

تأثير كفاءات إدارة المشروع الرئيسية للمدرب الأكاديمي على تقييم الدورة من خلال الدور
الوسيط للذكاء العاطفي للمدرب
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الملخص

يعتبر تحسين تجربة الطلاب الجامعيين في مقرراتهم الدراسية متطلباً أساسياً للجامعات من أجل التكيف مع احتياجات العصر الحديث. يهدف هذا البحث إلى دراسة تأثير كفاءة المحاضر الجامعي في إدارة المشاريع على تقييم الطالب لمقرر المادة، مع استخدام الذكاء العاطفي للمحاضر كوسيط في الجامعات الأردنية. تم إجراء استبيان لجمع البيانات المطلوبة، حيث تم جمع 414 إجابة صالحة للتحليل الإحصائي. لتحقيق أهداف البحث تم استخدام برنامج SmartPLS 3 في تحليل البيانات المجمعة. تشير نتائج الدراسة إلى أن كفاءة إدارة المشاريع للمحاضر تؤثر على تقييم الطالب للمقرر الجامعي من خلال تأثير الذكاء العاطفي للمحاضر كوسيط. يسهم هذا البحث في اعتبار عوامل جديدة (كفاءات إدارة المشاريع للمحاضر والذكاء العاطفي) تؤثر على العملية التعليمية بأكملها، هذه العوامل لها من الأهمية ما يجدر دراستها والاهتمام بها وتعريف إدارة الجامعات بها، ومن خلال الاهتمام بها وقيمتها يمكن المؤسسات التعليمية من السعي إلى تحسين كفاءات المحاضرين وفي النهاية تعزيز الميزة التنافسية للمؤسسة التعليمية بشكل عام.

The Impact of Academic Instructor's key Project Management Competencies on Course Evaluation via the Mediating Role of the Instructor's Emotional Intelligence (EI)

Improving the course experience for undergraduate students is a basic requirement in order for universities to cope with the needs of the emerging era. This paper examines the impact of the Instructor's project management (PM) competencies on the student's Course Evaluation (CE) with the instructor's Emotional Intelligence (EI) utilized as a mediator in the public Jordanian Universities. A questionnaire-based survey was conducted to collect the data needed. 414 valid responses were collected for statistical analysis. SmartPLS 3 software was used to analyze the collected data and achieve the paper's objectives. The results of the study indicate that the instructor's PM competencies affect the student's course evaluation through the mediating effect of the instructor's Emotional Intelligence (EI). This study contributes by introducing new factors (the instructor's PM competencies and the EI) that influence the whole educational process. Educational institutes' Management must be aware of the importance of such factors, and by recognizing their value, they can further seek to improve their instructors' competencies and eventually the overall organization's competitive advantage.

Keywords: Project Management Competencies, Emotional Intelligence, Course Experience, Course Evaluation.

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1- Introduction:

The instructor's traits and competencies are considered a cornerstone in providing a comprehensive teaching experience. Raising the instructor's capabilities level usually leads to better results in terms of the educational process output and the overall course experience (Ibrahim et al., 2020). Although the project management knowledge area is highly related to course management (as courses are considered projects with start and end dates), PM competencies and skills are rarely recognized by the educational organizations or previous research as essential features to develop and exploit for university instructors.

This study examines the direct effect of the instructor's Project Management (PM) competencies on the student's course evaluation. It also examines the mediation role of the instructor's Emotional Intelligence (EI) between PM competencies and student's course evaluation, intending to broaden and consolidate our understanding of the way the instructor's PM competencies and the student's course experience are connected.

Linking the instructor's PM competencies and the EI to the course evaluation sheds light on very crucial but rarely studied factors that highly influence the success of the educational process.

This paper is divided into five sections. After the Introduction, the researchers go through the recent literature on academic instructors' key project management competencies to review the current understanding and to provide a suitable framework for the paper's interest. In the third section, the research methodology is described. The fourth section sets out the data analysis and presents the results followed by conclusion and recommendations.

1.0 Literature Review:

2.1 Academic Instructor's key Project Management Competencies (PM Competencies):

The Project Management Institute (PMI) includes about 700,000 members from all around the world, and till this moment more than 2.1 million PM professionals have graduated. The organization, besides other specialized organizations, provides a comprehensive variety of knowledge, tools and techniques to leverage the profession to the

highest levels. Still, there are big disparities between the project managers. Several studies recognize the importance of working on the project managers' competencies to make a difference and develop within the profession.

Lots of studies marked the existing lack of project management competencies as the main source of project failure and the big challenge that lots of project managers are faced with (Catalano et al., 2019; Patzelt et al., 2021; Wuni & Shen, 2020). As a result, this paper focuses on the project management competencies as the independent variable. The impact of the instructor's project management competencies on undergraduate student's course evaluation was never touched directly in literature as far as the researchers' knowledge, though universities' courses meet the project's definition, which is a "temporary endeavor with a beginning and an end used to create a unique product, service or result." (PMI, 2007). Thus, the researchers propose a relationship between the instructor's PM competencies and the student's course experience.

Some studies focused on the benefits of Project Based Learning (PBL) (Albar & Southcott, 2021; Pan et al., 2021; Younis et al., 2021) proving a positive relation between projected teaching and student achievement, but didn't focus on the PM competencies for instructors and their impact on student's course experience.

But literature defined large number of effective project management competencies (Bolzan de Rezende et al., 2021; de Rezende, L.B., Blackwell, 2019; Moradi et al., 2020). All of these competencies have different impacts, so only the key project management competencies were selected to be tested in this research. According to Moradi et al. (2020) communication, leadership, teamwork and cooperation, flexibility, problem solving, goal orientation, developing others, impact and influence, stakeholder management, cost management and resource management are the main key competencies as they appeared in their paper more than ten times in previous researches as mentioned by Moradi et al. (2020).

In this study, we omitted both cost and resource management because the academic instructor rarely deals with these competencies in the classroom.

2. 2 Academic Instructor's Emotional Intelligence (EI)

The Emotional Intelligence (EI) is considered an interesting topic and is still drawing lots of attention due to its deep impact and penetration to a large number of knowledge areas. The topic was started by Mayer & Salovey (Mayer, J. D., & Salovey, 1989; Mayer, 2001; Mayer & Salovey, 1993), and is still an important area to be studied. Lots of definitions were provided but the authors consider the following definition as the most presentable for this paper:

“Emotional intelligence concerns the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought” Mayer and Roberts (2008, p. 510).

Previous researches reported several important values for EI. For example, Zhu et al. (2021) report the positive impact of project manager's EI on project performance through the mediating role of project commitment. Bayighomog & Arasli (2022) also found a positive relation between the EI and the employees' spiritual health and innovative performance. Fareed et al. (2021) uncovered the fact that a project's success is significantly affected by a studied combination of EI and intellectual intelligence.

The studies on the academic level split mainly into two major concepts: the first concept examined the impact of student's EI on their academic achievement (Ahmed et al., 2019; Okwuduba et al., 2021; Tam et al., 2021, Cheung et al., 2021)

On the other hand, limited number of papers investigate the relation between the instructors' EI and the student's learning outcome. For instance, Ren (2020) confirmed that the instructor's Emotional Intelligence influences the quality of teaching in dance training organizations.

It's worth mentioning that some studies pointed out the value of the project manager's emotional intelligence and its impact on their professional success. Exactly as Obradovic et al., (2013) and Rezvani et al., (2016) stated where they revealed a very high positive correlation between the EI and the professional success.

As the impact of the EI on the project management's issues was studied extensively, minimal studies (if found) have examined the vice versa impact. So, the authors propose a mediation role for instructor's EI between the instructor's EI and the instructor's PM competencies and the CE among Jordanian undergraduate students.

For the sake of measuring the instructor's EI, researchers adopted the dimensions of the most used model in literature (Davies et al., 1998) as follows:

- Emotions Awareness in Self;
- Emotions Awareness in Others;
- Emotion Regulations; and

Use of Emotion

2.3 Course Evaluation

Students' feedback of course experience is an essential process that must be accomplished for educational organizations to collect substantial information to know if they are on the right track at the right speed. Course evaluation is very crucial for educational organizations to develop their competitive advantages and leverage their abilities to graduate students who can be counted on in the real market.

Undoubtedly, linking the results of the graduation output to their main causes and finding what really impacts that, is surely a strong feature. That's why this study examines the impact of the PM competencies on the student's course experience, with the mediatory role of the instructor's EI between the PM competencies and the student's course experience.

Course evaluation can be obtained by formal questionnaires, focus groups and other methods, but the most widely and most reliable used tool in literature to evaluate courses is the Course Experience Questionnaire (Stergiou & Airey, 2012). The Course Experience Questionnaire was initially presented by Ramsden (1991). It evaluates the course through a questionnaire answered by students. The questionnaire consists of a set of 31 items on a five-point Likert scale with the following dimensions: teaching, goal orientation, workload, assessment and student independence.

3.0 Research Methodology:

This study is designed to examine the direct effect of the instructor's PM competencies on the student's course experience. It also examines the mediatory role of the instructor's EI between the PM competencies and the student's course experience, with the goal of broadening and consolidating our understanding of the mechanisms concerning how the PM competencies and the student's course experience are related. As we previously discussed, the instructor's EI may help explain the experience a student has in his undergraduate courses.

Mediation is an essential relation to study for two reasons; first and foremost, it examines how the relation between the independent variable and the dependent variable occurs (Morgan-Lopez & Mackinnon, 2006). Secondly, it investigates whether the mediating variable interprets for a significant amount of the shared variance between the independent and the dependent variables (Sekaran & Bougie, 2013). In our study, the existing literature guided us to consider the EI as the mediator because it is impacted by the PM competencies and has a great influence on the student's course achievements, as it was discussed in the above literature review.

In conclusion, the present study constructed the model plotted in Fig. 1 to examine the mediating roles of the instructor's EI between the instructor's PM competencies and the course experience among Jordanian undergraduate students. Based on the discussions above, we propose the following hypotheses:

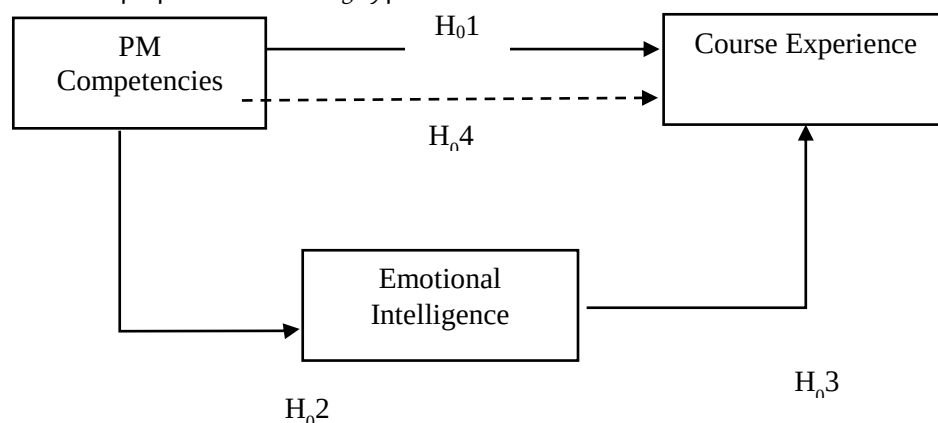


Figure 1: Conceptual Model

H₀1: There is no significant impact of the instructor's PM competencies on the student's course experience at the significance level ($P \leq 0.05$)

H₀2: There is no significant impact of the instructor's PM competencies on the instructor's emotional intelligence at the significance level ($P \leq 0.05$)

H₀3: There is no significant impact of the instructor's emotional intelligence on the student's course experience at the significance level ($P \leq 0.05$)

Indirect Effect:

H₀4: The instructor's emotional intelligence mediates the relationship between the instructor's PM competencies and the student's course experience at significance level ($P \leq 0.05$)

3.1 Constructs measurement

Figure 1 provides an overview of the variables building the model, namely the instructor's PM competencies, the instructor's emotional intelligence and the student's course experience. The research constructs measures based on literature. Table 1 provides an overview of the study constructs measurement and references.

Table 1: Scales Items	
Measure	Measuere Reference
Student Perception of Instructor's PM competencies	
Communication	Moradi et al., 2020, Bolzan de Rezende et al., 2021, de Rezende, L.B., Blackwell, 2019
Leadership	Moradi et al., 2020, Bolzan de Rezende et al., 2021, de Rezende, L.B., Blackwell, 2019
Teamwork and cooperation	Moradi et al., 2020, Bolzan de Rezende et al., 2021, de Rezende, L.B., Blackwell, 2019
Flexibility	Moradi et al., 2020
Problem solving	Moradi et al., 2020, Bolzan de Rezende et al., 2021, de Rezende, L.B., Blackwell, 2019
Goal orientation	Moradi et al., 2020
Developing others	Moradi et al., 2020, Bolzan de Rezende et al., 2021, de Rezende, L.B., Blackwell, 2019
Student Perception of Instructor's Emotional Intelligence	
Emotions Awareness in Self	Davies et al., 1998
Emotions Awareness in Others	Davies et al., 1998

Emotion Regulations	Davies et al., 1998
Use of Emotion	Davies et al., 1998
Student Course Experience Evaluation	
Teaching	Stergiou & Airey, 2012
Generic Skills	Stergiou & Airey, 2012
Clear Goals and Standards	Stergiou & Airey, 2012
Appropriate Workload	Stergiou & Airey, 2012
Appropriate Assessment	Stergiou & Airey, 2012
Emphasis on Independence	Stergiou & Airey, 2012

3. 2 Survey Size

Public Jordanian universities were chosen as the study population, so the questionnaire was distributed randomly to 3 public universities of Jordan. Out of the total 1000 questionnaires distributed via emails and students' groups, 656 replies were returned with 65% rate response. Out of the 656 replies, only 414 replies were valid. Among the valid responses, the percentage of males, who answered the questionnaire, accounted for 63%. The mentioned sample size (414) suits the minimum requirements necessary to use PLS-SEM (217) for the six main constructs that form the dependent variable. (Hair et al., 2018)

4.0 Data Analysis and Results

4.1 Constructs measurements for analysis

4.1.1 Convergent Validity

According to Hair et al. (2018), the convergent validity refers to how much a measure correlates to other items in the same construct. It is obtained by measuring the Factor loading (FL), the Composite Reliability (CR) or the Cronbach's Alpha and Average Variance Extracted (AVE). FL, CR and Cronbach's Alpha must be above 0.70, while AVE must be above 0.5 in order to accept the results. Hair et al. (2018) also clarify that items with FL lower than 0.70 should be tested to see if they affect the validity upon deletion and if the deletion doesn't affect the value of AVE, it can be accepted.

Extracted numbers from the paper's analysis are shown in Table 2 and figure 2. As the results indicate, all items for the three variables are accepted except for the Appropriate Workload item in the course evaluation variable because it has a factor loading <0.7 (and

when Appropriate Workload is deleted, the overall AVE is increased). Although Leadership item has $FL < 0.7$, its deletion didn't affect the AVE, so it was accepted.

Table 2: Convergent Validity for the proposed model

Construct	Factor Loading	Cronbach's Alpha >0.70	Composite Reliability (CR) >0.70	Average Variance Extracted (AVE) >0.5	Result
Project Management Competencies		0.930	0.942	0.645	Accepted
Flexibility	0.727				Accepted
Goal Orientation	0.805				Accepted
Impact & Influence	0.811				Accepted
Leadership	0.699				Accepted
Stakeholder Management	0.867				Accepted
Team and Cooperation	0.802				Accepted
Developing Others	0.860				Accepted
Problem Solving	0.827				Accepted
Communication	0.813				Accepted
Emotional Intelligence		0.930	0.943	.673	Accepted
EI1	0.875				Accepted
EI2	0.830				Accepted
EI3	0.840				Accepted
EI4	0.864				Accepted
EI5	0.743				Accepted
EI6	0.730				Accepted
EI7	0.808				Accepted
EI8	0.860				Accepted
Course Evaluation		0.962	0.965	0.569	Accepted
Teaching	0.770				Accepted
Generic Skills	0.786				Accepted
Clear Goals and Standards	0.737				Accepted
Appropriate Workload	0.561				Rejected
Appropriate Assessment	0.700				Accepted
Emphasis on Independence	0.740				Accepted

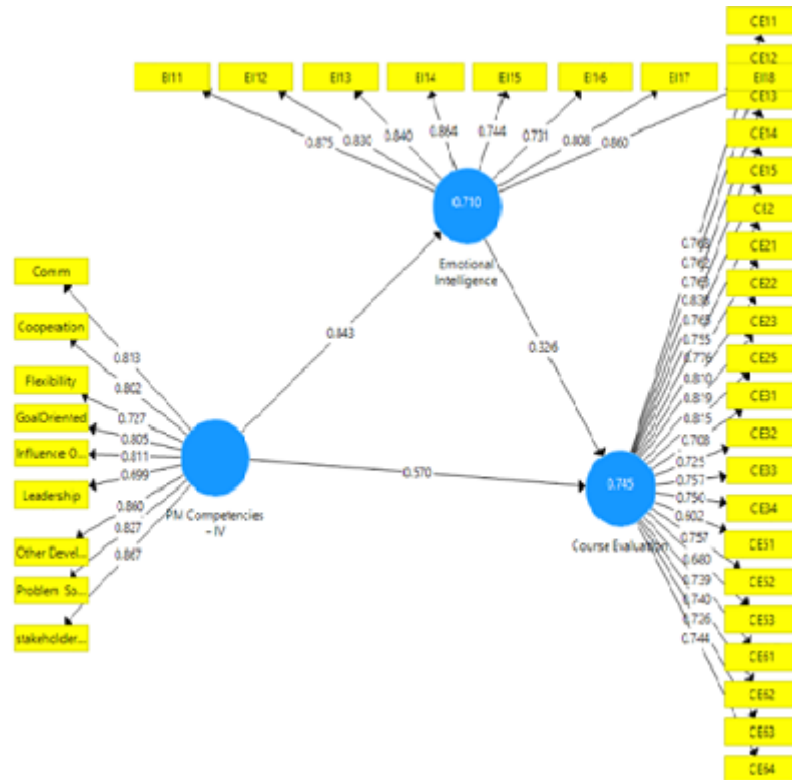


Figure 1 :Factor Loading

4.1.2 Discriminant Validity:

The Discriminant Validity examines the uniqueness of each construct (Hair et al., 2018). It can be obtained through cross loading. The cross loading technique tests the Discriminant Validity of this paper. Table 3 illustrates the extracted numbers, which show the complete valid numbers/ a completely valid number for this research.

	Course Evaluation	Emotional Intelligence	PM Competencies
PM Competencies			
Flexibility	0.638	0.65	0.727
GoalOriented	0.713	0.718	0.805
Influence Others	0.678	0.706	0.811
Leadership	0.613	0.496	0.699
Other Develop	0.721	0.782	0.86

Problem Solving	0.656	0.73	0.827
stakeholdersManagement	0.694	0.694	0.867
Comm	0.691	0.634	0.813
Cooperation	0.696	0.644	0.802
CE11	0.768	0.678	0.738
CE12	0.762	0.703	0.721
CE13	0.763	0.618	0.707
CE14	0.838	0.673	0.771
CE15	0.765	0.68	0.641
CE2	0.755	0.595	0.688
CE21	0.776	0.622	0.641
CE22	0.81	0.657	0.695
CE23	0.819	0.63	0.728
CE25	0.815	0.628	0.688
CE31	0.708	0.61	0.62
CE32	0.725	0.583	0.563
CE33	0.757	0.563	0.579
CE34	0.75	0.564	0.581
CE51	0.602	0.466	0.484
CE52	0.757	0.565	0.571
CE53	0.68	0.622	0.6
CE61	0.739	0.515	0.583
CE62	0.74	0.593	0.554
CE63	0.726	0.545	0.549
CE64	0.744	0.588	0.561
EI11	0.658	0.875	0.712
EI12	0.622	0.83	0.631
EI13	0.659	0.84	0.704
EI14	0.682	0.864	0.73
EI15	0.578	0.744	0.607
EI16	0.698	0.731	0.653
EI17	0.634	0.808	0.71
EI18	0.743	0.860	0.763

4.2 Structural Model

The Structural model is used to explore to what extent the empirical data supports the theoretical model. The Structural model is evaluated through examining the values of

Coefficient of Determination R^2 , Effect Size f^2 , Predictive Relevance Q^2 and bootstrapping to evaluate the hypotheses testing as follows:

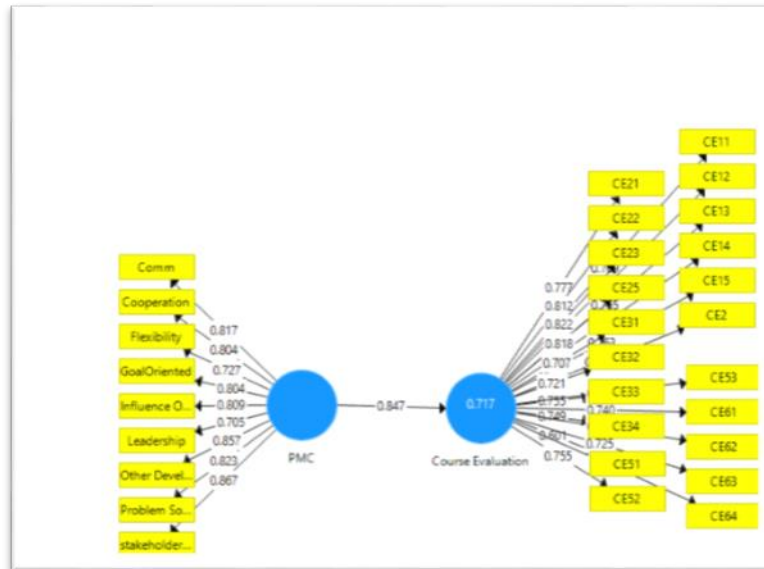
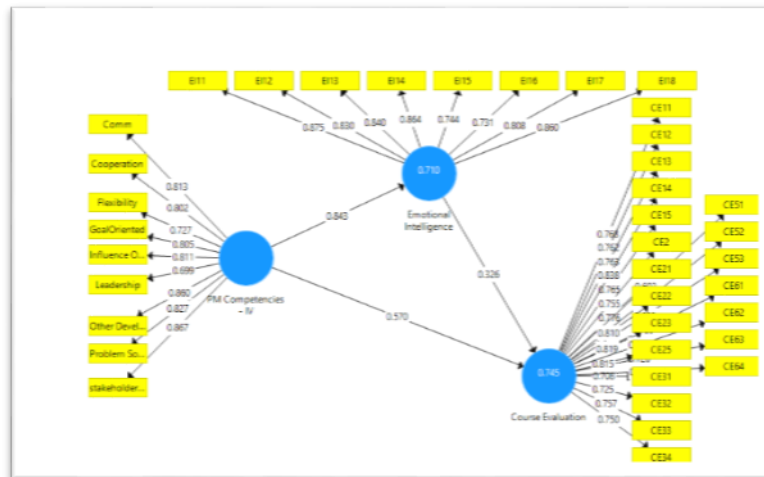
4.2.1 Coefficient of Determination R^2 test:

Coefficient of Determination R^2 is used to evaluate the paper's structural model as it evaluates the model's predictive accuracy (Hair et al., 2018). It explains and interprets the measurements, where it represents the independent variables' combined effects on the dependent variable (Hair et al., 2018). R^2 values above 0.25 are considered a good value, whereas values between 0.25 and 0.67 are considered medium, and values over 0.67 are considered high (Chin, 1998). According to Hair et al., (2018) R^2 values above 0.5 are relatively high.

R^2 for the impact of the instructor's PM competencies on the student's course experience in this paper is 0.717 without mediation and 0.745 with mediation (as shown in table 4, so that it indicates that the instructor's PM competencies explain the high amount of good course evaluation in both cases. The mediator variable (the instructor's Emotional Intelligence) obviously enhances the explanation of the variance obtained by the dependent variable (the student's Course Evaluation). Analysis results extracted from PLSAlgorithm analysis performed by SmartPLS 3 are shown before mediation and after mediation in figures 3 and 4.

Table 4: R^2 for the model

Relation	R^2
Impact of PMC factors on CE <i>with</i> mediation by the Emotional Intelligence	0.745
Impact of PMC factors on CE <i>without</i> mediation by the Emotional Intelligence	0.717

Figure 2: PLSAlgorithm for the model without the mediator (R^2)Figure 3: PLS Algorithm for the model with the mediator (R^2)

4.2.2 Effect Size f^2

In addition to evaluating the R^2 value of the dependent variable to measure the predictive accuracy of the model, the f^2 (effect size) measure can also be used. f^2 obtains

the change in the R^2 value when the independent variable is deleted from the model, and thus it can be determined whether the omitted variable has a substantial impact on the dependent variable or not. The measure of the f^2 effect size is said to be small if the value is under or equal to 0.02, medium if it doesn't exceed 0.15, and high if it's above 0.35 (Chin, 1998).

After performing a PLSAlgorithm analysis, it was found that student's CE has f^2 effect size of 0.370, hence the effect is considered to be large. Moreover, the instructor's EI has f^2 effect size of 2.4533, which is also considered to be large.

4.2.3 Predictive Relevance Q^2

GEISSER, 1974; STONE, (1974) proposed another important measure for the model's predictive accuracy, which is the Stone-Geisser's Q^2 value. Q^2 values larger than zero for the dependent variables indicate the path model's predictive relevance for this construct.

In our model, the Q^2 value is obtained by using the blindfolding procedure, and as reflected by figure 5, the instructor's EI and CE have the values of 0.471 and 0.414, respectively. Both values are above 0, thus indicate the model's predictive relevance.

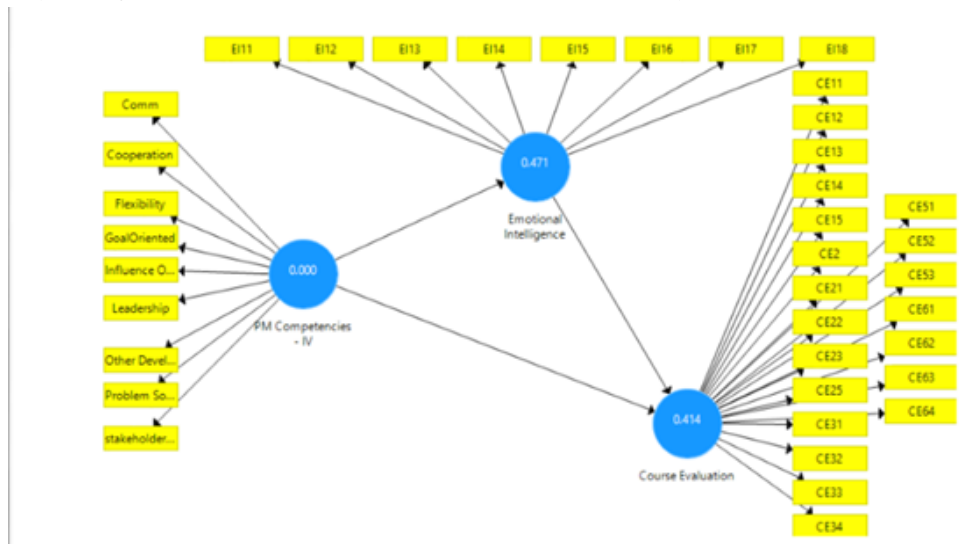


Figure 4 : Blindfolding and Predictive Relevance Q

4.2.5 Hypotheses Testing:

The researchers performed a logical analysis to finalize the structural analysis and test the hypotheses that examine the impact of the Instructor's PM competencies on the student's CE with the instructor's EI utilized as a mediator. A bootstrap analysis was conducted using Smartpls 3, as shown in figure 6. Test results are shown in table 5.

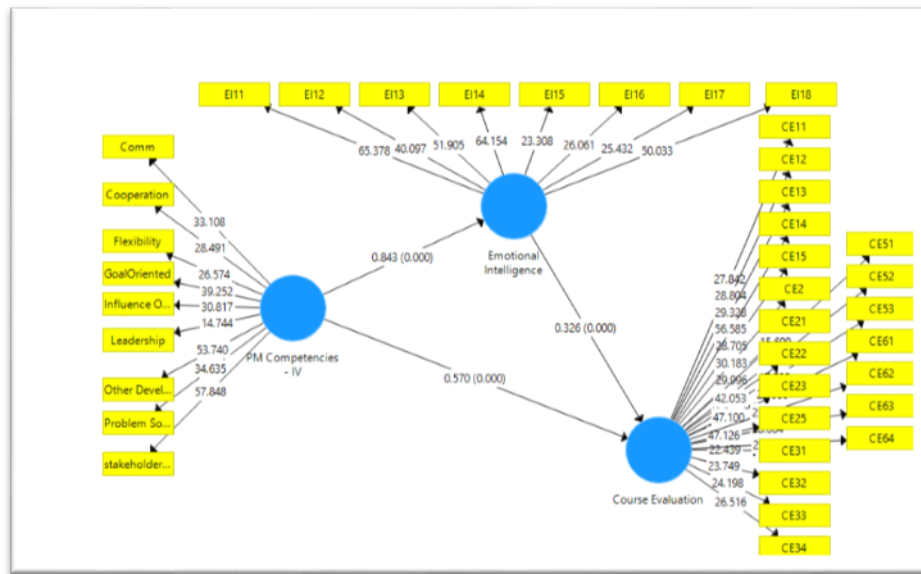


Figure 5: Bootstrapping (β , P value) for the proposed framework

Table 5: Test results of the impact of the instructor's PM competencies on student's CE without the mediation role of the instructor's EI

Hypo	Relationship	β	Standard error	T value	Sig.	Hypotheses (null/alternative)
H ₀₁	PM Competencies-> Course Experience	0.570	.044	11.532	0	alternative
H ₀₂	PM Competencies -> Emotional Intelligence	0.843	0.012	73.040	0	alternative
H ₀₃	Emotional Intelligence -> Course Evaluation	0.362	0.052	6.257	0	alternative

5.0 Results and Discussion

All universities keep working to develop their teaching experience. This research aims at presenting important new knowledge to instructors in order to leverage the

undergraduate's course experience. That's why it focuses on the impact of the Instructor's PM competencies on the student's CE with the instructor's EI utilized as a mediator. From this research hypothesis views, the results were as following:

H₀1: There is no significant impact of the instructor's PM competencies on the student's course evaluation at significance level ($P \leq 0.05$)

Based on the bootstrapping analysis that was conducted to investigate the impact of the instructor's PM Competencies on the instructor's CE, it was found that the T- value is 11.532 with significant .000 which means that the null hypothesis is not accepted, and the alternative hypothesis is accepted. This implies that there is a significant impact at level $P \leq 0.05$ for the instructor's PM Competencies on the student's CE. Any change of one standardized unit of the instructor's PM Competencies changes the student's CE by 57.0 % standardized units, as Beta value is 0.57. The result confirms the researchers' suggestions about the impact of the instructor's PM competencies on the student's CE. Thus, the study contributes to adding a new factor to the existing literature that influences the course evaluation, which opens new opportunities for enhancing and improving in general the educational process.

H₀2: There is no significant impact of the instructor's PM competencies on the instructor's emotional intelligence at significance level ($P \leq 0.05$)

Investigating the impact of the instructor's PM Competencies on the instructor's emotional intelligence reveals the fact that T- value of 73.040 with significant .000 means that the null hypothesis is not accepted, and the alternative hypothesis is accepted. This implies that there is a significant impact at level ($P \leq 0.05$) for the instructor's PM Competencies on the instructor's EI. Any change of one standardized unit of the instructor's PM Competencies changes the instructor's emotional intelligence by 84.3 % standardized units, as Beta value is 0.843.

And that confirms Obradovic et al., (2013) and Rezvani et al., (2016) studies which revealed a positive relation between the project manager's competencies and his EI.

H₀₃: There is no significant impact of the instructor's emotional intelligence on the student's course experience at significance level ($P \leq 0.05$)

The instructor's emotional intelligence was analyzed according to their statistical contribution in explaining the variables of the student's course experience, and it was found that the T-value is 6.257 with significant .000 less than 0.05. Any change of one standardized unit of the instructor's PM Competencies changes the instructor's emotional intelligence by 36.2 % standardized units, as Beta value is 0.362.

As such, it can be noted that the instructor's emotional intelligence positively affects the student's course experience. Thus, the research rejects the null hypothesis, so there is a significant impact at level ≤ 0.05 of the instructor's emotional intelligence on the student's course experience.

Our data emphasizes on the fact that the instructor's emotional intelligence affects the student's course experience at $\alpha \leq 0.05$.

The study's results fit what was previously proven in literature. Namely, that the project manager's EI impacts positively the project success considering the undergraduate course as the project (Bayighomog & Arasli, 2022; Fareed et al., 2021). It also goes in line with Ren's (2020) study that proves a positive relation between the instructor's EI and overall the course evaluation.

Table 6: Test results of the PM Competencies on the Course Evaluation with the mediation of Emotional Intelligence

Direct effect					Indirect effect					Mediation	
β	Standard error	CI 95%	T value	α	β	Standard error	CI 95%	T value	α	Mediation	Type of Mediation
0.570	.044	0434-.689	11.532	0	0.275	0.049	0.19-.356	6.207	0	Yes	Partial

H₀4: The instructor's emotional intelligence mediates the relationship between the instructor's PM competencies and the student's course experience at significance level ($P \leq 0.05$)

In Table 6, the relation between the instructor's PM Competencies and the student's course experience at $\alpha \leq 0.05$ is recognized as mediated by the instructor's emotional intelligence. In consideration of the statistics t value, this was viewed as being 11.532, with the instructor's emotional intelligence on the student's course experience showing a notable influence in relation to the student's course experience, where statistics T value was calculated to be 6.207.

In addition to that, the β Value ratio for the indirect effect has been determined to be 0.275. As such, it may be stated that the instructor's emotional intelligence partially mediated the relation between the instructor's PM Competencies and the student's course experience

So, there is a significant impact of the instructor's emotional intelligence to explain the impact of the instructor's PM Competencies on the student's course experience. As this relation was (according to the authors' knowledge) rarely studied in the extant literature, the research contributes to providing an explanation for the relation between the instructor's PM competencies and the student's course experience, whereas the instructor's emotional intelligence mediates and explains this relation.

5.0. Conclusion and recommendation

This study contributes to setting a new perspective for undergraduate courses and introducing new factors (the instructor's PM competencies and his/ her EI) that greatly influence the whole educational process.

Although undergraduate courses fit with the definition of the projects as mentioned earlier, this study points out the lack of attention to this point in the existing research. This new perspective for the undergraduate courses would contribute highly to the understanding of the factors that may increase the course evaluation and thus affect the success of the educational process.

Educational institutes Management must be aware of the importance of such factors, and by recognizing their value, they can further seek to improve their instructors' competencies.

Recommendations suggest that universities work on building the instructor's PM competencies and their EI as part of the academic process.

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