

Emotional Intelligence and Employees Commitment of Selected Construction Companies in Port Harcourt

SAMUEL, Ogonda Victor

Department of Employment Relations and Human Resource Management
Faculty of Administration and Management
Rivers State University Port Harcourt, Nigeria

Abstract: *This study investigates the relationship between emotional intelligence and employee commitment within construction companies in Port Harcourt. Emotional intelligence is conceptualized through dimensions such as self-regulation and social awareness, while employee commitment is measured by affective commitment and normative commitment. Adopting a cross-sectional research survey design, the study targeted a population of two hundred and fifty-seven (257) security staff from selected construction firms in Port Harcourt. Sampling was conducted through census sampling, selecting all eligible participants for data collection. The research instrument underwent validation through supervisor vetting and approval, with reliability assessed using Taro Yamane's technique, ensuring a sample size of 156 items. Data analysis involved translating questionnaire responses into statistical data, with hypotheses tested using Spearman's Rank Order Correlation Statistics. The findings confirmed a significant effect of emotional intelligence on employee commitment within construction companies in Port Harcourt. Specifically, emotional intelligence was found to exert substantial influence on employee commitment levels. Thus, the study concludes that fostering emotional intelligence among employees is crucial for enhancing their commitment within construction firms. Recommendations include promoting emotional intelligence initiatives to facilitate improved organizational relationships and bolster employee commitment.*

Keywords: *Affective commitment, Emotional intelligence, Employee commitment, Normative commitment, Self-regulation, social awareness*

1. Introduction

In the ever-evolving landscape of organizational dynamics, the pivotal role of human resources as a key asset cannot be overstated. As organizations strive to adapt to rapidly changing environments, the imperative of strategic recruitment and development strategies becomes paramount. Traditional paradigms of recruitment have undergone a paradigm shift, with emphasis not only on academic qualifications and technical expertise but also on the ability to navigate interpersonal relationships effectively (Siogh, 2001). In the pursuit of exceptional results from human capital, organizations are compelled to prioritize employee satisfaction and productivity. Failure to address these aspects may lead to heightened turnover rates, as employees seek alternative avenues that fulfill their needs and aspirations (Chakrwrty, 2002).

According to Goleman (2001), a staggering 90% of leadership success is attributed to Emotional Intelligence (EI). EI encompasses a range of cognitive abilities, including social

skills and traits, which play a pivotal role in facilitating interpersonal behavior (Suleiman and Al-Shaikh, 2007). In the context of organizational performance, EI emerges as a critical competency, influencing decisions related to recruitment, retention, and promotion (Singh, 2001). Managers endowed with high EI demonstrate the capacity to navigate stress and foster resilience among employees (Goleman, 2006). Effective management of emotions, both within oneself and in others, forms the crux of EI, facilitating innovation and conflict resolution (Matthews et al., 2004; Goleman, 2000). The emotional state of leaders significantly impacts employee performance, either enhancing or impairing productivity within the organizational framework.

Moreover, the modern work environment is characterized by diversity in terms of ethnicity, beliefs, and personality profiles. These differences necessitate adeptness in navigating interpersonal relationships, underscoring the significance of EI (Senyucel, 2009). Emotional intelligence enables individuals to recognize, understand, and manage their own emotions effectively, thereby enhancing communication and relationship management skills. Samuel (2024) contends, the integration of EI in communication enhances job performance and managerial efficacy. Leaders equipped with EI are better equipped to navigate change and guide their teams through transitional phases effectively.

Despite extensive research on the impact of EI on employee performance predominantly in developed countries, limited attention has been accorded to developing nations. This study seeks to address this gap by examining the relationship between emotional intelligence and employee commitment within construction companies in Port Harcourt. In an era marked by organizational instability, employee retention emerges as a pressing concern, directly influencing intention to stay. Factors such as inadequate motivation, unsupportive work environments, and lack of training contribute to diminished productivity and commitment (Johanim et al., 2012; Kumar et al., 2012; Sanjeevkumar, 2012). Furthermore, the advent of work-life balance initiatives underscores organizational efforts to enhance both productivity and employee well-being. However, despite the adoption of such programs, levels of commitment and productivity remain suboptimal, highlighting the need for a deeper understanding of factors influencing employee engagement (Mcmahon and Pocock, 2011). In the construction sector, characterized by its significant contribution to GDP, challenges such as low technology adoption and capacity utilization further exacerbate productivity concerns (Shafiq and Naseem, 2011). Employee turnover exacerbates these challenges, resulting in knowledge gaps and increased operational costs (Park & Utah, 2013).

In light of these considerations, this study aims to elucidate the intricate relationship between emotional intelligence and employee commitment within construction companies. By exploring these dynamics, organizations can formulate targeted strategies to enhance employee engagement, productivity, and organizational performance in the dynamic landscape of Port Harcourt's construction sector.

Conceptual Framework

In this pursuit, the research mode developed in this paper serves as a synthesized amalgamation of key insights gleaned from existing literature. By leveraging dimensions of EI adapted from Asilaza (2016), Mwathi (2010), and Omondi (2016), alongside measures of employee commitment inspired by the seminal contributions of Meyer and Allen (1997), this study offers a robust analytical framework. By synthesizing and building

upon the foundational work of these scholars, this paper seeks to provide actionable strategies for construction companies to harness emotional intelligence as a catalyst for fostering employee commitment and driving sustained organizational success.

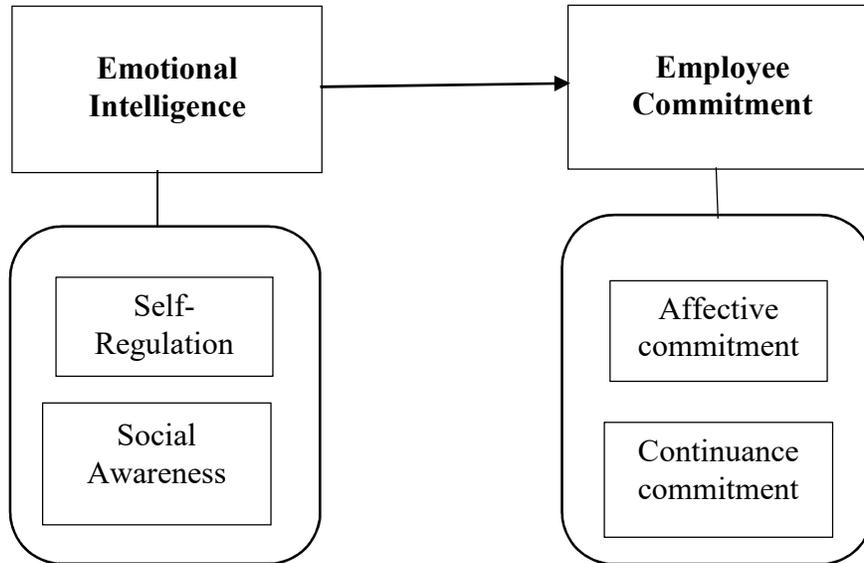


Figure 1: Conceptual framework for the relationship between emotional intelligence and employee commitment of selected construction companies in Port Harcourt

Research Questions

The following research questions were raised for this study and answers were provided below

- i. How does self-regulation influence affective commitment of selected construction companies in Port Harcourt?
- ii. How does self-regulation influence continuance commitment of selected construction companies in Port Harcourt?
- iii. How does social awareness influence affective commitment of selected construction companies in Port Harcourt?
- iv. How does social awareness influence continuance of selected construction companies in Port Harcourt?

Research Hypotheses

- Ho1: There is no significant relationship between self-regulation and affective commitment of selected construction companies in Port Harcourt.
- H02: There is no significant relationship between self-regulation and continuance commitment of selected construction companies in Port Harcourt.
- HO3: There is no significant relationship between social awareness and affective commitment of selected construction companies in Port Harcourt.
- Ho4: There is no significant relationship between social awareness and continuance commitment of selected construction companies in Port Harcourt.

2. Literature Review

Theoretical Framework

In understanding the relationship between emotional intelligence (EI) and various aspects of human behavior and interaction, it is essential to explore foundational theories that inform this dynamic field. While a definitive theory of emotional intelligence is yet to emerge, several existing theories provide valuable insights into this complex phenomenon.

Person-Centered Approach

The person-centered approach, pioneered by Carl Rogers (1951), initially within the context of client-centered therapy, emphasizes the significance of empathetic relationships in facilitating personal growth and healing. Rogers posited that individuals experience therapeutic change through relationships characterized by genuineness, empathy, and unconditional positive regard. This approach extends beyond counseling to various domains such as education, industry, and conflict resolution. Central to Rogers' philosophy is the notion of empathy - the ability to understand and communicate another's experiences and emotions accurately. This emphasis on empathetic connection aligns closely with contemporary models of emotional intelligence, where empathy is recognized as a fundamental component.

In the context of service providers in rehabilitation schools, possessing high levels of emotional intelligence becomes imperative. These professionals interact with children facing emotional and behavioral challenges, necessitating the cultivation of supportive relationships characterized by empathy. By accurately perceiving and responding to the emotions of these children, service providers can foster healing environments conducive to positive outcomes.

Social Learning Theory

Albert Bandura's social learning theory, stemming from his seminal Bobo doll experiment (1965), elucidates how individuals learn behaviors through observation and imitation of models. Bandura demonstrated that children readily mimic the actions of role models, indicating the significant influence of social interactions on behavioral development. Within the context of rehabilitation schools, where children learn from their interactions with service providers, the implications of emotional intelligence on modeling behavior are profound. Service providers exhibiting high emotional intelligence are likely to demonstrate effective emotional management and interpersonal skills, thereby setting positive examples for the children under their care. Conversely, low emotional intelligence among service providers may inadvertently model maladaptive behaviors, hindering the development of healthy emotional regulation in children.

Concept of Emotional Intelligence

Emotional intelligence, as defined by Mayer et al. (2000), encompasses the capacity to perceive, understand, and regulate emotions, both in oneself and others. This multifaceted construct plays a crucial role in interpersonal relationships, leadership effectiveness, and organizational outcomes. Leaders with high emotional intelligence demonstrate superior abilities in managing relationships, navigating complex social dynamics, and inspiring others towards shared goals. Thus, Emotional intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively with others, overcome challenges and defuse conflict, Samuel O.V (2024). Samuel O.V (2024) further stated that HR professionals should

incorporate verbal and nonverbal cues, including tone of voice and body language, to convey messages accurately, by developing EI on communication, you can improve job performance and become a productive manager. Leaders who possess EI are more capable of navigating change and leading their teams through transitional periods.

Research underscores the significance of emotional intelligence in various organizational contexts, including its predictive power for work performance, leadership efficacy, and career development. Individuals with high emotional intelligence exhibit greater resilience, adaptability, and interpersonal effectiveness, contributing to positive workplace climates and enhanced team dynamics. Moreover, emotions, as fundamental drivers of human behavior, profoundly influence interpersonal dynamics within organizations. Emotional intelligence theory offers a lens through which to understand and navigate the complexities of emotional experiences in the workplace, emphasizing the importance of self-awareness, empathy, and emotion regulation in fostering productive relationships and organizational success.

Models of Emotional Intelligence

Emotional Intelligence is conceptualized through various models, each offering unique perspectives on how individuals perceive, understand, and regulate emotions. One prominent model is the ability-based model, which emphasizes the role of emotions as sources of valuable information for navigating social environments (Cobb & Mayer, 2000). According to this model, Emotional Intelligence comprises four key abilities: perceiving emotions, using emotions to facilitate cognitive activities, understanding emotions, and managing emotions effectively (Salovey & Mayer, 1997). However, critiques have been raised regarding the objectivity and dependability of tests based on this model (Petrides, 2009; Furnham, 2001).

Another significant model, proposed by Goleman (2000), is the Mixed Model of Emotional Competencies, which identifies five core competencies: self-awareness, self-regulation, internal motivation, empathy, and social skills (Boyatzis et al., 2000). This model integrates personality traits and emotional intelligence characteristics, highlighting the importance of self-awareness in decision-making and the ability to manage disruptive impulses effectively. In contrast, the trait model, as proposed by Petrides (2000), focuses on individuals' self-perceptions of emotional traits as part of their personality, emphasizing self-reporting as the primary method of measurement.

Competencies of Emotional Intelligence

Emotionally intelligent individuals exhibit competencies categorized into personal and social domains (Feist & Barron, 1996; Goleman, 1995; Mayer & Salovey, 1997; Van Rooy & Viswesvaran, 2004). Personal competence encompasses self-awareness and self-regulation, enabling individuals to perceive and manage their own emotions effectively (Mayer et al., 2004; Salovey et al., 1999). Social competence, on the other hand, involves understanding and managing relationships with others, demonstrating empathy, and employing social influence skills (Boyatzis et al., 2000).

Dimensions of Emotional Intelligence

Self-regulation: Self-regulation, a component of self-management, plays a crucial role in ensuring individuals can resist undesirable impulses and maintain rational behavior in various situations (Manz, 1986). Proper self-management strategies, including goal-setting and self-monitoring, mitigate self-regulation failures and promote progress towards personal and professional objectives (Renn et al., 2011).

Social awareness: Social awareness encompasses the ability to understand others' emotions and effectively manage relationships within organizations (McPheat, 2010). Empathy, a fundamental aspect of social awareness, enables individuals to comprehend others' perspectives and respond empathetically to their needs (Douglas, 2013). Organizational awareness further extends this understanding by acknowledging the influence of organizational culture and structure on emotions and behaviors (McPheat, 2010; Laegaard & Bindselev, 2006). Service orientation, a culmination of social awareness skills, emphasizes the importance of providing solutions and support to others, particularly within the organizational context (McPheat, 2010; Victoroff & Boyatzis, 2012).

Employee Commitment

Employee commitment has emerged as a focal point in contemporary organizational research, with scholars delving into its multifaceted nature and implications for organizational success. Meyer and Allen (1997) and Meyer and Herscovitch (2001) define commitment as a binding force that propels individuals towards a specific course of action relevant to a particular target. This force manifests in various mindsets, notably affective, normative, and continuance commitment, each characterized by distinct emotional attachments, involvement levels, and awareness of associated costs (Meyer & Maltin, 2010).

In the context of construction companies, employee commitment extends beyond mere dedication to encompass a profound sense of devotion towards the organization (Akintayo, 2010). Ongori (2007) emphasizes its role as an effective response to the organization as a whole, underscoring the significance of employee loyalty and attachment. Zheng, Sharan, and Wei (2010) reinforce this notion by highlighting employee commitment as a reflection of their attitude towards the organization, pivotal for fostering a culture of engagement and participation in day-to-day activities.

Notably, Shahid and Azhar (2013) underscore the pivotal role of employee commitment in organizational success, citing its correlation with staff retention, achievement, and productivity. They identify fulfillment, fairness, and care for employees as paramount drivers of commitment, essential for cultivating a conducive work environment. Moreover, Bennett and Robinson (2000) delineate three psychological bases for organizational attachment: compliance, identification, and internalization commitment, each influencing employee behaviors and organizational outcomes. Organizational commitment, as posited by Porter et al. (1974), comprises a strong belief in organizational goals, willingness to exert effort, and desire to maintain membership. This goes beyond mere psychological attachment, as advocated by Lamba and Choudhary (2013), emphasizing active participation and contribution towards organizational well-being.

Meyer and Allen's (1991) tripartite model—normative, affective, and continuance commitment provides a comprehensive framework for understanding employee commitment. While these forms relate to turnover, their impact on other work behaviors may vary (Meyer et al., 2002). Affective commitment, in particular, reflects emotional attachment, identification, and involvement in the organization (Meyer & Allen, 1991). This emotional bond is shaped by factors such as perceived job characteristics, organizational dependability, and participatory management (Madi et al., 2012).

Affective commitment, comprising emotional attachment, identification, and involvement, influences employee behavior and performance (Meyer et al., 2006). It fosters motivation,

meaningful contributions, and alignment with organizational goals (Meyer & Allen, 1997). Bargrain (2010) emphasizes the role of work experiences in shaping affective commitment, highlighting the importance of meeting employee expectations and needs to foster organizational loyalty.

Empirical Review

The importance of emotional intelligence (EI) in the workplace has garnered considerable attention in both academic and organizational circles. Chermis (2000) highlights a longstanding tradition of research into non-cognitive aspects that contribute to success, with a particular focus on social and emotional competencies such as communication, sensitivity, and interpersonal skills. Studies spanning various sectors including education, business, and accounting underscore the significant impact of emotional intelligence on achievement, productivity, leadership effectiveness, personal health, and job performance (Butler & Chinowsky, 2006; Cote & Miners, 2006; Hopkins, O'Neil & Williams, 2007).

Recent research, such as that by Dulewicz, Young, and Dulewicz (2005), conducted within the British Royal Navy, suggests that EI plays a crucial role in job performance, surpassing the predictive power of cognitive ability. Similarly, Koman and Wolff (2008) found a strong association between team leader EI and emotionally competent group norms (ECGN), which in turn positively influenced team performance. These findings underscore the significance of emotional intelligence not only for individual performance but also for team dynamics and overall organizational success.

In the construction industry, Butler and Chinowsky (2006) identified a positive relationship between total EQ and transformational leadership among executives. However, they also highlighted interpersonal skills and empathy as critical EI competencies requiring further attention for the development of construction industry leaders. This suggests that while emotional intelligence is valuable, specific competencies may hold differing degrees of importance across industries and roles, warranting tailored approaches to development. Moreover, employee commitment is intricately linked with self-awareness and feedback mechanisms. Drette (2010) emphasizes the importance of fostering self-awareness among employees through regular feedback and discussions to enhance both individual and group performance. Acknowledging mistakes and actively seeking improvement opportunities are vital components of this process (Ham et al., 2014). However, maintaining a balance across all domains of self-awareness is crucial for sustained performance and effective leadership (Ham et al., 2014).

Furthermore, adaptability and continuous learning are essential for maintaining high performance levels in dynamic work environments (Schoo et al., 2013). Individuals proficient in self-management demonstrate positive attitudes, self-motivation, and adaptability, all of which contribute to task performance and overall effectiveness (Victoroff & Boyatzis, 2012). However, it is crucial to avoid over-persistence, as excessive focus on perfectionism can impede productivity (Victoroff & Boyatzis, 2012). Social awareness plays a pivotal role in fostering effective relationships and understanding within teams (Victoroff & Boyatzis, 2012). Treadway et al. (2013) highlight the influence of social connections on performance, emphasizing the importance of leveraging social networks for advice and motivation. Effective feedback delivery, tailored to individual preferences and needs, is also crucial for enhancing performance (Wang et al., 2015).

3. Methodology

The study employed a cross-sectional survey design to investigate the relationship between emotional intelligence and employee commitment within selected construction companies in Port Harcourt. The target population comprised 167 employees drawn from the administrative offices of six prominent construction firms in the region: Setraco Nigeria Limited, Sudelettra Nigeria Limited, Gemp Engineering Limited, Tononia Nigeria Limited, Mega Star Technical and Construction Company Limited, and Chronax Nigeria Limited. To determine the sample size, the Taro Yamane's model was utilized, considering a level of significance of 0.05. The formula used for the calculation was:

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

where

n = sample size

N = population size

1 = constant

e = margin of error at 0.5

$$n = \frac{257}{1+25(0.0025)}$$

$$n = \frac{257}{1.6425}$$

$$n = 156.47$$

$$n = 156$$

Rounded up, the sample size for the study was determined to be 156. The sampling technique employed was simple random sampling, ensuring that each member of the population had an equal chance of being selected for participation in the study. The table below provides an overview of the population distribution across the selected firms:

Table 1 Population of the Firms

Names of Firms	Population
Setraco Nigeria Limited	56
Sudelletra Nigeria Limited	47
Mega Star Tech. & Construction	34
Gemp Engineering Nigeria Limited	45
Chronax Nigeria Limited	41
Tononia Nigeria Limited	34
Total	257

Source: Research data, 2024

Data collected from the field underwent a rigorous cleaning process to ensure the consistency of responses. The collected data were then organized, coded based on thematic areas, and inputted into the Statistical Package for the Social Sciences (SPSS 21.0) data editor section. The analysis comprised three phases. First, the demographic profile of the respondents was examined using percentages to describe the frequencies of responses to various sample characteristics. Second, univariate analysis was conducted to describe the central tendency and dispersion of the variables through mean scores and standard deviations. Finally, bivariate analysis was performed, testing all previously hypothesized statements of bivariate relations using Spearman's Rank Order Correlation Statistics. This comprehensive approach enabled a thorough exploration of

the relationship between emotional intelligence and employee commitment within the construction industry context.

4. Results and Discussion

Table 2: Reliability Coefficients of variables

S/No	" Dimensions/Measures of the study variable	Number of Items	Number of Cases	Cronbach's Alpha
1	Self-Regulation	4	136	0.776
2	Social Awareness	4	136	0.765
3	Affective Commitment	4	136	0.761
4	Continuance Commitment	4	136	0.799

Source: SPSS Output, Version 21.0

The table presents the reliability coefficients (Cronbach's alpha) of the variables measured in the study. Reliability coefficients indicate the internal consistency or the extent to which items within a scale measure the same construct consistently.

This dimension, consisting of 4 items, demonstrates a Cronbach's alpha value of 0.776. This indicates a high level of internal consistency among the items measuring self-regulation, suggesting that they reliably measure this construct within the sample. Similarly, the dimension of social awareness, comprising 4 items, shows a Cronbach's alpha coefficient of 0.765. This indicates a strong level of internal consistency among the items measuring social awareness, implying that they consistently capture this construct in the sample. This dimension, represented by 4 items, exhibits a Cronbach's alpha value of 0.761. This suggests a good level of internal consistency among the items measuring affective commitment, indicating that they reliably measure this construct within the sample.

The dimension of continuance commitment, consisting of 4 items, demonstrates the highest Cronbach's alpha coefficient among all dimensions, with a value of 0.799. This indicates a very high level of internal consistency among the items measuring continuance commitment, suggesting that they consistently capture this construct in the sample. Overall, the reliability coefficients of all dimensions fall within an acceptable range, indicating that the items measuring each construct demonstrate strong internal consistency and reliability. This provides confidence in the validity of the measurement instruments used to assess the constructs of interest in the study.

Table 3: Description Statistics for emotional intelligence

		Minimum	Maximum	Mean	Std. Deviation
Self-Registration	136	2.00	5.00	3.8971	.83581
Relationship Management	136	1.75	5.00	3.7151	.96905
Social Awareness	136	2.00	5.00	4.0202	
Valid N (listwise)	136				

Source: SPSS output version 21.0

This table provides descriptive statistics for various dimensions of emotional intelligence among the respondents. The mean score for self-regulation is 3.8971, with a standard deviation of 0.83581. The scores range from a minimum of 2.00 to a maximum of 5.00.

This suggests that, on average, respondents demonstrate a moderate to high level of self-regulation, with relatively limited variability in scores. For the relationship dimension, the mean score is 3.7151, with a standard deviation of 0.96905. Similar to self-regulation, the scores span from a minimum of 1.75 to a maximum of 5.00. This indicates a slightly lower average level of relationship management compared to self-regulation, with a relatively higher degree of variability in scores.

The mean score for social awareness is 4.0202. However, the standard deviation is not provided in the table. Nevertheless, the scores range from a minimum of 2.00 to a maximum of 5.00. This suggests that respondents exhibit a relatively high level of social awareness on average, although without information on the standard deviation, it's challenging to assess the variability in scores accurately.

Overall, these descriptive statistics provide insights into the levels of emotional intelligence among the respondents. The analysis indicates that, on average, respondents demonstrate moderate to high levels of emotional intelligence across the dimensions of self-regulation, relationship management, and social awareness. However, further examination of the standard deviations would provide a more comprehensive understanding of the variability in scores within each dimension.

4.1 Discussion of Findings

This study utilized both descriptive and inferential statistical methods to explore the intricate relationship between emotional intelligence and employee commitment within construction companies in Port Harcourt. The findings elucidated a significant positive correlation between emotional intelligence, as assessed by Spearman's rank order correlation, and employee commitment at a 95% confidence interval. These results underscore the pivotal role of emotional intelligence in influencing the commitment levels of employees within the construction sector in Port Harcourt.

In line with previous research by Core and Miners (2006), which examined the interplay between emotional intelligence, cognitive intelligence, and job performance, our study reinforces the notion that emotional intelligence significantly impacts employee commitment. Core and Miners' findings revealed that cognitive intelligence moderates the association between emotional intelligence and job performance, emphasizing the importance of considering both dimensions in understanding employee behavior and organizational outcomes. This corroborates our findings and suggests that a holistic approach encompassing emotional and cognitive intelligence is essential for fostering employee commitment within construction companies.

Similarly, Rozell, Pettijohn, and Parker (2006) explored the effects of emotional intelligence on sales performance, highlighting a significant relationship between emotional intelligence and task performance. Their findings support the notion that emotional intelligence directly influences workplace performance across diverse settings, thereby underscoring its relevance in enhancing organizational effectiveness. This aligns with our study's findings and emphasizes the importance of emotional intelligence as a predictor of employee commitment and performance within construction firms.

Moreover, the significance of emotional intelligence extends beyond individual performance to leadership effectiveness, as evidenced by studies such as those by Rosete and Ciarrochi (2005) and Rego et al. (2007). These studies underscore the positive association between emotional intelligence and leadership effectiveness, suggesting that emotionally intelligent leaders stimulate creativity and foster team

performance. Such insights reinforce the pivotal role of emotional intelligence not only among employees but also among leaders within construction companies, highlighting its multifaceted impact on organizational dynamics and outcomes.

Furthermore, Koman and Wolff's (2018) study on aircrew and military maintenance teams elucidated the link between team leader emotional intelligence and team performance, emphasizing the importance of emotional competence in leadership roles. Their findings align with our study's emphasis on the role of emotional intelligence in shaping employee commitment and organizational success within the construction industry.

5. Conclusion

This study aimed to investigate the relationship between emotional intelligence and employee commitment within construction companies in Port Harcourt. Operationalized through dimensions such as self-regulation, relationship management, and social awareness, emotional intelligence was found to positively correlate with affective and normative commitment among employees. The study, guided by rigorous research questions and hypotheses, utilized a cross-sectional research design and achieved robust instrument validation and reliability. The findings revealed a significant positive relationship between emotional intelligence and employee commitment, highlighting the importance of emotional intelligence in fostering a committed workforce within the construction sector. Given the dynamic nature of business environments and the intensifying competition for talent, institutions must prioritize strategies that enhance employee commitment and organizational performance. Based on the discussion and conclusions drawn from the study, several recommendations are proposed:

1. Top-level management should prioritize employee well-being and job satisfaction to enhance productivity and organizational performance.
2. Enrichment programs aimed at improving employee proficiency and emotional intelligence should be introduced within construction companies.
3. Recognition and appreciation of employee contributions should be institutionalized to foster a sense of belonging and commitment among employees.
4. Loyalty programs and incentives should be developed to incentivize employee retention and cultivate an emotional bond between employees and the organization.

References

- Abele, A. B., & Wiese, B. S. (2008). The nomological network of self-management strategies and career success. *Journal of Occupational & Organizational Psychology*, 81(4), 733- Antecedents and Impact on Business Performance. *Industries Marketing and Management*, 33, 429-438.
- Ashiru, A. F. (2017). Social awareness and team performance of deposit money banks in Port Harcourt Rivers State. Unpublished M.Sc. Thesis Submitted to the Department of Management, Rivers State University.
- Asilaza, N. (2016). The effect of emotional intelligence on employee commitment in the private sector: A case of Kinyara sugar limited [Research project report]. Chandaria School of Business, United States International University-Africa.
- Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.

- Barbuto, J. E., & Burbach, M. E. (2006). The emotional intelligence of transformational leaders: A field study of elected officials. *Journal of Social Psychology*, 146(1), 51-64.
- Baridam, D. M. (2001). *Research Methods in Administrative Sciences*. Port Harcourt: Sherbrooke Associates.
- Bloisi, W. (2003). *Management and organisational behaviour*. London, United Kingdom: Prentice Hill.
- Boyatzis, R. E., & Goleman, D. (2001). *The Emotional Competence Inventory (ECI)*. Boston: Hay Group.
- Brown, F. W., Bryant, S. E., & Reilly, M. D. (2006). Does emotional intelligence as measured by the EQI influence transformational leadership and/or desirable outcomes? *Leadership and Organization Development Journal*, 27(5), 330-351.
- Butler, C. J., & Chinowsky, P. S. (2006). Emotional intelligence and leadership behavior in construction executives. *Journal of Management in Engineering*, 22(3), 119-125.
- Chan, K. W., & Wan, E. W. (2012). How can stressed employees deliver better customer service: The underlying self-regulation depletion mechanism. *Journal of Marketing*, 76(1), 119-137.
- Clark, K. F. (2001). What businesses are doing to attract and retain employees: Becoming an employer of choice. *Employee Benefit Journal*, March, 34-37.
- Cherniss, C. (2000). Emotional Intelligence: What it is and why it Matters. Paper presented at the Annual Meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA, September 15, 2000. Retrieved from www.eiconsortium.org
- Cheok, S. L., & Eleanor, R. E. O. (2011). Enhancing employee outcomes: The interrelated influences of managers' emotional intelligence and leadership style. *Leadership & Organization Development Journal*, 33(2), 150.
- Cobb, C. D., & Mayer, J. D. (2000). Emotional Intelligence: What the research says. *Educational Leadership*, November, 14-18.
- Dakin, J., & Taplin, L. (2014). *How to be successful despite yourself: Don't kill your hamster*. London, UK: BookBoon.
- Dirette, D. (2010). Self-awareness Enhancement through Learning and Function (SELF): A theoretically based guideline for practice. *British Journal of Occupational Therapy*, 73(7), 309-318.
- Douglas, L. J. (2013). *Empowering leadership*. 1st Ed. London, UK: BookBoon.
- Dulewicz, C., Young, M., & Dulewicz, V. (2005). The relevance of emotional intelligence for leadership performance. *Journal of General Management*, 30(3), 71-86.
- Feist, G. J., & Barron, F. (1996, June). Emotional intelligence and academic intelligence in career and life success. Paper presented at the Annual Convention of the American Psychological Society, San Francisco, CA.
- Frijda, N. H. (1993). *Appraisal and beyond: The issue of cognitive determinants of emotion*. Hove: Lawrence Erlbaum Associates.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ for character, health, and lifelong achievement*. New York: Bantam Books.
- Goleman, D. (2006). *Emotional Intelligence: Why It Can Matter More Than IQ (10th Anniversary Edition)*. New York: Bantam Books.

- Ham, E. T., Bonnelle, V., Hellyer, P., Jilka, S., Robertson, H. I., Leech, R., & Sharp, J. D. (2014). The neural basis of impaired self-awareness after traumatic brain injury. *A Journal of Neurology*, 137, 586—597.
- Hoffman, J. A. (2013). Enhancing Self-Efficacy for Optimized Patient Outcomes through the Theory of Symptom Self-Management. *Cancer Nursing*, 36(1), E16—E26, 1-19.
- Hopkins, M. M., O'Neil, D. A., & Williams, H. W. (2007). Emotional intelligence and board governance: Leadership lessons from the public sector. *Journal of Managerial Psychology*, 22(7), 683-700.
- Hogan, J. (2014). *The people side of project management*. 1st Ed. London, UK: BookBoon.
- Hult, G. T. M., Hurley, R. F., & Knight, G. A. (2004). Normative commitment: Its antecedents and Impact on Business Performance. *Industrial Marketing and Management*, 33, 429-438.
- Ingram, R. (2013). Locating emotional intelligence at the heart of social work practice. *British Journal of Social Work*, 43, 987-1004.
- Jonas, C. (2013). *Emotional Intelligence Secrets*. 1st ED. London, UK: BookBoon.
- Kaplan, R. S., & Norton, D. P. (2011). Transforming the balanced scorecard from performance measurement to strategic management. *Accounting Horizons*, 15(1), 87-104.
- Kerr, R., Garvin, J., Heaton, N., & Boyle, E. (2006). Emotional intelligence and leadership effectiveness. *Leadership & Organization Development Journal*, 27(4), 265-279.
- Koman, E. S., & Wolff, S. B. (2008). Emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on team performance. *Journal of Management Development*, 27(1), 55-75.
- Laegaard, J., & Bindselev, M. (2006). *Organizational Theory*. 1st Ed. Loidon, UK: Ventus Publishing APS & BookBoon.
- Lumpkin, G. T., & Dess, G. G. (1996). Clarifying the Entrepreneurship Orientation construct and linking it to Performance. *Academy of Management Review*, 21(1), 135-172.
- Manz, C. C. (1986). Self-leadership: Toward an expanded theory of self-influence processes in organizations. *Academy of Management Review*, 11(3), 535-600.
- Mayberry, R. M., Nicewander, D. A., Qin, H., & Billaird, J. (2006). Improving Quality and Reducing Inequalities: A challenge in achieving best care proceeding. *Baylor University Medical Center*, 19(2), 426-428.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2000). Selecting a measure of EI: The case of ability scales. San Francisco: Jossey-Bass.
- McPheat, S. (2010). *Emotional intelligence*. London, UK: BookBoon.
- Miller, D., & Friesen, P. H. (1982). Innovation in Conservative and Entrepreneurial Firms.
- Nachmias, C. F., & Nachmias, D. (1996). *Research methods in the social sciences* (5th ed.). New York: St. Martin's Press.
- Offermann, L. R., Bailey, J. R., Vasilopoulos, N. L., Seal, C., & Sass, M. (2004). The relative contribution of emotional competence and cognitive ability to individual and team performance. *Human Performance*, 17(2), 219-243.

- Olajide, A. (2000). Getting the best out of employees in a developing economy. Ibadan: University of Ibadan, Nigeria.
- Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of emotional intelligence. *Personality and Individual Differences*, 29(2), 317—320.
- Pickerden, A. (2014). Coaching skills for managers. London, UK: BookBoon.
- Rego, A., Sousa, F., Cunha, M. P., Correia, A., & Saur, I. (2007). Leader self-reported emotional intelligence and perceived employee creativity: An exploratory study. *Creativity and Innovation Management Journal*, 16(3), 250-264.
- Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organization Development Journal*, 26(5/6), 388-399.
- Rozell, E. J., Pettijohn, C. E., & Parker, S. R. (2006). Emotional intelligence and dispositional affectivity as predictors of performance in salespeople. *Journal of Marketing Theory and Practice*, 14(2), 113-124.
- Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.
- Samuel, O. V. (2024). Emotional Intelligence and Employee Commitment of Selected Construction Company in Port Harcourt.
- Schofield, M. (2014). 50 ways to lead your sales team. London, UK: BookBoon.
- Sekaran, U., & Bougie, R. (2013). *Research Methods for Business: A Skill-Building approach* (6th ed.). West Sussex, UK: John Wiley & Sons Ltd.
- Singh, S. K. (2001). Role of emotional intelligence in organizational learning: An empirical study. *Singapore Management Review*, 29(2), 55-74.
- Swierczek, F. W., & Ha, T. T. (2003). Entrepreneurial Orientation, Uncertainty.
- Sy, T., Tram, S., & O'Hara, L. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of Vocational Behavior*, 68(3), 461-473.
- Treadway, C. D., Breland, W. J., Williams, M. L., Cho, J., Yang, J., & Ferris, G. R. (2013). Social Influence and Interpersonal Power in Organizations: Roles of Performance and Political Skill in Two Studies. *Journal of Management*, 39(6), 1529-1553.
- Tsaousis, I., & Nikolaou, I. (2005). Exploring the relationship of emotional intelligence with physical and psychological health functioning. *Stress and Health*, 21(2), 77-86.
- Venkatraman, N., & Ramanujam, V. (1986). Measurement of Business Performance in Strategy Research: A Comparison of Approaches. *Academy of management review*, 11(4), 801-814.
- Victoroff, Z. K., & Boyatzis, R. E. (2012). What Is the Relationship Between Emotional Intelligence and Dental Student Clinical Performance? *Journal of Dental Education*, 77(4), 416-426.
- Wang, M., Burlacu, G., Truxillo, D., James, K., & Tayo, X. (2015). Age Differences in Feedback Reactions: The Roles of Employee Feedback Orientation on Social Awareness and Utility. *Journal of Applied Psychology*, 100(4), 1296—1308.
- Worlu, D. S. (2017). Strategy Process and Employee Productivity of Manufacturing Companies in Port Harcourt, Nigeria. Unpublished M.Sc. Thesis Submitted to the Department of Management, Rivers State University.
- Zikmund, W. G. (2004). *Business Research Methods*. Fourth Work: Dryden Press.