has existed between emotional intelligence and project performance from the prospective of project managers (Manzur, Pisarski, Chang & Ashkanasy, 2014). Work performance has influence by the employee's experiences, competencies and skills (Ashkanasy, 2002). The ability to communicate effectively the problem solving task which are done by the project managers that are emotionally intelligent in project team (Rezvani, Khosravi & Ashkanasy, 2018).

Emotional intelligence is an essential factor in emerging a positive understanding atmosphere, creative communication, and better project outcomes (Troth, Jordan & Lawrence, 2012). Emotional intelligence contributes a significant part in creating a positive way of effective communication, support, and better performance among project's team members (Smith, Heaven & Ciarrochi, 2008).

Moreover, project team emotional intelligence should facilitate team work in composite projects, that includes challenges and complexities project participants, comprising the management of resources, resolving complex tasks at the time of crises, and build up specific individual objectives with a combined mission, effective communications, and organizing information allocate among the individuals as well as team within project (Ashkanasy & Dorris, 2017). Thus according to the previous study, we draw a conclusion that the emotional intelligence is the key drivers of project performance. Hence this study hypothesized that:

H1. Emotional intelligence has a positively association with the project performance.

2.4 Trust in Team

Trust has appealed significant consideration of researchers from different field of study and academic background. These scholars mainly discussed the different components and forms of the trust factor (Child, Faulkner & Tallman, 2005). Researchers defined the concept of trust as "a psychological position consisting of the intention to accept susceptibility depending optimistic expectations of the behaviors of other individual" (Rousseau, Sitkin, Burt & Camerer, 1998: 395).

Trust is also a person's belief and faith readiness to perform on the bases actions, words and decisions and also essential element to the success of best relations between experts, companies and project participants (Pinto, Slevin & English, 2009). In literature there are diverse debates on the significance and definition of the trust (Jiang, Zhang & Le, 2011).

Trust characterizes that team members are willing to depend on and conceal each other at work (Moorman, Deshpande & Zaltman, 1993). The essential components of this description are readiness to agree, openness in between of team member's relationship and positive anticipations of the another party during situations of risk and interdependencies to create and maintain the trust among them (Lewicki, Tomlinson & Gillespie, 2006). Through trust among project team, once can forecast the performance of the project as well as organization (Maurer, 2010), and can predict the project effectiveness (Park & Lee, 2014). Trust is the utmost essential element of a good work related connection (Costa & Anderson, 2011). Members are probable be more complaint and tolerant of contrasting and contradictory opinions and thoughts in the presence of trust (Pinjani & Palvia, 2013).

Trust creates connections and cooperation, and organizes project team participants to provide the resources that enhance value and performance (Cheung, Yiu & Lam, 2013). Thus, in the concept of trust in this study, there is the trust of team members such as trust between team members and project manager and trust of the leader such as between the project manager and the project manager (Cook & Wall, 1980). The work attitude trust includes the belief that partners are competent to respond to needs and another party will not be taken the benefit of the first party's weakness for their own profit (Jiang, Zhang & Le, 2011).

Team members are therefore possibly encourage shared and common norms, believes and perceptions of behavior with their companions by cooperating with their work team. Even though team's can create trust from beliefs of different members of team about their team, members can also grow common idea of trust between team members through ongoing cooperation (Gillespie & Mann, 2004).

In perspective of large infrastructure projects and the high ambiguity, irresponsibility and uncertainty in these projects, trust among the employees will enhance the ability to represent themselves to the activities of other parties and learn in terms of better exchange of information and collaboration (Stephens & Carmeli, 2016). According to Puusa and Tolvanen (2006) expanded the argument through defining the trust in three different levels: individual trust, team trust, and organization trust. The individual trust means the trust of people in your team that

can improve collaboration and communication on better procedures to complete responsibilities that improve individual's performance at workplace (Ashkanasy & Dorris, 2017).

The individual trust also exists between the project leader and its team members. The changes in this form of trust from team members to leaders increase the team confidence that is considered a general occurrence (Costa and Andreson, 2011). Absence of confidence in large scale projects can lead to distrustful behavior, decrease collaborative behaviors, increase operation costs and hinder the information flow within the project (Colquitt, Scott & LePine, 2007). Furthermore, when the trust does not exist over the influences of communications and collaborations are possible, individuals and teams have not as effective as possible. In the current study, these results are practical in the situation of large scale infrastructure projects with low efficiency and long-term productivity, as well as inconsistencies between project managers and team members who need trust among them (Rezvani, Khosravi & Ashkanasy, 2018).

2.5 Emotional Intelligence and Trust Relationship

Positive emotions are associated with creating superior social interactions and maintain trust with other people (Barczak Lassk & Mulki, 2010). The researchers Dunn & Schweiter, (2005) establish that the positive emotions improve the confidence in self and others, whereas negative emotions decrease the confidence (Christie, Jordan & Troth, 2015), who examined the 'effect. In terms of emotional intelligence, attitudes and outcomes in the workplace have been shown to be related to concept of job satisfaction and confidence that are directly linked to emotional abilities. In particular, we contend that the project team members with high emotional intelligence have more trust in their peers (Sy, Tram & O'Hara, 2006). Weiss & Cropanzano, (1996) describe the attitudes and behaviors at workplace are prejudiced through diverse emotions. Such emotions come from the events within organization that produce emotional response at workplace.

The studies by Christie, Jordan & Troth, (2015) have shown that the emotional intelligence is an essential individual skill and a fundamental ability to build confidence and enhance the development of others Social relations. In other words, emotionally charged project teams are expected to participate with a better relationship and communication, which increases confidence in the team (Barczak, Lassk & Mulki, 2010), as well as researchers such as Christie, Jordan, and Troth, (2015) and Rezvani et al., (2016) have shown that the emotional intelligence of the team increases the positive emotions and feelings that results in building confidence between the team members and developing superior social interactions within the team members, whereas all the team members share the resources and risk necessary for the success of the projects complex in nature.

As suggested (Mayer and Salovey, 1997), this emotional awareness is fundamentally part of the emotional experience, therefore, the emotional awareness is interrelated in some way to the perception of confidence of team members to the others Finally, researchers such as Sy, Tram and O'Hara, (2006), who studied the influence of emotional intelligence on individual attitudes and job consequences, also described that the perceptions of confidence and job satisfaction directly associated with emotional skills of team members.

The researchers Dunn & Schweiter, (2005) establish that the positive emotions improve the confidence in self and others, whereas negative emotions decrease the confidence who examined the effect. Since the emotional awareness has considered an essential element of the emotional experience (Mayer and Salovey, 1997), an association must exist between emotional awareness and the confidence of the opinions of team members in each other. Therefore the previous studies had also support our second hypothesis which is stated as:

H2: Emotional intelligence is positively associated with the trust in team members.

2.6 Trust in Team and Project Performance

Henderson, Stackman, and Lindekilde (2016) assess the association between role clarity communication standards, and trust in virtual global teams, noting that role transparency and trust are important for team satisfaction and computer performance. When high level of trust is exist between the team and also feel honest and sincere, then the employees communicate and coordinate effectually with each other (Buvik & Tvedt, 2017) and improve team performance consequently.

Individual trust means that the trust of the individual in your within the team members will improve cooperative efforts and provide efficient ways to carry out activities that increase individual performance; Higher performance can lead to more confidence. Confidence has shown that it strengthens relationship and communication among the stakeholders, although leading to project success (Rezvani et al., 2016).

Team member's trust contributes to increase the success of the project through information sharing, openness to communication, facilitate the project team to create the new ideas in the time of crises (Christie, Jordan and Troth, 2015). Therefore, the trust increases confidence, capability and skills of the team members within the project to communicate effectively and share information to achieve objectives of the project. In summary, trust can be created in organizing and facilitating horizontal working conditions and in effective collaboration between project team (Maurer, 2010; Wong & Cheung, 2004).

In the presence trust among project team members, once can forecast and plan the performance of the project as well as organization and can predict the project effectiveness, so rust is the utmost essential element of a good work related connection which positively improve the performance (Costa & Anderson, 2011). So the literature have also support our third hypothesis which state as:

H3: There is a positive relation between rust in team members and project performance.

2.7 Mediating Role of Trust in Team

Trust has shown that it strengthens communication and the relationship between project stakeholders, which ultimately leads to project success (Rezvani et al., 2016). Emotionally intelligent managers probably understand that how the team members feel and also at different situations and utilized these information to cultivate better and dynamic relations that build trust (Mayer, Salovey & Caruso, 2008).

When the atmosphere is safe, there is an atmosphere of connection and connection to team members, and everyone cooperates (Barczak, Lassk, & Mulki, 2010). Therefore, teams and people who trust each other must work closely and contribute to collaborative relationships regarding difficulties and problems, which are essential requirements for successful results that result in high project performance (De Jong, Dirks and Gillespie, 2016).

Mutual trust contributes to enhance the success of the project through information exchange, open to communication, facilitate to create the new ideas in the time of crises (Christie, Jordan and Troth, 2015). Trust between the team members will also more likely to acknowledge and respect with each other's contradictory beliefs and thoughts (Hogg & Terry, 2014). When high level of trust is exist between the team and feel honest and sincere, then the employees communicate and coordinate effectually with each other to accomplished the common goal of the project (Buvik & Tvedt, 2017) and improve overall team performance consequently.

Trust is also a person's belief and faith readiness to perform on the bases actions, words and decisions and also essential element to the success of best relations between experts, companies and project participants (Pinto, Slevin & English, 2009). Trust is the utmost essential element of individual experience and successive behavior with a good work related connection which enhance the performance (Costa & Anderson, 2011). There according to the previous studies the fourth hypothesis has also supported which state as:

H4. Trust in team members mediates the relationship between Emotional intelligence and the project performance.

2.8 Role Ambiguity

As a field of research, role theory is multidisciplinary and includes the scientific development of many disciplines (Thomas & Biddle, 1966). To accommodate role theory and with one of the first attempts to summarize the results of previous studies, the conflicting subfield must be structured as an endpoint in an opposite area of extreme unity. Conflicts and ambiguities would cause stress; Therefore, in the broader role theory, "roll stress" summarizes around three categories: firstly the role conflict that is the degree of conflict of interest related to role expectations; secondly the ambiguity of the role is the lack of expectations and clear information; and thirdly the role overload that is defined as the expectations go beyond the ability and motivation of individual to accomplish responsibilities (Cordes & Dougherty, 1993). A fundamental stress defines ambiguity as "the direct function of the difference between the information available to the person and the information necessary to perform his role correctly" (Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1964).

Role clarity is formulated in such a way that role expectations are unclear, vague or ambiguous, due to the absence of information about expectations, priorities and assessment standards. In addition, role ambiguity also includes negative work experiences related to negative expectations, as data interruptions are considered stressful (Madera, Dawson & Neal, 2013). The projects generally include complex in structures, which exaggerate the uncertainty in roles, so the team members find it more difficult to decide from whom they receive instructions.

This can lead to confusion about the responsibilities of a team member, because the tasks associated with a specific role are interpreted differently. Due to role ambiguity, the problem solving skills, mutual trust, communication and commitment are reduced, leading to poor results (Pinto, Dawood & Pinto, 2014). The role conflict and role ambiguity prevent the team from performing the task experiencing negative emotions and fears in the workplace (LePine, Podsakoff & LePine, 2005).

2.9 Role Ambiguity Moderates the Trust and Performance Relationship

The Role ambiguity takes increasing demands on the members of the project team and influences their attitude and work perception of roles and positions (Rizzo, House & Lirtzman, 1970). In addition, large scale projects spend additional resources on projects so that the team members manage and synchronize the activities to accomplish the overall goal of the project (Pheng and Chuan, 2006).

The projects generally include complex in structures, which exaggerate the uncertainty in roles, so the team members find it more difficult to decide from whom they receive instructions. This can lead to confusion about the responsibilities of a team member, because the tasks associated with a specific role are interpreted differently. Due to role ambiguity, the problem solving skills, mutual trust, communication and commitment are reduced, leading to poor results (Pinto, Dawood & Pinto, 2014).

It can therefore be concluded that team members cannot understand exactly what tasks to perform if something is unclear. This ambiguous and unclear role and responsibilities leads to reduction in team member's performance which consequently results in decrease project performance. Therefore, the relationship between team member's performance and team member's commitment and satisfaction is expected to reduce if the role of the team is ambiguous. At the same time, the relationship between trust and performance is also probably weaker. Researchers described that role ambiguity adversely affects the performance because it can negatively impact the professional skills and self-esteem of each team member, and provide a situation of helplessness and deficiency of control between the team (Liu & Chiu, 2016).

Individuals who are insecure about their position and responsibilities are less probable to participate and accept the efforts to promote collaboration; they are expected to take the defensive position to avoid facing possibly challenging customers and mitigate the risk about resources at workplace (Liu, Chiang, Yang and Klein,

2011). So the conflicting factor of role ambiguity adversely affects the performance and the literature supports fifth hypothesis are supported which states as:

H5. The role ambiguity moderates the relationship between trust in team and project performance.

All the literatures supporting the association between emotional intelligence and project performance, the mediating influence of trust in team members and the moderating influence of role ambiguity between team member trust and project performance have been discussed previously and theoretically support the following hypothesis. Therefore, in the presence of positive work attitudes such as trust the emotionally intelligent team members, confident to minimize the negative effects of role ambiguity on project performance.

2.10 Research Model

Emotional intelligence directly and indirectly affects performance through the trust building mechanism of team members. The role of ambiguity mitigates the association between trust and performance. Based on the principles of affective event theory, it is described that the emotional experiences of the individual determine their subsequent attitudes such as trust and behavior (Weiss and Cropanzano, 1996). The role ambiguity is considered as the unclear, vague and ambiguous expectations of the team members. It can happen due to the absence of information about assessment criteria, expectations and priorities at workplace (Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1964). Therefore, an ambiguous role reduces the accuracy and clarity of the information flow (Rezvani, Khosravi & Ashkanasy, 2018). Therefore, in this study, we investigate that the role ambiguity moderates the association between trust in team members and project performance in international development projects.

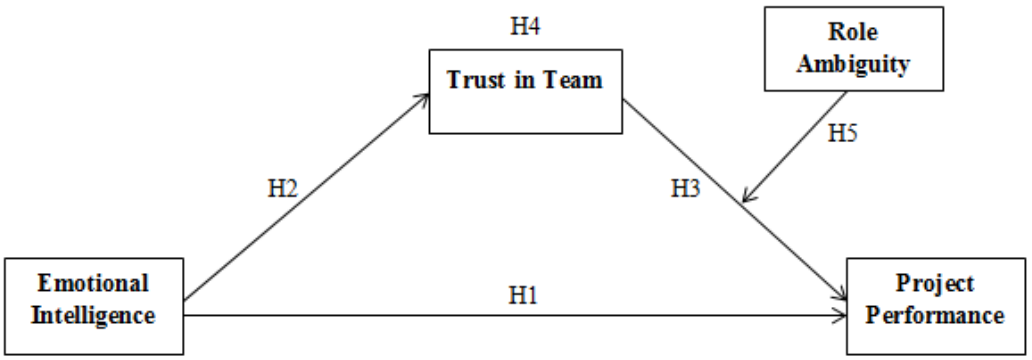

FIGURE 2.1: Research Model of Impact of Emotional Intelligence on Project Performance with the Mediating Role of Trust in Team and Moderating Influence of Role Ambiguity

2.11 Research Model

2.12 Research Hypotheses

H_1: Emotional intelligence is positively associated with the project performance.

H_2: Emotional intelligence is positively associated with the trust in team members.

H_3: There is a positive relation between rust in team members and project performance.

H_4: Trust in team members mediates the relationship between emotional intelligence and project performance.

H_5: Role ambiguity moderates the relationship between trust in team members and project performance.

Chapter 3

Research Methodology

Research methodology is the organized way to resolve the research problems (Kothari, 2004). It explains that how research is has to be done in a scientific way. Research methodology is used in wider term as compared to research method in research practices. Research methodology provides the reason of explanation that why a particular procedure is used to accomplish the analysis, what is the logic behind to select the method and its priority on other. The research methods are the techniques, methods and procedures used by the researchers to explain the results of the research problems. Research methods are categorized into two main types, qualitative research and quantitative research. In current study we have used the quantitative research method for data collection.

3.1 Introduction

The introduction section defines the methodology that explore the influence of emotional intelligence on project performance with the mediating role of trust in team members and moderating influence of role ambiguity in international development project. The chapter describes the method used to test the hypothesis and includes the data collection techniques, population and sample, research design, information about the instruments and items used in this research.

3.2 Research Design

Research design is used as a framework which confirms that the evidence acquired from the data allows us to resolve the research problems rationally and as unmistakably as possible. Research design identifies the method and procedure for analyzing and collecting the essential evidence (Zikmund, 2003). In research design we discuss about time horizon, research philosophy, type of setting and unit of analysis. We have used the quantitative research method to examine the mediating role of team member's trust and moderating effect of role ambiguity on the association between emotional intelligence and project performance in international development sector through web-based survey. Therefore the present study tried to attention on the international development project in context of Pakistan. For this study the participants are the project managers and team members of private and public sector international development project organizations.

In the present research adopted questionnaire items are used to collect the data. Questionnaire is the convenient way to collect the data, which is collected easily in short period of time and with less cost. The data collected through questionnaire can easily punch in the analyzing software (Bowling, 2005).

3.2.1 Type of Study

The present study used the type exploratory research to give the solutions to the research questions and find out the relationship between the variables. This particular study will try to find out the impact of emotional intelligence on project performance. Emotional intelligence is an independent variable and the project performance is a dependent variable. To find the impact of emotional intelligence, trust in team, role ambiguity and project performance so the data is collected from project managers and team members of international development project-based organizations. These organizations are involved in the projects of improving health, education and general living standards of public in developing countries through poverty reduction, governance improvement, human rights and capacity building projects.

3.2.2 Research Philosophy and Quantitative Research

In the present research study the Hypothetic-deductive method is used. This method is also known as the scientific method of research. In this approach one or more hypothesis is/are developed from the existing theories after that a research scheme is designed to test the hypothesis (Burney, 2008).

In Hypothetic-deductive method a researcher recognizes and defines the problem statement, using the existing knowledge to develop hypothesis. These hypotheses are then tested through different methods to verify and clarify whether the hypotheses are authentic and providing valid solution to the problem. Therefore, four hypotheses were established from literature reviews which were tested through a research design as defined in following paragraphs.

Quantitative research method is adopted to collect the data for hypothesis testing in this particular research study. Quantitative method is easy and convenient when the population is large in size and also helpful when there is time limitation. Therefore Quantitative method preferred on qualitative method of study.

3.2.3 Study Setting

The current study is related to the project managers and team members who are involved in the international development project-based organizations. The data is collected from the targeted respondents through the web-based data collection method included the social media (Facebook, WhatsApp & Messenger) and direct email to the respondents.

The project managers and team members that are approached are mostly from the private sector project based organizations connected with international development organizations.

3.2.4 Unit of Analysis

Unit of analysis is significant for any research study. In this particular study to find the impact of emotional intelligence, trust in team, role ambiguity and project

performance so the targeted population are project managers and team members of international development project in Rawalpindi and Islamabad of Pakistan.

3.2.5 Time Horizon

The study is cross-sectional in nature and data was together around in three month. Cross-sectional data collection method is used due to the limitation of time. The data is collected with the help of questionnaires. Moreover, the research work has to complete with in the specific time frame.

3.3 Population and Sample

The international development sector, which targets at improving health, reduction education and general living standards of public in developing countries through poverty, governance improvement, human rights and capacity building projects (Ramalingam, 2013). Our study aimed to acquire the view of project managers, team members and other internal stakeholders working in international development projects in Pakistan and then generalized the result of the study for international development projects in the whole country.

Therefore, the theoretical population for this research includes project management practitioners and other stakeholders of the international development projects Rawalpindi and Islamabad. The convenient sampling strategy was applied for present study, to collect the data from the individuals working in international development projects in Rawalpindi and Islamabad.

In order to collect the data quantitative research method was used in present study. Due to the time and resources constraint convenient sampling technique was used for the data collection purposes. The data is collected randomly from the respondents who are approachable and convenient for us during process. Sampling is the selection of preferred respondents from a large population for the analysis of the study. In the research of social science sample is used for the data collection which I convenient and less costly instead of using the entire population.

There are generally two types of sampling. One is the technique of probability sampling and other is non-probability sampling technique. Probability sampling includes that each number of population has known and equal chance to be nominated and to be part of the sample. This sampling method is used when the researchers have comprehensive evidence about the population otherwise the non-probability sampling technique is favored.

In present study the exact populations of the international development project-based organizations are unknown therefore convenience sampling method is used which is a type of non-probability sampling technique. The study also suggested that the international development projects are involved in different industries and sector in Pakistan due to which we don't have conclusive evidence about the population that is the reason the particular study utilized convenience sampling technique.

3.4 Data Collection Procedure

Web based questionnaires are used to collect the data from international development project-based organizations. Data collection is a difficult process in research when it is collecting from multiple industries in Pakistan. Time, resources personal references was utilized during web-based data collection process. The respondents were ensured that the data will be confidential and will be utilized for academic purposes only. The web-based data collection method included the social media (Facebook, WhatsApp & Messenger) and direct email to the respondents.

Data was collected from the respondents of international development project-based organizations. The targeted respondents are project managers and team members from whom the data was collect for the each variable. The emotional intelligence as independent variable, trust in team as the mediating variable, role ambiguity as the moderator and project performance used as the dependent variable in this particular study. To collect the data, 350 web-based questionnaires were circulated primarily, 295 questionnaires were collected from the respondents.

The response rate was 84.2% from the respondents of international development project-based organizations.

3.5 Measurement of Variables

We used closed ended questionnaire I this study to collect the responses. The constructs were adopted and used from the research study of (Khosravi & Ashkanasy, 2018) for emotional intelligence, (Cook & Wall, 1980) for trust in team, (Stephens & Carmeli, 2016) for project performance and (Rezvani & Khosravi, 2019) for role ambiguity. The items and constructs in questionnaire include emotional intelligence, project performance, and trust in team and role ambiguity. All the items in the questionnaire were collected by using five points Likert scales such as (strongly disagree) to 5 (Strongly Agree). The data was primary in nature and collected through a convenient sampling and less expensive method.

3.5.1 Emotional Intelligence

To measure the emotional intelligence team members in the context of international development projects we have use 16 items in our questionnaire. These items were adapted from the research study of (Khosravi & Ashkanasy, 2018). This variable encloses sub-scales such as emotion awareness, emotion instruction and use of emotion aligning with the definition of (Mayer & Salovey, 1997). But according to previous research the aggregate used of these subscales of emotional intelligence as overall construct gives a cohesion between emotional abilities therefore emotional intelligence has been treated as a single high-order element (Rezvani & Khosravi, 2019). Following are the two items included as example “I am sensitive to the feelings and emotions of my team members”; “I have good understanding of the emotion of my team members around us”.

3.5.2 Trust in Team

Trust is used as a mediator between emotional intelligence and performance

in present study. To measure the team member's trust in the context of international development projects we used 5 items in our questionnaire. These items were developed by (Cook & Wall, 1980).

We used this scale in our study because it is the most generally used measures of interpersonal trust in team members. Some sample items are "If I got into difficulties at work I know my team would try and help me out"; "I can trust my team I work with to lend me a hand if I needed it".

3.5.3 Project Performance

In this study project performance is the dependent variable. To measure the emotional intelligence team members in the context of international development projects we used 6 items in our questionnaire. These items were adapted from the research study of (Stephens & Carmeli, 2016). This construct contains one item is related to functionality, one item for delivery time, two items are related to quality.

These four items are group as the project performance outcomes. The two items related to budget which is grouped as financial performance (Stephens & Carmeli, 2016). Few examples of from the items are "The project goals were met"; "The quality of the developed products or services in the project was good".

3.5.4 Role Ambiguity

Role ambiguity used as moderator between trust and project performance in our study. To measure the role ambiguity among team members in the context of international development projects we used 7 items in our questionnaire.

These items were adapted from the research study of (Rezvani & Khosravi, 2019). Some questions from the items are "I feel certain about how much authority I have within this team"; "I have clear planed goals and objectives for my work in this team".

Table 3.1: Instruments

Variables	**Sources**	**Items**
Emotional Intelligence (IV)	Khosravi & Ashkanasy, (2018)	16
Project Performance (DV)	Stephens & Carmeli, (2016)	6
Trust in Team (Med)	Cook & Wall, (1980)	5
Role Ambiguity (Mod)	Rezvani & Khosravi, (2019)	7

3.6 Demographic Information

Data were collected from 295 respondents working with International development project-based organizations in Rawalpindi and Islamabad. These respondents include the project managers, team members and internal stakeholders who were working in such projects. A tabulated summary of the demographic information of the study includes gender, age, qualification and experience.

3.6.1 Gender

The questionnaire is designed to collect the impartial responses from the respondents. Both male and female respondents are encouraged to give the Reponses but the our targeted industry is the international development project-based organizations therefore the female participants are less as compared to male participant in the study. The following table show the gender based responses of the present study.

Table 3.2: Gender Percentage

Gender	**Frequency**	**Percentage**	**Cumulative Percentage**
Male	220	74.6	74.6
Female	75	25.4	100

Tables: 3.2 show the statistics about the gender. Table information's show that 74.6% of the respondents were male (220 respondents) and 25.4% were female (75 respondents) from a total 295 respondents, which indicates that the participant of this particular study was male dominant. The above information of gender responses reveals that female respondents are less in number as compare to male respondents. As our targeted industry for the study are international development project-based organizations so females are less interested in the field related or site based work environment in the organizations therefore female population are less as compare to male.

3.6.2 Age

Participant's age is other important demographics in the analysis process. The respondents need to respond to this demographic. In this particular research study, the age factor is divided into different groups ranging from 18 years to 55 years and above. Due to division of the age into different group, the respondents have responded easily and comfortably.

Table 3.3: Age Percentage

Age	**Frequency**	**Percentage**	**Cumulative Percentage**
18-25	27	9.2	9.2
26-33	107	36.3	45.4
34-41	91	30.8	76.3
42-49	60	20.3	96.6
50 and above	10	3.39	100

The **Table: 3.2** represents that 9.2% respondents are between 18 to 25 years and the highest number of respondents 36.3% are placed between 26 to 33 years. This indicates that most of the young people are working in such type of international development project-based organizations. The respondents of 30.8% are included

between 34 to 41 years, and 20.3% are in the age group of 42 to 49 years and only 3.39% are above 25 years.

3.6.3 Qualification

Qualification of the participants is a core demographic factor; because the educated and qualified employees and team members are the important assets for the organization to maintain sustainability and project success. In this specific study it is expected that the all the respondents are have up to date knowledge related their field and are qualified to respective job position.

Table 3.4: Qualification Percentage

Qualification	**Frequency**	**Percentage**	**Cumulative Percentage**
Intermediate	17	5.8	5.8
Bachelor	140	47.5	53.2
Masters	119	40.3	93.6
MS/M.Phil.	18	6.1	99.7
PhD	1	.3	100

Table: 3.4 shows the education level of the respondents included that the frequency of 17 participants covering the 5.8% from intermediate. The table depict that the frequency of 140 participants having highest percentage of 47.5% have the qualification of Bachelor, secondly 40.3% of the respondents with a frequency of 119 are from Masters and 6.1% respondents with the frequency of 18 are from the MS/M.Phil. Lastly only one respondent of 0.30% is from PHD.

3.6.4 Experience

The last demographic variable of the current study is the work experience of the respondents in international development project-based organizations. As the

purpose of the study is to find the impact of emotional intelligence on the project performance so the experience of the employees related to their filed is important for the result analysis.

Table 3.5: Experience Percentage

Experience	**Frequency**	**Percentage**	**Cumulative Percentage**
1 - 5 years	76	25.8	25.8
6 - 10 years	136	46.1	71.9
11 - 15 years	49	16.6	88.5
16 - 20 years	24	8.1	96.6
21 - 25 years	9	3.1	99.7
Above 25 years	1	0.3	100

The above table shows the last demographic of the study which is the experience of the employees in International development project-based organizations. The highest number of respondent having frequency of 136 covering 46.1% of the participants is between 6 to 10 years. 76 participants covering 25.8% are in between 1 to 5 years. 49 participants covering 16.6% are in age group of 11 to 15 years. 9 participants covering 3.1% have 21 to 25 years of experience. Only one participant has the experience of more than 25 years.

3.7 Frequency of International Development Projects

The **Pie Chart 3.1** represents the frequency and percentage of the respondents from different international development project-based organizations under the given sample size.

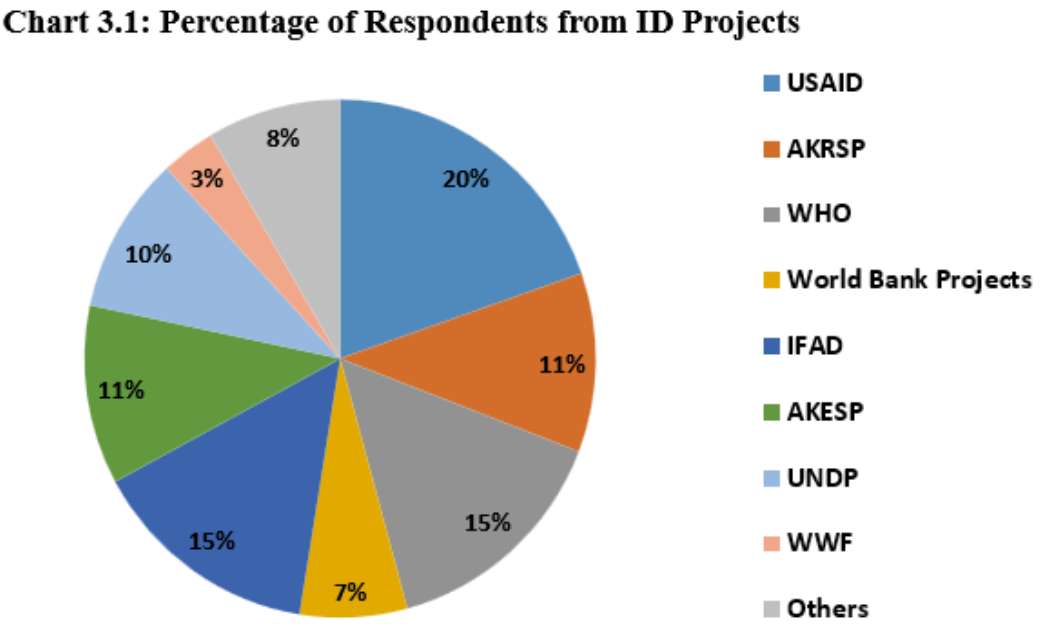

FIGURE 3.1: Complete Summary of Respondents from ID Projects

The above Pei Chart represents the highest number of respondents 20% are responded from USAID, 11% respondents from the AKRSP, 15% responses from WHO, 07% from World Bank Projects, 15% responses from IFAD projects, 11% responses from AKESP, 10% from UNDP, 03% from WWF and 08% respondents from others (UNESCO, UNICEF, NCHD, NIH, Asian Development Bank and Marafi Foundation). The total numbers of respondents included in this particular study are 295 that were collected from different international development project-based organizations.

3.8 Data Analysis Techniques

There are multiple tools and techniques used to generate the statistical results in research studies. These tools and techniques are selected according to the research purpose and research model of the study. The initial step data analysis is to collect the data then 300 responses are selected for analysis after data collection. AMOS is used to perform the Confirmatory Factor Analysis to check the model fitness. The correlation analysis is performed to find the relationship between the variables. The regression analysis is executed to check the causal relationship between the

variables. SPSS statistics 23.0 is used to check the correlation, linear and multiple regression analysis. For multiple regression analysis Andrew F. Hayes Process Macro is utilized. To find out the mediation model 4 is used and in order to check the moderation model 1 of Andrew F. Hayes Process Macro is utilized through SPSS statistics 23.0.

To represent the values of the results tables and figures are used in the particular study. To find the effect of demographics control variable analysis is executed so that we able to find which variable should be control when other analysis is performed. In order to check the reliability of the scale, reliability test is also performed. The values and variables that show significance and the indicators are defined and highlighted during the results demonstration.

Chapter 4

Data Analysis and Results

The data software like SPSS and AMOS is utilized to perform the data analysis. The AMOS is used to check the model fitness and to perform the Confirmatory Factor Analysis CFA. Additionally, the software SPSS is used to find out the reliability analysis, descriptive statistics, correlation analysis and regression analysis.

4.1 Confirmatory Factor Analysis

The AMOS is used to check the model fitness and to perform the Confirmatory Factor Analysis. The variable values need to be checked to performed the analysis. These variables include Comparative Fit Indices (CFI), chi-square, Root Mean Square Error of Approximation (RMSEA), Goodness of Fit Index (GFI), Tucker Lewis Index (TLI) and incremental fit index (IFI). For chi-square, the acceptable value is less than 3 and represents a good model fit.

For the Comparative Fit Indices (CFI) the acceptable range is between 0 and 1. The CFI value is greater than 0.90 represents a good fit. While the value is below 0.90 indicates that the model is poorly fit. The CFI value closer to 1 will indicates greater model fit.

For the Goodness of Fit Index (GFI) the acceptable value is between 0 and 1. The GFI value must be greater than 0.80 for the fitness of the model and the value closer to 1 show that the model is greater fit.

The value of Tucker Lewis Index (TLI) is greater than 0.90 will represent the good model fit and the value below 0.90 will represents poor model fit. The value of Root Mean Square Error of Approximation (RMSEA) must be less than 0.05 for good model fitness.

4.1.1 Measurement Model

The Confirmatory Factor Analysis (CFA) is performed through AMOS. The research model whose fitness is checked is consisting of four variables Emotional Intelligence, Trust in Team, Role Ambiguity and Project Performance. The following table shows the statistical values of Confirmatory Factor Analysis.

Table 4.1: Measurement Model

Model	**CMIN/DF**	**CFI**	**TLI**	**IFI**	**GFI**	**RMSEA**
Initial Model	1.882	0.876	0.864	0.878	0.833	0.055
Modified Model	1.618	0.963	0.955	0.963	0.925	0.046

Table: 4.1 represents the values of the model fitness. Both the initial and modified values of the CFA are presenting in the above table. The modified values are considers in the study. The value of chi-square is less than 3 which is within the acceptable range. The value chi-square 1.618 shows the good model fit.

The value CFI is 0.963 which is in acceptable range showing good model fit. The IFI and TLI should be greater than 0.9 so the above values are 0.963 and 0.955 respectively, showing good model fit. The GFI value is laying between 0 and 1, the value closer to 1 is shows the excellent model fitness so the value of present model is 0.925 which depicts good model fitness.

The value of Root Mean Square Error of Approximation (RMSEA) must be lesser than 0.05 so the value for this model is 0.046 good model fitness.

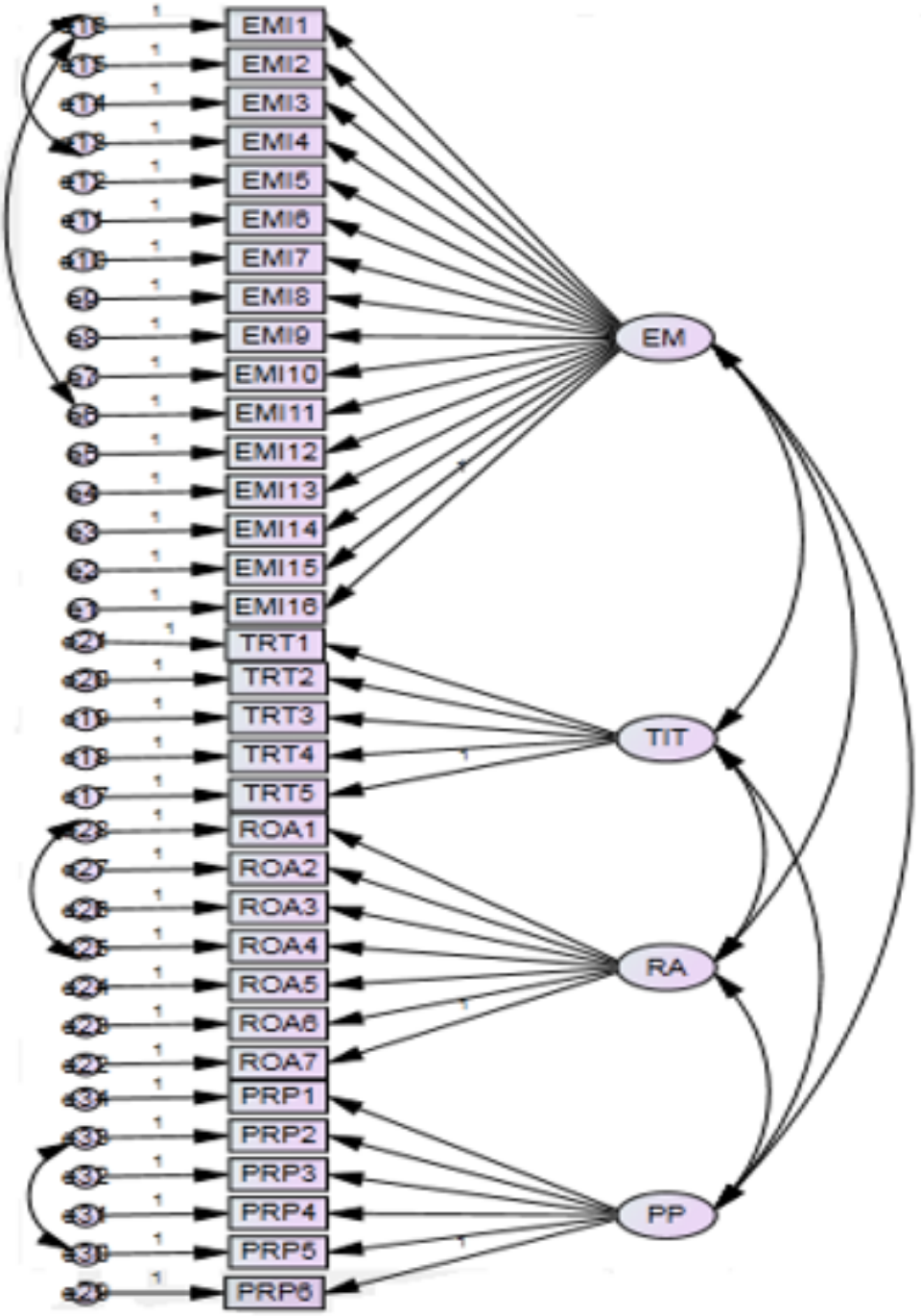

FIGURE 4.1: Measurement Model

4.2 Descriptive Statistics

In descriptive statistics the information about the data is collected. The analysis of all four variables Emotional Intelligence, Trust in Team, Role Ambiguity and

Project Performance are shown in the following table. The descriptive statistics represents the mean, standard deviation, the sample size, maximum and minimum value of each variable. The mean value closer to 5 is representing that the respondents respond in favor of the agreement and the value nearer to 1 represents in the favor of disagreement.

TABLE 4.2: Descriptive Statistics

Variables	**N**	**Min**	**Max**	**Mean**	**SD**
Emotional Intelligence	295	2.31	5	4.22	0.36
Trust in Team	295	2	5	4.25	0.49
Role Ambiguity	295	1.29	5	3.29	1.09
Project Performance	295	1.67	5	4.05	0.53

The above table denotes the mean, standard deviation, the sample size, maximum and minimum value of each variable of the current model. The higher value of the mean shows the respondent's preference towards the agreement while the lower value shows the preference towards the disagreement. The mean value of emotional intelligence is 4.22 with standard deviation of 0.36 shows that the project manager and team members agree with the use of emotions between them. The mean value of trust in team is 4.25 with standard deviation of 0.49 shows that the project manager and team members agree with the importance of trust among the team members. The mean value of role ambiguity is 3.29 with standard deviation of 1.09 shows that the project manager and team members agree with the negative impact of role ambiguity. While mean value of project performance is 4.05 with standard deviation of 0.53.

4.3 Control Variable

One-way ANOVA is performed in order to find the control variable. The purpose of ANOVA test is to find out that weather demographic variables have any impact

on dependent variable which is project performance in present study. If there is any impact of demographic variables on dependent variable then the particular demographic is controlled during other analysis.

The below **Table: 4.3** shows that the gender, age and qualification represent the significance value greater than 0.05, so these variables does not have any impact on dependent variable project performance.

These three variables are not need to be controlled while the work experience has a significance value which is less than 0.05, which mean the experience has some impact on the project performance so this variable must be controlled for other analysis.

TABLE 4.3: Control Variables

Control Variables	**F-Value**	**Significance**
Gender	1.05	0.403
Age	1.34	0.157
Qualification	0.73	0.785
Experience	1.79	0.024

4.4 Reliability Analysis

To check the reliability of the scale reliability analysis is done in SPSS. The value of Cronbach's alpha (α) ranging from 0 to 1 is used to check the reliability of the scale. The value of the Cronbach's alpha (α) becomes high, the value of reliability of the scale will also high.

The value of Cronbach's alpha (α) is greater than 0.7 which considered the reliability of the scale. Therefore, the Cronbach Alpha values were found to be well above the cut-off value of 0.7 (Field, 2009). The reliability of the scale of all variables (Emotional Intelligence, Project Performance, Trust in Team, Role Ambiguity) is given in following table. A summary of reliability analysis results were shown in **Table: 4.4**

TABLE 4.4: Reliability Analysis

Variables	**Items**	**Cronbach's Alpha**
Emotional Intelligence	16	0.824
Project Performance	6	0.72
Trust in Team	5	0.723
Role Ambiguity	7	0.931
Overall	34	0.803

Table: 4.4 shows the reliability of the scales used in present study. The value of Cronbach's alpha (α) of the variable emotional intelligence is 0.824 which is greater than 0.7 so the scale of emotional intelligence is reliable. The value of the variable project performance is 0.720 which is also greater than 0.7 so the scale is also reliable. For the variable trust in team the value of Cronbach's alpha (α) is 0.723 which is greater than 0.7 so the scale is reliable. The variable role ambiguity have alpha value of 0.931 which is greater than 0.7 so the scale is most reliable among the others. The overall value of the total item of the scales is also shown as greater than 0.7, so we can conclude that the scales we used in this particular study are reliable for further data analysis.

4.5 Correlation Analysis

In order to evaluate the link or relation between the variables the correlation analysis has performed in SPSS. The main objective of the correlation analysis is to check the relationship between the variables. In the present study while testing the relationship we have found the impact of emotional intelligence on project performance in the presence of mediating variable of team member's trust and moderating influence of role ambiguity with each variable in the model. The value Pearson correlation denoted by "r" and represents strength and nature of the relationship of one variable with each other in the model and the value is ranging from -1 to 1. The positive sign of the coefficient represent that the variable has same direction as the value of one variable increase other will also increase. The negative sign represent that the variables have the movement in opposite direction.

TABLE 4.5: Correlation Analysis

Variables	**1**	**2**	**3**	**4**
1 Emotional Intelligence	1			
2 Trust in Team	.582**	1		
3 Role Ambiguity	-.305**	. -.372**	1	
4 Project Performance	.490**	.543**	-.293**	1

***. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).*

Correlation analysis has been used to test the relationship between the variables. In this analysis the relationship between dependent variable and independent variable are checked and also other variables of the study. Correlation analysis given the information such as the existence of the relationship, if there is a relationship then is it direct or adverse?, and also confirmed the strength of relationship. In Pearson correlation analysis, the coefficient value ranging from 0.3 to 0.5 represents a moderate relation, while above the 0.5 is indicating a strong relation, the value less than 0.3 consider a weak relation between the variable (Cohen, 1988).

The correlation analysis represents that the project performance has a significant positive correlation with emotional intelligence; however, there is moderately correlation ($r=0.490$, $p<0.01$). Trust among team members has a significant and strong positive relationship with emotional intelligence ($r=0.582$, $p<0.01$) and also with the project performance ($r=0.543$, $p<0.01$). Role ambiguity has a significant moderate negative relationship with emotional intelligence ($r=-0.305$, $p<0.01$), weak negative relationship with project performance ($r=-0.293$, $p<0.01$) and also negative relationship with trust in team members ($r=-0.372$, $p<0.01$).

4.6 Regression Analysis

In correlation analysis we study the links between the variables. The correlation analysis lacks to explain the cause and effect between variables. The analysis also

lacks to define the amount of change one variable brings in another variable and does not explain the causal relationship between the variables. So the regression analysis is implemented to find out the causal relationship between the variables and also explain the dependencies between the variables.

There are two types of regression analysis, one type is known as the linear analysis or simple regression and the second type is called multiple regression analysis. The linear analysis or simple regression is performed to find out the causal relationship between two variables, but multiple regression analysis is performed to find out the causal relationship among more than two variables. Mostly this analysis is done to find the effect mediation and moderation.

4.6.1 Linear Regression

The main purpose of the linear regression analysis is to find out the causal relationship between independent variable Emotional Intelligence and dependent variable Project Performance. The table below shows the results of the linear regression analysis.

Table 4.6: Linear Regression

	Project Performance				
Predictor	β	$\mathbf{R^2}$	$\mathbf{\Delta R^2}$	**F**	**Sig.**
Model Emotional Intelligence	0.290	0.084	0.081	26.842	0.000

The above table depicts the important results regarding to the independent variable and dependent variable. The change in dependent variable which is project performance due to change cause by independent variable which is emotional intelligence is explained by the value of R^2 which is 0.084 variations in them. The range of R^2 value is between 0 and1. So, the value for this study is acceptable. The p-value is 0.000 which indicates the model is significant. The value of F is

26.842 which represent the significance of the model. There is 8.40% change in the dependent variable which is project performance due to change in independent variable which is emotional intelligence, the value of β which is 0.290 denotes that unit change by per unit. This value represents that the unit change in emotional intelligence can change 0.290 unit change in the project performance. The model of the present study is significant statistically which means that a positive relationship is exist between emotional intelligence and project performance. So, the first hypothesis of the study is proved.

H1: Emotional intelligence is positively associated with the project performance.

TABLE 4.7: Emotional Intelligence and Trust in Team

	Trust in Team				
Predictor	β	$\mathbf{R^2}$	$\mathbf{\Delta R^2}$	**F**	**Sig.**
Model					
Emotional Intelligence	0.382	0.146	0.143	50.17	0.000

The above table shows the results about the emotional intelligence and trust in team. The change in trust in team due to change cause by emotional intelligence is explained by the value of R^2 which is 0.146 variations in them. The range of R^2 value is between 0 and1. So the value for this study is acceptable. The p-value is 0.000 which indicates the model is significant. The value of F is 50.170 which represent the significance of the model. There is 14.6% change in the trust in team due to change in emotional intelligence; the value of β which is 0.382 denotes that unit change by per unit. This value represent that the unit change in emotional intelligence can change 0.382 unit change in the trust in team members. The model of the present study is significant statistically which means that a positive relationship is exist between emotional intelligence and the trust in team members. So the first hypothesis of the study is proved.

H2: Emotional intelligence is positively associated with the trust in team members.

TABLE 4.8: Trust in Team and Project Performance

Project Performance					
Predictor	β	$\mathbf{R^2}$	$\mathbf{\Delta R^2}$	**F**	**Sig.**
Model Trust in Team	0.303	0.092	0.89	29.626	0.000

The above **Table 4.8** shows the positive association between the trust in team and project performance. The change in project performance due to change cause by trust in team is explicated by the value of R^2 which is 0.092 variations in them. The range of R^2 value is between 0 and1. So the value for this study is acceptable. The p-value is 0.000 which indicates the model is significant. The value of F is 29.626 which represent the significance of the model. There is 9.20% change in the project performance due to change in trust in team; the value of β which is 0.303 denotes that unit change by per unit. This value represent that the unit change in trust in team can change 0.303 unit change in the project performance. The model of the present study is significant statistically which means that a positive relationship is exist between trust in team and project performance. So the third hypothesis of the study is proved.

H3: There is a positive relation between rust in team members and project performance.

4.6.2 Mediation Analysis

Multiple regression analysis is utilized to find the causal relationship between more than two variables. The Andrew F. Hayes process macros have used to check the moderation and mediation effect with the help of multiple regression analysis. The model 4 is used to find out mediation effect to perform the analysis. The mediation effect give the information that how is the independent variable related to the dependent variable and also tells about the links between them. The team member's trust is used as the mediator in between the association independent variable which is emotional intelligence and dependent variable project performance.

Table 4.9: Mediation Analysis

IV	Effect of IV on M (a Path)		Effect of M on DV (b Path)		Total Effect of IV on DV (c Path)		Direct Effect of IV on DV (c Path)		Bootstrap Result for Indirect Effect	
	β	t	β	t	β	t	β	t	LL95%	UL95%
EI	0.512***	7.08	0.245***	3.81	0.422***	5.18	0.296***	3.44	0.047	0.234

*N=295, IV Independent Variable, M Mediating Variable, DV Dependent Variable, LL lower Level confidence interval, UL Upper Level confidence interval, ***p<0.001.*

In order to find the mediation effect, Andrew F. Hayes process macros is used, and model 4 run to test the hypothesis in SPSS software. In this particular study the Hypothesis 2 defines that trust in team members mediates the relationship between emotional intelligence and project performance.

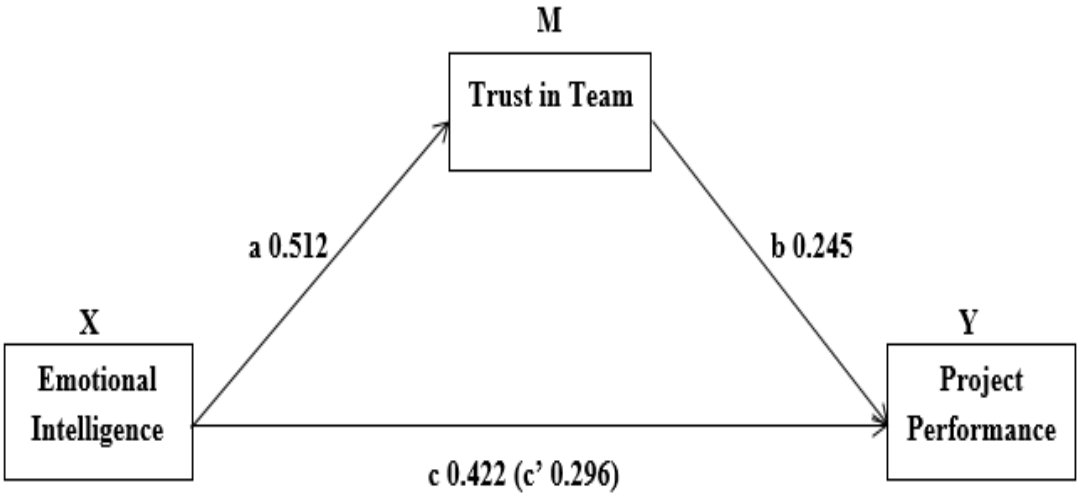

FIGURE 4.2: Mediation Analysis with Coefficient

Model 4 is utilized to find the four path of the model which is path a, b, c, and c' and determines the occurrence of the mediation effect.

The above figure 4.2 shows the detail of the path and also the respective coefficient values.

Total Effect (c)

The total effect represents the effect between independent variable Emotional Intelligence and dependent variable Project Performance. The value of total effect is 0.422 with significance level p=0.000, which shows that 42.2 percent variation in the project performance is caused due to the change in emotional intelligence. The bootstrap value of lower limit is 0.047 and the upper limit is 0.234. The zero value is not falling between the lower limit and upper limit. So according to these values the hypothesis 1 is accepted.

Direct Effect (c)

The direct effect shows the effect between independent variable Emotional Intelligence and dependent variable Project Performance in the presence of the mediating variable Trust in Team members in current study. The value of direct effect is 0.296 with significance level p=0.000, which represents that the emotional intelligence is liable for 29.6 percent variation in the project performance in the presence of the mediating variable which is Trust in Team members.

Indirect Effect

The indirect effect is an indicator that defines the presence of the mediation effect between independent variable and dependent variable is exist or not, such as trust in team members mediates the association between emotional intelligence and project performance. The indirect effect bootstrapping value shows significant results as zero value is not falling between the lower limit and upper limit. So the value of lower limit is 0.047 and the upper limit is 0.234. The above values suggest that the mediation exist in this model so the fourth hypothesis has accepted, which states that:

H4: Trust in team members mediates the relationship between emotional intelligence and project performance.

4.6.3 Moderation Analysis

The moderating variable between the predictor and independent variable work as a catalyst and its role is to strengthen or weakens the relationship between them. Hypothesis 5 states that role ambiguity moderates the relationship between trust in team members and project performance. In order to check the moderating effect, Andrew F. Hayes process macros is used and model 1is run to check the simple moderation.

Table 4.10: Moderation Analysis

DV	**Effect of TT on PP**		**Effect of RA on PP**		**Total Effect of TT*RA on PP**		**Bootstrap Result for in-Direct Effect**	
	β	t	β	t	β	t	LL95%	UL95%
PP	0.326***	5.48	-0.069***	2.55	-0.195***	-3.15	-0.317	-0.073

The above table shows the moderation effect, the total effect of trust in team members and role ambiguity on project performance is significant with the p value of p=0.002 and there is no zero between the lower limit and upper limit. The bootstrap value of lower limit is -0.317 and the upper limit are -0.073. The negative

value of β which is -0.069 of the effect of role ambiguity and project performance represents that there adverse effect between them. The interactive effect of trust in team and role ambiguity on project performance is also negative as -0.195. So the fifth hypothesis has been accepted which states that:

H5: Role ambiguity moderates the relationship between trust in team members and project performance.

4.6.4 Summary of the Hypotheses

The below table represent the proposed hypotheses for the current study. It also shows the acceptance and rejection of the hypothesis of the proposed model. In this particular study three hypothesis are accepted while only one hypothesis is rejected according to the results and analysis.

TABLE 4.11: Summary of the Hypothesis

Hypotheses	**Statements**	**Results**
H1	Emotional intelligence is positively associated with the project performance.	Accepted
H2	Emotional intelligence is positively associated with the trust in team members.	Accepted
H3	There is a positive relation between rust in team members and project performance.	Accepted
H4	Trust in team members mediates the relationship between emotional intelligence and project performance.	Accepted
H5	Role ambiguity moderates the relationship between trust in team members and project performance.	Accepted

Chapter 5

Discussion and Conclusion

5.1 Introduction

The chapter is comprised of discussions, imp1ications and limitation of the research study and conclusion about the last six month in which the brief information regarding the current topic of emotional intelligence.

5.2 Discussion

The aim of present study is to explore the relationship between emotional intelligence and project performance and investigate it with mediating role of team member's trust and moderating effect of role ambiguity. Data is collected from the industry of international development sector through online questionnaires. The targeted respondents were the project managers, team members and other internal stakeholders of the projects. The targeted population for the study is the twin city of Rawalpindi and Islamabad.

The demographic information shows that the maximum respondents are belonged male (71%) and the female frequency is low as 29%, which indicates that working with international development project like NGOs, the team members are male dominant in such projects. The respondents of age group 26 to 33 contribute the highest number as 34%, which represents that the young people are attracted by

these international development project-based organizations. The education level of the maximum respondents is masters as 36% and graduates are represented by 33%.

The respondents of 41% having maximum working experience of 6 to 10 years in the field of project management. The frequency of international development project-based organizations in the present study indicates that there are multiple of projects initiated by the different organization in Pakistan. Among these projects we have collect maximum responses from USAID projects as 19% secondly the projects of IFAD have 14% and AKRSP projects have 12% respectively.

The results and analysis of the particular study shows that emotional intelligence has a positive and significant impact on project performance. Emotional intelligence has also significant relation with team member's trust, while the trust between team members mediates the association between emotional intelligence and project performance. The role ambiguity moderates the relationship between trust and project performance. All the proposed hypotheses from the literatures H1, H2 and H3, H4 and H5 are accepted by the results analysis.

The each hypothesis with detail discussion is given below.

5.2.1 H1: Emotional Intelligence is Positively Associated with the Project Performance

The first hypothesis states that Emotional intelligence is positively associated with the project performance. The positive emotions such as happiness, pleasures, enthusiasm and excitement at workplace contribute a significant impact on the performance of the individual as well as the overall project. While the negative emotions, stress, anxiety and depression leads to decrease the individual and project performance. So the emotionally intelligent projects managers and team members always to manage and regulate the emotions of self and project team members. According to the results the value of F is 26.842 which represent the significance of the model.

The p-value is 0.000 which indicates the model is significant. There is 8.40% change in the dependent variable which is project performance due to change in independent variable which is emotional intelligence, the value of β which is 0.290 denotes that unit change by per unit. This value represent that the unit change in emotional intelligence can change 0.290 unit change in the project performance. The model of the present study is significant statistically which means that a positive relationship is exist between emotional intelligence and project performance.

It is evidence from the previous literature that emotional intelligence is considered among critical success factors that influence project performance. Moreover, the team members within the project have emotional intelligence encourage societal and emotional atmospheres that expedite performance and coordination among team members (Maqbool, Sudong, Manzoor, & Rashid, 2017). Generally there is a positive impact has seen through positive emotions which enables the employees to in better way at workplace, on the other hand the employee's negative emotions such as anger, frustration and impatience on the job can lead the reduction in passions and interest which eventually decrease the individual performance (Mayer, Salovey & Caruso, 2008). Emotional intelligence is an essential factor in emerging a positive understanding atmosphere, creative communication, and better project outcomes (Troth, Jordan & Lawrence, 2012).

Emotional intelligence contributes a significant part in creating a positive way of effective communication, support, and better performance among project's team members (Smith, Heaven & Ciarrochi, 2008). Project team emotional intelligence should facilitate team work in composite projects, that includes challenges and complexities project participants, comprising the management of resources, resolving complex tasks at the time of crises, and build up specific individual objectives with a combined mission, effective communications, and organizing information allocate among the individuals as well as team within project (Ashkanasy & Dorris, 2017).

The self-management is the individual's ability to handle, manage and organize the emotions of one self (Goleman, 1998). One can see that the level of emotional intelligence in the personality of the individual who work with the people.

Therefore the Goleman's definition of self-management it is reflected that the emotional intelligence associated with the project performance. Self-motivation is defined as the internal force of an individual that generates the emotions of a person to continue the task in the routine life without any obstacle especially at workplace (Goleman, 1998). He also specifies that Self-motivation is a significant factor of emotional intelligence that creates the trust between the individual working at specific projects which ultimately improve the overall performance. So from the above discussion and the results it is evident that the emotional intelligence has a dynamic role in improving the communication, coordination, interaction and mutual cooperation among the team members which ultimately increase the project performance. So the hypothesis H1 is accepted in this study.

5.2.2 H2: Emotional Intelligence is Positively Associated with the Trust in Team Members

The second hypothesis states that emotional intelligence is positively associated with the trust in team members. The emotionally intelligent project managers and team members are always trying to create trusting environment among them during the project execution phase. There is a positive impact has seen through positive emotions which enable the project team to perform in a better and comfortable way at workplace, on the other hand they controlled the negative emotions such as irritation, frustration and impatience during the project. Emotional intelligence and trusts among the team members have produced the social commitment at workplace that eventually increases the work performance. According to the results the value of F is 50.170 which denote the significance of the model. The p-value is 0.000 which shows the model is significant. There is 14.60% change in the trust in team member due to change in emotional intelligence; the value of β which is 0.382 denotes that unit change by per unit. This value represent that the unit change in emotional intelligence can change 0.382 unit change in the trust in team members. The model of the present study is significant statistically which means that a positive relationship is exist between emotional intelligence and trust in team members.

Emotional intelligence, attitudes and consequences in the workplace have been shown to be related to perception of team satisfaction and confidence that are directly associated to emotional capabilities such as trust. The project team members with high emotional intelligence have more trust in their peers (Sy, Tram & O'Hara, 2006).

The attitudes and behaviors at work are predicted through diverse emotions of the team members. Such emotions come from the actions within projects that produce emotional response at workplace. The emotional intelligence is an essential individual skill and significant ability to build trust and improve the development of others Social relations. Therefore emotionally exciting project team members are anticipated to contribute with a healthier relationship and communication, which increases self-confidence in the team member's trust. The emotional intelligence of the team members increases the positive emotions and feelings that effects in building self-confidence between the team members and developing higher social interactions within the team members.

According to the emotional intelligence-based theory of performance, the emotional competencies of the project managers and team members such as trustworthiness, self-control, self-confidence, self-awareness, communication, leadership of project manager, building bonds between team members, teamwork and collaborations are the fundamental factors for creating trust in team members. The above literature supported hypothesis and the results of the model test in the present study both are aligning the positive relationship of the emotional intelligence and team member's trust in international development project in Pakistan. Therefore we concluded the discussion in supporting the second hypothesis.

5.2.3 H3: There is a Positive Relation between Trust in Team Members and Project Performance

The third hypothesis of the model in this study states that there is a positive relation between rust in team members and project performance. The performance of any project is determined by the efficiency and the effectiveness of the team

member's actions project task during execution phase of the project. The strong bonding between the project team leads the project success. In Pakistan mostly the trust factor is missing between the stakeholders in the public as well as private sector project-based organization. The international development projects operating in Pakistan are mostly incomplete or delay due to the lack of trust among the project team key stakeholders.

The trust and satisfaction of the local communities on the international development projects play a vital role for the success of these projects. According to the results the value of F is 29.626 which represent the significance of the model. The p-value is 0.000 which indicates the model is significant. There is 9.20% change in the project performance due to change in trust in team; the value ofβ which is 0.303 denotes that unit change by per unit. This value represent that the unit change in trust in team can change 0.303 unit change in the project performance.

Trust has shown that it strengthens relationship and communication among the stakeholders, although leading to project success (Rezvani et al., 2016). The trust increases confidence, capability and skills of the team members within the project to communicate effectively and share information to achieve objectives of the project.

Trust can be created in organizing and facilitating horizontal working conditions and in effective collaboration between project team (Maurer, 2010; Wong & Cheung, 2004). Trust is the ultimate critical element of a good work related connection between the employees (Costa & Anderson, 2011).

The theory emotional intelligence-based performance, Goleman (2001) identified the emotional competencies of the project managers and team members such as trustworthiness, self-confidence, self-awareness, communication, leadership of project manager, building bonds between team members, teamwork and relationships are the essential elements for creating trust in team members.

The above literature supported hypothesis and the results of the model test in the present study both are aligning the positive relationship of the emotional intelligence and team member's trust in international development project in Pakistan. Therefore we concluded the discussion in supporting the third hypothesis.

5.2.4 H4: Trust in Team Members Mediates the Relationship between Emotional Intelligence and Project Performance

The fourth hypothesis states that trust in team members mediates the relationship between emotional intelligence and project performance. Team member's trust is the second key factor which creates cooperation, communications and mutual understanding among the team members at workplace. The mediating role of team member's trust between the emotional intelligence and project performance has a positive influence on this relationship. The trusting atmosphere at workplace will contribute in ability and competency of the team members against the complex situation with in the project and enhance the skills to overcome the difficulties during such situations.

Trusts among the team members have created the formal and informal social engagement at workplace that ultimately improves the work performance. The indirect effect bootstrapping value shows significant results as zero value is not falling between the lower limit and upper limit. So the value of lower limit is 0.047 and the upper limit is 0.234. The results evident that the significant relation of team member's trust as a mediator between emotional intelligence and project performance.

Researchers defined the concept of trust as "a mental position consisting of the intention to accept susceptibility depending optimistic expectations of the behaviors of other individual" (Rousseau, Sitkin, Burt & Camerer, 1998: 395). In literature there are diverse debates on the significance and definition of the trust (Jiang, Zhang & Le, 2011).

The important components of this description are readiness to agree, openness in between of team member's relationship and positive anticipations of the another party during situations of risk and interdependencies to create and maintain the trust among them (Lewicki, Tomlinson & Gillespie, 2006). Trust is the utmost essential element of a good work related connection (Costa & Anderson, 2011). Trust has shown that it strengthens communication and the relationship

between project stakeholders, which ultimately leads to project success (Rezvani et al., 2016). Team members and people who trust each other must work closely and contribute to collaborative relationships regarding difficulties and problems, which are essential requirements for successful results that result in high project performance (De Jong, Dirks and Gillespie, 2016).

Mutual trust contributes to enhance the success of the project through information exchange, open to communication, facilitate to create the new ideas in the time of crises (Christie, Jordan and Troth, 2015). So from the above discussion and the results it is evident that trust is the factor among the emotionally intelligent team members within the project will improve the project performance by strengthening communication and the relationship between them. The emotional intelligence-based theory of performance, explains the emotional competencies of the project managers and team members such as trustworthiness, self-confidence, self-control, self-awareness, self-assessment, and communication, leadership of project manager, building bonds between team members, teamwork and collaborations are the fundamental factors for creating trust in team members which eventually leads to the project performance. The above literature supported hypothesis and the results of the model test in the present study both are proved that mediating effect of team member's trust between emotional intelligence and performance of international development project in Pakistan. These discussion leads to prove the hypothesis H4.

5.2.5 H5: Role Ambiguity Moderates the Relationship between Trust in Team Members and Project Performance

The fifth hypothesis states that role ambiguity moderates the relationship between trust in team members and project performance. In the context of present study is the role ambiguity which has an adverse effect on the project as well as individual performance. When the project managers and team members have unclear and ambiguous role at workplace then the communication and connection between the

project team become poor and the performance has also decrease which could lead to the project failure. The Role ambiguity takes increasing demands on the members of the project team and influences their attitude and work perception of roles and positions (Rizzo, House & Lirtzman, 1970).

The projects generally include complex in structures, which exaggerate the uncertainty in roles, so the team members find it more difficult to decide from whom they receive instructions. This can lead to confusion about the responsibilities of a team member, because the tasks associated with a specific role are interpreted differently. Due to role ambiguity, the problem solving skills, mutual trust, communication and commitment are reduced, leading to poor results (Pinto, Dawood & Pinto, 2014).

Researchers described that role ambiguity adversely affects the performance because it can negatively impact the professional skills and self-esteem of each team member, and provide a situation of helplessness and deficiency of control between the team (Liu & Chiu, 2016). In present study the emotionally intelligent project managers and team members were influence by three different level of role ambiguity, at low level of role ambiguity the emotional intelligence has stronger impact on project performance while at high level of role ambiguity there is weaker relationship with the project performance. The moderation analysis and results have also shown that the role ambiguity moderates the direct and conditional indirect effect of emotional intelligence on the project performance.

The total effect of trust in team members and role ambiguity on project performance is significant as the results are (β=-0.195) and the p value of p=0.002, there is no zero between the lower limit and upper limit. The bootstrap value of lower limit is -0.317 and the upper limit are -0.073. So the fifth and last hypothesis is accepted.

5.3 Implications

Present study has many implications and contributions in management and academic level.

5.3.1 Managerial Implications

Project Management has swiftly prolonged its boundaries from traditional fields of construction and engineering to other areas during the last few decades (Ika & Hodgson, 2014). However, it still heavily depends on the knowledge and experience of different industries. As project management is a diverse field that coexists and intersects with many other sectors, a lot of knowledge can be learned from these related areas (Söderlund, 2011).

One of such area is the international development, which targets at improving health, education and general living standards of public in developing countries through poverty reduction, governance improvement, human rights and capacity building projects. This study identified that the emotional intelligence is the core factor to predict the project performance and also has a positive and significant impact on it. So the international development project-based organizations working in Pakistan should heavily focus on the emotionally intelligent project managers and team members to contribute, manage and regulate the positive emotions at workplace.

These emotions increase the individual performance as well as team which lead to the project success. The strong bonding between the project team leads the project success. In Pakistan mostly the trust factor is missing between the stakeholders in the public as well as private sector project-based organization. The international development projects operating in Pakistan are mostly incomplete or delay due to the lack of trust among the project team key stakeholders. The trust and satisfaction of the local communities on the international development projects play a vital role for the success of these projects. The project based organizations must specifically focus on the training and development of the project team in order to create the trust among them for the better performance individually and collectively.

5.3.2 Academic Implications

Project management is a diverse field of study, in which contribute different

sectors and industry. Project management is expending its boundaries to diverse field so that the students can explore these new and innovative areas of study to strengthen the project management literature. Emotional intelligence is the core factor in almost every sectors and industries but specifically in the field of project management it contribute much more than other sectors.

The present study have explored the influence of emotional intelligence on project performance with mediating role of work attitude such as team member's trust and moderating effect of role ambiguity. The trust and role ambiguity were tested first time on the relationship between emotional intelligence and project performance. This relationship and the tested model could help the student to explore further with their proposed models. The scholars can expend the mechanism of the emotional intelligence and project performance by introducing the other work related attitudes.

5.4 Limitations and Future Research

The main limitation of this study is that it was a cross-sectional study and since the project performance of international development projects may not be properly measured over a short period of time. Therefore in order to get a clear picture about project performance a longitudinal study needs to be carried out. The researchers may also include a specific sector for their studies and may collect data with a larger sample to get satisfactory results. We have included all the international development projects working in targeted population areas in Pakistan only, thus the results of the study may not be generalized for other countries and for a specific international development project. Therefore, the role of emotional intelligence needs to be studies in other countries as well as other international development projects specifically.

Emotional intelligence is the key critical success factor in measuring the project performance in this study. The other critical success factors such as leadership style, project manager's competence, etc. can used to measure the project performance. The work attitude (Trust) is used as mediator in this study which has

a significant effect on project performance. Further research may use the other mechanism such as job satisfaction and organizational commitment. The other moderators such as organizational culture, team conflicts and task interdependence may also use to test relationship emotional intelligence and performance.

5.5 Conclusion

This study has empirically proved that the emotional intelligence has a positive and significant relationship with the project performance with mediating role of trust and moderating influence of role ambiguity. The international development project-based organizations are always desired to complete their projects on schedule, within the scope and budget. These "triple bottom line" are the main factors for project success. The emotion of project managers and team members at workplace has also determined the individual performance. The project managers and team members are emotionally intelligent in such projects then there will be a positive impact on the performance of individuals and project team resulting project success.

The project success rate in an organization may also lead the overall development in organizational performance. Moreover, the indirect effect of emotional intelligence on project performance through team member's trust significantly moderate at three level of role ambiguity. The first three hypotheses developed in present study from the literature was supported the research model but the fourth hypothesis has rejected. The results of present study will contribute in the project management practices and academic research by exploring the emotional intelligence in project-based organizations. The project-based organizations need to focus on the training and development of employees to perform more emotionally intelligent at workplace. The emotionally intelligent team members perform their duties and responsibilities efficiently and effectively. They have the competencies such as problem solving skills, conceptual skills and human skills to manage and regulate the project related task that can certainly leads to the overall project success.

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Appendix-A

Questionnaire

Dear Respondent

I am a student of MS Project Management Capital University of Sciences & Technology, Islamabad. I am conducting a research on the topic: "**Impact of Emotional Intelligence on Project Performance with the Mediating Role of Trust in Team Members and Moderating Influence of Role Ambiguity in International Development Projects**". You can help me by completing the attached questionnaire. I appreciate your participation in my study and I assure that your responses will be held confidential and will only be used for education purposes.

Sincerely,

Zafar Muhammad,

MPM191026

MS (PM) Research Scholar,

Faculty of Management and Social Sciences,

Capital University Science and Technology, Islamabad.

Section 1: Demographics

Gender	1- Male 2- Female
Age(years)	1 (18-25), 2 (26-33), 3 (34-41), 4 (42-49), 5 (50 and above)
Qualification	1 (Matric), 2 (Intermediate), 3 (Bachelor), 4 (Master), 5 (MS/M.Phil.), 6 (PhD)
Experience(Years)	1 (1–5), 2 (6–10), 3 (11-15), 4 (16-20), 5 (21-25), 6 (26 and above)

Section 2: Emotional Intelligence (Project manager & Team Members)

Please tick the relevant choices: 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Sr. No.	**Statement**					
1	I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5
2	I have good understanding of my own emotions.	1	2	3	4	5
3	I really understand what I feel.	1	2	3	4	5
4	I always know whether or not I am happy.	1	2	3	4	5
5	I always know my team members' emotions from their behavior.	1	2	3	4	5
6	I am a good observer of my team members' emotions.	1	2	3	4	5
7	I am sensitive to the feelings and emotions of my team members.	1	2	3	4	5
8	I have good understanding of the emotions of my team members around me.	1	2	3	4	5

9	I always set goals for myself and then try my best to achieve them.	1	2	3	4	5
10	I always tell myself I am a competent person.	1	2	3	4	5
11	I am a self-motivated person.	1	2	3	4	5
12	I would always encourage myself to try my best.	1	2	3	4	5
13	I am able to control my temper and handle difficulties rationally.	1	2	3	4	5
14	I am quite capable of controlling my own emotions.	1	2	3	4	5
15	I can always calm down quickly when I am very angry.	1	2	3	4	5
16	I have good control of my own emotions.	1	2	3	4	5

Section 3: Trust in Team (Project manager & Team Members)

Please tick the relevant choices: 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Sr. No.	**Statement**					
1	If I got into difficulties at work I know my team would try and help me out.	1	2	3	4	5
2	I can trust my team I work with to lend me a hand if I needed it.	1	2	3	4	5
3	I have full confidence in the skills of my team.	1	2	3	4	5
4	Most of my team members can be relied upon to do as they say they will do.	1	2	3	4	5
5	I can rely on my team not to make my job more difficult by careless work.	1	2	3	4	5

Section 4: Role Ambiguity (Project manager & Team Members)

Please tick the relevant choices: 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Sr. No.	**Statement**					
1	My authority matches the responsibilities assigned to me within this team.	1	2	3	4	5
2	My responsibilities in the team are clearly defined.	1	2	3	4	5
3	I feel certain about how much authority I have within this team.	1	2	3	4	5
4	I have clear planned goals and objectives for my work in this team.	1	2	3	4	5
5	The planned goals and objectives for my work in this team are not clear.	1	2	3	4	5
6	Within this team, I know what is expected of me.	1	2	3	4	5
7	Within this team, I know what my responsibilities are.	1	2	3	4	5

Section 5: Project Performance (Project manager & Team Members other Stakeholders)

Please tick the relevant choices: 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Sr. No.	**Statement**					
1	The project goals were met.	1	2	3	4	5
2	The project met its planned schedule.	1	2	3	4	5

3	The quality of the developed products/services in the project was good.	1	2	3	4	5
4	The products/services developed in the project were of a high value to customers.	1	2	3	4	5
5	The project was performed in low-cost structure and in compliance of the budget framework.	1	2	3	4	5
6	The project budget was meticulously kept.	1	2	3	4	5