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THE EFFECTS OF PSYCHO-SOCIAL FACTORS ON CONSTRUCTION EMPLOYEE PERFORMANCE

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ABSTRACT

Purpose: The aim of the study was to assess the Influence of psychosocial factors like competence, emotional intelligence, and education on construction firms' employees, with a focus on improving their performance on the construction site.

Design/Methodology/Approach: This study adopted a quantitative descriptive survey research design. A random sampling method was used to select 20 medium-sized construction companies and 100 respondents. 100 questionnaires were administered. Analysis of Variance tool [ANOVA]. The relative agreement index technique was used to analyse the data.

Findings: The findings provide a comprehensive, empirically grounded understanding of the multidimensional nature of employee performance in the construction industry, highlighting the interplay among psychosocial, organisational, environmental, and socioeconomic factors in determining on-site performance.

Research Limitation: The study focused exclusively on medium-sized construction companies, thereby excluding small- and large-scale construction firms. This restriction limits the comprehensiveness of the findings, as the organisational structures, resource capacities, workforce compositions, and operational practices of small and large construction firms may differ considerably from those of medium-sized companies.

Practical Implication: It provides guidelines for project managers and professionals on understanding the following as a key requirement to improve on-site output: Wages should be paid on time, allowing construction workers to participate in professional conferences, which also greatly helps improve competence.

Social Implications: The deployment of financial and non-financial incentives can induce higher performance by meeting workers' social needs.

Originality and Value: The findings of this study firmly establish that emotional intelligence is not a peripheral or incidental factor in construction employee performance but rather a foundational psychosocial competency that underpins goal achievement, teamwork, and professional resilience on construction sites.

Keywords: *Employee. environment. performance. productivity. psychology*

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INTRODUCTION

Increasing corporate efficiency and productivity by creating a work environment that encourages employee well-being and increases individual performance is considered a tactic. Full-time workers' tardiness and absenteeism caused production losses, according to Sholanke, Chen, Newo, & Nwabufo (2019); Nduka & Ogunsanmi(2015) and Avery, Volpone, McKay, King, and Wilson (2011).

In Sholanke et al. (2019) and Nduka and Ogunsanmi (2015), it was submitted that physical and emotional factors, as well as financial and technological constraints, must be considered when designing efficient personal spaces. Improving the working environment is said to boost productivity. Construction sector workers' mental health is a major health and safety problem. Individual research has shown that psychosocial risks at work have a detrimental impact on mental health.

Construction is one of five industries in the European Union [EU]-27 that has a higher-than-average degree of work-related health impact (the others being agriculture, manufacturing, transportation, and health and education), according to the fourth European Working Conditions Survey (2007). Construction is one of five industries in the EU-27 that has a higher-than-average degree of work-related health impact (the others being agriculture, manufacturing, transportation, and health and education), according to the fourth European Working Conditions Survey (2007). (e.g., stress, anxiety, irritability). Construction workers may be stressed by a variety of job features (or 'stressors'). Psychosocial difficulties, such as stress, have been connected to negative outcomes in the construction sector, including poor performance and health (such as job discontent) as well as poor mental health (such as anxiety and depression).

An examination of the literature revealed potential sources of stress in the construction sector. According to Sobeih et al. (2009), psychosocial concerns have been classified into five primary categories with the potential to cause workplace stress, and they present one possible classification of workplace stressors based on the research. Construction leaders and managers have a critical role in developing ways to protect construction employees' health and well-being from the aforementioned job characteristics. However, only a small number of specific remedies for these psychological concerns have been developed for the construction industry.

The aim of the study was to assess the Influence of psychosocial factors like competence, emotional intelligence, and education on construction firms' employees, with a focus on improving their performance on the construction site. However, the objectives of the study are: To identify how construction employee performance is currently being influenced on construction sites; To identify the challenges associated with construction employee performance on the construction site; To determine the requisite areas of competence of construction employees on construction sites; and to evaluate the influence of psychosocial factors of emotional intelligence on construction employee performance.

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LITERATURE REVIEW

The issue of employee satisfaction in the construction industry is a key concern; it defines a company's performance and productivity, as noted by Zannah, Latiffi, Raji, Waziri, & Mohammed (2017). The authors presented the extent to which a worker is satisfied with the work environment as a vital indicator of productivity. The study further reiterates the importance of job training, good tools, and an effective approach as key elements of their working environment, including the nature of the task at hand, the amount of supervision, and the colleagues.

According to Gawel (1996), job satisfaction has a tremendous influence on project outcomes, organisational production output, and company profits and overhead; it also has the potential to influence a company's retention capacity. Therefore, every business aiming to boost sales should always endeavour to understand and improve employee welfare and satisfaction. This submission toes the lines of contribution as presented in Wickens, Helton, Hollands and Banbury (2021) and Al-Zu& Bi. (2015).

Some construction firms adopt modern methods to administer welfare in a bid to create worker job satisfaction, but low profit margins forced some companies to not implement welfare requirements, as reported by Zannah, Latiffi, Raji, Waziri, & Mohammed (2017). However, there are challenges to implementing initiatives to improve worker satisfaction, including the company's financial capacity and project scope. Construction workers have a reputation for being dissatisfied with their jobs, as poor industrial performance occurs when absenteeism and labour turnover rise. Therefore, it is important to examine the strategies construction workers use to foster positive attitudes and perspectives.

According to Wickens, Helton, Hollands, & Banbury (2021). Some employees enjoy it when their recommendations or suggestions are accepted and used, which tends to give them a sense of fulfilment and accomplishment. The authors also suggested that quality circle involvement in the production process influences enhanced productivity. This ensures adequate monitoring of work and employees' welfare. The fact was further corroborated in the works of Al Balkhy, Sweis, and Lafhaj (2021).

METHODS

Research Design

This study adopted a quantitative descriptive survey research design to assess the influence of psychosocial factors, specifically competence, emotional intelligence, and education, on the performance of employees in construction firms in Nigeria. The quantitative descriptive approach was deemed most appropriate for this study, as it facilitates the systematic collection and statistical analysis of numerical data from a large number of respondents, enabling the researcher to describe, measure,

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and establish relationships among the identified psychosocial variables and employee performance outcomes on construction sites.

The Population

The population for this study comprises 60 medium-sized construction firms with construction employees who belong to various professional bodies, totalling 1,200, as they are the people on the job carrying out various duties.

Sampling Method and Sample Size

A random sampling method was used to select the sample. This approach gives several options for selecting probability-based random samples. The technique can use a basic random sample or a complex multistage sample design with stratification, clustering, and unequal selection probabilities. A sample size of one hundred(100) structured questionnaires was utilised, with a Likert scale of 1-5. The population frame for the study was 20 construction firms within the study area.

Instrument of Data Collection

Data gathering is critical for meeting the study's objectives on schedule and in a coordinated manner. To accomplish this, an appropriate research technique must be devised to avoid straying from the given aims and objectives, thereby enabling a more efficient analysis.

Structured questionnaire was formatted into Section A, B, C D, E and F. Respondent biodata information, Section B: Construction employee performance influence on construction site, Section C: Challenges associated with construction employee performance on construction site, Section D: Requisite areas of competence of construction employees on construction site, Section E: Influence of psycho-social factors of emotional intelligence on construction employees performance and Section F: Influence of education and training on construction employee performance on construction sites.

Data Analysis

ANOVA was used as one of the Analytical tools in this study. Relative agreement index, Simple percentage, and Ranking. This factor analysis was used to develop a predictive model which determined the Influence of psycho-social factors on construction employee performance.

RESULTS

This study examined the influence of psycho-social factors on construction employee performance. The findings revealed that the purpose of this study is to conduct research on the Influence of psycho-social factors, such as competence, emotional intelligence, and education, on construction firms' employees, with a focus on improving their performance on construction sites.

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Demographic Characteristics.

Table 1: Demographic Characteristics

Item	Frequency	Percentage
Gender		
Male	82	82
Female	18	18
Educational Background		
PhD	4	4
MSc	28	28
BSc	38	38
HND	14	14
OND	6	6
Secondary	10	10
Professional		
NIOB	39	39
NIQS	20	20
COREN	13	13
CORBON	13	13
Others	15	15
Years Of Experience		
1-5	35	35
6-10	35	35
10 and above	30	30
Category Of Construction Company		
Small scale (<50)	45	45
Medium scale (<100)	28	28
Large scale (>100)	27	27
Total =	**100**	**100%**

Source: Field survey (2024)

Table 1 revealed that 82 of the respondents were male (82%) and 18 were female (18%). This is a normal trend in the built environment, where it is mostly represented by male professionals. Also, the majority of respondents were first degree holders, indicating they are well educated and able to provide good responses to the questions. These are the highlights: 38% of the respondents have a BSc qualification, with 28% have an MSc qualification. 14% of respondents have an HND, and 10% have secondary qualifications. 6% of respondents have an OND qualification, and 4% have a PhD.

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With regard to the professional bodies the respondents belong to, 20% are Nigeria Institute of Quantity Surveyors (NIQS) members, 13% are Council of Registered Builders of Nigeria (CORBON) members, 13% are Council for the Regulation of Engineering in Nigeria (COREN) members, 39% are Nigerian Institute of Building (NIOB) members, and 15% have other memberships. The majority of respondents, representing 45%, work in a small-scale construction company. While 28% of respondents work in a medium-scale company, and 27% of respondents work in a large-scale construction company. Also, most respondents have sufficient experience in their construction jobs to be qualified to answer the question. 35% of respondents have 6-10 years of experience, 35% have 1-5 years, and 20% have 10+ years in the construction industry.

Influence of Construction Employee Performance on Construction Site.

Table 2: Influence of Construction Employee Performance on Construction Site

Employee Performance	RAI	Rank
Good working environment	0.90	1st
Good workers interpersonal relationship	0.89	2nd
Good team players on site	0.86	3rd
Emotional stability of employee	0.85	4th
Time efficiency	0.84	5th
High level of confidence and maturity	0.83	6th
Economic conditions of society	0.79	7th
Employee family condition/state	0.77	8th
Involvement in decision-making on the construction site	0.77	9th
Allowed participation in professional conferences	0.76	10th

Source: Field survey (2022)

Table 2 revealed that a good working environment is the most influential factor in the influence of psychosocial factors on construction employee performance, with a relative agreement index of 0.90. The findings provide a comprehensive, empirically grounded understanding of the multidimensional nature of employee performance in the construction industry, highlighting the interplay among psychosocial, organisational, environmental, and socioeconomic factors in determining on-site performance.

The findings affirm that construction employee performance is not a singular or isolated phenomenon but rather a complex, multifaceted outcome that is shaped by a combination of individual, interpersonal, organisational, and contextual influences. Performance on construction sites is continuously mediated by the quality of the work environment, the nature of interpersonal relationships among workers, employees' emotional and psychological states, and the broader socioeconomic conditions in which construction activities take place.

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This fact was supported by Amusan et al. (2024), Lekan et al. (2020), and Osawaru et al. (2018). Similarly, good workers' interpersonal relationships ranked second, with a relative agreement index of 0.89. The findings confirm that employees who operate within safe, well-organised, adequately equipped, and conducive site environments are significantly more productive, motivated, and committed to delivering quality outcomes than those working in poorly managed or hazardous conditions.

A good working environment reduces the incidence of accidents, minimises work-related stress, and fosters a sense of organisational care and professional dignity among site workers, as confirmed by Al Balkhy, Sweis, and Lafhaj (2021) and Al-Zu'bi (2015) affirmed that construction firms are therefore reminded that investment in the physical and psychological quality of the work environment is not merely a regulatory obligation but a strategic imperative for maximizing workforce performance and project delivery efficiency.

The third variable, Good Workers Interpersonal Relationship, highlights the critical importance of positive social dynamics among construction site personnel in driving collective performance outcomes. Bamfo-Agyei et al. (2022) argued that construction projects are executed through the coordinated efforts of diverse teams of professionals and tradespeople, and the quality of relationships among these individuals directly influences communication effectiveness, conflict frequency, cooperation levels, and overall site productivity. Where interpersonal relationships are characterised by mutual respect, trust, and open communication, employees are more likely to collaborate effectively, share knowledge, and support one another in achieving project goals. Construction organisations are therefore encouraged to foster a workplace culture that prioritises positive interpersonal relations as a foundation for sustained site performance.

The fourth variable, Good Team Players on Site, further reinforces the collaborative dimension of construction site performance. The finding is supported by Bamfo-Agyei et al. (2020), who demonstrate that employees who exhibit strong teamwork orientations, including a willingness to support colleagues, share responsibilities, and subordinate individual interests to collective project goals, make disproportionately significant contributions to site performance outcomes.

In an industry where no single individual can deliver a construction project, effective teamwork is an indispensable performance asset. This finding calls on construction firms to deliberately cultivate team-oriented work cultures through structured team-building activities, collaborative project planning processes, and performance reward systems that recognise and incentivise collective achievement alongside individual excellence.

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Table 3: ANOVA Results

			df	F	Sig.
INFPSY1 * BLDR	Between Groups	(Combined)	3	4.141	.343
		Linearity	1	2.600	.353
		Deviation from Linearity	2	4.912	.304
	Within Groups		1		
	Total		4		
INFPSY2 * BLDR	Between Groups	(Combined)	3	.429	.776
		Linearity	1	.431	.630
		Deviation from Linearity	2	.429	.734
	Within Groups		1		
	Total		4		
INFPSY3 * BLDR	Between Groups	(Combined)	3	.678	.688
		Linearity	1	.465	.619
		Deviation from Linearity	2	.785	.624
	Within Groups		1		
	Total		4		
INFPSY4 * BLDR	Between Groups	(Combined)	3	3.332	.378
		Linearity	1	3.754	.303
		Deviation from Linearity	2	3.121	.372
	Within Groups		1		
	Total		4		
INFPSY5 * BLDR	Between Groups	(Combined)	3	.276	.847
		Linearity	1	.000	1.000
		Deviation from Linearity	2	.413	.740
	Within Groups		1		
	Total		4		
INFPSY6 * BLDR	Between Groups	(Combined)	3	.112	.942
		Linearity	1	.141	.772
		Deviation from Linearity	2	.098	.914
	Within Groups		1		
	Total		4		
INFPSY7 * BLDR	Between Groups	(Combined)	3	.608	.710
		Linearity	1	.735	.549
		Deviation from Linearity	2	.545	.692
	Within Groups		1		
	Total		4		

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INFPSY 8 * BLDR	Between Groups	(Combined)	3	.942	.621
		Linearity	1	.969	.505
		Deviation from Linearity	2	.929	.592
	Within Groups		1		
	Total		4		
INFPSY 9 * BLDR	Between Groups	(Combined)	3	1.115	.587
		Linearity	1	.959	.507
		Deviation from Linearity	2	1.193	.543
	Within Groups		1		
	Total		4		
INFPSY 10 * BLDR	Between Groups	(Combined)	3	1.527	.522
		Linearity	1	.942	.510
		Deviation from Linearity	2	1.819	.464
	Within Groups		1		
	Total		4		

Legend: INFPSY-Information on Psychological variables.

Table 3 shows that, among the factors influencing construction employee performance on the construction site, a good working environment ranks first with RAI of 0.90, followed by good workers' interpersonal relationships with RAI of 0.89, and then good team players on site with RAI of 0.86. Anwer et al. (2021); Lekan et al. (2019); Babalola et al. (2015); and Arkes et al. (1991).

Challenges Associated with Construction Employee Performance on Construction Sites.

Table 4: Challenges Associated with Construction Employee Performance on Construction Site.

Challenges	RAI	Rank
Unsafe working environment	0.82	1st
Late payment of wages	0.79	2nd
Inefficiency of time	0.76	3rd
Bad equipment	0.76	3rd
Discomfort of employees	0.75	6th
Inadequate safety aids	0.74	6th
Transport allowance	0.70	8th
Disallowed participation in professional conferences	0.68	9th
No retirement award	0.68	9th
Non-involvement in decision-making	0.67	10th

Source: Field survey (2022)

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Table 4 shows the challenges associated with construction employee performance on a construction site, with an unsafe working environment ranked first (0.82 RAI), late payment of wages ranked second (0.79 RAI), and inefficiency of time ranked third. Structured questionnaires were designed and administered to capture respondents' views on how construction employee performance is currently influenced on construction sites.

The analysis of the collected data is presented in Table 10, efficiency of time ranks third on the list with a relative agreement index of 0.76, Bad equipment ranks fourth on the list with a relative agreement index of 0.76, Discomfort of employees ranks fifth on the list with a relative agreement index of 0.75, Inadequate safety aids ranks sixth on the list with a relative agreement index of 0.74, Transport allowance ranks seventh on the list with a relative agreement index of 0.70, Disallowed participation in professional conferences ranks eighth on the list with a relative agreement index of 0.68.

No retirement award ranks ninth on the list with a relative agreement index of 0.68. Non-involvement in decision-making ranks tenth on the list, with a relative agreement index of 0.67. The challenges associated with construction employee performance on construction sites revolve around major factors such as: unsafe working environment, late payment of wages and inefficiency of time follows the line of submissions in Sambol et al. (2022); Saputra & Chia (2021); Thesamarajeewa et al. (2021); Sirinaga, Khatibi & Azam (2020); Osawaru et al. (2018); Subari & Riady (2015); and Tabassi & Bakar (2009).

Requisite Areas of Competence of Construction Employees on the Construction Site.

Table 5: Requisite Areas of Competence of Construction Employees on Construction Site.

Competence of Construction Employees	RAI	Rank
Technical knowledge	0.94	1st
Construction experience (technical)	0.91	2nd
Employee training	0.88	3rd
Timely delivery	0.86	4th
Educational qualification	0.84	5th
Confidence and maturity	0.84	6th
Professional qualification	0.84	7th
Emotional stability	0.83	8th
Interpersonal relationship	0.81	9th
Psychological disposition	0.80	10th

Source: Field survey (2022)

Ten critical competency variables that collectively define the professional capacity, effectiveness, and performance readiness of the construction workforce are depicted in Table 5. The findings provide a

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robust, empirically informed understanding of the competency dimensions most essential to delivering high-quality construction outcomes, offering valuable insights for construction firms, human resource practitioners, professional bodies, and educational institutions operating in the built environment sector.

Table 5 shows the requisite areas of competence of construction employees on the construction site, with technical knowledge ranked first (0.94 RAI). Xie et al. (2021) noted that technical knowledge equips construction employees with the cognitive framework needed to interpret engineering drawings, apply construction specifications, troubleshoot site problems, and make informed decisions that safeguard project quality, safety, and cost integrity. In an industry increasingly driven by technological innovation, including Building Information Modelling, prefabrication, and sustainable construction practices, the depth and currency of an employee's technical knowledge directly determine their capacity to contribute meaningfully to project delivery. Construction organisations are therefore encouraged to continuously update their workforce's technical knowledge through structured learning and development initiatives to keep pace with evolving industry demands.

The second variable, construction experience with (RAI=0.91), reinforces the critical role of practical, hands-on experience in building and sustaining construction site competence. While theoretical knowledge provides an essential foundation, it is through accumulated site experience that construction employees develop the practical judgment, situational awareness, and procedural expertise necessary to navigate the complex, dynamic, and often unpredictable realities of construction site operations. Lu et al. (2023) support the finding that experienced employees are better equipped to anticipate potential site challenges, proactively manage risks, coordinate effectively with diverse trade teams, and apply lessons learned from previous projects to enhance current performance outcomes.

The findings therefore support the view that experience is not merely a supplement to formal education but an equally vital and irreplaceable dimension of construction competence that must be deliberately cultivated and recognised within workforce development frameworks.

The third variable, employee training (RAI = 0.88), highlights the transformative role of structured training programs in building, updating, and sustaining the competencies of construction site employees. The findings confirm those of Matimbwa and Kamala (2024), who found that employees who have benefited from regular, relevant, and well-designed training interventions encompassing technical skills, safety procedures, equipment operation, quality management, and leadership development consistently demonstrate higher levels of competence and performance on construction sites than their less-trained counterparts.

Training bridges the gap between academic preparation and practical site requirements, equipping employees with the specific skills, behaviours, and knowledge needed to perform their designated roles

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effectively and safely. Construction firms need to institutionalise training as a core organisational investment rather than an optional or reactive response to performance deficiencies, recognising that a well-trained workforce is one of the most reliable predictors of consistent construction site excellence.

Data for this study were collected and distributed to examine how construction employee performance is now affected on construction sites. Table 5 displayed the results of the data analysis. Technical knowledge is regarded as the most effective area in terms of psycho-social factors influencing construction worker performance, with a relative agreement index of 0.94. Construction experience (technical) is ranked second on the list, with a relative agreement index of 0.91. Employee training ranks third on the list, with a relative agreement index of 0.88.

Timely delivery ranks fourth on the list with a relative agreement index of 0.86, Educational qualification ranks fifth on the list with a relative agreement index of 0.85, Confidence and maturity ranks sixth on the list with a relative agreement index of 0.84, Professional qualification ranks seventh on the list with a relative agreement index of 0.84, Emotional stability ranks eighth on the list with a relative agreement index of 0.83 this is corroborated in (Yu et al., 2017; Zannah et al., 2017; Takim et al., 2003).

Table 6: ANOVA Results

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
INFPSY1	3.383	4	.028	19.600	3.52	35.68
INFPSY2	1.882	4	.133	19.80000	-9.4174	49.0174
INFPSY3	3.354	4	.028	19.40000	3.3398	35.4602
INFPSY4	3.572	4	.023	20.60000	4.5878	36.6122
INFPSY5	4.278	4	.013	19.20000	6.7400	31.6600
INFPSY6	5.001	4	.007	19.20000	8.5405	29.8595
INFPSY7	2.607	4	.060	19.40000	-1.2579	40.0579
INFPSY8	3.136	4	.035	19.40000	2.2264	36.5736
INFPSY9	2.478	4	.068	19.60000	-2.3603	41.5603
INFPSY10	2.593	4	.061	18.40000	-1.3030	38.1030

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Influence of Psycho-social Factors of Emotional Intelligence on Construction Employee Performance.

Table 7: Influence of Psycho-social Factors of Emotional Intelligence on Construction Employee Performance.

Item	RAI	Rank
A goal getter employee tends to command results on assigned tasks	0.88	1st
An employee's ability to understand emotions and emotional languages	0.82	2nd
Employees who know how to respond to criticism are the best employees	0.81	3rd
Employees who tend to have knowledge on how to resolve disputes between other employees are the best operators on site	0.80	4th
An employee who knows what went wrong without assigning blame tends to be the best manager on site	0.78	5th
An outspoken employee has a tendency to achieve results better	0.76	6th
A laissez-faire attitude among workers leads to poor project performance	0.75	7th
Employees with democratic dispositions are the best managers on site	0.67	8th
Taciturn people are full of talk and less actions	0.60	9th
Employees with garrulous tendencies tend to be the best team players	0.52	10th

Source: Field survey (2022)

Table 7 shows the influence of psycho-social factors of emotional intelligence on construction employee performance and it illustrates that a goal getter employee tends to command results on assigned tasks as it is the first on the ranking with 0.88 RAI, employee's ability to understand emotions and emotional languages are the best team players ranks second on the list with 0.82 RAI, and employees who know how to respond when being criticized on site are the best employees ranks third on the list with 0.81 RAI. These findings are supported by Oni, Amusan, Akinbile, Owolabi & Ogundipe (2018); Romanowska-Tolloczko (2015); Nwokeocha (2012); Pekuri, Haapasalo & Herrala (2011); Reyes, Iossifidis, Auroux, & Manz (2002); Olubodun (1985).

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Table 8: ANOVA Results on Perception of Influence of Psycho-social Factors of Emotional Intelligence on Employee Performance

	Test Value = 0				
Emotional Intelligence Parameters	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
				Lower	Upper
A goal-getter employee commands	3.383	4	0.028	3.52	35.68
An employee's ability to understand emotion	1.882	4	0.133	-9.4174	49.0174
Employees who know how to respond	3.354	4	0.028	3.3398	35.4602
Employees who tend to have knowledge	3.572	4	0.023	4.5878	36.6122
An employee who knows what went wrong	4.278	4	0.013	6.74	31.66
An outspoken employee	5.001	4	0.007	8.5405	29.8595
Laissez-faire attitude among workers	2.607	4	0.06	-1.2579	40.0579
Employees with democratic dispositions	3.136	4	0.035	2.2264	36.5736
Taciturn people are full of talk	2.478	4	0.068	-2.3603	41.5603
Employees with garrulous tendencies	2.593	4	0.061	-1.303	38.103

This study's data was collected and distributed to learn more about how construction employee performance is currently impacted on construction sites. The findings of the data analysis are shown in Table 8. A go-getter employee tends to command results on assigned tasks with a relative agreement score of 0.88, is recommended to be the most efficient region in the effect of psycho-social variables of emotional intelligence on construction employee performance, Employee's ability to understand emotions and emotional languages are the best team players ranks second on the list with a relative agreement index of 0.82, Employees who know how to respond when being criticized on site are the best employees ranks third on the list with a relative agreement index of 0.81, Employees who tend to have knowledge on how to resolve dispute between other employees are the best operators on site ranks fourth on the list with a relative agreement index of 0.80, An employee who knows what went wrong without accessing blame tends to be the best manager on site ranks fifth on the list with a relative agreement index of 0.78.

An outspoken employee has tendencies to achieve results better than other employees ranks sixth on the list with a relative agreement index of 0.76, Laisses-faire attitude among construction workers may

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lead to poor project performance ranks seventh on the list with a relative agreement index of 0.75, Employees with democratic dispositions are the best managers on site ranks eighth on the list with a relative agreement index of 0.67, Taciturn are full of talk and less actions ranks ninth on the list with a relative agreement index of 0.60, Employees with garrulous tendencies tend to be the best team players on site ranks tenth on the list with a relative agreement index of 0.52. Musah, Zulkipli, & Ahmad (2020); Akomea-Frimpong, I., Jin, X., & Osei-Kyei, (2021); Lee, Ismail, & Hussaini (2014); Nordin, Takim, & Nawawi, (2012); Kukah, Laland, & Brown (2006); Li & Peng (2006); Kohun, (2002); Lam & Tang (2003).

Influence of Education and Training on Employee Performance on Construction Sites.

Table 9: Influence of Education and Training on Employee Performance on Construction Sites.

Influence of Education and Training	RAI	Rank
Employees are equipped with better requisite information INFL1	0.92	1st
It leads to employee-enhanced productivity on site INFL2	0.91	2nd
Employees have access to the new development area of operation INF3	0.91	3rd
Employees are better informed about the better ways to ask INF4	0.90	4th
It improves the educational qualification of employees, INF5	0.89	5th
Employees can acquire new skills and knowledge INF6	0.89	6th
Employees can understand basic skills and tasks given to them INF7	0.89	7th
Employee value tends to increase on account of the training INF8	0.88	8th
Improves the level of competency among construction employees INF9	0.88	9th
Employees can have a better waste elimination system INF10	0.85	10th

Source: Field survey (2022)

Table 9 shows the influence of education and training on employee performance on construction sites and it shows that employees are equipped with better requisite information concerning their job was ranked first with 0.92 RAI and it leads to employee enhanced productivity on site was ranked second on the list with 0.91 RAI then employees tend to have access to new development in their area of operation ranks third on the list with 0.91 RAI. Hashiguchi et al. (2021); August et al. (2021); Gopinath (2020); Kagwi (2018); Graham & Homel (2012); Fagbenle, Ogunde & Owolabi (2011); Gawel (1996); and Husseini (1991).

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Table: 10 ANOVA Results on Perception of Influence of Education and Training on Employee Performance on Construction Sites

ANOVA				
		df	F	Sig.
INF1	Between Groups	3	4.141	0.343
	Within Groups	1		
	Total	4		
INF2	Between Groups	3	0.429	0.776
	Within Groups	1		
	Total	4		
INF3	Between Groups	3	0.678	0.688
	Within Groups	1		
	Total	4		
INF4	Between Groups	3	3.332	0.378
	Within Groups	1		
	Total	4		
INF5	Between Groups	3	0.276	0.847
	Within Groups	1		
	Total	4		
INF6	Between Groups	3	0.112	0.942
	Within Groups	1		
	Total	4		
INF7	Between Groups	3	0.608	0.71
	Within Groups	1		
	Total	4		
INF8	Between Groups	3	0.942	0.621
	Within Groups	1		
	Total	4		
INF9	Between Groups	3	1.115	0.587
	Within Groups	1		
	Total	4		
INF10	Between Groups	3	1.527	0.522
	Within Groups	1		
	Total	4		
ARCH	Between Groups	7	1.624	0.433

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BUILD	Within Groups	2		
ENGR	Total	9		

Table 10 displays the results of the data analysis. Employees are equipped with better requisite information concerning their job is indicated to be the most efficient area in the impact of education and training of employee performance on construction site, with a relative agreement score of 0.92, It leads to employee enhanced productivity on site ranks second on the list with a relative agreement index of 0.91, Employees tend to have access to new development in their area of operation ranks third on the list with a relative agreement index of 0.91, Employees are better informed about the better ways to carry out their tasks ranks fourth on the list with a relative agreement index of 0.90.

It improves the educational qualification of employees ranks fifth on the list with a relative agreement index of 0.89, Employees can acquire new skills and knowledge ranks sixth on the list with a relative agreement index of 0.89, Employees can understand basic skills and tasks given to them ranks seventh on the list with a relative agreement index of 0.89, Employee value tends to increase on account of the training ranks eighth on the list, Improves level of competency among construction employees and Employees can have better understanding on waste elimination ranks tenth on the list with a relative agreement index of 0.85 as supported by the following works, Bowen, & Zhang (2020); Carriere, (2020); Bekr, (2017); Barg, Ruparathna, Mendis & Hewage (2014); Choudhry (2014); Crespin-Mazet, Ingemansson & Linné (2014); Diugwu, Baba & Egila, (2012); and Duarte (2009).

CONCLUSION

The findings of this study collectively demonstrate that construction employee performance on site is a product of a complex and interconnected web of individual, interpersonal, organisational, and socioeconomic variables. No single factor operates in isolation; rather, the ten variables examined in this study interact dynamically to either enhance or undermine the performance of construction employees across different dimensions of site work.

From the foundational importance of a good working environment and positive interpersonal relationships, to the deeper psychosocial influences of emotional stability, family conditions, and personal confidence, and extending to the organizational enablers of participatory decision-making and professional development opportunities, the evidence presented in this study affirms that construction employee performance is as much a human and organizational challenge as it is a technical one.

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Construction firms, project managers, human resource practitioners, and industry regulators are therefore strongly urged to adopt a people-centred approach to construction workforce management, one that recognises the full humanity of construction employees, addresses their psychosocial and socioeconomic needs, and creates the organisational conditions necessary for them to perform at their highest potential on site. It is only through such a holistic and integrated approach to workforce development and management that the Nigerian construction industry can build the high-performing, resilient, and professionally excellent workforce needed to deliver projects of the highest quality, on time, and within budget, in an increasingly competitive and demanding built environment landscape.

The findings of this study clearly demonstrate that emotional intelligence is not a minor or incidental factor in construction employee performance but rather a central psychosocial skill that supports goal achievement, teamwork, and professional resilience on construction sites.

Also, firms are strongly encouraged to integrate emotional intelligence assessment and development into their employee recruitment, training, and performance management frameworks.

Investment in the emotional intelligence capacities of the construction workforce is likely to yield significant returns in terms of improved site performance, enhanced team dynamics, reduced interpersonal conflicts, and ultimately, better project delivery outcomes.

Recommendation

The study's research objectives were met, and the following recommendations were made based on the analysis of the data collected:

1. The government and private organisations should provide a good working environment for construction workers.
2. To assist and encourage workers in doing better, wages should be paid on time.
3. Government and private organisations should allow construction workers to participate in professional conferences.
4. Government and private organisations should employ and train construction personnel with technical knowledge on the construction site.
5. Employees who can understand emotions and emotional languages should be employed based on the analysis that they are the best team players in the field.
6. Education and training should be an important factor in the construction industry because it helps employees to be equipped with better requisite information concerning their job.

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