



LEADER EMOTIONAL INTELLIGENCE AND SUCCESS OF PROJECTS UNDER KENYA URBAN ROADS AUTHORITY (KURA) IN NAIROBI COUNTY

¹Kimani Sebastian, ²Dr. Kihara Allan

¹Masters student, Jomo Kenyatta University of Agriculture and Technology, Kenya

²Lecturer, Jomo Kenyatta University of Agriculture and Technology, Kenya

ABSTRACT

In Kenya, construction projects are facing challenges of non-completion and many construction projects fail due to factors like time inefficiency, lack of adequate funds and lack of advance working equipment. This study sought to establish the effect of project leader emotional intelligence and success of projects under Kenya urban roads authority in Nairobi County. Specific Objectives were to determine the effect of emotional self-awareness on success of projects under KURA in Nairobi County, to establish the effect of self-management on success of projects under KURA in Nairobi County. This study used descriptive survey research design. This study was conducted in Kenya Urban Roads Authority. The target population was 156 project managers, project supervisors and team leaders at KURA. The study used the Krejcie and Morgan formula to arrive at the sample size. The sample size was 112 respondents. The study adopted stratified random sampling in selecting the study sample. The study used a questionnaire to collect primary data. The researcher carried out a pilot study to pre-test and validates the questionnaire. Closed-ended questions were analyzed using descriptive statistics mean, standard deviation, percentages and frequencies. The information was presented in form of tables, figures and pie charts. Open-ended questions were analyzed using conceptual content analysis. The study conducted a correlation analysis to establish the strength of the relationship between the independent and the dependent variable. Multiple regressions were done to determine the effect of project leader emotional intelligence and success of projects under Kenya urban roads authority in Nairobi County. The study revealed that self-awareness was statistically significant to success of projects under Kenya urban roads authority. The study found that self-management was statistically significant to success of projects under Kenya urban roads authority. The study suggests that leaders should be adept to change because the factors that lead to project success at one point in time may not lead to the same results thus the need for constant updating of capability, competences, skills and knowledge to suit the current situation to arrive at better and improved performances and withstand completion or stay ahead of it.

Key Words: project leader emotional intelligence, success of projects, emotional self-awareness, self-management

INTRODUCTION

Project success can be measured in three basic criteria cost, time and quality. However, these trio are increasingly exposed to many shortcomings (Angus, Bowers, & Flett, 2015) and are thought to be inadequate to measure the success of a project as long as the project requires quality in the project management process and satisfies the requirements of stakeholders (Bakhsheshi & Nejad, 2016). Bryde (2018) suggested that projects considered successful have to add customer satisfaction criteria and benefit a specific customer group. According to Chan (2017), successful projects should meet the following criteria: time; cost; technical requirements; satisfaction of stakeholders; end user expectations; the surrounding environment; business value and safety during construction. Mir and Pinnington (2016) argue that the success of a project should be evaluated against the short-term and long-term goals of the project, including factors related to: the effectiveness of the project; influence on customers, business success, affecting the future and teamwork effectiveness.

Leadership is a crucial part of managing projects, impacting directly on successful project outcomes (Pryke, Lunic & Badi, 2016). This study will focus on emotional intelligence of project leaders. The ability to harness emotions, in order to facilitate various cognitive activities, such as thinking, problem solving, self-management and appreciating complicated relationships among employees is what emotional intelligence (EI) is concerned with (Sunindijo, 2015). Emotional intelligence consists of five parameters namely self-awareness, emotional management, self-motivation, relationship management and emotional coaching. It is a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate amongst them and to use this information to guide one's thinking and actions (Loufrani-Fedida & Missonier, 2012). According to Malhotra (2018) EI is related to managerial effectiveness that is effective project management is not simply determined by technical or hard skills but also by capabilities related to emotions.

In projects, managers with emotional intelligence approach manage responsibilities from a different perspective than authoritarian managers (Asare, 2016). The project's failure rate in the world is still very high and it is surprising that the knowledge or know-how of leadership is not the main cause, but the project manager lacks social intelligence and skills such as communication or conflict resolution (Lee, 2018). Müller and Turner (2016) noted that emotional intelligence abilities are related to the way work is performed and the emotional intelligence plays a key role in improving the performance of project managers. Furthermore, high emotional intelligence can allow project managers to strongly inspire project team members, create motivation to work and increase commitment of members to the project (Ghazinejad, Hussein & Zidane, 2018).

Emotional Intelligence (EI) helps leaders to recognize their emotions, and appreciate how such emotions can affect the people around them. Gitonga (2012) review on emotional intelligence and leadership effectiveness in Kenya showed a positive and significant relationship between emotional intelligence and leader effectiveness. The four clusters of emotional intelligence (self-awareness, self-management, social awareness and relationship management) was significantly correlated to leader effectiveness.

Osieko, Maru & Bonuke (2017), found that emotional intelligence of a manager plays a predictive role in strategic decision making. In an exploration on leadership style, emotional intelligence and innovative work behavior, Bii (2016) found a positive and significant relationship between emotional intelligence and innovative work behavior, emotional intelligence and transformational leadership as well as transformational leadership style and innovative work behavior. In an evaluation on the relationship between emotional

Intelligence and leadership styles in Kenya, Chepng'eno & Ngui (2017) found out that a positive relationship between EI and contingent reward and transactional leadership.

Statement of the Problem

In Kenya, infrastructure projects are facing challenges of non-completion and many construction projects fail due to factors like time inefficiency, lack of adequate funds and lack of advance working equipment (Muriuki & Moronge, 2019). According to RoK (2017) report, many of the road construction projects are not completed within the schedule, more than 17% road connecting Nairobi in 2010 were closed for expansion; in 2015 majority 13% were still not in operation. Further, as at November 2018 out of an estimated 61,936 KM of classified roads, only 8,869 KM, or 15%, was paved (KURA, 2019). Kenya Urban Road Authority (2020) reported there were many projects which were not completed due to obstacles by client, non-availability of materials, poor infrastructure, lack of funds and lack of project manager's competency. Effective project managers must have both hard technical skills to control the triple constraints (cost, time, and scope) and interpersonal and nontechnical soft skills (emotional intelligence) to work effectively with their team and stakeholders.

Some studies on emotional intelligence include; Vierimaa (2015) researched on emotional intelligence and project leadership in Sweden. The results revealed that most of the provided concepts of emotional intelligence can be identified in project management practices, but there is a need to review project managers' emotional self-awareness and self-management. Ferronato (2017) researched on emotional intelligence in leadership and project success within virtual teams in Minnesota. The study found that emotional intelligence score correlated significantly and positively with project success of virtual teams in the areas of client satisfaction and perceived quality. Obradovica, Jovanovicb, Petrovica, Mihica and Mitrovic (2016) researched on project managers' emotional intelligence - a ticket to success in Serbian companies. The results showed that there is a very high positive correlation between emotional intelligence and professional success. Overstreet (2016) studied the relationship between leaders' emotional intelligence and employees' organizational citizenship behavior and job-related affective well-being at Andrews University. Employees who have lower levels of positive emotions and higher levels of negative emotions are associated with leaders with lower levels of EI and being female. Muthembwa (2019) studied the effect of managers' emotional intelligence on performance of small and micro - enterprises in Nakuru East Sub-County, Kenya. The findings showed that managers of SMEs have high levels of emotional intelligence and that emotional intelligence has a significant impact on SME performance. Kalivoda (2018) researched on the correlation between emotional intelligence (EI) and project success in nonprofits and found that emotional intelligence correlates strongly with project success. Despite previous studies focusing on emotional intelligence, none has focused on the effect of social emotional intelligence and success of projects under Kenya Urban Roads Authority (KURA) in Nairobi County.

Emotional intelligence as an emerging concept for developing leadership quality in project management is a topic of interest for modern organizational leaders. A gap exists in the literature regarding the link between emotional intelligence and project success in Kenya. Limited empirical research has examined the relationship between emotional intelligence and project success. This study sought to establish the effect of project leader emotional intelligence and success of projects under Kenya urban roads authority in Nairobi County.

Specific Objectives

- i. To determine the effect of emotional self-awareness on success of projects under KURA in Nairobi County
- ii. To establish the effect of self-management on success of projects under KURA in Nairobi County

LITERATURE REVIEW

Theoretical Review

Social Cognitive Theory

This theory was advanced Bandura (1986). The theory posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. The unique feature of SCT is the emphasis on social influence and its emphasis on external and internal social reinforcement. SCT considers the unique way in which individuals acquire and maintain behavior, while also considering the social environment in which individuals perform the behavior. The theory takes into account a person's past experiences, which factor into whether behavioral action will occur. These past experiences influence reinforcements, expectations, and expectancies, all of which shape whether a person will engage in a specific behavior and the reasons why a person engages in that behavior (Bandura, 2012).

The goal of SCT is to explain how people regulate their behavior through control and reinforcement to achieve goal-directed behavior that can be maintained over time. The SCT has five constructs reciprocal determinism, behavioral capability, observational learning, reinforcements and expectations. Reciprocal refers to the dynamic and reciprocal interaction of person (individual with a set of learned experiences), environment (external social context), and behavior (responses to stimuli to achieve goals). Behavioral capability refers to a person's actual ability to perform a behavior through essential knowledge and skills. In order to successfully perform a behavior, a person must know what to do and how to do it. Observational learning asserts that people can witness and observe a behavior conducted by others, and then reproduce those actions. Reinforcements refer to the internal or external responses to a person's behavior that affect the likelihood of continuing or discontinuing the behavior. Reinforcements can be self-initiated or in the environment, and reinforcements can be positive or negative (Bandura, 2012).

Expectations refer to the anticipated consequences of a person's behavior. Outcome expectations can be health-related or not health-related. People anticipate the consequences of their actions before engaging in the behavior, and these anticipated consequences can influence successful completion of the behavior. Expectations derive largely from previous experience. Self-efficacy refers to the level of a person's confidence in his or her ability to successfully perform a behavior. Self-efficacy is influenced by a person's specific capabilities and other individual factors, as well as by environmental factors (barriers and facilitators) (Cherry, 2019). The theory indicates that people experiences influence their behaviour. This implies that leader's experiences affect their emotional intelligence. This theory was used in this study in explaining the effect of self-management on success of projects.

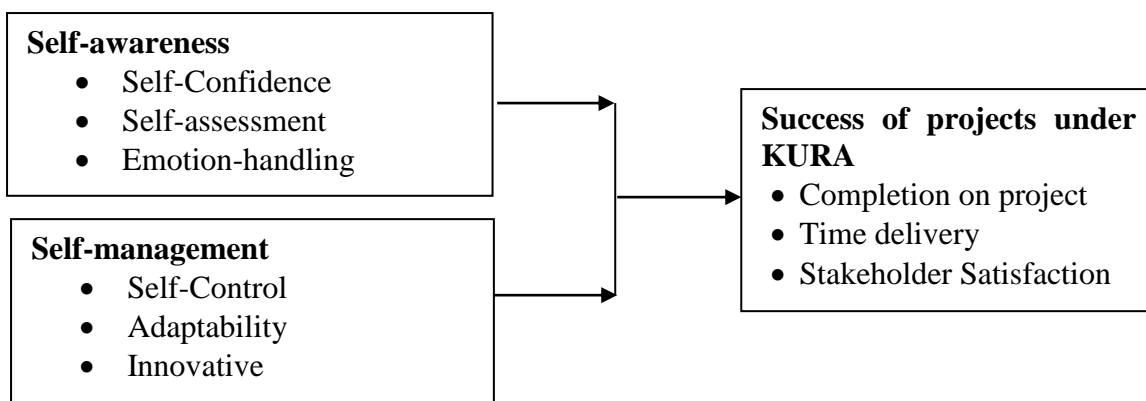
Affective Events Theory

Affective Events Theory (AET) was developed by Weiss and Cropanzano in (1996) explains how emotions and moods influence job performance and job satisfaction. Affective events theory (AET) is a theory of affect (the broader term for emotional experiences, including emotion and mood) in the workplace. The theory recognizes that emotions are a response to an event in the individual work environment. The work environment includes everything surrounding the job characteristics of the job such as the variety of tasks and degree of

autonomy, job demands, and requirements for expressing emotional labor. This environment created work events that can be hassles, uplifts, or both. These work events trigger positive or negative emotional reactions. But the events-reaction relationship is moderated by the employee's personality and mood. Personality pre-disposes people to respond with greater or lesser intensity to the event. For instance, people who score low on emotional stability are more likely to react strongly to negative events. And the individual's mood introduces the reality that general affect cycle creates fluctuations. So a person's emotional response to a given event can change depending on his or her mood. Emotions influence a number of performance and satisfaction variables such as organizational citizenship behavior, organizational commitment, intentions to quit, and level of effort (Weiss & Cropanzano, 1996).

Ashkanasy (2002) stated that Affective Events Theory is the collection of a sequence of positive or negative affective events that turns to positive or negative affective states. If there is a negative affective event and turn to negative affective states, it will threaten attitudinal states and behavioral reactions of employees. This theory also clarifies as an approach of counterbalancing judgment-based theories of work attitudes and behaviours (Weiss & Cropanzano, 1996). The main idea of AET is the affective experience such as moods and emotions as crucial link in shaping attitudes and behaviours (Rosen, Harris & Kacmar, 2009). This theory notes that emotions and moods affect performance. Hence, the project leader's emotions will affect project success. This theory explained the effect of emotional self-awareness on success of projects.

Conceptual Framework



Self-Awareness

Self-awareness is the cornerstone of emotional intelligence. Self-awareness is knowing one's internal states, preferences, resources, and intuitions. It is concerned with recognizing one's emotions, strengths and weaknesses, self-worth and capabilities. This is important to psychological insight and self-understanding. Individuals with accurate self-awareness are aware of their competences which mainly include self-confidence, self-assessment and emotion handling (Zahar, 2013). It should be noted that distraction on one self-awareness component is likely to impact negatively on the rest of the domains of self-awareness which then manifests itself by a slowed performance rate and quality thus its but the reverse is true and effective leaders and followers are those balanced in all the components (Ham *et al*, 2014).

Schofield (2014) suggested that capacity is dependent on self-awareness. Project leaders need to be adept to change because the factors that lead to project success at one point in time may not lead to the same results thus the need for constant updating of capability, competences, skills and knowledge to suit the current situation to arrive at better and improved performances and withstand completion or stay ahead of it (Schofield, 2014).

Self-Management

Self-management enables the individual to manage his own internal states, impulses and controls. It also involves self-monitoring, which allows the individual to adjust his behavior according to external, situational factors. It helps in self-governing by managing one's own values, impulses, resources and disciplines (Lopes, 2016). According to (Lopes, 2016), self-management is an ongoing process which directly affects the performance of employees. For instance, while facing job stress, a strong sense of control over one's beliefs can help to manage anger and depression at work place which acts as a strong tool for better performance.

The element of self-management includes aspects such as trustworthiness, self-control, conscientiousness, adaptability and innovation. Cheok and Eleanor (2011) discuss relationship as the ability to use awareness of one's own emotions and the emotions of others to manage interactions successfully. This includes clear communication and effectively handling conflict. Successful relationship building sets a safe backdrop for emotions and feelings to be aired and explored between workers and service users (Ingram, 2013).

Success of Projects

Project success is the level of conformance between the predetermined aims and anticipations of the project with the actual project outcome, or simply, a project is successful when all the planned and expected results are achieved (Moradi & Zanjirchi, 2012). According to Kerzner (2014) a project is successful if it satisfies all three legs of the triple constraint, namely, performance (specification), cost and time. Morton and Ross (2018) contend that project success is measured by comparing the project outcomes to the overall objectives of the project; whereas project management success tends to be measured against the traditional measures of performance, namely, cost, time and quality. However, Milosevic and Srivannaboon (2016) indicated that project success is no longer viewed within the confines of meeting the project constraints of scope, time, and cost; rather, it is a strategic link that connects the final product to the end-user's satisfaction targeted at achieving overall project goal (project success).

Empirical review

Self-Awareness

Mousa and Al Bajali (2019) researched on the impact of emotional self-awareness and personal growth initiative on goal attainment in final year bachelor student in USA. The study aim was at finding out if there is a relationship between emotional self-awareness (ESA), personal growth initiative (PGI) and goal attainment (GA) in final year bachelor students. A regression correlation analysis was used. Results showed that there is no significant relationship between the variables, however there was a positive relationship between ESA and PGI with GA, and a negative relationship between PGI and ESA.

Hart (2017) researched on development and application of self-awareness in project leadership. This study explored how Project Managers (PMs) in the Department of Defense (DoD) come to understand, develop, and apply self-awareness in leading their projects. The study used a multiple case study design that guided the data collection. The study found that three leader self-awareness elements contributed most significantly to growth: the influence of others, chiefly within the DoD, the experiences they'd had as leaders in the Department and the insights gained from intentional, thoughtful self-assessment throughout their careers.

Tanui, Were and Clive (2018) studied the relationship between self-awareness and effective leadership in county governments in Kenya. The main objective of this study was to establish the relationship between self-awareness and effective leadership in County Governments in

Kenya. The study adopted descriptive survey research design. The results of correlation analysis showed that there was a moderately strong, positive and significant relationship between self-awareness and effective leadership. These finding implied that increase in self-awareness positively resulted to increase in effective leadership. This univariate regression results also confirmed that there is a positive linear relationship between self-awareness and effective leadership.

Self-Management

Ghali and Miri (2018) researched on self-management and its relation to organizational excellence. The study focused on employee self-management practices to explain its role in organizational excellence. Self-management of employees makes them more dedicated, vigorous and engaged them in their work. The outcomes showed that self-management of employees contribute in organizational success in a positive way. Lategan and Fore (2015) studied the impact of leadership styles on project success in telecommunications company. This study aim was to investigate the perception of leadership styles required and factors that contribute to successful project delivery effectiveness within a telecommunication customer service environment. A conceptual research model was formulated and is followed by a quantitative research process and analysis. The results showed that employees had a neutral perception to leadership styles however; different leadership styles are important to themselves and the organization.

Politis (2017) studied the impact of self-management leadership on organizational creativity. The study sought to investigate through an industry survey, the impact of self-management leadership on the work environment dimensions that support creativity. The results showed a moderate and significant positive relationship between self-management leadership and the 'stimulant' dimensions of the work environment for creativity. It was also noted that the factors of the work environment that impede creativity, viz. workload pressure, and organizational impediment, are not associated with self-management leadership.

Palvalin, van der Voordt and Jylhä (2017) studied the impact of workplaces and self-management practices on the productivity of knowledge workers. The study aim was to explore the impact of workplaces, which support concentration and communication, and self-management practices on individual and team productivity. Factor analysis was used to test the dimensions of the conceptual model. The findings showed that self-management practices have a larger impact on the quality and quantity of individual output and the quantity of team output than workplaces for communication and concentration. Improving self-management skills is key to increase all productivity dimensions and in particular the quality of the output.

Kim and Wee (2020) studied the effect of self-awareness and self-management on organizational atmosphere, job satisfaction as leadership coaching roles. The purpose of this study was to investigate the relationship among self-awareness ability, self-management ability, which are sub-dimensions of emotional leadership, and the employee job satisfaction of organization members through the organizational atmosphere. The study conducted a questionnaire survey of 220 employees working in Kyungnam area schools and collected the data and verified the hypotheses through SPSS and AMOS analysis. It was confirmed that the organizational atmosphere influence positively the job satisfaction. It was found that the emotional leadership factor can positively influence the atmosphere of an organization as the role of coaching, and eventually increase the job satisfaction of organization members who have important resource led to organizational performance.

RESEARCH METHODOLOGY

This study used descriptive survey research design. This study was conducted in Kenya Urban Roads Authority. The target population were the project managers, project supervisors

and team leaders at KURA. The study used the Krejcie and Morgan (1970) formula to arrive at the sample size of 112 respondents; this was 72% of the target population. The study adopted stratified random sampling in selecting the study sample. The study used a questionnaire to collect primary data.

Data was then coded using SPSS version 23.0. Closed-ended questions were analyzed using descriptive statistics mean, standard deviation, percentages and frequencies. The information was presented in form of tables, figures and pie charts. Open-ended questions were analyzed using conceptual content analysis. The study conducted a correlation analysis to establish the strength of the relationship between the independent and the dependent variable. Multiple regressions was done to determine the effect of project leader emotional intelligence and success of projects under Kenya urban roads authority in Nairobi County.

RESEARCH FINDINGS AND DISCUSSION

Out of the 112 questionnaires issued, 100 were returned dully filled and fit for analysis. This represented a response rate of 89%. According to Mugenda and Mugenda (2009), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

Descriptive Statistics

Emotional Self-Awareness

The respondents were required to indicate their level of agreement on the following statements about the effect of emotional self-awareness on success of projects under KURA in Nairobi County. 1-strongly disagree, 2-disagree, 3-moderate, 4-agree, 5-strongly agree. The results were as shown in Table 1.

According to the findings, the respondents agreed that they are able to detect and understand crucial social networks as shown by a mean of 4.060, they can determine bad situations quickly as shown by a mean of 4.050, where necessary they are able to openly admit mistakes and faults as shown by a mean of 4.020, they realize immediately when I lose my temper as shown by a mean of 3.820, they are able to adapt to a wide range of emotional signals as shown by a mean of 3.990 and they are able to get along with people of diverse backgrounds as shown by a mean of 3.830. The findings concur with those of Hart (2017) who found that three leader self-awareness elements contributed most significantly to growth: the influence of others, chiefly within the DoD, the experiences they'd had as leaders in the department and the insights gained from intentional, thoughtful self-assessment throughout their careers.

Table 1: Emotional Self-Awareness

Statements	1	2	3	4	5	Mean	Std. Dev
I realize immediately when I lose my temper	4	8	10	58	20	3.820	0.946
I am able to adapt to a wide range of emotional signals	2	5	8	62	23	3.990	1.044
I am able to get along with people of diverse backgrounds	5	9	9	52	25	3.830	0.875
I am able to detect and understand crucial social networks	3	4	11	48	34	4.060	0.921
I can determine bad situations quickly	2	5	6	60	27	4.050	1.039
Where necessary I am able to openly admit mistakes and faults	1	7	9	55	28	4.020	0.957

Self-Management

The respondents were required to indicate their level of agreement on the following statements about the effect of self-management on success of projects under KURA in Nairobi County. 1-strongly disagree, 2-disagree, 3-moderate, 4-agree, 5-strongly agree. The findings were as shown in Table 2.

From the findings, the respondents agreed that they are able to adopt to new innovations as shown by a mean of 4.020, they are to use my own emotions and the emotions of others to manage interactions successfully as shown by a mean of 3.970, they are able to effectively handle conflicts as shown by a mean of 3.980, they are continually learning with an intention of doing things better as shown by a mean of 3.900, they are to see an opportunity rather than a threat in a setback as shown by a mean of 3.870 and team members can rely on project leaders as they are truthful as shown by a mean of 3.750. The findings are in agreement with those of Ghali and Miri (2018) who found that self-management of employees contribute in organizational success in a positive way.

Table 2: Self-Management

Statements	1	2	3	4	5	Mean	Std. Dev
My team members can rely on me as am truthful	6	8	18	41	27	3.750	0.711
I am able to adopt to new innovations	4	7	11	39	39	4.020	0.885
I am able to use my own emotions and the emotions of others to manage interactions successfully	2	2	16	57	23	3.970	0.949
I am able to effectively handle conflicts	3	7	9	51	30	3.980	0.913
I am continually learning with an intention of doing things better	5	6	9	54	26	3.900	0.922
I am able to see an opportunity rather than a threat in a setback	3	5	13	60	19	3.870	0.979

Success of Projects

The respondents were required to rate the success of projects under KURA in Nairobi County. The results were as shown in Table 3. From the findings majority of the respondents (39%) indicated the rate of completion at the scheduled time is between 41-60%, also 43% of the respondents the rate of completion at the set budget is between 41%-60%, 42% of the respondents indicated that the rate that the project will serve the intended purpose is between 41%-60% and 50% of the respondents the rate that the project will meet stakeholders' needs is between 41%-60%.

Table 3: Success of Projects

Statements	0-20%	21%- 40%	41%-60%	Above 61%
Completed at the scheduled time	13%	29%	39%	19%
Completed at the set budget	12%	30%	43%	15%
Serve their intended purposes	10%	27%	42%	21%
Able to meet stakeholder needs	11%	23%	50%	16%

Correlational Analysis

The correlation analysis is used to analyze the association between independent and dependent variables. The study used the Pearson Moment Correlation analysis. The results were as shown in Table 4.

The results revealed that there was a strong positive correlation between self-awareness and success of projects under KURA as shown by $r = 0.731$, statistically significant $p =$

0.002<0.01; there was a positive correlation between self-management and success of projects under KURA as shown by $r = 0.709$, statistically significant $P = 0.003 < 0.05$.

Table 4.: Correlational Results

		Success of projects	Self-awareness	Self-management
Success of projects	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	100		
Self-awareness	Pearson Correlation	.731**	1	
	Sig. (2-tailed)	.002		
	N	100	100	
Self-management	Pearson Correlation	.709**	.229	1
	Sig. (2-tailed)	.003	.071	
	N	100	100	100

Regression Analysis

In this study, a multiple regression analysis was conducted to test the influence among predictor variables.

Model Summary

Model summary is used to analyze the variation of dependent variable due to the changes of independent variables. The findings were as shown in Table 5. According to the findings, R squared was 0.721 implying that there was 72.1% variation of success of projects under KURA, due to the changes of self-awareness, self-management, social-awareness and social-skills. The remaining 27.9% imply that there are other factors that influence the success of projects under KURA which were not discussed in the study.

Table 5: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.849 ^a	.721	.709	.37190

Analysis of Variance

The analysis of variance ANOVA is used to determine whether the data used in the study is significant. From the ANOVA statistics, the processed data (population parameters) had a significance level of 0.001. This shows that the data is ideal for making conclusions on the population's parameter as the value of significance (p-value) is less than 5%. The F calculated was greater than F critical ($9.706 > 2.467$). This implies that project leader emotional intelligence has a significant effect on the success of projects under Kenya urban roads authority in Nairobi County.

Table 6: Analysis of variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	13.742	4	3.436	9.706	.001 ^b
1 Residual	33.608	95	0.354		
Total	47.450	99			

Coefficients

The regression equation was

$$Y = 0.709 + 0.381 X_1 + 0.401 X_2$$

The equation above reveals that holding self-awareness, self-management, social-awareness and social-skills. constant, the variables will significantly influence the success of projects under Kenya urban roads authority as shown by constant = 0.709 as shown in Table 7.

Self-awareness was statistically significant to success of projects under Kenya urban roads authority as shown by ($\beta = 0.381$, $P = 0.003$). This indicates that self-awareness had a significant positive relationship with success of projects under Kenya urban roads authority. This implies that a unit increase in self-awareness will result to increase in success of projects under Kenya urban roads authority.

Self-management was statistically significant to success of projects under Kenya urban roads authority as shown by ($\beta = 0.401$, $P = 0.002$). This indicates that self-management had a significant positive relationship with success of projects under Kenya urban roads authority. This implies that a unit increase in self-management will result to increase in success of projects under Kenya urban roads authority.

Table 7: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.709	.092		7.707	.001
	Emotional Awareness	.381	.102	.277	3.735	.003
	Self-Management	.401	.098	.270	4.092	.002

Conclusions

Self-awareness

The study revealed that self-awareness was statistically significant to success of projects under Kenya urban roads authority. This indicates that self-awareness had a significant positive relationship with success of projects under Kenya urban roads authority. This implies that a unit increase in self-awareness would result to increase in success of projects under Kenya urban roads authority. The study concludes that self-awareness has a positive effect on success of projects under Kenya urban roads authority.

Self-management

The study found that self-management was statistically significant to success of projects under Kenya urban roads authority. This indicates that self-management had a significant positive relationship with success of projects under Kenya urban roads authority. This implies that a unit increase in self-management would result to increase in success of projects under Kenya urban roads authority. The study concludes that self-management has a positive effect on success of projects under Kenya urban roads authority.

Recommendations

The study revealed that self-awareness was statistically significant to success of projects under Kenya urban roads authority. The study suggests that leaders should be adept to change because the factors that lead to project success at one point in time may not lead to the same results thus the need for constant updating of capability, competences, skills and knowledge to suit the current situation to arrive at better and improved performances and withstand completion or stay ahead of it

The study found that self-management was statistically significant to success of projects under Kenya urban roads authority. The study recommends that project managers should be able to use awareness of one's own emotions and the emotions of others to manage

interactions successfully. This includes clear communication and effectively handling conflict.

Suggestions for Further Research

The study aimed at establishing the effect of leader emotional intelligence and success of projects under Kenya urban roads authority in Nairobi County. The study recommends that a study should be conducted to determine the effect of leader emotional intelligence on performance of the organization.

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