

Islamic University – Gaza
Dean of Postgraduate Studies
Faculty of Commerce
Business Administration



Effect of Emotional Intelligence on Leadership Behavior a Case Study on UNRWA-Gaza Health Centers.

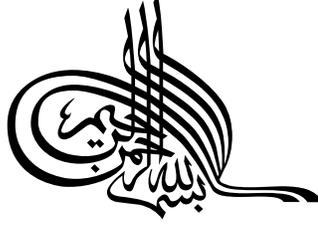
أثر الذكاء العاطفي على السلوك القيادي
دراسة حالة - المراكز الصحية في الأونروا - غزة

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﴿ فِيمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ ^ط وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا
مِنْ حَوْلِكَ ^ط فَأَعْفُ عَنْهُمْ ^ط وَأَسْتَغْفِرْ لَهُمْ ^ط وَشَاوِرْهُمْ فِي الْأَمْرِ ^ط فَإِذَا عَزَمْتَ
فَتَوَكَّلْ عَلَى اللَّهِ ^ج إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴾

سورة ال عمران، اية 159

حديث شريف

عن محمد بن معيقب قال: قال رسول الله صلى الله عليه و سلم:

" حرمت النار على الهين، اللين، السهل، والقريب "

صدق رسول الله (ﷺ)

Dedication

This research is dedicated to my beloved parents for who I owe myself being and who I am today. God have made paradise under the feet of mothers and I put this thesis under her foot as a gesture of recognition. To my father who has dedicated his entire life to see me grow up to become what I am now and always encouraged me to invest in education as he said “I am investing in my children’s education” I dedicate this work.

This thesis is also dedicated for my wife for the endless support and patience she showed all the way during my Masters study and especially during the conduction of this research. It is also dedicated for my children to compensate them for not being available for them most of the time when they needed me during their exams and school vacation. I encourage them to follow my path and take education as their powerful means for success in their personal and professional life.

Dedication is also extended to my family members, brothers, sisters, uncles and aunts.

I also dedicate this thesis for my friends and my UNRWA colleagues for their support and encouragement. Dedication is extended for my study colleagues and classmates for their joyful friendship and company.

Finally, this thesis is dedicated for my respectful university, The Islamic University of Gaza and for all the Academic staff who taught me during my maters studies in admiration for the chance to be one of its students.

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Abstract

The research aims to identifying the effect of the emotional intelligence on the UNRWA leaders (health centers manager's) behavior and how it shapes their ability to lead and influence their teams to achieve organizational objectives and their ability to mobilize efforts of staff. It aims at identifying the different variables and competencies needed for effective leadership. This research adapted the Traits emotional intelligence model of Petrides with its four components well being, self control, empathy, and sociability and their effects on the leadership style as defined by the full range leadership theory. The research also aims at identifying the differences between respondents as attributed to their personal and professional traits gender, age, academic qualifications, and years of experience, years working under the supervision of the manager, grade, and span of control.

The researcher adapted a descriptive analytical approach which depends on data collection, analysis using SPSS and interpretation of the results to determine the hypothesized relationships. An internationally accepted measurement tools were adapted, translated, and modified to suit the purpose of the study. The questionnaire was distributed at a scouting pilot sample of 30 to check its validity and reliability, which proved to be high. The questionnaire was then distributed to a sample of 293 staff working in the UNRWA Health centers to collect the necessary data for the study.

The results of the study supported the hypothesized relationships of the existence of significant relationship between emotional intelligence of leaders and their leadership style. The relationship provides to exist at all scales and subscales of the emotional intelligence construct except with transactional leadership on part of its components (management by exception (active)). A significantly negative relationship was also proved to exist between emotional intelligence and laissez faire leadership style. The results also proved that there are no significant differences among respondents attributed to the personal and professional traits of gender, age, academic qualifications, and years of experience, grade and supervisory capacity.

The research has presented some recommendations concerning the application of emotional intelligence at the workplace and some other recommendations for future research. The recommendations include increasing awareness of the emotional intelligence

concept and its importance and application among the leadership and supervisory roles. It also recommends the design and implementation of appropriate training programs for leaders on how to consider and apply emotional intelligence traits in their personnel management. The research also recommends developing tools to measure the level of emotional intelligence and inter and intra personal skills and incorporate it into the recruitment of potential leaders.

ملخص الدراسة

يهدف هذا البحث إلى التعرف على مستوى الذكاء العاطفي لمدراء المراكز الصحية في وكالة غوث و تشغيل اللاجئين الفلسطينيين "الأونروا" وأثره على السلوك والنمط القيادي وكيف يؤثر في قدرتهم على التأثير في وتوجيه الأفراد نحو إنجاز الأهداف التنظيمية. يهدف هذا البحث إلى تحديد المتغيرات والكفايات اللازمة من أجل خلق قيادة فاعلة. لقد تم اعتماد نموذج "بتريدس" للذكاء العاطفي بمكوناته الأربعة: الرفاه، وضبط النفس، والتعاطف، والتخاطب الاجتماعي (المهارات الاجتماعية). كما تم اعتماد نظرية القيادة الشاملة من أجل تحديد النمط القيادي. كما وهدف البحث إلى تحديد الفروق، إن وجدت، بين الأفراد تعزوي إلى الجنس، والعمر، والمؤهلات العلمية، وسنوات الخبرة، وعدد سنوات العمل تحت قيادة المدير الحالي للمركز الصحي، والدرجة الوظيفية، ومستوى الإشراف.

لقد اعتمد البحث المنهج الوصفي التحليلي والذي يعتمد على جمع البيانات من مصادرها الأولية وتحليلها باستخدام برنامج التحليل الإحصائي (SPSS) من أجل اختبار العلاقات والفرضيات وتقديم تفسير علمي معقول للنتائج. لقد تم استخدام أدوات قياس مستخدمة عالمياً لقياس كل من الذكاء العاطفي والنمط القيادي و ذلك بعد ترجمتها للغة العربية وتطويرها من إضافة وحذف وتعديل لتلائم الغرض الذي وضعت من أجله وتلائم بيئة البحث. و لقد تم اختبار الاستبانة من خلال توزيعها على عينة استطلاعية مكونة من 30 شخص لاختبار اتساق و ثبات الاستبانة وقد حققت الاستبانة الشروط المطلوبة. ثم تم توزيع الاستبانة على عينة مكونة من 293 شخص من مجتمع الدراسة من العاملين في المراكز الصحية للأونروا بقطاع غزة.

خلص البحث إلى الاستنتاج بوجود علاقة ذات دلالة إحصائية للعلاقة المفترضة ما بين الذكاء العاطفي والنمط القيادي لمدراء المراكز الصحية في الأونروا كما ثبت وجود هذه العلاقة بين كل مكون من مكونات الذكاء العاطفي مع كل أنماط القيادة باستثناء القيادة الإجرائية (الإدارة بالاستثناء-فاعل) و وجود علاقة سالبة مع القيادة التسيببية. كما ثبت عدم وجود فروق دالة إحصائية بشكل عام تعزوي للجنس، العمر، المؤهلات العلمية، سنوات الخبرة، سنوات العمل تحت إدارة مدير المركز الصحي الحالي، الدرجة الوظيفية، والمستوى الإشرافي.

وقد خلص البحث إلى العديد من التوصيات من أجل توظيف أفضل للذكاء العاطفي في مكان العمل، فقد أوصى البحث بضرورة الاهتمام بمفهوم الذكاء العاطفي وزيادة وعي العاملين وخصوصا المدراء بتوظيفه في إدارة الأفراد وتصميم برامج تدريبية ملائمة تزيد من كفاياتهم و مهاراتهم الاشرافية خصوصا على البعد الإنساني. كما أوصى البحث بضرورة تطوير أدوات قياس لقياس الذكاء العاطفي والمهارات الشخصية و البين شخصية عند عملية التوظيف في الوظائف الاشرافية والقيادية.

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List of Abbreviations

ASO	Assumed Similarity between Opposites
CI	Collaborative Inquiry
CSI	Cognitive Style Index
DHEIQ	Dulewicz & Higgs Emotional Intelligence Questionnaire
DO	Desirable Outcomes
ECGN	Emotionally Competent Group Norms
ECI	Emotional Competency Inventory
EI	Emotional Intelligence
EIS	Emotional Intelligence Scales
EISRS	Emotional Intelligence Self-Regulation Scale
EQ	Emotional Quotient
EQ-i	Emotional Quotient Inventory (test)
ESCI	Emotional and Social Competency Inventory
ESI	Emotional and Social Intelligence
GEI	Group Emotional Intelligence
HC	Health Centers
IQ	Intelligence Quotient (Cognitive)
LEIQ	Lioussine Emotional Intelligence Questionnaire
LMX	Leader Member Exchange
LPC	Least Preferred Co-worker
MLQ	Multifactor Leadership Questionnaire
MSCEIT	Mayer-Salovey-Caruso Emotional Intelligence Test
MTL	Motivation to Lead
OD	Organizational Development
PMC	Project Management Cycle
SEIS	Schutte Emotional Intelligence Scales
SPTB	Sjoberg Personality Test Battery (EI Scale)
SUEIT	Swinburne University Emotional Test
TEII	Tapia Emotional Intelligence Inventory
TEIQue	Traits Emotional Intelligence Questionnaire
TL	Team Leader
TMMS	Trait Meta Mood Scale
UNRWA	United Nations Relief & Works Agency for Palestine Refugees
WEIP-3	Workgroup Emotional Intelligence Profile (Version 3)
WLEIS	Wong & Law Emotional Intelligence Scales

Chapter One

Study Frame work

- 1.1. Introduction
- 1.2. The problem statement
- 1.3. Study objectives
- 1.4. Hypothesis
- 1.5. Variables
- 1.6. Research importance

1.1 Introduction:

Emotional Intelligence (EI) is a relatively contemporary concept that has strongly emerged in the management field. While psychologists have pioneered in studying and researching emotional intelligence, extensive research on the role of emotional intelligence in the management field has been conducted. Research has confirmed the existence of strong ties between emotional intelligence and leadership. The emotional intelligence has now established roots in the fields of human resource and organizational behaviors (Goleman, 1995).

The emotional intelligence was first conceptualized in 1990 by Peter Salovey and Jack Mayer as “a set of abilities to do with emotions and the processing of emotional information.” (Shapiro, 2007, P 6-12).

Daniel Goleman, regarded as the godfather of emotional intelligence in his book “Primal Leadership” defined the role of leadership in relation to emotional intelligence as “The fundamental task of leaders is to prime good feelings of those they lead that occur when a leader creates resonance- a reservoir of positivity that frees the best in people. At its roots, then, the primal role of leader is emotional” (Goleman, 2002, P1).

Emotional intelligence reflects the ability to read and understand one’s own feelings and those of others in a social context, to detect the signs of emotional reactions, and to utilize such knowledge to influence others through emotional regulation and control. As such, it represents a critically important competency for effective leadership. Recent researches has pointed out that emotional intelligence contributes to eighty percent of success in life and career while only twenty percent is attributed to cognitive intelligence quotient. Emotional intelligence largely shapes the behavior of the leader and determines his or her leadership effectiveness (Goleman, 2002).

Researchers have studied the behavior of the leaders and how this would affect their followers. Recent researches in leadership tried to identify the characteristics of effective leaders resulted in two prominent theories: transactional and transformational

leadership. Transitional theory which is based on exchange uses reward and punishment as incentive to manipulate followers into performing tasks (Avolio & Bass, 2002) and served as the basis for the development of the transformational leadership (Avolio, 1999). Transformational leadership has been ascribed with effecting change by influencing values, attitudes, and behaviors of others (Avolio & Bass, 2002).

It is then concluded that both leadership and emotional intelligence has to do with the behavior of oneself and of the others around him including supervisors, subordinates, coworkers, and clients. While leadership is the ability of the leader to influence the values, attitudes, and behaviors of the people; the emotional intelligence is the ability to read and understand one's own feelings and those of others in a social context, to detect the signs of emotional reactions, and to utilize such knowledge to influence others through emotional regulation and control. As such, it represents a critically important competency for effective leadership.

This research is an attempt to explore to what extent the emotional intelligence contributes to the successful management and the ability of managers to lead their teams to achieve the organizational goals.

1.2 Problem Statement

In 2005, UNRWA has launched an Organizational Development (OD) initiative following several research and internal consultations on the declination of service quality. The OD aimed to identify areas of poor performance and the reasons underlying behind it. It also aimed at identifying areas for improvement (UNRWA OD, intranet, 2005).

The United Nations and the UNRWA donors community has been frequently calling up-on UNRWA to improve its way of management and reduce bureaucracy. They have called UNRWA to re-review its way of doing business before calling for additional funding. Hence, UNRWA has launched an organizational development initiative. This research comes as part of the efforts of UNRWA to improve its way of doing business and tries to tackle one of the major areas of effect, leadership role (UNRWA Advisory Committee Meeting, Amman, 2004; Unpublished Document).

This research is a trial to validate the assumed relationship between emotional intelligence and effective leadership. Therefore, this research attempts to answer the following main question:

“To what extent does emotional intelligence affects UNRWA-Gaza Health Centers Manager’s behavior (Style)?”

1.3 Hypothesis:

- **Main Hypothesis (1):**

H1: There is a statistically significant correlation at ($\alpha=0.05$) between Emotional intelligence and leadership behavior.

Sub-hypothesis:

H1a: There is a statistically significant relationship at ($\alpha=0.05$) between Leaders well being and leadership behavior.

H1b: There is a statistically significant relationship at ($\alpha=0.05$) between leaders' ability of self control and leadership behavior.

H1c: There is a statistically significant relationship at ($\alpha=0.05$) between the ability of the leaders to empathies and leadership behavior.

H1d: There is a statistically significant relationship at ($\alpha=0.05$) between leaders' social skills and leadership behavior.

- **Main Hypothesis (2):**

H2: There is a statistically significant difference at ($\alpha=0.05$) in aspect of emotional intelligence and leadership behavior attributed to the respondents personal traits such as age, sex, experience, academic qualifications and grade level.

1.4 The research variables:

The researcher adapted the Petrides traits model of emotional intelligence which is composed of four main components and fifteen subcomponents. To test the leadership style, the researcher adapted the Multifactor Leadership model of Avolio & Bass to examine the dominant leadership style as one of the three styles, transformational, transactional, and Laissez Faire.

A. The independent variables:

Main variable: Emotional Intelligence.

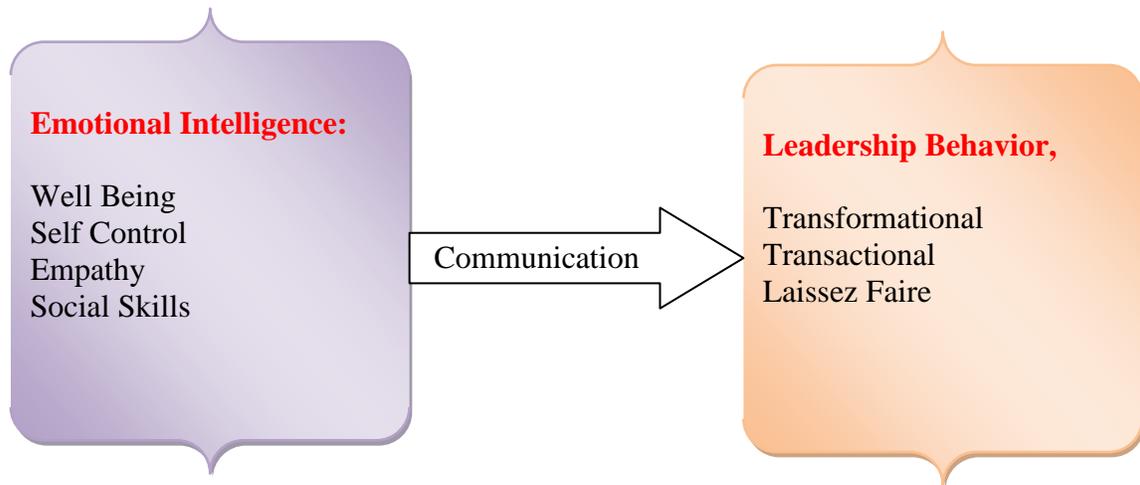
- **Sub variables:**

- 1- Well Being
- 2- Self Control
- 3- Emotionality (Empathy)
- 4- Sociability (Social Skills)

B. The dependent variable:

Leadership Behavior (Style)

1.5 Conceptual Map



**Figure (1.1): Conceptualized by Researcher 2011,
Source: Derived from Petrides EI Model, 2003 and the Full Range Leadership
Theory of Avolio and Bass, 1990.**

1.6 Research objectives:

The research aims at identifying the effect of the emotional intelligence on the UNRWA leaders (health centers manager's) behavior and how it shapes their ability to lead and influence their teams. It aims at identifying the different variables and competencies needed for effective leadership. This research eventually aims to:

1. Identify the level of emotional intelligence of UNRWA-Gaza leaders (health centers managers).
2. Identify the effect of emotional intelligence on UNRWA- Gaza leader's (health centers managers) ability to influence and lead teams to achieve organizational objectives.
3. Indentify the main competencies of the most successful leaders and how they shape the leaders behavior and their ability to mobilize efforts of staff.

4. Explore the main factors that determine the effectiveness of UNRWA- Gaza Health Center's Managers.
5. Increase awareness of the concept of emotional intelligence and its importance in the workplace.
6. Proposing recommendations for leader emotional intelligence training programs.
7. Incorporating emotional intelligence competencies in the selection process for leadership roles based on such competencies.

1.7 Importance of the research:

This research is a contribution to the need of UNRWA to identify the main competencies required in leadership roles and how these competencies may lead to successful management of working teams. The importance of this research is attributed to the following reasons:

1. The importance to study emotional intelligence at the workplace that is a relatively new field of research. It is an addition to the very few local researches on the subject from a management perspective.
2. This research is an attempt to shed the lights on the application of emotional intelligence in the workplace and it's interrelation with the leadership success. This would enable UNRWA to give more attention to emotional intelligence and leadership development.

Chapter Two

Emotional Intelligence

2.1 Introduction.

2.2 Emotional Intelligence Definitions.

2.3 Historical Roots of the Topic.

2.4 Contemporary Interests in the Topic.

2.5 The emotional intelligence Models.

2.6 Applications of emotional intelligence.

2.1 Introduction

This chapter will provide a review of the emotional intelligence definitions, historical backgrounds, contemporary interests and research, the main emotional intelligence models and constructs, and emotional intelligence applications in the real life. Throughout this chapter an extensive review of the literature and arguments will be presented to provide the reader with a comprehensive view of the topic.

Emotional intelligence is the unique repertoire of emotional skills that a person uses to navigate the everyday challenges of life. In his book *Emotional Intelligence: Why It Can Matter More Than IQ*¹, Daniel Goleman defines EI as the "capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships".(Goleman, 1995).

Over the last 20 years, the large amount of research has demonstrated that an individual's Emotional Intelligence is often a more accurate predictor of success than the individual's IQ. No matter how intellectually intelligent someone is, their success is still governed by how well they communicate their ideas and interact with their peers. (Furnham, 2003).

Multiple studies have shown that the most successful leaders in organizations are those that have higher levels of emotional intelligence. One study examined 300 leading executives in 15 international organizations. The truly exceptional in the group were strong in six particular emotional competencies: drive for achievement, leadership, team leadership, self-confidence, organizational awareness, and influence (MTD Training-Emotional Intelligence, 2010, p18).

¹ IQ: Intelligence Quotient

2.2 Emotional Intelligence Definitions:

Mayer and Salovey in 1990 used the concept of emotional intelligence to describe the emotional intelligence characteristics of individuals to achieve success (and these properties were emotional and include: empathy, adjust disputes or mood, to love others and perseverance, compassion and the expression of feelings, independence, and adaptability, problem-solving between people, and the affection and respect), and that was the first use of this concept began to spread in turn then among those interested, I have known Meyer and Salovey emotional intelligence as: a set of elements of social intelligence that include the ability of the individual to control his emotions and feelings in himself and others and to distinguish them, and use this information to guide his thinking, his work and his actions (Shapiro, 2007, P 6-12).

EI was defined by Meyer and Salovey as: an individual's ability to monitor the one's own feelings and emotions and those of others', distinguishes them and uses this information to guide behavior and emotions (Salovey & Mayer, 1990, P 189).

When it seemed that the interest in the concept of emotional intelligence and substance at the beginning of its inception, has been directed towards the upbringing and education of children that the concept is limited to that area, but then began to extend to the workplace and human relations and its impact on workers and individuals in work environments, where it contributes to a deeper understanding of the problems, and understand the social relations arising because of the work and how to manage and improve (Shapiro, 2007, P 7).

In another phase; Meyer and Salovey defined emotional intelligence as the ability to perceive emotions accurately, and evaluate and express them as well as the ability to generate and access them when moving the thinking process and the ability to understand emotion, knowledge, and the ability to regulate emotions so as to promote emotional growth and mental development of the individual (Mayer & Salovey, 1997, P 3-31). Abraham defined emotional intelligence as a set of skills that are attributable to accuracy in estimating and correcting the feelings of self-discovery and emotional features of others, and use it for motivation and achievement in the life of the individual (Abraham, 2000, P 169).

Abraham defined the emotional intelligence as the ability to:

- Understand your feelings and the feelings of others.
- Ability to deal with others.
- The ability to form relationships.
- The ability to express different emotions.
- The ability to self-discipline and control of emotions.
- Independence and the ability to make decisions.
- Perseverance and hard work.

While Gardner's defined emotional intelligence as follows:

- The ability to continue to urge restraint in the face of precautions and control freaks and consolidate the sense of satisfying the soul.
- The ability to regulate mood with pain and grief.
- The capacity for empathy and a sense of hope (Abdul-Hadi, 2006, P 11).

Salovey five emotional intelligence capabilities, namely:

- To know the person's emotions and feelings.
- The individual is to manage these feelings or emotions.
- The individual must pay self-motivation and be self-adhesive.
- To recognize the individual feelings of others.
- To manage individual relationships with others (Abu Feathers *et al*, 2006, P 237).

Goleman defined emotional intelligence as a set of emotional skills enjoyed by the individual, necessary for success in professional interactions and in different life situations (Goleman, 1995, P 271). Boyzatis and Goleman (2002) use a competence-based approach to capture self and peer ratings of 17 individual EI competences. These are grouped into four cluster categories of:

- (1) Self-awareness;
- (2) Self-management;
- (3) Social awareness; and
- (4) Relationship management.

Within these competence clusters other dimensions are included such as adaptability, achievement, initiative, organizational awareness and developing others, which some authors suggest represent more distal behavioral indicators of emotional intelligence rather than the actual construct itself (Clarke, 2006).

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere "pop psychology" (Mayer, Roberts, & Barsade, 2008).

Bar – On considered Emotional Intelligence as a component organization of the skills and competencies of personal and emotional and social impact on an individual's ability to deal successfully with environmental requirements and pressures (Bar-On, 1997, P 14).

Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that EI develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes that those individuals with higher than average Emotional Quotients (EQs) are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment are thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life. However, doubts have been expressed about this model in the research literature (in particular about the validity of self-report as an index of emotional intelligence) and in scientific settings it is being replaced by the trait emotional intelligence (trait EI) model discussed below. (Bar-On, 1997, P 14).

In sharp contrast to Salovey and Mayer's (1990) ability model of EI, Bar-On's (1997) measure of EI, (the EQ-i) incorporates the five sub-constructs of:

- (1) Interpersonal skills;
- (2) Intrapersonal skills;
- (3) Adaptability;
- (4) Stress management; and
- (5) General mood.

Together this EI construct assesses 16 dimensions including amongst them self regard, assertiveness, independence, flexibility, stress tolerance and happiness. Some of these aspects are seen as more akin to individual dispositions or traits and are assessed similarly through the use of personality type self-report scales.

Furnham defined emotional intelligence as the ability to recognize, understand and address the emotions and feelings so that the organization of an individual can affect the feelings of others (Furnham, 2006, P 819).

Konstantin Vasily Petrides introduced a Trait EI theory. He defined EI as "a constellation of emotional self-perceptions located at the lower levels of personality" (Petrides, Kokkinaki, 2007, P 273). In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework (Petrides, & Furnham, 2001, P 225). An alternative label for the same construct is trait emotional self-efficacy. The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it.

George marked the emotional intelligence through thought, known as emotional intelligence as the ability to recognize emotions by thinking of knowledge and understanding of emotional regulation and emotional feelings, so an individual can affect the feelings of others (George, 2000, P 1033).

2.3 Historical Roots of the Topic:

The distal roots of EI can be traced back to Thorndike's (1920) social intelligence, which concerned the ability to understand and manage people and to act wisely in human relations. Its proximal roots lie in Gardner's (1983) work on multiple intelligences and, more specifically, his concepts of intrapersonal and interpersonal intelligence. According to Gardner "interpersonal intelligence denotes a person's capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others." By contrast, "intrapersonal intelligence involves the capacity to understand oneself, to have an effective working model of oneself—including one's own desires, fears, and capacities—and to use such information effectively in regulating one's own life" (Gardner, 1999, P 43).

As a term, emotional intelligence appeared several times in the literature (Greenspan, 1989; Leuner, 1966; Payne, 1986), before the first formal model and definition were introduced by Salovey and Mayer (1990). These researchers also carried out the first relevant empirical studies (Mayer, Di Paolo, & Salovey, 1990). Goleman's (1995) influential book popularized the construct and strongly influenced most subsequent scientific conceptualizations of EI. Thus, following the model proposed by Salovey and Mayer, and especially after Goleman's best-selling book, many models of EI emerged. However, the correspondence between models and data has been weak in the majority of cases, with most models being dissociated from empirical evidence and most studies carried out in a theoretical vacuum (Furnham & Petrides, 2003).

When psychologists began to write and think about intelligence, they focused on cognitive aspects, such as memory and problem-solving. However, there were researchers who recognized early on that the non-cognitive aspects were also important. For instance, David Wechsler defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment". As early as 1940 he referred to "non-intellective" as well as "intellective" elements, by which he meant affective, personal, and social factors. Furthermore, as early as 1943 Wechsler was proposing that the non-intellective abilities are essential for predicting one's ability to succeed in life.

He wrote:

“The main question is whether non-intellective, that is affective and cognitive abilities, are admissible as factors of general intelligence. (My contention) has been that such factors are not only admissible but necessary. I have tried to show that in addition to intellective there are also definite non-intellective factors that determine intelligent behavior. If the foregoing observations are correct, it follows that we cannot expect to measure total intelligence until our tests also include some measures of the non-intellective factors” (Wechsler, 1943, P 103).

Wechsler was not the only researcher who saw non-cognitive aspects of intelligence to be important for adaptation and success. Robert Thorndike, to take another example, was writing about "social intelligence" in the late thirties (1937). Unfortunately, the work of these early pioneers was largely forgotten or overlooked until 1983 when Howard Gardner began to write about "multiple intelligence." Gardner proposed that "intrapersonal" and "interpersonal" intelligences are as important as the type of intelligence typically measured by IQ and related tests. (Furnham & Petrides, 2003)

In the 1940s, under the direction of Hemphill, the Ohio State Leadership Studies suggested that "consideration" is an important aspect of effective leadership. More specifically, this research suggested that leaders who are able to establish "mutual trust, respect, and a certain warmth and rapport" with members of their group will be more effective. At about the same time, the Office of Strategic Services developed a process of assessment based on the earlier work of Murray that included the evaluation of non-cognitive, as well as cognitive, abilities. This process evolved into the "assessment center," which was first used in the private sector at AT&T in 1956. Many of the dimensions measured in assessment centers then and now involve social and emotional competencies such as communication, sensitivity, initiative, and interpersonal skills. It was clear that by the early 1990s, there was a long tradition of research on the role of non-cognitive factors in helping people to succeed in both life and the workplace. This research on emotional intelligence builds on this foundation. (George, 2000)

2.4 Contemporary Interests in the Topic:

When Salovey and Mayer coined the term emotional intelligence in 1990, they were aware of the previous work on non-cognitive aspects of intelligence. They described emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action". Salovey and Mayer also initiated a research program intended to develop valid measures of emotional intelligence and to explore its significance. For instance, they found in one study that when a group of people saw an upsetting film, those who scored high on emotional clarity (which is the ability to identify and give a name to a mood that is being experienced) recovered more quickly. In another study, individuals who scored higher in the ability to perceive accurately, understand, and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive social networks.

(Mayer & Salovey, 2002)

In the early 1990's Daniel Goleman became aware of Salovey and Mayer's work, and this eventually led to his book, *Emotional Intelligence*. Goleman was a science writer for the *New York Times*, whose focus was brain and behavior research. He had been trained as a psychologist at Harvard where he worked with David McClelland, among others. McClelland was among a growing group of researchers who were becoming concerned with how little traditional tests of cognitive intelligence told us about what it takes to be successful in life. (Mayer & Salovey, 2002)

IQ by itself is not a very good predictor of job performance. Hunter and Hunter estimated that at best IQ accounts for about 25 percent of the variance. Sternberg has pointed out that studies vary and that 10 percent may be a more realistic estimate. In some studies, IQ accounts for as little as 4 percent of the variance.

An example of this research on the limits of IQ as a predictor is the Sommerville study, a 40 year longitudinal investigation of 450 boys who grew up in Sommerville, Massachusetts. Two-thirds of the boys were from welfare families, and one-third had IQ's below 90. However, IQ had little relation to how well they did at work or in the rest of their lives. What made the biggest difference were childhood abilities such as being able to handle frustration, control emotions, and get along with other people.

Another good example is a study of 80 Ph.D.'s in science who underwent a battery of personality tests, IQ tests, and interviews in the 1950s when they were graduate students at Berkeley. Forty years later, when they were in their early seventies, they were tracked down and estimates were made of their success based on resumes, evaluations by experts in their own fields, and sources like American Men and Women of Science. It turned out that social and emotional abilities were four times more important than IQ in determining professional success and prestige. (Mayer & Salovey, 2002)

Now it would be absurd to suggest that cognitive ability is irrelevant for success in science. One needs a relatively high level of such ability merely to get admitted to a graduate science program at a school like Berkeley. Once you are admitted, however, what matters in terms of how you do compared to your peers has less to do with IQ differences and more to do with social and emotional factors. To put it another way, if you're a scientist, you probably needed an IQ of 120 or so simply to get a doctorate and a job. But then it is more important to be able to persist in the face of difficulty and to get along well with colleagues and subordinates than it is to have an extra 10 or 15 points of IQ. The same is true in many other occupations. (Nelson, 2002)

We also should keep in mind that cognitive and non-cognitive abilities are very much related. In fact, there is research suggesting that emotional and social skills actually help improve cognitive functioning. For instance, in the famous "marshmallow studies" at Stanford University, four year olds were asked to stay in a room alone with a marshmallow and wait for a researcher to return. They were told that if they could wait until the researcher came back before eating the marshmallow, they could have two. Ten years later the researchers tracked down the kids who participated in the study. They found that the kids who were able to resist temptation had a total SAT score that was 210 points higher than those kids who were unable to wait.

Granted that cognitive ability seems to play a rather limited role in accounting for why some people are more successful than others, what is the evidence that emotional and social factors are important? In doing the research for his first book, Goleman became familiar with a wealth of research pointing to the importance of social and emotional abilities for personal success. Some of this research came from personality and

social psychology, and some came from the burgeoning field of neuropsychology. (Wong & Law, 2002)

2.5 The emotional intelligence Models:

Substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations. Currently, there are three main models of EI:

1. Ability EI model (Mayer and Salovey, 1990)
2. Mixed models of EI (Daniel Goleman, 1995; Bar-On, 1997)
3. Trait EI model (Petrides and Furnham, 2001)

Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs.

2.5.1 The Ability model:

Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." (Mayer *et al*, 2001).

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

1. **Perceiving emotions** – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

2. **Using emotions** – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. **Understanding emotions** – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. **Managing emotions** – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The ability EI model has been criticized in the research for lacking face and predictive validity in the workplace (Mayer *et al*, 2001).

Measurement of the ability model:

The current measure of Mayer and Salovey's model of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotion-based problem-solving items. Consistent with the model's claim of EI as a type of intelligence, the test is modeled on ability-based IQ tests. By testing a person's abilities on each of the four branches of emotional intelligence, it generates scores for each of the branches as well as a total score.

Central to the four-branch model is the idea that EI requires attunement to social norms. Therefore, the MSCEIT is scored in a consensus fashion, with higher scores indicating higher overlap between an individual's answers and those provided by a worldwide sample of respondents. The MSCEIT can also be expert-scored, so that the amount of overlap is calculated between an individual's answers and those provided by a group of 21 emotion researchers. (Salovey P & Grewal D, 2005)

Although promoted as an ability test, the MSCEIT is unlike standard IQ tests in that its items do not have objectively correct responses. Among other challenges, the consensus scoring criterion means that it is impossible to create items (questions) that

only a minority of respondents can solve, because, by definition, responses are deemed emotionally "intelligent" only if the majority of the sample has endorsed them. This and other similar problems have led some cognitive ability experts to question the definition of EI as a genuine intelligence. (Fiori & Antonakis, 2011)

In a study by Føllesdal, the MSCEIT test results of 111 business leaders were compared with how their employees described their leader. It was found that there were no correlations between a leader's test results and how he or she was rated by the employees, with regard to empathy, ability to motivate, and leader effectiveness. Føllesdal also criticized the Canadian company Multi-Health Systems, which administers the MSCEIT test. The test contains 141 questions but it was found after publishing the test that 19 of these did not give the expected answers. This has led Multi-Health Systems to remove answers to these 19 questions before scoring, but without stating this officially.

2.5.2 Mixed models:

The model introduced by Daniel Goleman (1995) focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs:

1. **Self-awareness** – the ability to read one's emotions and recognize their impact while using their feelings to guide decisions.
2. **Self-management (Self Regulation & Self Motivation)** – involves controlling one's emotions and impulses and adapting to changing circumstances.
3. **Social awareness** – the ability to sense, understand, and react to others' emotions while comprehending social networks.
4. **Relationship management (Social Skills)** – the ability to inspire, influence, and develop others while managing conflict.

- Self-Regulation
 - (i) Self-control: Managing disruptive emotions and impulses.
 - (ii) Trustworthiness: Maintaining standards of honesty and integrity.
 - (iii) Conscientiousness: Taking responsibility for personal performance.
 - (iv) Adaptability: Flexibility in handling change.
 - (v) Innovativeness: Being comfortable with and open to novel ideas and new information.
 - Self-Motivation
 - (i) Achievement drive: Striving to improve or meet a standard of excellence.
 - (ii) Commitment: Aligning with the goals of the group or organization.
 - (iii) Initiative: Readiness to act on opportunities.
 - (iv) Optimism: Persistence in pursuing goals despite obstacles and setbacks.
 - Social Awareness
 - (i) Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns.
 - (ii) Service orientation: Anticipating, recognizing, and meeting customers' needs.
 - (iii) Developing others: Sensing what others need in order to develop, and bolstering their abilities.
 - (iv) Leveraging diversity: Cultivating opportunities through diverse people.
 - (v) Political awareness: Reading a group's emotional currents and power relationships.
 - Social Skills
 - (i) Influence: Wielding effective tactics for persuasion.
 - (ii) Communication: Sending clear and convincing messages.
 - (iii) Leadership: Inspiring and guiding groups and people.
 - (iv) Change catalyst: Initiating or managing change.
 - (v) Conflict management: Negotiating and resolving disagreements.
 - (vi) Building bonds: Nurturing instrumental relationships.
 - (vii) Collaboration and cooperation: Working with others toward shared goals.
 - (viii) Team capabilities: Creating group synergy in pursuing collective goals.
- In brief, the five domains relate to knowing your emotions; managing your emotions; motivating yourself; recognizing and understanding other people's emotions; and managing relationships, i.e., managing the emotions of others.



Figure (2.1): Daniel Goleman Domains of EI

Source: Olivier Serrat 2009, Page 3, Understanding and developing Emotional Intelligence.

Table (2.1): The Personal and Social Attributes of Emotional Intelligence

Table: The Personal and Social Attributes of Emotional Intelligence

Competence		Attribute
Self-Awareness		
	Emotional Awareness	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Know which emotions they are feeling and why; • Realize the links between their feelings and what they think, do, and say; • Recognize how their feelings affect their performance; and • Have a guiding awareness of their values and goals.
	Accurate Self-Assessment	<p>Individuals with this competence are</p> <ul style="list-style-type: none"> • Aware of their strengths and weaknesses; • Reflective, learning from experience; • Open to candid feedback, new perspectives, continuous learning, and self-development; and • Able to show a sense of humor and perspective about themselves.
	Self-Confidence	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Present themselves with self-assurance and have presence; • Can voice views that are unpopular and go out on a limb for what is right; and • Are decisive and able to make sound decisions despite uncertainties and pressures.
Self-Regulation		
	Self-Control	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Manage their impulsive feelings and distressing emotions well; • Stay composed, positive, and unflappable even in trying moments; and • Think clearly and stay focused under pressure.
	Trustworthiness	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Act ethically and are above reproach; • Build trust through their reliability and authenticity; • Admit their own mistakes and confront unethical actions in others; and • Take tough, principled stands even if they are unpopular.
	Conscientiousness	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Meet commitments and keep promises; • Hold themselves accountable for meeting their objectives; and • Are organized and careful in their work.
	Adaptability	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Smoothly handle multiple demands, shifting priorities, and rapid change; • Adapt their responses and tactics to fit fluid circumstances; and • Are flexible in how they see events.
	Innovativeness	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Seek out fresh ideas from a wide variety of sources; • Entertain original solutions to problems; • Generate new ideas; and • Take fresh perspectives and risks in their thinking.

Continue...

Competence		Attribute
Self-Motivation		
	Achievement Drive	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Are results-oriented, with a high drive to meet their objectives and standards; • Set challenging goals and take calculated risks; • Pursue information to reduce uncertainty and find ways to do better; and • Learn how to improve their performance.
	Commitment	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Readily make personal or group sacrifices to meet a larger organizational goal; • Find a sense of purpose in the larger mission; • Use the group's core values in making decisions and clarifying choices; and • Actively seek out opportunities to fulfill the group's mission.
	Initiative	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Are ready to seize opportunities; • Pursue goals beyond what is required or expected of them; • Cut through red tape and bend the rules when necessary to get the job done; and • Mobilize others through unusual, enterprising efforts.
	Optimism	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Persist in seeking goals despite obstacles and setbacks; • Operate from hope of success rather than fear of failure; and • See setbacks as due to manageable circumstance rather than a personal flaw.
Social Awareness		
	Empathy	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Are attentive to emotional cues and listen well; • Show sensitivity and understand others' perspectives; and • Help out based on understanding other people's needs and feelings.
	Service Orientation	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Understand customers' needs and match them to services or products; • Seek ways to increase customers' satisfaction and loyalty; • Gladly offer appropriate assistance; and • Grasp a customer's perspective, acting as a trusted advisor.
	Developing Others	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Acknowledge and reward people's strengths, accomplishments, and development; • Offer useful feedback and identify people's needs for development; and • Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.
	Leveraging Diversity	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Respect and relate well to people from varied backgrounds; • Understand diverse worldviews and are sensitive to group differences; • See diversity as opportunity, creating an environment where diverse people can thrive; and • Challenge bias and intolerance.
	Political Awareness	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Accurately read key power relationships; • Detect crucial social networks; • Understand the forces that shape views and actions of clients, customers, or competitors; and • Accurately read situations and organizational and external realities.

Continue...

Competence	Attribute	
Social Skills		
	Influence	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Are skilled at persuasion; • Fine-tune presentations to appeal to the listener; • Use complex strategies like indirect influence to build consensus and support; and • Orchestrate dramatic events to effectively make a point.
	Communication	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Are effective in give-and-take, registering emotional cues in attuning their message; • Deal with difficult issues straightforwardly. • Listen well, seek mutual understanding, and welcome sharing of information fully; and • Foster open communication and stay receptive to bad news as well as good.
	Leadership	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Articulate and arouse enthusiasm for a shared vision and mission; • Step forward to lead as needed, regardless of position; • Guide the performance of others while holding them accountable; and • Lead by example.
	Change Catalyst	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Recognize the need for change and remove barriers; • Challenge the status quo to acknowledge the need for change; • Champion the change and enlist others in its pursuit; and • Model the change expected of others.
	Conflict Management	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Handle difficult people and tense situations with diplomacy and tact; • Spot potential conflict, bring disagreements into the open, and help deescalate; • Encourage debate and open discussion; and • Orchestrate win-win solutions.
	Building Bonds	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Cultivate and maintain extensive informal networks; • Seek out relationships that are mutually beneficial; • Build rapport and keep others in the loop; and • Make and maintain personal friendships among work associates.
	Collaboration and Cooperation	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Balance a focus on task with attention to relationships; • Collaborate, sharing plans, information, and resources; • Promote a friendly and cooperative climate; and • Spot and nurture opportunities for collaboration.
	Team Capabilities	<p>Individuals with this competence</p> <ul style="list-style-type: none"> • Model team qualities such as respect, helpfulness, and cooperation; • Draw all members into active and enthusiastic participation; • Build team identity, esprit de corps, and commitment; and • Protect the group and its reputation and share credit.

Source: Olivier Serrat, 2009, Understanding & Developing Emotional Intelligence.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere "pop psychology" (Mayer, Roberts, & Barsade, 2008).

Measurement of the Emotional Competencies (Goleman) model:

Two measurement tools are based on the Goleman model:

1. The Emotional Competency Inventory (ECI), which was created in 1999, and the Emotional and Social Competency Inventory (ESCI), which was created in 2007.
2. The Emotional Intelligence Appraisal: The Emotional Intelligence Appraisal, which was created in 2001 and which can be taken as a self-report or 360-degree assessment.

Bar-On model of emotional-social intelligence (ESI):

Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that EI develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes that those individuals with higher than average EQs are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment are thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life. However, doubts have been expressed about this model in the research literature (in particular about the validity of self-report as an index of emotional

intelligence) and in scientific settings it is being replaced by the trait emotional intelligence (trait EI) model discussed below.

Measurement of the ESI model:

The Bar-On Emotional Quotient Inventory (EQ-i), is a self-report measure of EI developed as a measure of emotionally and socially competent behavior that provides an estimate of one's emotional and social intelligence. The EQ-i is not meant to measure personality traits or cognitive capacity, but rather the mental ability to be successful in dealing with environmental demands and pressures. One hundred and thirty three items (questions or factors) are used to obtain a Total EQ (Total Emotional Quotient) and to produce five composite scale scores, corresponding to the five main components of the Bar-On model. A limitation of this model is that it claims to measure some kind of ability through self-report items. The EQ-i has been found to be highly susceptible to faking (Day & Carroll, 2008; Grubb & McDaniel, 2007).

2.5.3 Trait EI model:

Soviet-born British psychologist Konstantin Vasily Petrides ("K. V. Petrides") proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous scientific publications. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality." In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The Traits EI model is based on a construct that is composed of four major scales and fifteen subscales:

1. **Well-Being** that includes 4 subscales happiness, self esteem, optimism, and Self motivation.
2. **Self Control** which includes 4 subscales emotion regulation, low impulsiveness, stress management, and adaptability.
3. **Emotionality (Empathy)** which includes 4 subscales, emotion expression, empathy, emotion perception, and emotion management.
4. **Sociability (Social Skills)**, that include 3 subscales social awareness, relationships, and assertiveness.

The trait EI model is general and subsumes the Goleman and Bar-On models. The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it (Petrides & Furnham, 2003).

The Trait Emotional Intelligence Questionnaire (TEIQue) is an integral part of the scientific research program on trait emotional intelligence. All TEIQue measures are underpinned by an international scientific research program aiming to integrate the various non-traditional intelligences into mainstream models of personality and differential psychology. The construct consists of five domains subdivided into fifteen facets covering the different traits of the individual as illustrated in table (2.4).

TEIQue-Short Form:

This is a 30-item questionnaire designed to measure global trait emotional intelligence (trait EI). It is based on the long form of the TEIQue. Two items from each of the 15 subscales of the TEIQue were selected for inclusion, based primarily on their correlations with the corresponding total subscale scores (Petrides & Furnham, 2003).

Table (2.2): The Adult Sampling Domain of Trait Emotional Intelligence

Facets	High scorers perceive themselves as...
<i>Adaptability</i>	...flexible and willing to adapt to new conditions.
<i>Assertiveness</i>	...forthright, frank, and willing to stand up for their rights.
<i>Emotion perception (self and others)</i>	...clear about their own and other people's feelings.
<i>Emotion expression</i>	...capable of communicating their feelings to others.
<i>Emotion management (others)</i>	...capable of influencing other people's feelings.
<i>Emotion regulation</i>	...capable of controlling their emotions.
<i>Impulsiveness (low)</i>	...reflective and less likely to give in to their urges.
<i>Relationships</i>	...capable of having fulfilling personal relationships.
<i>Self-esteem</i>	...successful and self-confident.
<i>Self-motivation</i>	...driven and unlikely to give up in the face of adversity.
<i>Social awareness</i>	...accomplished networkers with excellent social skills.
<i>Stress management</i>	...capable of withstanding pressure and regulating stress.
<i>Trait empathy</i>	...capable of taking someone else's perspective.
<i>Trait happiness</i>	...cheerful and satisfied with their lives.
<i>Trait optimism</i>	...confident and likely to "look on the bright side" of life.

Source: Petrides & Furnham (2003)

<http://www.eiconsortium.org/measures/teique.html>

Measurement of Trait EI

The explosion in the number of trait EI measures may have given the impression that the construction of psychometrically sound questionnaires is an easy business. Anyone cognizant of the basic elements of psychometrics, particularly those relating to the validation process, knows that this is not the case.

The fact is that few trait EI measures have been developed within a clear theoretical framework and even fewer have sturdy empirical foundations. Indicative of the confusion in the field is that most self-report questionnaires purport to measure EI as a cognitive ability. Table 9.2 presents a summary of trait EI measures, along with basic information about their reliability, validity, and factor structure. The entries have been organized by year of publication and principal author surnames. Some additional information for each measure is presented in the text.

Measurement of the trait EI model:

There are many self-report measures of EI, including the EQ-i, the Swinburne University Emotional Intelligence Test (SUEIT), and the Schutte EI model. None of these assess intelligence, abilities, or skills (as their authors often claim), but rather, they are limited measures of trait emotional intelligence. One of the more comprehensive and widely researched measures of this construct is the Trait Emotional Intelligence Questionnaire (TEIQue), which was specifically designed to measure the construct comprehensively and is available in many languages.

The TEIQue provides an operationalization for the model of Petrides and colleagues that conceptualizes EI in terms of personality. The test encompasses 15 subscales organized under four factors: Well-Being, Self-Control, Emotionality, and Sociability. The psychometric properties of the TEIQue were investigated in a study on a French-speaking population, where it was reported that TEIQue scores were globally normally distributed and reliable.

The researchers also found TEIQue scores were unrelated to nonverbal reasoning (Raven's matrices), which they interpreted as support for the personality trait view of EI (as opposed to a form of intelligence). As expected, TEIQue scores were positively related to some of the Big Five personality traits (extraversion, agreeableness, openness, conscientiousness) as well as inversely related to others (alexithymia, neuroticism). A number of quantitative genetic studies have been carried out within the trait EI model, which has revealed significant genetic effects and heritability for all trait EI scores.

Two recent studies (one a meta-analysis) involving direct comparisons of multiple EI tests yielded very favorable results for the TEIQue.

2.6 Applications of emotional intelligence:

Mayer and others see that emotional intelligence may have important consequences for predicting whether in school or home or workplace, it is not a substitute for cognitive ability or job skills. The research indicated a consensus of emotional intelligence with a series of positive results in many areas.

2.6.1 Emotional Intelligence and Behavior:

Emotional intelligence is linked to a number of behaviors acceptable and compatible, with each of the study (Thrinidad & Johnson, 1999; Mayer et al, 2001, Vorbach, 2002) to the role of emotional intelligence in reducing behavioral problems and violence among students. The study found that students with high emotional intelligence they smoke less cigarettes or alcohol ate, and they were less aggressive with their peers, and more socially accepted by their teachers than students with low emotional intelligence.

These studies also indicated that students with high emotional intelligence were more in sympathy with others and interact with them, and more satisfied with their lives than students with low emotional intelligence.

Emotional Intelligence has been associated with high social competence and appropriate for these students, and emotional intelligence was associated positively with socially acceptable patterns of behavior, and characteristics of friendship (Lopes & Salovey, 2001).

2.6.2 Emotional Intelligence at Work:

Meyer and others believed that emotional intelligence may lead some important roles in leadership and professional development in working life, it is one of the important elements to predict in the workplace, but that emotional intelligence is not a substitute for ability, knowledge or job skills (Mayer, et al, 2003).

Indicates Carso (Caruso, 1999) to use emotional intelligence in the workplace:

1. **Professional development:** leading emotional intelligence plays an important role in many areas of our lives, but it is not crucial for success in all professions and business, some businesses do not require intelligent emotionally high, while there is work requires a lot of emotional intelligence such as business, which requires empathy and communication with people and understanding of others, and include working in a team, if the individual does not have a high level of emotional intelligence, that the business is difficult, and leads to less satisfaction.

2. **Management Development:** The Emotional Intelligence is a set of capabilities that may help managers in many ways to be more flexible in planning and motivating self and others, and in taking important decisions.
3. **Emotionally intelligent behavior** is to help managers to better plan in several ways, including changing plans to meet current needs, and adapt to the attitudes and the use of successive plans changed when original plans fail. The emotionally intelligent managers have the ability to understand their own emotions and the emotions of others help them motivate themselves and their staff, and to assist individuals to continue working. They also have the ability to make important decisions, and through the use of emotions to facilitate thinking and see things clearly when passions are strong.

Some studies have addressed the role of emotional intelligence in the workplace (Collins, 2001; Maccalupo, 2002), and those studies concluded that emotional intelligence may not play an important role in the success of managers, there may be other variables contribute to this success as well.

Effectiveness of the team: emotional intelligence skills are a foundation to work effectively and efficiently with others, as it helps to think creatively by seeing problems from many perspectives, and generate creative ideas and new solutions to problems. In addition to that emotional intelligence helps individuals to work with others through the influence of people, or upon the agreement, and empathy generates confidence in others.

A study (Rice) to the relationship between emotional intelligence and the effectiveness of the team, emotional intelligence was found to helping team leaders inspiring the team being better able at satisfying customers, but it is not necessary to increase the efficiency with which they have carried out these behaviors (Caruso, 2001).

Chapter Three

Leadership

3.1 Introduction.

3.2 Definition.

3.3 Ingredients of Leadership.

3.4 Old Psychology/New Psychology.

3.5 Leadership Theories.

3.6 Emotional Intelligence and Leadership.

3.1. Introduction:

This chapter provides an overview of the literature on leadership and highlights the main definitions and ingredients according to the different leadership theories known to date. It also provides a view of old and new psychology of leadership and the leadership theories. Then it presents the linkages between emotional intelligence and leadership.

Leadership is one of the most important aspects of studies of human behavior in organization. It is the leader who creates working environment. The success of an organization depends upon the efficiency of the leader. It is the attributes, positive approach and the ability to solve problems that make a person leader. Leader should be able to turn the hopeless situation in his favor. In the environment of tough competition in the market where it is undergoing financial recession, layoffs is the order of the day, market is facing poor demand for products because everybody has enough and poor or no growth situation persists. In this situation leader should not lose his balance but turn the situation in his favor. He should be able to evolve techniques and lead the organization to win-win strategy. (Kondalkar, 2007, P 225)

Leader should be able to motivate employees. All leaders are not managers as they have to work in non-organized sectors while the managers work in the organized sectors. All managers should be leaders so that they are able to work efficiently. Warren and Benin have identified certain criteria between manager and a leader. The criterion is presented in figure (3.1) below.

<i>Manager characteristics</i>	<i>Leader characteristics</i>
Administers	- Innovates
Copy	- An original
Maintains	- Develops
Focuses on systems and structure	- Focuses on people
Short-range view	- Long-range view
Relies on controls	- Inspires trust
Asks how and when	- Asks what and why
Eyes on the bottom line	- Eye on the horizon
Imitates	- Originates
Accepts the status quo	- Challenges
Classic	- Own person
Does a thing right	- Does right things

Figure (3.1): Major differences between managers and leaders

Source: Warren and Benin's "Managing the dream. Leadership in 21st century, Journal of Organizational Change Management Vol 2, No. 1 1989

3.2. Leadership Definition:

Although many definitions of leadership could be cited, the most would depend on the theoretical orientation taken. Besides influence, leadership has been defined in terms of group processes, personality, and compliance to particular behavior, persuasion, power, goal achievement, and interaction, role differentiation, initiation of structure, and combination of two or more of these (Bernard, 1990), leader has an ability to lead effectively. He is visionary and accomplishes objective by using discretion (authority). It is generally seen that good leader achieves willing obedience of their subordinates. They follow the leader unquestioned because he fulfills their desires, wants and needs.

Leadership can be defined as influence, that is, the area or process of influencing people so that they will strive willingly and enthusiastically towards achievement of group goals.

People should be brought to such a pitch of their devotion to duty that they not only work willingly, but also work with utmost zeal. The leader like front line captain, who not only inspires his soldiers by physical presence but also brings down accurate fire from supporting weapons (utilizing skills) and displays high degree of bravery and is not perturbed by danger of enemy fire. Leader instills values of honesty, takes calculated risk and displays concern for employees and customers. He does not stand and wait to see in despair things taking shape. (Kondalkar, 2007, P 226)

3.3. Ingredients of Leadership:

Every group in the organization has a leader. A successful leader has within him the following ingredients:

1. **The ability to use power effectively:** A leader inherits power by virtue of his appointment. Known as the legitimate power apart from the above he achieves willing obedience by using one or more of power bases like expert power, referent power, reward and coercive power. Line authority also facilitates influencing subordinate.
2. **An ability to comprehend:** Human beings have different motivational needs at different times and situations. The ability to comprehend relates to understanding people, their needs, expectations and what a leader has been doing to satisfy them.

This is a continuous process that gives a leader the understanding of his subordinates and an ability to explore the situation to his advantage to get the organizational goal achieved.

3. **Ability to inspire:** Inspiration is best judged when subordinates work with zeal in hopeless situation. Leader must identify each individual's capabilities, skill and inspire them. Inspiration emanates from a leader who may have charm, an appeal, and devotion to duty, which subordinates further want to enhance by loyally obeying the leader willfully. Inspirations also come from charismatic personality of the leader. Subordinates promote what leader desires.
4. **Leadership style:** Leadership style is **firstly** the ability of a leader to act in a manner that will develop a climate conducive to the response from the led and **secondly** arouse motivation among the employees. Leader must design and maintain an environment for efficient performance. He should identify motivational needs, desires of the subordinates and work out a plan that fulfills motivational needs and aspirations of the employees. Organizations practices must include appropriate reward system, freedom of action in work environment, recognition, open communication system and very informal and cordial behavior pattern among various layers of organizational structure. Leaders must be participative, face the same problems as his subordinates, work in the identical environment and not how the signs of tiredness. He must be loyal to his subordinates and follow an appropriate leadership style taking into consideration the organizational climate and the environment he has to work. His approach must be reconciliatory. (Kondalkar, 2007, P 227).

3.4.The old and new psychology of leadership:

3.4.1. The old Psychology of leadership:

Great men and the cult of personality effective leadership involve influencing others so that they are motivated to contribute to the achievement of group goals. This process lies at the heart of human progress. Scarcely any advance that civilization has made would have been possible without it—whether in arenas of politics and religion, science and technology, art and literature, sport and adventure, or industry and business.

For good or for ill, leaders are widely recognized as the proper focus for our attempts to understand the ties and shape of history. As a result, from an early age, we are told wonderful stories about the role that great leaders have played in making history and initiating the changes that have created the world as we know it.

This focus fuels widespread fascination with the lives of leaders, and more particularly with their individual psychology. How were they brought up? What key events shaped their intellectual and social development? What are their defining psychological characteristics and traits? What makes them so special?

To answer such questions, a vast industry has grown up in which all manner of people have found voice: not only psychologists, but management theorists, historians, politicians and political scientists, theologians, philosophers, journalists, and a range of social commentators. Their contributions include scientific analyses, scholarly biographies, and popular accounts of leaders' lives. The nature of these contributions is varied and far-reaching, and a great many are both very insightful and highly readable. A common theme in these various treatments, however, is that, almost without exception, they endorse an *individualistic* understanding of leadership that sees this as a process that is grounded in the nature of individual leaders. In this way, leadership is seen to arise from a distinctive psychology that sets the minds and lives of great leaders apart from those of others-as superior, special, different. (Haslam & Reicher, 2011, P25)

3.4.2. The New Psychology of Leadership:

A new psychology of leadership suggests that effective leaders must understand the values and opinions of their followers – rather than assuming absolute authority – to enable a productive dialogue with team members about what the group stands for and how it should act. According to this new approach, no fixed set of personality traits can assure good leadership because the most desirable traits depend on the nature of the group being led. Leaders who adopt this strategy must try not only to fit in with their group but also to shape the group's identity in a way that makes their own agenda and policies appear to be an expression of that identity.

In other words:

1. Know the group.
2. Be a part of the group.
3. Then lead the group. (Haslam & Reicher, 2011, P 28)

3.5.Trait Theory of Leadership:

Not all managers are effective leaders and not all leaders are effective managers. It is therefore difficult to identify effective managers and leaders. Early studies of leaders defined them by traits they were supposed to exhibit. Sometimes it was also called “attributes” that the leader possesses. The theory therefore was called “trait theory” or attribute theory of leadership. It is also known as “great man’s” theory. A leader might be described as loyal, brave, trustworthy or companionate. But all these qualities may not be found in a successful leader. Therefore long list of unending traits may be listed as desirable for a leader. Despite these difficulties, Davis has identified four characteristics that leader tends to have. They are more likely to be present in middle and upper-level managers than in those who hold lower-level supervisory positions. Their characteristics are as under:

1. **Intelligence:** leaders tend to have higher degree of intelligence than their followers.
2. **Social maturity and breadth:** leaders have a tendency to be emotionally mature and to have a broad range of interests. They are members of some what exclusive social club.
3. **Inner motivation and achievement drives:** leaders want to accomplish things, when they achieve one goal they seek out another. They are inner motivated and do not depend on outside forces for their motivation.
4. **Human relations attitude:** Leaders are able to work effectively with other persons.

They understand that to accomplish any task they must be considerate of others. Many studies of traits have been undertaken. Ralph. M.stogdill⁴ found following traits in a effective leader: (Kondalkar, 2007, P 227)

Physical Traits:

Physical traits, such as Energy, appearance, height, intelligence, ability and personality traits such as adaptability, aggressiveness, enthusiasm and self-confidence. They also have task related characteristics such as achievement drive, persistence and initiative and social drive like cooperativeness, interpersonal skills and administrative ability.

Not all leaders possess all the traits. Trait theory of leadership gives no guidance as to how much of any trait a leader should have. The theory is not conclusive. Most of the traits identified in successful leaders are actually the pattern of behavior.

(Kondalkar, 2007, P 228)

3.6.The Full range leadership Theory and Leadership Styles:

The full range leadership theory was first emerged by Burns (1978) who recognized the transactional leadership style which focuses on motivating followers through exchange of reward for the services they provide (Stumpf, 2003). His works were then expanded by Bass (1985) who argued on the existence of theories of leadership that focuses on followers' goal and role clarification and the way leaders reward or sanction follower's behavior. Bass described leaders who influence followers to transcend self-interest for the good of their group or organizational unit as "Transformational Leaders". Transformational leadership is important to provide higher meaning and purpose (Antonakis and House, 2002). While Burns viewed transformational and transactional as dimensional constructs with the two at opposite of the same continuum, in contrast, Bass viewed them as complementary and as such are both necessary for every leader to engage in both leadership behaviors (Dum Dum, Low, and Avolio, 2002).

Transformational leadership theory has gone several revisions and expansions (Bass 1990; Avolio and Bass 1991; Bass and Avolio, 1994; Hatter and Bass, 1998; Avolio, 2003 and 2004). In that sequence Avolio and Bass (1995) developed the Full Range Leadership Theory (FRLT), which evolved from Bass' transactional/transformational theory (Antoakis and House, 2002) and considered the most contemporary model in that has the potential to explain leadership and its multidimensional nature and to empirically measure behaviors that can be used to predict leadership outcomes (Antonakis, *et al.*, 2003).

The full range leadership theory views leadership style as a multidimensional construct that includes five transformational leadership factors, three transactional leadership factors and laissez-faire leadership or the absence of leadership (Antonakis, Avolio, and Sivasubramaniam, 2003).

3.6.1 Transformational Leadership:

This type of leader guides their subordinates by establishing goals which can be achieved by role identity and task requirement. Transactional leader use reward system very effectively to achieve organizational goals and set new standards. Transformational leadership follows various leadership models. Transformational leadership is practiced when leader intellectually stimulates the subordinates, excites, arouses and inspires them to perform beyond their expectations. By providing a new vision, the transformational leader transforms the followers into people who want to self-actualize. Leader by inspiration have won wars by voluntarily demanding highest sacrifices of soldiers in the battlefields. History is replete of various examples of valour and sacrifices. Transformational leadership is beyond the charismatic leadership (Kondalkar, 2007, P 263).

Transformational leadership, which is an expansion of transactional leadership, does not place major emphasis on exchange of rewards within the system. Instead, transformational leadership challenges followers to disregard self interest and encourage pursuit of institutional goals, interests of the group, and moves followers gradually from concerns for exchange to concerns for achievement and growth (Bass & Avolio, 1994).

Transformational leadership is the development of a relationship of mutual needs, aspiration and values in which the leader looks for potential motives. Followers and leaders unit to achieve a common goal, that places emphasis on institutional goals, and not personal agendas (Avolio & Yammarino, 2002).

Transformational leadership contains five subscales:

- 1. Idealized Influence (Behavior):** refers to behavioral charisma that includes leader behaviors that reveal the leaders values and beliefs, ethical and moral values, and vision. This type of leader models appropriate behavior for followers. Power is used only when necessary and never for personal gains (Hughes, 2005).

2. **Idealized Influence (Attributed):** refers to as attributed charisma described as followers perception of the leader's power, confidence and inspirational ideals. This emotional aspect of leadership is credited with shifting follower self interest to a global perspective that places the welfare of the organization first (Hughes, 2005).
3. **Inspirational Motivation:** refers to encouraging followers to excel. Followers are motivated to achieve objectives that have previously been thought unattainable. The leader raises expectations and communicates confidence in followers that encourages the achievement of ambitious goals; enthusiasm and optimism are results of this leadership style (Hughes, 2005). Transformational leaders make clear an appealing view of the future, offer the opportunity to see meaning of their work, and challenging them with the high standards. They encourage followers to become part of the overall organizational culture and environment (Hay, 2008).
4. **Intellectual Stimulation:** encourages followers to questions assumptions, call for creative solutions to problems, and challenges the status quo. Leaders encourage creative and innovative thinking and reframe problems in order to gain new perspective. The leaders do not criticize followers' mistakes in public. Followers are encouraged to try new approaches and have the right to fail (Hughes, 2005). Intellectual stimulation is defined when leaders promote a culture that encourages and rewards risk taking which facilitates innovative process and reflects the values that top management places on employees ideas (Lawrence, 2009, P 29).
5. **Individualized Consideration:** refers to a leader who acts as mentor and pays attention to individual needs for growth and achievement. Leader encourages followers to strive for higher levels of attainment by pursuing challenges. This leader listens, delegate tasks as a means of developing followers, and offers direction or support as needed (Antonakis, *et al.*, 2003). Followers are treated individually and differently on the basis of their talents and knowledge with the intention of allowing them to reach higher levels of achievement than might otherwise have been achieved (Hay, 2008).

3.6.2 Transactional Leadership

This type of leadership commencing from defining the relationship between superiors and subordinates as a social exchange: motivating followers primarily through conditional rewards (Burns, 1978). Those rewards were results of reaching established goals and task accomplishment. Bass has defined a transactional leader as one who pursues a cost benefit, economic exchange to meet subordinates material and physical needs in return for contract services rendered by the subordinate (Bass, 1990). Transactional leadership could also be viewed as involving exchange between leaders and followers that reflected more traditional values like honesty, fairness, responsibility, and reciprocal obligation. The exchange would result in the employee's compliance in exchange for the leader's assistance in pointing the way to the attainment of mutual goals (Cheng, 2003, p21).

Bass (1990) indicated that the transactional leader accomplishes the aforementioned attainment of mutual goals and contributed to the adequacy of his subordinates' performance in five steps:

1. Involve the clarification of what is expected of the subordinates including the objectives of their performance.
2. The supervisor explains what employees were to do in order to meet the expectations set forth.
3. The explanation of how performance would be evaluated.
4. The supervisor would provide feedback to the employees regarding whether the objectives have been met.
5. Finally, the supervisor would allocate rewards based on the attainment of the objectives (Bass, 1990).

Transactional leadership involves either positive or negative exchange, depending on the followers' performance (Bass & Avolio, 1994). Once the exchange is completed there is no further need to interact unless another process of contingent reward introduced (Antonakas & House, 2002).

Transactional leadership contains three subscales:

1. **Contingent Reward:** this refers to the leaders' behavior emphasizing on role clarity and task requirements and providing material and psychological reward contingent to follower's fulfillment of contractual obligations (Hatter and Bass, 1998).
2. **Management-by-Exception (Active):** this refers to the interference of leaders taking corrective action when followers deviate from the norm. Leaders do not wait for mistakes to materialize. They are active vigilance whose goal is to ensure that standards are met (Anonakis, *et al.*, 2003).
3. **Management-by-Exception (Passive):** this differ from management-by-exception (active) as in this style leaders do not actively monitor performance but wait until deviations occur before taking corrective action. In this leadership style, leaders allow the status quo to exist as far as things are okay, however, they take actions that has negative implications (Emery, and Baker, 2007, P 80).

3.6.3 Laissez-faire Leadership:

A leader who practices laissez-faire leadership is also called "free rein" leader who uses his power very little giving subordinate's full freedom of action and independence for setting their goals and means of achieving them. This type of leaders depends heavily on subordinates and sees their role as one of aiding the operation of followers by furnishing required information when asked for and acts only as contact between various departments and outside agencies (external environment). Here the leader attempts to exercise very little control or influence over the group members. Such type of leadership style promotes individual growth and freedom of action for goal setting. However, the loose control by the leader over the group may lead to lack of group cohesiveness and unity of purposes toward organizational objective. The leadership may even be of free-rein where problem has been defined as subordinate are left to themselves to arrive at a solution and minimum involvement of the manager is expected; this may ultimately lead to inefficiency, and even worse to chaos. Since the theory of laissez-faire leadership implies that laissez-faire leaders are inactive or passive, as opposed by proactive, it is logical to assume that laissez-faire leaders will score high on avoiding and low on collaborating. Thus, the theory of laissez-

faire implies a positive relationship between leaders' scores on laissez-faire leadership and their scores on avoiding and negative relationship with (Hartog, Muijen, & Koopman, 1997).

There are many examples of behavior that represents a "do nothing" or "hands-off" approach. Such behaviors include staying away from employees, shrinking supervisory duties, and being "inactive, rather than reactive or proactive" (Bass, 1990, P 550).

3.7. Emotional Intelligence and Leadership:

3.7.1 Why Emotional Intelligence is needed in Leadership?

Emotional Intelligence does not fit the classic historical models of leadership. The latter are usually associated with great figures of military history and conjure up charismatic and sometimes despotic images. However, people often use the same language for leadership today - bold, brave and tough with a strong sense of purpose and resolve. However, this does not fit today's needs, because:

- Today's workforce does not accept the autocratic style often adopted by leaders following historical models of leadership.
- Leadership has had to evolve to match a growing sense of democracy and independence in the workforce
- Employees now have far more options and choices than the foot soldiers of yesterday (Reldan & Nadler, 2011)

The new demands leaders have to meet:

Leaders now need to manage and lead an "empowered" workforce and go beyond the consultative, co-operative and democratic styles of today. These new demands include:

- Consultation and involvement - leaders still get criticized for not having and communicating a compelling vision and purpose.
- Autonomy and freedom - leaders are still expected to take full responsibility when things go wrong.
- Opportunities for growth, challenge and glory - leaders must be on hand to coach and mentor us so that we develop our potential

- Inclusion and team spirit - we still want our leaders to give us individual recognition and acknowledgement.

However, there are not enough talented (ie: super-human) individuals who can meet all these demands.

3.7.2 How to use Emotional Intelligence in developing leadership

There are now a number of models and questionnaires aimed at measuring Emotional Intelligence, often based on self-report questionnaires. However, this approach has obvious limitations in identifying levels of self-awareness - how can you be aware of what you are not aware of.

So, whilst questionnaires can play a part, better approaches also involve (Reldan & Nadler, 2011, P50):

- Experiential exercises
- These provide much more effective and comprehensive ways of identifying possible strengths and weaknesses in Emotional Intelligence terms. When the self-assessment and 360 is undertaken online, and results processed by someone independent, it assures confidentiality to the extent that achieves a much higher level of honesty in the feedback and assessment. This approach challenges complacency and can enable people to grow and develop.

3.7.3 Emotional intelligence and the leadership process:

Leadership is a process of social interaction where the leader's ability to influence the behavior of their followers can strongly influence performance outcomes (Humphrey, 2002; Pirola-Merlo et al., 2002). Leadership is intrinsically an emotional process, whereby leaders recognize followers' emotional states, attempt to evoke emotions in followers, and then seek to manage followers' emotional states accordingly (Humphrey, 2002). Pescosolido (2002) argues that leaders increase group solidarity and morale by creating shared emotional experiences. The ability of leaders to influence the emotional climate can strongly influence performance (Humphrey, 2002). EI is a key factor in an individual's ability to be socially effective (George, 2000; Mayer et al., 2000b) and is viewed in leadership literature as a key determinant of effective leadership (Ashkanasy and Tse, 2000;

Boal and Hooijberg, 2000; George, 2000). George (2000) argues that emotionally intelligent leaders can promote effectiveness at all levels in organizations. The EI of the leader plays an important role in the quality and effectiveness of social interactions with other individuals (House and Aditya, 1996). Mayer et al. (2000a) hypothesized that employees who have high levels of EI may have smoother interactions with members of their work teams.

Salovey et al. (1999), found that individuals who rated highly in the ability to perceive accurately, understand, and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive networks. Mayer et al. (2000b) proposed that a high level of EI might enable a leader to be better able to monitor how work group members are feeling, and take the appropriate action.

Surprisingly, given the popularity of the concept, most of the published research investigating EI and performance outcomes has been conducted in laboratory conditions, using student sample populations (Lopes et al., 2004), or has adopted a mixed model (streams 1 or 2) of EI within their research methodology. The studies that have applied the ability model within organizational contexts have found mixed results. Weinberger's (2002) investigation of the relationship between EI and transformational leadership, using the MSCEIT, and the multifactor leadership questionnaire (Bass and Avolio, 1995), found no significant correlations within a sample group of 138 managers. Rosete and Ciarrochi (2005) studied 41 Australian public service managers to explore the relationship between ability based EI (MSCEIT), personality (16PF), cognitive intelligence (WASI) and leadership effectiveness. He found that higher EI scores were associated with higher leadership effectiveness. The present study is another step and intends to examine the relationship between emotional intelligence and leadership and will be using both self report and 360 degrees to test EI and the multifactor leadership questionnaire. The case study will be applied to Managers of UNRWA Health centers and will be based on the traits theory of Petrides as compared to the Transformational, Transactional, or laissez faire leadership styles. (Reldan & Nadler, 2011, P 51)

3.7.4 Emotional intelligence in leadership

The discoveries made in recent decades of studies on this new perspective of investigating human personality were immediately connected to the concept of economic efficiency of the person. Of course, emotions characterize the whole life of a person, but if their weight is as big as studies reveal, that means a new chapter must be added to the area of management and business leadership. Since the leader's emotional competencies have an overwhelming influence on the climate of the company, on the motivation of employees, customer relationships, and these skills can be improved, it can be concluded that the development of models of emotional intelligence, the detailing of emotional competencies, of how they can be self-induced and shaped and the preparation of assessment tests of these competencies is an important issue for the whole area of leadership.

This all the more as it was found that the importance of emotional intelligence increases with ascending the hierarchy. Emotional skills proved crucial for those who occupy positions of responsibility because it is their task to get the maximum benefits from the employees. Thus, as pointed by Goleman, the higher hierarchical stage is, the less important the classical technical or cognitive competencies are, and emotional intelligence deal more weight: "In less complex functions, there is a more or less direct connection between intelligence and the performance of a person, in the sense that an official or a smarter worker will work better than other less endowed. But in higher-level functions - those of top level management or the engineers and scientists, for example, - IQ and specialization may not prognostic outstanding achievement, but are rather barriers. The strength of the emotional qualities of the leader, the ability to communicate and to establish interpersonal relationships, the ability to create a friendly, motivating environment, are traits that distinguish leaders with outstanding economic performance (so-called "star-leaders") from leaders with mediocre results.

An example is shown by Goleman about a head hunter responsible for South America region at Egon Zehnder International in Buenos Aires. He compared 277 outstanding managers with 26 who proved inefficient at their job concluding that service managers who failed were good specialists, with a high IQ. The significant fact was that they had major deficiencies in emotional intelligence: arrogance, over-appreciation, the

inability to adapt to the changing economic environment, contempt for collaborators and team work.

Emotional intelligence can become a multiplier factor of the revenue of a company with millions of dollars. But, as the emotional qualities create a precise value added, their deficit has a high price. According to the analysis, a company's climate, how people feel, is responsible for 20% -30% of the business performances of the company concerned. And the climate is determined at a rate of 50% -70% by one person: the leader is the one who creates the conditions that lead directly to people's ability to work with gain. (Reldan & Nadler, 2011, P 51-53)

Chapter Four

Previous Studies

4.1 Local & Arab Studies

4.2 International Studies

4.1 Local & Arab Studies:

1. Abu Afash, 2011. “Effects of Emotional Intelligence on decision making and problem solving skills of UNRWA Gaza Field managers”.

Study Purpose: To examine the relationship between emotional intelligence and the ability of managers to take sound decisions and their ability to solve problems.

Research Methodology: The researcher has used Daniel Goleman model for her study and studied the entire society composed of 94 managers to collect data through a questionnaire designed for this purpose.

Research Findings and Recommendation: Her research revealed a positive correlation between emotional intelligence and the manager’s decision making and problem solving skills. The relationship was proved to exist and depend on every one of the five components of Daniel Goleman model components of self-awareness, emotional regulation, assertiveness, empathy and social skills. The study also revealed a positive correlation between the social skills component only of the emotional intelligence and the ability to take decisions and solve problems attributed to the education level and the number of subordinates. However, the research has found no correlation between emotional intelligence as to the other four components (Self awareness, self regulation, assertiveness, and empathy) attributed to educational level and number of subordinate. Her research has found no relation that can be attributed to sex, age, and length of experience, occupational level as to any of the five components of the emotional intelligence and the manager’s ability to take decisions and solve problems.

Accordingly, she has recommended that UNRWA incorporate emotional intelligence in its training programs and into the recruitment and selection process. She also recommended incorporating emotional intelligence into the on-going organizational development initiative.

2. Bazazo, 2010. “Impact of emotional intelligence (EI) on manager performance at UNRWA Gaza field office (GFO)”.

Study Purpose: the study aimed examining the effects of emotional intelligence of UNRWA Gaza field manager’s performance and to provide recommendations on the application of EI at the work place

Research Methodology: Mr. Bazazo used the Dalip Singh model to examine the hypothesized relation. He conducted his study on 92 managers using the entire society survey.

Research Findings and Recommendation:

The study proved the existence of a correlation between the emotional intelligence of the managers and their work performance. His research revealed a positive correlation between emotionally intelligent managers and their performance in the four areas of team leading, relationships management, moral incentive, and conflict resolution. He also found that the older the managers are the more emotionally intelligent they become and that maybe attributed to maturity factor. On the contrary there was no difference was attributed to other personal factors like sex, years of experience or grade seniority level. The study has recommended incorporating emotional intelligence components in the performance appraisal system of UNRWA staff. He also recommended incorporating emotional intelligence components into the criteria for staff recruitment and selection. He recommended that more research in this field is to be conducted and to design an emotional intelligence model and measurement tools that suits the Arab culture similar to other attempts in India and China.

3. Saqer, 2009. “The effects of perceived leadership style on organizational commitment of UNRWA staff”.

Purpose of the study: In his study, Mr. Saqer investigated the effects of leadership style, in view of the full range leadership theory on organizational commitment.

Research Methodology: The participants were 589 local UNRWA staff in all areas where UNRWA of operates. A questionnaire was designed to collect data to measure the leadership style and the level of organizational commitment.

Research Findings and Recommendation: The study revealed that there was no dominant leadership style among UNRWA supervisors as perceived by their subordinates, the organizational commitment was mild where affective commitment goes slightly over continuance and normative. The research also found a correlation between the perceived leadership style and organizational commitment with stronger relation with the transformational than transactional style, while there was a negative correlation in the case of laissez-faire leadership style. The study have also found varied relations attributed to demographic and personal characteristics like sex, age, academic qualifications, marital status, family size, work location, years of experience and occupational level. The researcher recommended that UNRWA pays more focus on the leadership part of its organizational development initiative and its leadership training program. He also recommended that UNRWA tailors its policies and business process to enable that leaders adapt transformational rather than transactional leadership style. He recommended that UNRWA adapts a new performance appraisal system that enable its staff to more participate in the evaluation and decision making process that will eventually lead to increasing organizational commitment. The researcher recommended conducting more research on leadership and organizational commitment at UNRWA level and between UNRWA and other organizations.

4. Suliman, and Al-Shaikh, 2006. “Emotional intelligence at work: links to conflict and innovation”.

Study Purpose: This paper aims at exploring, for the first time in the Arab World, the role of emotional intelligence (EI) in affecting work outcomes.

Research Methodology: A self-administered questionnaire was used to survey 500 employees from 19 organizations in the United Arab Emirates.

Research Findings and Recommendations: The results revealed significant differences between employees’ perceptions of emotional intelligence, conflict and readiness to create and innovate.

This paper examined the concept of EI in the Arab world and how it is linked to some important work outcomes, namely family-work conflict, goal conflict, frustration and readiness to create and innovate. The study results revealed significant differences between

participants – depending on their backgrounds, e.g. gender, age, educations and tenure – in the perception of EI, conflict and readiness to create and innovate.

Employees with higher levels of EI tended to report lower levels of conflict and higher levels of readiness to create and innovate. A significant gap was reported between self and supervisor-rated EI.

5. Jamali, Sidani, and Abu Zaki, 2006. “Emotional intelligence and management development implications, Insights from the Lebanese context”.

Study Purpose: The purpose of this paper is to present an exploratory study of EI in the Lebanese context.

Research Methodology: The study is a try to investigating empirically variations in EI competency scores (self-awareness, self regulation, self-motivation, social awareness and social skills) in a sample of 225 Lebanese employees/managers.

Research Findings and Recommendation: The study results indicate that males scored higher on self-regulation and self-motivation whereas females scored higher on self-awareness, empathy, and social skills. All the differences were, however, not significant except for self-regulation where males reported significantly higher levels of self-regulation than females. The results indicate that senior managers consistently scored higher than middle managers who, in turn, scored higher than staff or lower-level employees on every dimension of EI except for empathy where middle managers scored lower than both senior managers and staff. Yet the relationships were only significant for the first three dimensions, namely self-awareness, self-regulation, and self-motivation. No significant difference was found for empathy/social skills. There was not reveal any significant difference in EI scores with changes in educational attainment. The study suggest that no significant differences in EI scores with respect to the different components exist with age variation, except for self-motivation where significant differences were found to exist among different age groups. The researchers have concluded that nurturing the various EI competencies is likely to be a possible route to increased productivity that is within the reach of most individuals and organizations.

4.2 International Studies:

1. Hess and Bacigalupo, 2011. “Enhancing decisions and decision-making processes through the application of emotional intelligence skills”

Study Purpose: The purpose of this paper is to identify practical approaches to the application of emotional intelligence to the decision-making process.

Research Methodology: Goleman’s and Boyatzis et al.’s four essential elements of emotional intelligence and their associated 20 behavioral competencies are utilized to develop a methodology for the practical application of emotional intelligence skills to decision-making.

Research Findings and Recommendations:

- The practical application of emotional intelligence skills can enhance individual and group decisions and outcomes.
- Decision makers who are self-aware and can accurately and honestly assess their strengths have the advantage of leveraging the attributes of others in the decision-making process.
- The ability to assess the potential emotional outcomes and reactions of decisions can empower decision makers to predict the sentiment of those affected by decisions, thereby increasing the probability of a more positive decision outcome.
- Decisions worth making often generate conflict, and the ability to manage that conflict involves an emotional intelligence skill that can determine the ultimate success of the decision-making process.
- The practical application of emotional intelligence skills and behaviors can enhance not only the outcome of a decision but also the processes associated with decision-making.

2. Jun Liu, Xiaoyu Liu and Zeng, 2011. “Does transactional leadership count for team innovativeness? The moderating role of emotional labor and the mediating role of team efficacy”.

Study Purpose: Drawing on the contingency perspective of leadership, the purpose of this paper is to examine the relation between transactional leadership and team innovativeness

by focusing on the moderating role of emotional labor and the mediating role of team efficacy.

Research Methodology: In total, 90 Chinese work teams, comprising 462 members and 90 team leaders, were surveyed. Hierarchical regression analyses were performed and moderated causal steps approach applied to test the authors' mediated moderation model.

Research Findings and Recommendations:

- Transactional leadership was negatively associated with team innovativeness when emotional labor was high whereas the association was positive when emotional labor was low.
- Team efficacy mediated the interactive effects of transactional leadership and emotional labor on team innovativeness.
- Transactional leadership is neither a destructive nor a fostering power for innovation; its effectiveness largely depends on the context in which it works.
- Transactional leadership working with a specific level of emotional labor influence team innovativeness through team efficacy.

3. Hong, Catano and Liao, 2010. "Leader emergence: the role of emotional intelligence and motivation to lead"

Study Purpose: This paper seeks to examine the role of EI and Motivation-To-Lead (MTL) in predicting leadership.

Research Methodology: In study 1, students (n = 309) first completed surveys and then, one week later (n = 264), they engaged in leaderless group discussions where their levels of leader emergence were rated. In study 2, the participants were 115 students who undertook 14-week class projects. They completed surveys including evaluations of members' leader emergence after they finished the projects.

Research Findings and Recommendations:

- The participants who were high in affective-identity MTL became leaders in leaderless discussions, while high social-normative MTL individuals assumed leadership roles in long-term project teams.

- Both studies found that use of emotions, which is a component of EI, was positively related to affective-identity and social-normative MTL and indirectly related to leader emergence.
- Overall, the results from both studies suggest that LE is also a situational phenomenon.

4. Jordan, and Troth, 2010. “Emotional intelligence and leader member exchange. The relationship with employee turnover intentions and job satisfaction”.

Study Purpose: The purpose of this paper is to examine the mediating effect of leader member exchange (LMX) on the relationship between followers’ emotional intelligence and the outcomes of turnover intention and job satisfaction.

Research Methodology: Using a longitudinal design, survey data were collected from 579 employees within a private pathology company. Measures of emotional intelligence and LMX were collected at Time 1 and employee turnover intentions and job satisfaction were collected at Time 2.

Research Findings and Recommendations:

- The results show the quality of LMX mediates the relationship between follower emotional intelligence and both turnover intention and job satisfaction.
- The positive relationship between an employee’s ability to manage other’s emotions and their job satisfaction is linked to the quality of their relationship with their leader.
- Emotional management abilities are linked to higher job satisfaction and lower turnover intentions via their influence on employee and leader relationships.
- An employee’s awareness of their own emotions remained an independent predictor of job satisfaction and turnover intentions, irrespective of the quality of LMX.

5. Bratton, Dodd and Brown 2010. “The impact of emotional intelligence on accuracy of self-awareness and leadership performance”.

Study Purpose: This research paper aims to follow a line of research that examines the impact of elements of emotional intelligence (EI), particularly those related to self-awareness, on self-other agreement and performance.

Research Methodology: This is a quantitative study that employs the same methodology as Sosik and Megerian to analyze survey data gathered from a matched sample of 146 managers and 1,314 subordinates at a large international technology company based in North America.

Research Findings and Recommendations:

- The analysis revealed that the relationship between EI and leader performance is strongest for managers who underestimate their leader abilities.
- Under-estimators earn higher follower ratings of leader performance than all other agreement categories (In agreement/good, In agreement/poor, and Over-estimators).
- The analysis also suggests that there appears to be a negative relationship between EI and leader performance for managers who overestimate their leader abilities.
- Interestingly, in this study the only significant relationship observed was between EI and transformational leadership for under-estimators.
- It is not possible to conclusively assess the relationship between EI and follower assessment of transformational leadership for over-estimators nor either of the in agreement categories.

6. Casimir and Keith Ng, 2009. “Combinative aspects of leadership style and the interaction between leadership behaviors”.

Study Purpose: The purpose of this paper is to test an alternative perspective of interaction, which is based on how leaders combine different leadership behaviors (i.e. task-oriented and socio-emotional leadership).

Research Methodology: Data from 191 full-time, white-collar employees were obtained using a cross-sectional design and a self-administered questionnaire. Task-oriented leadership (i.e. pressure) and socio-emotional leadership (i.e. support) were measured using items from Misumi. Two measures were used for follower satisfaction with the leader: the satisfaction component of the job descriptive index and a single-item measure. Satisfaction with how the leader combines leadership behaviors was measured using a single-item measure.

Research Findings and Recommendations:

- Combinative aspects of leadership style appear to have important effects on followers' perceptions of/and reactions to leadership behavior.
- The findings show that follower satisfaction with the way the leader combines task-oriented and socio-emotional leadership supports the effects of these two types of leadership on follower satisfaction with the leader.
- Non-significant interactions were found between pressure and support using the product-term method for examining interactions.
- The two measures: JDI's supervision component of job satisfaction and a single-item measure correlated strongly even though they used different response formats, both measures yielded equivalent results for the augmentation analysis.
- Combinative aspects of leadership style are seen as relevant to transactional transformational leadership theories.

7. Crossman, 2009. "Conceptualizing spiritual leadership in secular organizational contexts and its relation to transformational, servant and environmental leadership".

Study Purpose: The purpose of this paper is to explore the concept and context of spiritual leadership in secular organizational contexts and to highlight some ways in which spiritual leadership relates to other existing value-based theories such as transformational, servant and the emerging environmental leadership.

Research Methodology: A review of scholarly works on spiritual leadership is presented.

Research Findings and Recommendations: The paper concludes that, while some synergies exist between spiritual leadership and other value-based theories, a deepening of the theoretical understandings of spiritual leadership in relation to other leadership theories is necessary.

Having identified the qualitative and quantitative benefits of spiritual leadership as well as some possible dangers in implementation strategies, a clarification of its nature in relation to other leadership theories will assist organizations considering its role and how it might be developed among personnel.

The paper makes an unusual contribution in highlighting and clarifying the relationship of spiritual leadership to other value-based leadership theories and contributes to critical and theoretical understandings, essential in developing spiritual leadership from its status as a concept to one as a potential workable paradigm within organizations.

This paper has described some of the contextual issues that have contributed not only to the rise of interest in the implications of spiritual leadership for organizations but also to its conceptual development. The development of spiritual leadership as both a theoretical construct and as a relevant and applicable perspective to inform workplace approaches and practices, suggests that it has the potential to emerge as a powerful and courageous innovative management paradigm for the twenty-first century.

8. Polychroniou, 2008. “Relationship between emotional intelligence and transformational leadership of supervisors. The impact on team effectiveness”.

Purpose of the study: This study aimed to investigate the relationships between social skills, motivation and empathy (emotional intelligence components) and transformational leadership in Greek organizations giving emphasis on supervisor-subordinate interaction on a team basis. In particular, this study aimed to investigate employees’ perceptions regarding their supervisor’s emotional intelligence as well as transformational leadership.

Research Methodology: Participants were 267 managers working at various functional units and different hierarchical levels. Data were collected by means of questionnaires in a series of face-to-face structured interviews regarding subordinates’ perceptions for the following: supervisors’ emotional intelligence; and transformational leadership.

Research Findings and Recommendation:

- Results provided support for the model which suggests that supervisors’ emotional intelligence components such as social skills, motivation, and empathy are positively associated with transformational leadership increasing team effectiveness with subordinate.
- It appears that motivation is a good predictor of supervisor’s leadership effectiveness.
- To a lesser degree, empathy can enhance supervisor’s transformational leadership and increase team effectiveness with subordinate.
- It seems that cultural context has also a strong impact on motivation dimension.

9. Clarke, 2009. “Emotional intelligence abilities and their relationships with team processes”.

Study Purpose: This paper aims to identify whether relationships exist between emotional intelligence (EI) and specific teamwork behaviors that are associated with transition, action and interpersonal team processes using the ability model of EI.

Research Methodology: A total of 68 MBA students comprising 13 randomly assigned teams completed a pencil and paper performance-based test of emotional intelligence. Some 14 weeks later a score reflecting the extent team members engaged in a number of teamwork behaviors consistent with transition, action and interpersonal team processes was obtained from peer ratings.

Research Findings and Recommendations:

- Emotional intelligence was found to explain direct and unique variance in two of the sets of team processes considered to play an important role in team effectiveness, those identified as Transition and Interpersonal team processes.
- In relation to Transition processes, a positive association was found only for the emotional ability, Perceiving Emotions in Oneself and Others.
- The two emotional abilities, using emotions to facilitate thinking and managing emotions in oneself and others, were found to be the most significant in supporting team members to engage in interpersonal team processes.
- General mental ability was not found to be significant.
- The failure to find any significant relationships between any of the emotional intelligence abilities and action team processes was unexpected.

10. Kuepers, 2009. “Trans + form” Leader- and followership as an embodied, emotional and aesthetic practice for creative transformation in organizations”.

Study Purpose: The purpose of this paper is to develop a more comprehensive understanding of the multidimensional, ambivalent and responsive process of transformation, particularly as related to non-cognitive processes and effects of leader- and followership.

Research Methodology: Based on a critical literature review, advanced phenomenology and a relational approach, the significance of form and embodied, emotional and aesthetic dimensions, potential and effects of transforming in general and transformational leadership in particular are discussed.

Research Findings and Recommendations:

Interactions between leaders and followers during transformation can lead to specific reinforcements or distortion, characterized by a shared enlightenment or delusional distortions with ambivalent impacts. As with good or bad intentions leaders and followers can be led by misperceptions and misguided actions, transformational approaches need to consider the dynamics of shadow-sides involved in leadership and followership.

11. Sheard, A.P. Kakabadse, and N.K. Kakabadse, 2009. “Organizational politics: reconciling leadership’s rational-emotional paradox”.

Study Purpose: This paper aims to study and characterise the political nature of a manager’s behavior when taking leadership action.

Research Methodology: The methodological approach is qualitative and examines three organizations over a three-year period when these entities experienced a major product failure.

Research Findings and Recommendations:

- Political behavior when taking leadership action can be conceptualized in terms of rationality and emotionality.
- In so doing, it can be clarified how behavior must be modified to ensure that leadership action is consistently effective.
- The political behavior and leadership action are linked, which indicates that managers choose to adopt political behavior in circumstances that really matter to them when taking leadership action.
- Managers associated negativity with the word “politics”, despite acknowledging that political behavior was inseparable from effective leadership action. They viewed political behavior as the “shadow side” of leadership action – unseen and unacknowledged, but always a force behind effective leadership action.

12. Mitchell and Boyle, 2008. “A theoretical model of transformational leadership’s role in diverse teams”.

Study Purpose: The purpose of this paper is to develop a theoretical model of leadership and knowledge creation by drawing on two contrasting diversity perspectives. The model argues a moderating role for leadership in explaining the influence of diverse composition on team knowledge creation.

Research Methodology: A model of leadership’s impact on knowledge creation is developed based on an interdisciplinary review of literature spanning the creativity, innovation and learning literature, diversity management, top management team demography and upper echelons literature and learning from transformational leadership research.

Research Findings and Recommendations:

Focusing on the information/decision-making perspective, our model depicts the role of leadership in facilitating constructive cognitive effects on knowledge creation. From the social categorization perspective our model depicts the role of leadership in mitigating against destructive emotional barriers to group effectiveness.

13. McCallum, and O’Connell, 2008. “Social capital and leadership Development Building stronger leadership through enhanced relational skills”.

Study Purpose: This paper aims to examine five recent, large leadership studies to clarify the role that human capital or social capital capabilities play in present day and future leadership.

Research Methodology: Researchers review five recent large leadership studies, assessing the human capital and/or social capital orientation of identified leadership capabilities.

Research Findings and Recommendations:

- The analysis of the findings of 5 leadership Research indicates that formal leadership education, de-contextualized from the work place or community, often does not improve individual performance or capacity to fulfill leadership duties”.
- Paying attention to the organic nature of organizations and the open-systems view, leaders can work on hiring for the long term, investing in orientation and training,

being mindful of the psychological contract between employer and employee, and communicate continuously.

- An emphasis on networks and shared stories could be threaded into leadership development efforts. Network ties may be established and strengthened through participation in symposia or conferences. Social capital also develops as leaders have purposeful conversations and share important stories.

14. Stein, *et al.*, 2008. “Emotional intelligence of leaders: a profile of top executives”.

Study Purpose: The purpose of this paper is to examine the emotional intelligence (EI) scores of two high profile executive groups in comparison with the general population.

Research Methodology: The Emotional Quotient Inventory (EQ-i) was administered to a sample of 186 executives (159 males and 27 females) belonging to one of two executive mentoring associations.

Research Findings and Recommendations:

- The results showed that top executives differed significantly from the normative population on the EQ-i in eight of the 15 EQ-i subscales.
- Executives who possessed higher levels of empathy, self-regard, reality testing, and problem solving were more likely to yield high profit-earning companies, while total EQ-i was related to the degree to which a challenge was perceived as being easy with respect to managing growth, managing others, and training and retaining employees.
- The results of the study do support the use of the EQ-i as a functional tool in the assessment and development of individuals who are in an executive role or are about to enter an executive position.
- The ability of the executive to shift from social to task demands is extremely important to job success.
- The results suggest that it would be more beneficial to use the EI skills of Optimism, Self-Regard, and Impulse Control when managing others and the skills of Problem Solving and Flexibility when managing the organization’s growth.

15. Boyatzis, and Saatcioglu, 2007. “A 20-year view of trying to develop emotional, social and cognitive intelligence competencies in graduate management education”.

Study Purpose: Development of competencies needed to be effective managers and leaders requires program design and teaching methods focused on learning. The paper presents an update and a view of 20 years of attempting to develop these competencies.

Research Methodology: A total of 14 longitudinal studies of the impact of a particular MBA program on developing emotional, social and cognitive intelligence competencies are reviewed.

Research Findings and Recommendations:

- Students statistically significantly improved on each of the 21 competencies as viewed by others with the EAQ in the 2001 sample and all 16 competencies assessed in the 2004 sample.
- Students significantly improved on competencies in both years, as viewed by others: Accurate Self-Assessment, Initiative, Adaptability, Emotional Self-Control, Achievement Orientation, Optimism, Empathy, Cultural Awareness, Communications, Conflict Management, Influence, Building Bonds, Systems Thinking and Pattern recognition.
- They did not improve, as viewed by others in either year on: Self-confidence, Organizational Awareness, Inspirational Leadership, Change Catalyst, Developing Others and Teamwork.

16. Dries and Pepermans, 2007. “Using emotional intelligence to identify high potential: A meta competency perspective”.

Study Purpose: This paper aims to demonstrate the utility of using some indication of emotional intelligence (EI) to identify high potential in managers.

Research Methodology: The study sample consisted of 51 high potentials and 51 “regular” managers, matched onto one another by managerial level, gender and age.

Research Findings and Recommendations:

- Assertiveness, independence, optimism and flexibility are attributes high potentials should possess to an above-average extent is, perhaps, not very new or shocking.

- Another important implication for practice is that organizations must, very carefully, separate high potentials from high performers.
- The relevance of cultivating positive emotions at work is further supported by the finding that optimism and (a low score on) reality testing show a significant relationship with individual job performance.

17. Koman, and Wolff 2007. “Emotional intelligence competencies in the team and team leader. A multi-level examination of the impact of emotional intelligence on team performance”.

Study Purpose: The purpose of this research is to examine the relationships among team leader emotional intelligence competencies, team level emotional intelligence, and team performance.

Research Methodology: Data were collected from 422 respondents representing 81 teams in a military organization.

Research Findings and Recommendations:

- Results show that team leader emotional intelligence is significantly related to the presence of emotionally competent group norms (ECGNs) on the teams they lead, and that emotionally competent group norms are related to team performance.
- This study also supported that the emotionally competent group norms affect team performance.
- ECGNs were shown to be related to performance

18. Groves *et al.*, 2006. “Developing and measuring the emotional intelligence of leaders”.

Study Purpose: The purpose of this study is to empirically test whether it is possible to deliberately develop emotional intelligence (EI) as conceptualized in the Mayer and Salovey model.

Research Methodology: This empirical study utilized a sample of 135 fully-employed business students in a treatment/control group research design in which treatment group participants underwent an intensive 11-week EI training program. Additional samples of

270 and 130 fully employed business students were utilized to develop an EI measure appropriate for EI development.

Research Findings and Recommendations:

- The results indicate that EI can be deliberately developed; the treatment group demonstrated statistically significant overall EI gains and across each EI dimension, while the control group did not show any significant pre-/post-test differences.
- The results presented here suggest that the EISDI, based upon the Mayer and Salovey (1997) model, may be an effective instrument for management development.
- Interpreting the meaning of emotions when working with employees from high context cultures and understanding complex emotions are likely to be important skills for managers under these conditions.

19. Groves, 2005. “Leader emotional expressivity, visionary leadership, and organizational change”.

Study Purpose: This study set out to empirically investigate the direct effects of leader emotional expressivity on visionary leadership, as well as the moderating effect of leader emotional expressivity on the relationship between visionary leadership and organizational change magnitude.

Research Methodology: The study has used cross-sectional data from 108 senior organizational leaders and 325 of their direct followers were collected from 64 organizations across numerous industries.

Research Findings and Recommendations:

- In addition to a significant zero-order correlation, results of regression analyses provide support for the relationship between leader emotional expressivity and visionary leadership.
- After entering leader tenure, gender, and non-/for-profit status as control variables, leader emotional expressivity explained an additional 8 percent of the variance in visionary leadership.
- The results also suggest that visionary leaders who also possess emotional expressivity skills appear to generate greater organizational change in their respective work units than visionary leaders lacking emotional expressivity skills.

- The result also suggests that leaders without a visionary message are unlikely to produce significant changes in their respective work unit regardless of their level of emotional expressivity.

20. Downey, Papageorgiou and Stough, 2005. “Examining the relationship between leadership, emotional intelligence and intuition in senior female managers”.

Study Purpose: The purpose is to assess the relationship between leadership style, intuition, and emotional intelligence (EI) measured by a general and a workplace specific measure of EI in female managers.

Research Methodology: The study consisted of 176 female managers from several industries across Australia including education, finance, healthcare, human resources and telecommunications.

Research Findings and Recommendations:

- The results indicated that female managers displaying transformational leadership behaviors were more likely to display higher levels of EI and intuition than female managers displaying less transformational leadership behaviors.
- A positive relationship was found between EI and transformational leadership.
- Negative relationship was found between laissez-faire leadership and four facets of EI.
- Intuition was found to significantly correlate with emotional recognition and expression and emotions direct cognition.

21. Kerr, et al, 2005. “Emotional intelligence and leadership effectiveness”.

Study Purpose: This paper investigates the relationship between managerial emotional intelligence (EI) levels and a rating of leadership effectiveness (subordinate ratings).

Research Methodology: The study involved administering the Mayer Salovey Caruso emotional intelligence test (MSCEIT) EI test to 38 supervisors within a large manufacturing organization. Ratings of supervisory leadership effectiveness were assessed via subordinate ratings on an attitude survey detailing questions relating to supervisor performance. Altogether data were collated from a total of 1,258 survey responses.

Research Findings and Recommendation:

- The overall results of the data analysis indicate that an individual's EI may indeed be a key determinant of effective leadership.
- Employee perceptions of supervisor effectiveness are strongly related to the EI of the supervisor.
- Perceiving emotions branch scores displayed a high positive correlation with supervisor ratings.
- The study found that understanding emotions branch scores had a non-significant positive correlation with supervisor ratings.
- Correlation analysis identified no significant correlations (negative instead of positive) between managing emotions branch scores and supervisor ratings.

22. Brown, Bryant and Reilly, 2005. "Does emotional intelligence – as measured by the EQI – influence transformational leadership and/or desirable outcomes?"

Study Purpose: This study aims to examine the possibility of relationships between and among emotional intelligence (EI), leadership, and desirable outcomes in organizations.

Research Methodology: Using a sample of 2,411 manufacturing workers, engineers, and professional staff, the study empirically examined the impact of EI, as measured by Bar-On's Emotional Quotient Inventory (EQI), on organizational outcomes; the well documented ability of transformational leadership to predict those outcomes, and the relationship between EI and transformational leadership.

Research Findings and Recommendations:

- The results confirm previous studies of the extraordinary effectiveness power of transformational leadership in predicting organizational outcomes.
- However, in this study no support was found for hypothesized relationships between EI and desirable outcomes or a significant relationship between EI and transformational leadership.

23. Leban and Zulauf, 2003. “Linking emotional intelligence abilities and transformational leadership styles”.

Study Purpose: This study aimed at exploring the linkages between emotional intelligence and transformational leadership style.

Research Methodology: The study addresses 24 project managers and their associated projects in six organizations from varied industries. Seventeen project managers, three senior project managers, two functional managers, one supervisor, and one business analyst led the 24 teams. Data collection instruments include use of the Mayer-Salovey-Caruso Emotional Intelligence Ability Test (MSCEIT) and the multifactor leadership questionnaire (MLQ)

Research Findings and Recommendations: The study showed that there are a number of linkages between emotional intelligence abilities and transformational leadership style. Overall emotional intelligence and the ability to understand emotions were found to relate significantly with the inspirational motivation component of transformational leadership. In addition, the strategic use of emotional intelligence was found to relate significantly with the idealized influence and individual consideration components of transformational leadership. Finally, both the management-by-exception component of transactional leadership and laissez-faire or non-leadership was found to have a significant negative relationship with the strategic emotional intelligence and understanding emotions component of emotional intelligence. .

Training in affective-cognitive and behavioral aspects of transformational leadership holds potential to improve leadership through improving understanding and sensitivity, and regulation of emotions.

Comments on the previous studies:

The research on EI has been multidimensional covering all areas from health to neurology, to education, to family relations, to psychology, business...etc. Extensive research tackled the EI from a management perspective and in its relationship with leadership in particular. Not all researchers have been in agreement on their findings or on which of the emotional intelligence constructs or models best explains the relationship between emotional intelligence and best leadership style. There was also disagreement on which of the measurement tools are best valid to explore in definite terms that relationship. They also have not agreed whether self report or others report can best measure a person's EI.

In line with the previous studies, this research is examining the effects of emotional intelligence of UNRWA- Gaza health centers managers leadership behavior and the possible effects on their management success. It also aims at shedding the lights on the EI concept and its application in the work place and increasing awareness and hence the possible effects on more observance on the part of health centers managers and senior UNRWA managers on their own emotions and the emotions of their staff in their daily management.

The main distinction of his research from other researches is that it is conducted in a middle-eastern culture. The Arab people are known to be more influenced by emotions and their management style is characterized of being dependent on the relationships. This research will try to figure out if there are certain differences that might characterize the leaders of the region from those on which previous studies have taken place.

This research will provide conclusions and recommendations based on the findings and results for UNRWA management for the possible practice and development programs which might contribute to the development of the programs through the employment of EI in these programs effectively.

Chapter Five

Methodology

- 5.1 Introduction
- 5.2 Research Methodology
- 5.3 Population and sample size
- 5.4 Tool Development and Design
- 5.5 Data Measurement
- 5.6 Pilot Study
- 5.7 Validity of Questionnaire
- 5.8 Structure Validity of the Questionnaire
- 5.9 Reliability of the Research
- 5.10 Cronbach's Coefficient Alpha
- 5.11 Statistical analysis Tools

5.1 Introduction

This chapter describes the methodology that was used in this research. The following techniques were applied: 1- research method, 2- types of data, 3- research population and sample, 4- content validity of the questionnaire design.

5.2 Research Methodology:

The research followed the analytical/descriptive approach in addition to the statistical analysis. The data was collected from the primary and secondary sources. The secondary resources include the use of books, journals, statistics and web pages. The primary data were collected by using questionnaires that was developed specifically for this research. An internationally accepted measurement tools, Traits EI Questionnaire Short Form (TEIQUES SF) to measure EI and Multifactor Leadership Questionnaire (MLQ), were adapted, translated, combined and modified to fit the purpose of this research ended up in developing one questionnaire distributed to the targeted respondents to collect the primary data.

5.3 Population and sample size:

The population includes 823 staff working in the 19 UNRWA health centers operating in the Gaza Strip. Table (5.1) shows that the population includes the following staff categories, health center managers and their deputies, medical staff consisted of doctors and dentists, nursing staff, paramedical staff and administrative staff.

The stratified random sample was calculated using the scientific sample calculation formula at a confidence interval of (+, -) 05. The sample size was 333 composed of health centers' managers and the subordinates in a direct reporting relationship with them who provided their perceived input on the level of emotional intelligence and leadership style of their managers. The questionnaires were distributed and collected early July 2011. The response rate was 88% with number of 293 returned out of the 333 distributed questionnaires.

Table (5.1) The research population and sample size.

Category	Population	Distributed	Collected	Collection%
HC Management	33	33	32	97%
Medical Staff	119	53	53	100%
Nursing Staff	299	108	94	87%
Paramedical Staff	158	69	67	97%
Administrative staff	214	70	47	67%
Total	823	333	293	88%

5.4 Tool Development and Design

A questionnaire was designed to measure the emotional intelligence and leadership style of the health center managers as reported by the health centers managers themselves and as perceived by their subordinates. The questionnaire was composed of three parts:

Personal and Professional Traits: This part was designed to collect personal and professional information including, gender, age, academic qualifications, years of experience, years of work under the supervision of the current health center manager, professional category, grade, and supervisory capacity.

Emotional Intelligence Traits: To measure emotional intelligence the researcher has adapted a measurement tool that was specifically developed for this purpose. A psychometric test was developed by Petrides and Furnham in 2003 based on their emotional intelligence traits model composed of 4 EI scales and 15 subscales, Well-Being including (happiness, self esteem, optimism, and self motivation); Self-Control including (emotion regulation, low impulsiveness, stress management, and adaptability); Emotionality including (emotion expression, empathy, emotion perception, and emotions management); and sociability including (social awareness, relationships, and assertiveness). The tool was then translated with some alterations and amendments to suite what it was intended to measure and to fit the research culture.

Leadership Traits/Style: To measure the leadership traits or style, the researcher adapted the multi leadership questionnaire of Stumpf 2003. The questionnaire is based on the

Avolio and Pass questionnaire developed in 1990. The construct is based on the full range leadership theory. The tool was then translated amended and modified to suit what it was intended to examine. The questionnaire is composed of 3 scales and 9 subscales to determine the leadership style. The transformational style is measured through 5 subscales including, idealized influence (behavior), idealized influence (attributed), inspirational motivation, intellectual motivation and individualized consideration. The transactional leadership style is determined through 3 subscales including, contingent reward, management by exception (active), and management by exception (passive). And the laissez faire is measured through 4 questions.

5.5 Data Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, numerical scale 1-10 is used, where "1" indicates a very weak answer while "10" indicates a very strong answer.

5.6 Pilot Study

A pilot study was conducted before collecting the primary data. It provides a trial run for the questionnaire, which involves testing the wordings of question, identifying ambiguous questions, testing the techniques that used to collect data.

5.7 Validity of Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include internal validity and structure validity.

Internal Validity

Internal validity of the questionnaire is the first statistical test that used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 30 questionnaires through measuring the correlation coefficients between each statement in one field and the whole field.

Note:

According to the pilot study, one statement was eliminated:

The statement “**He tends to “back down” even if he knows he is right**” from field Sociability (Social Skills) because the value of Pearson correlation coefficient equals 0.212 with P-value (sig.) = 0.130 which is greater than the level of significance $\alpha = 0.05$.

Table (5.2) clarifies the correlation coefficient for each statement of the Well Being and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.2) Correlation coefficient of each statement of "Well Being" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	He is a highly motivated person.	0.375	0.021*
2.	He seems to find life enjoyable.	0.664	0.000*
3.	He has a number of good qualities	0.679	0.000*
4.	He has positive perspective on most things.	0.710	0.000*
5.	He has the ability to keep himself motivated.	0.790	0.000*
6.	On the whole, he is pleased with his life.	0.773	0.000*
7.	He has much personal strength.	0.744	0.000*
8.	He is optimistic about his own life.	0.695	0.000*

* Correlation is significant at the 0.05 level

Table (5.3) clarifies the correlation coefficient for each statement of the Self Control and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.3) Correlation coefficient of each statement of "Self Control" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Does not find it difficult to regulate his emotions.	0.476	0.005*
2.	He tends to change his mind frequently.	0.485	0.004*
3.	It is easy for him to adjust his life according to the circumstances.	0.630	0.000*
4.	He is able to deal with stress.	0.730	0.000*
5.	He is usually able to find ways to control his emotions when he wants to.	0.503	0.003*
6.	He tends to get involved in things and later wishes he could get out of.	0.319	0.043*
7.	He is able to adapt to new environments.	0.754	0.000*
8.	Others admire him for being relaxed.	0.612	0.000*

* Correlation is significant at the 0.05 level

Table (5.4) clarifies the correlation coefficient for each statement of the Emotionality (Empathy) and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.4) Correlation coefficient of each statement of "Emotionality (Empathy)" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	It is easy for him to expressing his emotions with words.	0.689	0.000*
2.	He can see things from another person's viewpoint.	0.660	0.000*
3.	He can figure out what emotion he is feeling.	0.791	0.000*
4.	Those close to him has no complains on how he treat them.	0.464	0.005*
5.	He shows his affection to those close to me.	0.661	0.000*
6.	He is normally able to "get into someone's shoes" and experience their emotions.	0.788	0.000*
7.	He often pauses and thinks about his feelings.	0.690	0.000*

* Correlation is significant at the 0.05 level

Table (5.5) clarifies the correlation coefficient for each statement of the Sociability (Social Skills) and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.5) Correlation coefficient of each statement of "Sociability (Social Skills)" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	He can deal effectively with people.	0.837	0.000*
2.	It's easy for him to stand up for his rights.	0.516	0.002*
3.	He has the ability to influence the way other people feel.	0.827	0.000*
4.	I would describe him as a good negotiator.	0.834	0.000*
5.	He has power to deal with other people's feelings.	0.717	0.000*
6.	He does not find difficulty to bond well even with those close to him.	0.490	0.003*

* Correlation is significant at the 0.05 level

Table (5.6) clarifies the correlation coefficient for each statement of the Idealized Influence (Behavior) and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.6) Correlation coefficient of each statement of "Idealized Influence (Behavior) and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Talks about his most important values and believes.	0.889	0.000*
2.	Specifies the importance of having a strong sense of purpose.	0.718	0.000*
3.	Considers the moral and ethical consequences of his/her decisions.	0.889	0.000*
4.	Emphasizes the importance of having a collective sense of mission and supports team spirit.	0.886	0.000*

* Correlation is significant at the 0.05 level

Table (5.7) clarifies the correlation coefficient for each statement of the Idealized Influence (Attributed) and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.7) Correlation coefficient of each statement of "Idealized Influence (Attributed) and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Instills pride in staff for being associated with him/her.	0.887	0.000*
2.	Sacrifices his/her self-interest for the good of the group.	0.846	0.000*
3.	Have leadership skills that build my respect.	0.915	0.000*
4.	Displays sense of power and confidence.	0.834	0.000*

* Correlation is significant at the 0.05 level

Table (5.8) clarifies the correlation coefficient for each statement of the Inspirational Motivation and the total of the field. The p-values (Sig.) are less than 0.05, so the

correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.8) Correlation coefficient of each statement of Inspirational Motivation and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Talks optimistically about the future.	0.783	0.000*
2.	Talks enthusiastically when setting goals and objectives to be accomplished.	0.913	0.000*
3.	Articulates a compelling vision of the future.	0.891	0.000*
4.	Shows confidence that goals will be achieved.	0.893	0.000*

* Correlation is significant at the 0.05 level

Table (5.9) clarifies the correlation coefficient for each statement of the Intellectual Stimulation and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.9) Correlation coefficient of each statement of "Intellectual Stimulation" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Re-examine critical assumption to questions whether they are appropriate.	0.828	0.000*
2.	Seeks different perspectives when solving problems.	0.903	0.000*
3.	Gets staff to look at problems from different angles.	0.861	0.000*
4.	Suggests new ways of looking at how to complete assignments.	0.851	0.000

* Correlation is significant at the 0.05 level

Table (5.10) clarifies the correlation coefficient for each statement of the Individual Consideration and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.10) Correlation coefficient of each statement of Individual Consideration and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Spends time teaching and coaching staff.	0.820	0.000*
2.	Treats me as an individual rather than just a member of a group.	0.775	0.000*
3.	Consider staff' individual special needs, abilities, and aspirations.	0.889	0.000*
4.	Helps staff to improve and develop their abilities and skills.	0.848	0.000*

* Correlation is significant at the 0.05 level

Table (5.11) clarifies the correlation coefficient for each statement of the Contingent Reward and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.11) Correlation coefficient of each statement of "Contingent Reward" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Provides staff with assistance in exchange of their efforts.	0.612	0.000*
2.	Discusses in specific terms who is responsible for achieving performance targets.	0.752	0.000*
3.	Makes clear what staff can expect to receive when performance goals are achieved.	0.773	0.000*
4.	Expresses satisfaction when staffs meet expectations.	0.796	0.000*

* Correlation is significant at the 0.05 level

Table (5.12) clarifies the correlation coefficient for each statement of the Management-by-Exception (Active) and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.12) Correlation coefficient of each statement of "Management-by-Exception (Active)" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	0.448	0.007*
2.	Don't concentrate his/her full attention on dealing with mistakes, complaints, and failures.	0.776	0.000*
3.	Is not a type of leader who keeps track of staff's mistakes?	0.759	0.000*
4.	Directs staff attention toward failures to meet standards.	0.720	0.000*

* Correlation is significant at the 0.05 level

Table (5.13) clarifies the correlation coefficient for each statement of the Management-by-Exception (Passive) and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.13) Correlation coefficient of each statement of "Management-by-Exception (Passive)" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Interfere before problems become serious.	0.836	0.000*
2.	Don't wait for things to go wrong before taking action.	0.874	0.000*
3.	Does not believe in waiting until things get worse.	0.640	0.000*
4.	Demonstrates that steps needs to be taken before problems become chronic.	0.858	0.000*

* Correlation is significant at the 0.05 level

Table (5.14) clarifies the correlation coefficient for each statement of the Laissez Faire and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

Table (5.14) Correlation coefficient of each statement of "Laissez Faire" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Don't avoid getting involved when important issues arise.	0.819	0.000*
2.	Is available when needed.	0.877	0.000*
3.	Don't avoid making decisions.	0.773	0.000*
4.	Don't delay responding to urgent questions.	0.870	0.000*

* Correlation is significant at the 0.05 level

5.8 Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

Table (5.15) Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Well Being	0.812	0.000*
2.	Self Control	0.856	0.000*
3.	Emotionality (Empathy)	0.874	0.000*
4.	Sociability (Social Skills)	0.785	0.000*
5.	Emotional Intelligence:	0.921	0.000*
6.	Idealized Influence (Behavior)	0.864	0.000*
7.	Idealized Influence (Attributed)	0.921	0.000*
8.	Inspirational Motivation	0.870	0.000*
9.	Intellectual Stimulation	0.916	0.000*
10.	Individual Consideration	0.827	0.000*
11.	Transformational Leadership Style	0.961	0.000*
12.	Contingent Reward	0.916	0.000*
13.	Management-by-Exception (Active)	0.846	0.000*
14.	Management-by-Exception (Passive)	0.896	0.000*
15.	Transactional Leadership Style	0.939	0.000*
16.	Laissez Faire	0.891	0.000*
	Leadership Behavior	0.970	0.000*

* Correlation is significant at the 0.05 level

Table (5.15) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at $\alpha = 0.05$, so it can be said that the fields are valid to measure what it was set for to achieve the main aim of the study.

5.9 Reliability of the Research

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (Polit & Hunger, 1985). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (Polit & Hunger, 1985).

5.10 Cronbach's Coefficient Alpha

This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table (5.16) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.604 and 0.963. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.971 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Table (5.16) Cronbach's Alpha for each filed of the questionnaire and the entire questionnaire

No.	Field	Cronbach's Alpha
1.	Well Being	0.834
2.	Self Control	0.623
3.	Emotionality (Empathy)	0.823
4.	Sociability (Social Skills)	0.737
5.	Emotional Intelligence:	0.867
6.	Idealized Influence (Behavior)	0.868
7.	Idealized Influence (Attributed)	0.870
8.	Inspirational Motivation	0.908
9.	Intellectual Stimulation	0.890
10.	Individual Consideration	0.843
11.	Transformational Leadership Style	0.963
12.	Contingent Reward	0.705
13.	Management-by-Exception (Active)	0.604
14.	Management-by-Exception (Passive)	0.811
15.	Transactional Leadership Style	0.911
16.	Laissez Faire	0.852
17.	Leadership Behavior	0.743
	All statements of the questionnaire	0.913

Table (5.17) Split Half Method for each field of the questionnaire and the entire questionnaire

No.	Field	Correlation Coefficient	Spearman-Brown Correlation Coefficient
1.	Well Being	0.710	0.831
2.	Self Control	0.488	0.656
3.	Emotionality (Empathy)	0.542	0.706
4.	Sociability (Social Skills)	0.584	0.737
5.	Emotional Intelligence:	0.701	0.824
6.	Idealized Influence (Behavior)	0.890	0.942
7.	Idealized Influence (Attributed)	0.752	0.859
8.	Inspirational Motivation	0.777	0.875
9.	Intellectual Stimulation	0.721	0.838
10.	Individual Consideration	0.723	0.839
11.	Transformational Leadership Style	0.885	0.939
12.	Contingent Reward	0.630	0.773
13.	Management-by-Exception (Active)	0.502	0.668
14.	Management-by-Exception (Passive)	0.713	0.833
15.	Transactional Leadership Style	0.731	0.845
16.	Laissez Faire	0.618	0.764
17.	Leadership Behavior	0.924	0.961
	All statements of the questionnaire	0.931	0.964

Table (5.17) clarifies the correlation coefficient for each field of the questionnaire. The correlation coefficients of all field are significant at $\alpha = 0.05$, so it can be said that the fields are consistent and valid to measure what it was set for.

The Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

5.11 Statistical analysis Tools

The researcher would use qualitative data analysis methods. The Data analysis will be made utilizing (SPSS 17). The researcher would utilize the following statistical tools:

- 1) Kolmogorov-Smirnov test of normality
- 2) Cronbach's Alpha for Reliability Statistics
- 3) Pearson correlation coefficient for Validity
- 4) Frequency and Descriptive analysis
- 5) Parametric Tests (One-sample T test, Independent Samples T-test , Analysis of Variance)

- *T-test* is used to determine if the mean of a statement is significantly different from a hypothesized value 6 (Approximately the middle value of numerical scale 1-10). If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$, then the mean of a statement is significantly different from a hypothesized value 6. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 6. On the other hand, if the P-value (Sig.) is greater than the level of significance, $\alpha = 0.05$, then the mean a statement is insignificantly different from a hypothesized value 6.
- The *Independent Samples T-test* is used to examine if there is a statistical significant difference between two means among the respondents toward the (Effect of Emotional Intelligence on Leadership Behavior of Health Centers' Managers in UNRWA-Gaza - Case Study) due to Gender
- The *One- Way Analysis of Variance (ANOVA)* is used to examine if there is a statistical significant difference between several means among the respondents toward the (Effect of Emotional Intelligence on Leadership Behavior of Health Centers' Managers in UNRWA-Gaza - Case Study) due to age, academic qualifications, experience, number of years work under the supervision of the current health center manger, profession, grade level and number of workers who directly supervised by him.

Chapter 6

Data Analysis, Interpretation and Discussion

- 6.1 Introduction
- 6.2 Test of Normality
- 6.3 Analysis of the Subordinates Ratings of the Health Centers' Managers
- 6.4 Hypothesis Testing
- 6.5 Analysis of the Self Ratings of the Health Centers' Managers:
- 6.6 Comparison between Staff Ratings and Manager Self Rating
- 6.7 Conclusion
- 6.8 Recommendations

6.1 Introduction:

This chapter represents the discussion of the results of the field work and provides qualitative description of the research sample. It provides an analysis of the emotional intelligence and leadership traits of the UNRWA health center's managers as perceived by their subordinates and as reported by the managers themselves. This chapter also presents analysis of the study variables in relation to the personal and professional traits of the sample. Finally, provides analysis of the hypothesis and a comparison between subordinates reporting and leader's self report.

6.2 Test of Normality:

Table (6.1) shows the results for Kolmogorov-Smirnov test of normality. From Table (6.1), the p-value for each field is greater than or equal (0.05) level of significance, then the distribution for each field is normally distributed. Consequently, parametric tests will be used to perform the statistical data analysis.

Table (6.1): Test of Normality

No	Field	Kolmogorov-Smirnov	
		Statistic	P-value
1.	Well Being	1.033	0.236
2.	Self Control	0.773	0.589
3.	Emotionality (Empathy)	0.737	0.649
4.	Sociability (Social Skills)	1.056	0.215
5.	Emotional Intelligence:	0.563	0.909
6.	Idealized Influence (Behavior)	1.179	0.124
7.	Idealized Influence (Attributed)	1.062	0.210
8.	Inspirational Motivation	1.371	0.047
9.	Intellectual Stimulation	0.622	0.833
10.	Individual Consideration	0.649	0.794
11.	Transformational Leadership Style	0.794	0.554
12.	Contingent Reward	0.694	0.722
13.	Management-by-Exception (Active)	0.944	0.335
14.	Management-by-Exception (Passive)	0.555	0.918
15.	Transactional Leadership Style	1.090	0.186
16.	Laissez Faire	1.124	0.160
17.	Leadership Behavior	0.629	0.824
	All statements of the questionnaire	0.514	0.954

6.3 Analysis of the Subordinates Ratings of the Health Centers' Managers:

This section provides analysis of the different components the collected data. It provides analysis of the personal and professional traits, emotional intelligence and leadership style of the health center's managers as perceived by their subordinates.

6.3.1 Personal and Professional Traits:

Descriptive Analysis of the Sample

This section provides a descriptive analysis of the sample and its characteristics. It provides a description of the sample composition regarding gender, age, academic qualifications, years of experience, years of work under the current health center manager, professional (job) category, grade, and control span (supervisory capacity) by identifying number of subordinates.

Geographical Distribution

The questionnaire was distributed in 9 out of 19 health centers. The selection of the health centers considered the staffing capacity of the targeted health centers. Three health centers were selected from Gaza city, two from Khan Younis, two from the Middle Camps, one from Rafah and one from Northen Gaza. Table (6.2) provides information on the distribution of questionnaire among the health centers and respondent's numbers and percentage. It is to be noted that the highest percentage 18.4% of Rimal Health Center, the largest health center followed by Khan Younis and Rafah with 15.3% each and Jabalia 13.4%. The large health centers provide a real representation of the sample as it has a composition of all types of staff with varied functions and demographic distribution representing a normal distribution.

Table (6.2) Distribution among health centers.

Health Center/Clinic	Frequency	Percent
Rimal (HC)	48	18.4
Sheikh Radwan (HC)	15	5.7
Sabra (HC)	17	6.5
Nuseirat (HC)	32	12.3
Japanese (HC)	11	4.2
Jabalia (HC)	36	13.8
Dier Balah (HC)	22	8.4
Rafah (HC)	40	15.3
Khan Younis (HC)	40	15.3
Total	261	100.0

Gender

Table (6.3) provides information on the distribution of staff according to the gender. It is noticed that females represented 57.9% of the sample. That is in line with the actual representation of female staff in the Health Department which is 58.4% (UNRWA HR Department, 2011, unpublished data).

Table (6.3) Distribution of Respondent by Gender

Gender	Frequency	Percent
Male	110	42.1
Female	151	57.9
Total	261	100.0

Age Distribution

Table (6.4) provides information of the distribution of respondents by age. From the table we can figure out that 63.6% of the staffs are age between 30 and 50 years. The results are in line with the results of (Abu Afash, 2011). At this age probably they are emotionally more stable and can provide better rational ratings. While 19.5% are young (less than 30 years) and only 17% are in their last decade of age before retirement.

Table (6.4) Distribution of Respondents by Age

Age	Frequency	Percent
Less than 30	51	19.5
30 - Less than 40	83	31.8
40 - Less than 50	83	31.8
50 and older	44	16.9
Total	261	100.0

Academic Qualification

Table (6.5) provides information of the distribution of respondents according to their academic qualifications. The low percentage (8%) of those of less than diploma is attributed to the fact that this covers the staff in the administrative staff category which includes the doorkeepers, cleaners, guards and drivers. While the majority 56.7% of university holders (bachelors and above) fall under the professional staff categories, including Doctors, nursing and paramedical staff. These results go in line with the results of (Abu Afash, 2011), (Bazazo, 2010), and (Saqr, 2009) who found that the majority of UNRWA staff are educated with bachelor degree and above. The results indicate UNRWA's interest in employing fully qualified staff to ensure better service delivery.

Table (6.5) Distribution of Respondents According to their Academic Qualifications

Qualification	Frequency	Percent
Less than diploma	21	8.0
Diploma	92	35.2
Bachelor	120	46.0
Advanced Degree	28	10.7
Total	261	100.0

Experience

Table (6.6) shows the respondents distribution according to the years of experience. Similar to the age distribution, which is logical, 18% have less than 5 years of experience, 43% between 5 and 15 years of experience and 38.7% have 15 years and more. The results are in line with the results found in (Abu Afash, 2011), (Bazazo, 2010) and (Saqr, 2009). These studies have argued that the relatively high level of experience and education reflect the competencies and skills health staff have. This may be a positive sign of emotional intelligence and leadership quality.

Table (6.6) Distribution of Respondents by Experience

Experience	Frequency	Percent
Less than 5 years	47	18.0
5 - Less than 10	66	25.3
10 - Less than 15	47	18.0
15 and more	101	38.7
Total	261	100.0

Number of years work under the supervision of the current health center manger.

Table (6.7) provides information of the years of service the respondent has served under the current health center manager. The high percentage of those who served for less than two years (79.7%) is attributed to the fact that most of the health centers managers were newly promoted or have been subject to rotation following the appointment of new managers.

Table (6.7) Distribution of respondents according to the length of service under the supervision of the current health center manager

Number of years work under the supervision	Frequency	Percent
Less than 2 years	208	79.7
2 - Less than 4	16	6.1
4 - Less than 6	5	1.9
6 and more	32	12.3
Total	261	100.0

Professional Category

Table (6.8) provides an illustration of the distribution of respondents according to their professional job category. The staffs (subordinates) were classified, according to their professional job category into 4 main categories doctors/dentists, nursing, paramedical staff, and administrative staff. The percentages follow the normal distribution and indicate the representation of these categories among the health center staff except for the administrative category were only 18% have filled out the questionnaire instead of 27%. This is explained by that this category includes the lower graded and less educated among the health center staff. This category includes the manual workers (doorkeepers, cleaners and guards) who were not able to fill the questionnaire due to their level of literacy. Some of whom also works in shifts and were not available at the time of questionnaire distribution.

Table (6.8) Distribution of respondents according to Profession (Job Category)

Profession	Frequency	Percent
Doctor/Dentist	53	20.3
Nursing	94	36.0
Paramedical	67	25.7
Administrative	47	18.0
Total	261	100.0

Distribution by Grade

Table (6.9) provides information of the distribution of respondents according to their grade. Those who fall below grade 6 represented 27% of the respondents. This category contains all administrative staff including manual worker staff (cleaners, doorkeepers, guards) in addition to some nursing staff (junior nurses). The category falls between 6 and 10 contains all other nursing and paramedical staff which explains the highest percentage 52.9%. Staffs at grades above 10 represent medical staff of doctors, dentists and specialized doctors were 27.1% were collected.

Table (6.9) Distribution of respondents according to Grade

Grade	Frequency	Percent
Less than 6	65	27.1
6-10	127	52.9
More than 10	48	20.0
Total	240*	100.0

(*) There were 21 respondents who did not specify their grade.

Distribution According to span of control (Number of workers who directly supervised by you)

The Number of workers who directly supervised by the staff ranges between 0 and 98 with median 0 (mean = 3.57) and standard deviation 10.75. Note the median is used as a measure of center because the data for this variable is not normally distributed.

Table (6.10) illustrates the distribution of staff according to supervisory capacity. It is noted that very high percentage (74%) has low span of control as they supervise 2 or less staff. This is mainly attributed to the fact that most of the staff of the health center are working in direct service to the beneficiaries and have no supervisory responsibility. Only health center managers, their deputies, Senior Staff Nurses and Staff Nurses have supervisory responsibilities. This explains that only 12.3% have supervisory responsibility of 6 and more staff, while 13.8% have supervisory responsibility over 3-5 staff.

Table (6.10) Distribution of respondents according to span of control

Number of supervised persons	Frequency	Percent
0-2	193	73.9
3-5	36	13.8
6 and more	32	12.3
Total	261	100.0

6.3.2 Analysis of Emotional Intelligence

In order to examine the emotional intelligence of the HC managers, four scales and 15 subscales were considered. The main scales include, well being, self control, emotionality and sociability.

The results and analysis of each will be presented in details as follows:

Field of “Well Being”:

Table (6.11) shows the following results:

- The mean of statement #3 “He has a number of good qualities” equals 8.47 (84.67%), Test-value = 20.49, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so it can be concluded that the respondents agreed to this statement.

- The mean of statement #2 “He seems to find life enjoyable” equals 7.22 (72.16%), Test-value = 8.44, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so it can be concluded that the respondents agreed to this statement.

- The mean of the field “Well Being” equals 7.85 (78.53%), Test-value = 17.34, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive. It can be concluded that the respondents agreed to field of “Well Being”

The entire field of “well being” indicated that the respondents agree to that the health center managers well being is important component of EI. They have agreed that he/she has, with high degree 84.67%, personal strengths, is highly motivated, optimistic, have positive perspective and with less degree (72.16%) enjoying his/her life in general. The lower degree for the field of enjoying their life is attributed to that it is hard for other to know for sure. These results supports the fact that well being is positively related with emotional intelligence construct and are in line with the foundations on which EI traits theory and other theories like self-motivation in Golman’s model and general mood in Bar-On’s model considers as signs for emotional intelligence (please see chapter 3, page 23-25).

Table (6.11) Means and Test values for “Well Being”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	He is a highly motivated person.	8.41	84.09	18.41	0.000*	2
2.	He seems to find life enjoyable.	7.22	72.16	8.44	0.000*	8
3.	He has a number of good qualities	8.47	84.67	20.49	0.000*	1
4.	He has positive perspective on most things.	7.83	78.28	13.24	0.000*	5
5.	He has the ability to keep himself motivated.	7.89	78.86	13.62	0.000*	4
6.	On the whole, he is pleased with his life.	7.48	74.84	10.74	0.000*	7
7.	He has much personal strength.	7.95	79.49	13.86	0.000*	3
8.	He is optimistic about his own life.	7.64	76.45	12.15	0.000*	6
	All statements of the filed “Well Being”.	7.85	78.53	17.34	0.000*	

* The mean is significantly different from 6

Field of "Self Control":

Table (6.12) shows the following results:

- The mean of statement #7 “He is able to adapt to new environments” equals 8.11 (81.12%), Test-value = 16.40, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of statement #6 “He tends to get involved in things and later wishes he could get out of” equals 5.58 (55.81%), Test-value = -2.36, and P-value = 0.010 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this statement is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to this statement.

- The mean of paragraph #2 “He tends to change his mind frequently” equals 3.84 (38.45%), Test-value = -13.50, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to this paragraph.

The mean of the field “Self Control” equals 6.97 (69.68%), Test-value = 12.42, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is then conclude that the respondents agreed to field of “Self Control ”.

The negative signs of the fields 2 and 6 indicate that emotional stability is an important facet to emotional competence as emotionally intelligent leaders shall not change mind frequently nor shall they regret decisions they have taken before. The overall score of the field of self control indicates that UNRWA HC managers do enjoy a level of self control. This goes in line with the results found in (Abu Afash, 2011) as she found that self regulation is considered an important component of emotional intelligence and is necessary competency for successful management and leadership. That is also supported by the findings of other international studies as found in (Downey, Papageorgious, and Stough, 2005; Koman & Wolf, 2007) which found strong relation between emotional intelligence and self control.

Table (6.12) Means and Test values for “Self Control”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Does not find it difficult to regulate his emotions.	7.24	72.44	7.87	0.000*	6
2.	He tends to change his mind frequently.	3.84	38.45	-13.50	0.000*	8
3.	It is easy for him to adjust his life according to the circumstances.	8.03	80.28	15.24	0.000*	2
4.	He is able to deal with stress.	7.97	79.65	14.42	0.000*	3
5.	He is usually able to find ways to control his emotions when he wants to.	7.53	75.31	10.76	0.000*	5
6.	He tends to get involved in things and later wishes he could get out of.	5.42	54.19	-3.27	0.001*	7
7.	He is able to adapt to new environments.	8.11	81.12	16.40	0.000*	1
8.	Others admire him for being relaxed.	7.62	76.19	10.09	0.000*	4
	All statements of the filed "Self Control".	6.97	69.68	12.42	0.000*	

* The mean is significantly different from 6

Field of "Emotionality (Empathy)":

Table (6.13) shows the following results:

- The mean of statement #5 “He shows his affection to those close to him” equals 7.99 (79.92%), Test-value = 16.51, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement

- The mean of statement #7 “He often pauses and think about his feelings” equals 7.13 (71.32%), Test-value = 8.16, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

The mean of the filed “Emotionality (Empathy)” equals 7.69 (76.86%), Test-value = 14.91, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the

test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to field of “Emotionality (Empathy)”.

The results support the importance of the concept of empathy as a skill for leader’s success. The respondents appreciate the manager’s ability to show empathy as a necessary competency for successful leadership. They also agree to that UNRWA HC managers enjoy this ability at 76.9%. The ability to empathies is a key element for successful leadership as the ability of leader to understand how others feel and share them their concerns would enable him/her influences them effectively. The results goes in line with the findings of (Koman & Wolf, 2007; Polychroniou, 2008; and Kueper, 2009) who found strong relation between leaders success and their ability to empathize.

Table (6.13) Means and Test values for “Emotionality (Empathy)”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	It is easy for him to expressing his emotions with words.	7.75	77.53	13.66	0.000*	4
2.	Can see things from another person’s viewpoint.	7.84	78.43	12.47	0.000*	3
3.	He can figure out what emotion he is feeling.	7.69	76.94	12.28	0.000*	5
4.	Those close to him has no complains on how he treat them.	7.64	76.38	10.02	0.000*	6
5.	He shows his affection to those close to him.	7.99	79.92	16.51	0.000*	1
6.	He is normally able to “get into someone’s shoes” and experience their emotions.	7.85	78.50	12.69	0.000*	2
7.	He often pauses and thinks about his feelings.	7.13	71.32	8.16	0.000*	7
	All statements of the filed "Emotionality (Empathy)".	7.69	76.86	14.91	0.000*	

* The mean is significantly different from 6

Field of "Sociability (Social Skills)":

Table (6.14) shows the following results:

- The mean of statement #2 “It’s easy for him to stand up for his rights” equals 8.40 (83.98%), Test-value = 20.88, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of statement #4 “I would describe him as a good negotiator” equals 7.59 (75.87%), Test-value = 10.59, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of the field “Sociability (Social Skills)” equals 7.94 (79.39%), Test-value = 17.52, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive. It is concluded that the respondents agreed to field of “Sociability (Social Skills)”.

Social skills were found to be strongly emerged as a crucial competency for leaders’ success. The findings of this research concluded that sociability contributes to 79.4% of the importance for leaders’ success as perceived by the subordinates. The results supports the findings of (Jordan and Troth, 2010; Polychroniou, 2008) who found strong ties between social skills and transformational leadership. It can then be concluded that the leaders’ ability to establish connections and relationships with colleagues, in a social context through team process, is an essential competency that fostering influence and eventually facilitate ability to achieve desired organizational outcomes.

Table (6.14) Means and Test values for “Sociability (Social Skills)”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	He can deal effectively with people.	8.16	81.56	15.47	0.000*	2
2.	It’s easy for him to stand up for his rights.	8.40	83.98	20.88	0.000*	1
3.	He has the ability to influence the way other people feel.	7.68	76.80	12.40	0.000*	5
4.	I would describe him as a good negotiator.	7.59	75.87	10.59	0.000*	6
5.	He has power to deal with other people’s feelings.	7.72	77.18	12.32	0.000*	4
6.	He does not find difficulty to bond well even with those close to him.	8.13	81.27	17.51	0.000*	3
	All statements of the filed "Sociability (Social Skills)".	7.94	79.39	17.52	0.000*	

* The mean is significantly different from 6

The Level of Emotional Intelligence of HC managers:

Table (6.15) shows the following results:

- The mean of all statements of the field "**Emotional Intelligence**" equals 7.59 (75.87%), Test-value =16.67, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive. It is concluded that the respondents agreed to all statements of the field "Emotional Intelligence".

The results show that the UNRWA health center’s managers enjoy a moderate level of emotional intelligence. This is proven in all fields of the emotional intelligence traits of well being, self control, emotionality (empathy), and sociability (social skills). The social skills were the highest at 79.39% and the self control scoring the least at 69.68% as perceived by subordinates. These results agree with the results found in the previous studies conducted by (Abu Afash, 2011) and (Bazazo, 2010). The majority of studies has strongly argued the existence of strong ties between emotional intelligence and leadership success. This research is not an exception. The results are in line with the findings of other studies in

different cultures and contexts. The results also tallies with the findings of (Polychroniou, 2008; Braton, Dodd, & Brown, 2010; Crossman, 2009, Koman & Wolf, 2007), which all has concluded that emotional intelligence abilities has to do with leader success.

Table (6.15) Means and Test values for field “Emotional Intelligence”

Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)
All statements of the filed "Emotional Intelligence".	7.59	75.87	16.67	0.000*

*The mean is significantly different from 6

6.3.3 Analysis of Leadership Behavior (Style)

In order to examine the style of the HC managers according to the full rage leadership theory that specifies three types of leaders transformational, transactional, and laissez faire. These types will be examined in details as follows:

First: Transformational Leadership

Transformational leadership is examined by analyzing its five dimensions of idealized influence (behavior), idealized influence (attributed), inspirational motivation, intellectual inspiration, and individual consideration.

Field of "Idealized Influence (Behavior)":

Table (6.16) shows the following results:

- The mean of statement #2 “Specifies the importance of having a strong sense of purpose” equals 8.20 (82.01%), Test-value = 19.29, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of statement #3 “Considers the moral and ethical consequences of his/her decisions” equals 7.65 (76.52%), Test-value = 11.28, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of the field “Idealized Influence (Behavior)” equals 7.95 (79.51%), Test-value = 17.51, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is conclude that the respondents agreed to field of “Idealized Influence (Behavior)”.

The results indicate that respondents agree to a relatively high degree %79.51 to that the UNRWA HC managers masters idealized influence “behavior”. That they talks about their believes, specify collective gals and a sense of purpose, and supports team spirit. The results are contrary to the results of (Saqer, 2009). This may be attributed to the different study society and sample in which this research was conducted as Mr. Saqer studied Senior Managers in all UNRWA fields while this research was conducted on UNRWA- Gaza Health Centers. The timing of the study may be another reason, while Mr. Saqer conducted his research directly following the War on Gaza, this research comes 2 years later. On the other hand the results goes in line with the results found by other studies (Braton, Dodd, & Brown, 2010; Polychroniou, 2008, and Jordan & Troth, 2010) who all found high correlation between emotional intelligence and transformational leadership style. The idealized influence component of the transformational leadership behavior is found to be strongest with higher EI levels.

Table (6.16) Means and Test values for “Idealized Influence (Behavior)”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Talks about their most important values and believes.	7.87	78.72	14.31	0.000*	3
2.	Specifies the importance of having a strong sense of purpose.	8.20	82.01	19.29	0.000*	1
3.	Considers the moral and ethical consequences of his/her decisions.	7.65	76.52	11.28	0.000*	4
4.	Emphasizes the importance of having a collective sense of mission and supports team spirit.	8.10	81.00	15.65	0.000*	2
	All statements of the filed "Idealized Influence (Behavior)"	7.95	79.51	17.51	0.000*	

* The mean is significantly different from 6

Field of "Idealized Influence (Attributed)":

Table (6.17) shows the following results:

- The mean of statement #4 “Displays sense of power and confidence” equals 8.23 (82.32%), Test-value = 16.96, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of statement #2 “Sacrifices his/her self-interest for the good of the group” equals 7.06 (70.62%), Test-value = 6.46, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of the filed “Idealized Influence (Attributed)” equals 7.79 (77.90%), Test-value = 14.30, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the

hypothesized value 6. It is concluded that the respondents agreed to field of “Idealized Influence (Attributed)”

Again, the results show that the personal attributes of the UNRWA HC managers plays an important role in their leadership skills by which they influence their subordinates. The Idealized Influence “attributed” results shows at reasonable degree that HC managers instills pride in their staff, build respectful mutual relationships with their subordinates, and spreads a sense of power and confidence into their followers. The results are contrary to those of (Saqr, 2009) which may be attributed to the same reasons mentioned previously. The results go in line with the results found by other studies (Braton, Dodd, & Brown, 2010; Polychroniou, 2008, and Jordan & Troth, 2010) who all found high correlation between emotional intelligence and transformational leadership style. The idealized influence attributed component of the transformational leadership is found to be strongest for leaders with higher EI levels.

Table (6.17): Means and Test values for “Idealized Influence (Attributed)”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Instills pride in staff for being associated with him/her.	7.83	78.33	12.17	0.000*	3
2.	Sacrifices his/her self-interest for the good of the group.	7.06	70.62	6.46	0.000*	4
3.	Have leadership skills that build my respect.	8.06	80.59	14.78	0.000*	2
4.	Displays sense of power and confidence.	8.23	82.32	16.96	0.000*	1
	All statements of the filed " Idealized Influence (Attributed)"	7.79	77.90	14.30	0.000*	

* The mean is significantly different from 6

Field of "Inspirational Motivation":

Table (6.18) shows the following results:

- The mean of statement #2 “Talks enthusiastically when setting goals and objectives to be accomplished” equals 8.32 (83.23%), Test-value = 19.83, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of statement #1 “Talks optimistically about the future” equals 7.71 (77.13%), Test-value = 12.97, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

The mean of the field “Inspirational Motivation” equals 8.05 (80.45%), Test-value = 19.07, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is then conclude that the respondents agreed to field of “Inspirational Motivation”.

The results indicate the importance of the HC manager’s ability to inspire and motivate staff by being optimistic, enthusiastic, compel vision, and shows confidence. These are personal attributes and are skills necessary for effective leadership. These results are not in agreement with those of (Saqr, 2009). The results however, agree with the results found by (Leban and Zulauf, 2003; Polychroniou, 2008; and Braton, Dodd, & Brown, 2010) which concluded that Inspirational motivation is a component that is very essential for successful transformation. The UNRWA HC staff agreed that their HC managers use inspirational motivation to motivate their subordinates.

Table (6.18): Means and Test values for “Inspirational Motivation”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Talks optimistically about the future.	7.71	77.13	12.97	0.000*	4
2.	Talks enthusiastically when setting goals and objectives to be accomplished.	8.32	83.23	19.83	0.000*	1
3.	Articulates a compelling vision of the future.	7.91	79.14	14.52	0.000*	3
4.	Shows confidence that goals will be achieved.	8.22	82.22	18.01	0.000*	2
	All statements of the filed "Inspirational Motivation"	8.05	80.45	19.07	0.000*	

* The mean is significantly different from 6

Field of "Intellectual Stimulation":

Table (6.19) shows the following results:

- The mean of statement #2 “Seeks different perspectives when solving problems” equals 7.87 (78.71%), Test-value = 13.84, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.
- The mean of statement #1 “Re-examine critical assumption to questions whether they are appropriate” equals 7.46 (74.59%), Test-value = 9.95, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.
- The mean of the filed “Intellectual Stimulation” equals 7.67 (76.73%), Test-value = 13.50, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized

value 6. It is then concluded that the respondents agreed to field of “Intellectual Stimulation”.

Intellectual stimulations has found to be less practiced by UNRWA HC managers than inspirational motivation and idealized behavior. However, the research showed positive results were health center staffs agree that their leaders use it at an average degree. The relation between intellectual stimulation, transformational leadership, and emotional intelligence was found to exist. The results were found to tally with those found in (Polychroniou, 2008) who found that Greek managers use intellectual stimulation as part of their transformational leadership practice.

Table (6.19): Means and Test values for “Intellectual Stimulation”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Re-examine critical assumption to questions whether they are appropriate.	7.46	74.59	9.95	0.000*	4
2.	Seeks different perspectives when solving problems.	7.87	78.71	13.84	0.000*	1
3.	Gets staff to look at problems from different angles.	7.60	76.05	11.96	0.000*	3
4.	Suggests new ways of looking at how to complete assignments.	7.75	77.52	12.70	0.000*	2
	All statements of the filed "Intellectual Stimulation"	7.67	76.73	13.50	0.000*	

* The mean is significantly different from 6

Field of "Individual Consideration":

Table (6.20) shows the following results:

- The mean of statement #3 “Consider staff’s individual special needs, abilities, and aspirations” equals 7.65 (76.46%), Test-value = 12.30, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of statement #1 “Spends time teaching and coaching staff” equals 6.91 (69.06%), Test-value = 5.77, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of the field “Individual Consideration” equals 7.32 (73.18%), Test-value = 11.36, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is then conclude that the respondents agreed to field of “Individual Consideration”.

The results of individual consideration are again an important aspect of transformational leadership. The results indicate that UNRWA-Gaza HC managers have these skills and apply it into their daily work. Their subordinates see that they spend some time coaching and teaching them, treat them as individuals and consider their individual needs, abilities and inspiration, and help and encourage them to improve and develop. The individual consideration is highly linked with emotional intelligence empathy and sociability aspects. Those results, although moderate, is a good indicator given the work pressure and intensive full scheduled working day of the HC managers. These results are not in agreement with those of (Saqr, 2009) who found no relations. The results however, agree with the results found by (Leban and Zulauf, 2003, Polychroniou, 2008, & Clark, 2009) who confirmed the importance of individual consideration for transformation.

Table (6.20): Means and Test values for “Individual Consideration”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Spends time teaching and coaching staff.	6.91	69.06	5.77	0.000*	4
2.	Treats me as an individual rather than just a member of a group.	7.07	70.67	6.75	0.000*	3
3.	Consider staff's individual special needs, abilities, and aspirations.	7.65	76.46	12.30	0.000*	1
4.	Helps staff to improve and develop their abilities and skills.	7.59	75.91	11.33	0.000*	2
	All statements of the filed "Individual Consideration"	7.32	73.18	11.36	0.000*	

* The mean is significantly different from 6

In General "Transformational Leadership Style":

Table (6.21) shows the following results:

- The mean of all statements of the field "**Transformational Leadership Style**" equals 7.75 (77.54%), Test-value =15.85, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of all statements of this field is significantly greater than the hypothesized value 6. It is then concluded that the respondents agreed to all statements of the field "**Transformational Leadership Style**".

The results indicate that transformational leadership style is the dominant leadership style among UNRWA- Gaza health center managers. These results do not match those found by (Saqr, 2009). The results may be attributed to the melting environment in which UNRWA HCs work. The working team has similar backgrounds and works in harmony to mitigate work pressure and overcome beneficiary demands for medical services. This requires leaders to motivate and inspire subordinates to work collectively to achieve set goals. These results also supports the results found by (Casimir and Keith, 2009; Polychroniou, 2008; Downey, Papageorgious and Stough, 2005; Braton, Dodd, & Brown, 2010; and Leban &

Zulauf, 2003). All of these studies found higher tendency towards transformational leadership as the dominant leadership style among others. In practice transformational leadership requires higher level of social interaction, use of motivation and inspiration by values and communication.

Table (6.21): Means and Test values for field “Transformational Leadership Style”

Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)
All statements of the filed "Transformational Leadership Style"	7.75	77.54	15.85	0.000*

*The mean is significantly different from 6

Second: Transactional Leadership

Transactional leadership is examined by analyzing its three dimensions of contingent reward, management by exception (active), management by exception (passive).

Field of "Contingent Reward":

Table (6.22) shows the following results:

- The mean of statement #4 “Expresses satisfaction when staffs meet expectations” equals 8.38 (83.85%), Test-value = 18.87 and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of statement #1 “Provides staff with assistance in exchange of their efforts” equals 6.96 (69.61%), Test-value = 5.95, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

• The mean of the filed “Contingent Reward” equals 7.67 (76.66%), Test-value = 14.22, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to field of “Contingent Reward”.

The results showed that UNRWA- Gaza HC managers use contingent reward as one of the means to motivate their subordinates. They provide assistance for exchange of effort, specify responsibilities, provide guidance for expectations, and express satisfaction on goal accomplishments. These are necessary tools for effective personnel management and leadership. The results do not agree with those found by (Saquer, 2009) who found negative, however, significant relationship as respondents see that their managers does not use contingent reward. The results tally with those found in (Stumpf, 2003; & Brown, 2003) who found positive relation as respondents agree to the importance of contingent reward for effective leadership.

Table (6.22): Means and Test values for “Contingent Reward”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Provides staff with assistance in exchange of their efforts.	6.96	69.61	5.95	0.000*	4
2.	Discusses in specific terms who is responsible for achieving performance targets.	7.83	78.32	13.44	0.000*	2
3.	Makes clear what staff can expect to receive when performance goals are achieved.	7.52	75.23	11.67	0.000*	3
4.	Expresses satisfaction when staffs meet expectations.	8.38	83.85	18.87	0.000*	1
	All statements of the filed "Contingent Reward"	7.67	76.66	14.22	0.000*	

* The mean is significantly different from 6

Field of "Management-by-Exception (Active)":

Table (6.23) shows the following results:

- The mean of statement #4 “Directs staff attention toward failures to meet standards” equals 8.10 (80.98%), Test-value = 15.73, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this statement.

- The mean of statement #3 “Is not a type of leader who keeps track of staff's mistakes?” equals 3.67 (36.67%), Test-value = -13.71, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this statement is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to this statement.

- The mean of the field “Management-by-Exception (Active)” equals 5.76 (57.61%), Test-value = -3.17, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to field of “Management-by-Exception (Active)”.

The respondents disagree and do not perceive their supervisor as managing by exception (active). On the contrary, they perceive them as transformational leaders who care, inspire and motivate staff rather than managing irregularities and tracking mistakes. This establishes grounds for argument of importance of emotional intelligence relation to transformational leadership. The results agrees with the results found in (Saqr, 2009) in that there is negative relation but disagree with the same study in that this study found significant relation, while Saqr found insignificant relation. The respondents do not see their supervisors as focusing on irregularities, exceptions and mistakes nor they think that they focus attention on tracking subordinate mistakes and keep records thereof. They agree that their leaders help them by directing their attention towards failures in order to achieve required results and meet standards.

Table (6.23): Means and Test values for “Management-by-Exception (Active)”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	7.05	70.47	6.38	0.000*	2
2.	Don't concentrate his/her full attention on dealing with mistakes, complaints, and failures.	4.25	42.53	-9.69	0.000*	3
3.	Is not a type of leader who keeps track of staff's mistakes.	3.67	36.67	-13.71	0.000*	4
4.	Directs staff attention toward failures to meet standards.	8.10	80.98	15.73	0.000*	1
	All statements of the filed "Management-by-Exception (Active)"	5.76	57.61	-3.17	0.001*	

* The mean is significantly different from 6

Field of "Management-by-Exception (Passive)':

Table (6.24) shows the following results:

- The mean of statement #3 “Does not believe in waiting until things get worse” equals 4.07 (40.69%), Test-value = -10.75, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this statement is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to this statement.

- The mean of statement #1 “Interfere before problems become serious” equals 2.99 (29.92%), Test-value = -20.40, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this statement is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to this statement.

- The mean of the filed “Management-by-Exception (Passive)” equals 3.29 (32.85%), Test-value = -22.96 and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to field of “Management-by-Exception (Passive)".

The results found negative relationship as respondent do not perceive their leaders as managing by exception (passive). They do not agree that they wait until problems become serious and chronic before interfering and take action. That is they think that their managers have positive attitude and are proactive and take responsibility. That supports the argument that the UNRWA HC managers are transformational rather than transactional. The results found are in agreement with the results reached by (Saqer, 2009; Polychroniou, 2008; and Kuperes, 2009) in that the management by exception is not a preferred style of management nor is agreed to by subordinates.

Table (6.24): Means and Test values for “Management-by-Exception (Passive)”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Interfere before problems become serious.	2.99	29.92	-20.40	0.000*	4
2.	Don't wait for things to go wrong before taking action.	3.01	30.08	-20.63	0.000*	3
3.	Does not believe in waiting until things get worse.	4.07	40.69	-10.75	0.000*	1
4.	Demonstrates that steps needs to be taken before problems become chronic.	3.04	30.38	-22.93	0.000*	2
	All statements of the filed "Management-by-Exception (Passive)"	3.29	32.85	-22.96	0.000*	

* The mean is significantly different from 6

In General "Transactional Leadership Style":

Table (6.25) shows the following results:

- The mean of all statements of the field "Transactional Leadership Style" equals 5.58 (55.80%), Test-value =-11.87, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of all statements of this field is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to all statements of the field "Transactional Leadership Style".

Transactional leadership have not been found to be a dominant style among UNRWA HC managers. While correlation was significant, it was negative as respondents do not see their

managers as totally transactional leaders. While they agreed to the effect of contingent reward as an effective tool for management and motivation they disagree to management by exception components. The results are in support to the conclusion of HC managers being more transformational. However, it supports the foundations of the full range leadership theory of Avolio and Bass (2002) which argues that no one leadership style is in effect all the time but a combination of transactional/transformational.

Table (6.25): Means and Test values for field “Transactional Leadership Style”

Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)
All statements of the field "Transactional Leadership Style"	5.58	55.80	-11.87	0.000*

*The mean is significantly different from 6

In General: "Transactional Leadership Style" the health center managers enjoy a relatively low degree (55.80%) of transactional leadership abilities and skills as reported by their subordinates. That is attributed to the composition of the components of the transactional leadership. While respondents believe their supervisors use contingent reward at an appropriate level of 76.66%, management by exception active at 56.61% they think their supervisors use management by exception (passive) at a very lower rate of 32.85%. Those results are in line with the results found by (Saqr, 2009; Jun et al. 2011, and Casimir and Keith Ng, 2009). Combinative aspects of leadership styles appear to have important effects on follower’s perception of/and reactions to leadership behavior.

Third: Laissez Faire

Field of "Laissez Faire":

Table (6.26) shows the following results:

- The mean of statement #3 “Don’t avoid making decisions” equals 3.42 (34.20%), Test-value = -16.78, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this statement is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to this statement.
- The mean of statement #1 “Don't avoid getting involved when important issues arise” equals 2.87 (28.66%), Test-value = -25.87, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this statement is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to this statement.
- The mean of the filed “Laissez Faire” equals 3.09 (30.91%), Test-value = -24.45, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents disagreed to field of “Laissez Faire”.

Table (6.26): Means and Test values for “Laissez Faire”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Don't avoid getting involved when important issues arise.	2.87	28.66	-25.87	0.000*	4
2.	Is available when needed.	2.89	28.88	-22.87	0.000*	3
3.	Don't avoid making decisions.	3.42	34.20	-16.78	0.000*	1
4.	Don't delay responding to urgent questions.	3.17	31.71	-20.65	0.000*	2
	All statements of the filed "Laissez Faire"	3.09	30.91	-24.45	0.000*	

* The mean is significantly different from 6

In General: "Laissez Faire Leadership Style". The respondents do not agree that the health center managers are of this type of leaders. The negative p-value indicates general disagreement to this domain at a percentage mean of 30.91%. The UNRWA HC managers are not perceived by their subordinates as laissez-faire leaders, avoiding getting involved, are not available when needed, avoid making necessary decisions, and delaying responding to urgent issues when arise. This can be explained by the fact that UNRWA managers are held responsible for their actions and the actions of their subordinate and are not allowed, by virtue of rules and regulations, avoiding interfering when required. The results are in line with the results found by (Saqr, 2009).

6.4 Hypothesis Testing

Introduction:

Throughout this research all hypothesis and sub-hypothesis were tested and validated using the data collected from the field study. The relationships were examined and presented in details in the following discussion.

- **Main Hypothesis:**

H1: There is a statistically significant correlation at ($\alpha=0.05$) between Emotional intelligence and leadership behavior.

- **Sub-hypothesis:**

1. **H1a:** There is a statistically significant relationship at ($\alpha=0.05$) between Leaders well being and leadership behavior.

Table (6.27) shows that the correlation coefficient between Leaders well being and leadership behavior equals 0.816 and the p-value (Sig.) = 0.000. So the correlation coefficient is statistically **significant** at $\alpha = 0.05$. It can be concluded there **is a significant positive relationship** between Leaders well being and leadership behavior. The results tallies with the foundations of the EI traits mode (Petrides and Furnham, 2003), the foundations of mixed models of happiness in Goleman model (Goleman, 1995) and general mood of Bar-Oni model (Bar-On, 1997). The leader's general feeling of optimism, self

esteem, and self motivation (well-being) are important facets of EI and contributes to the leader's ability to lead and influence followers.

Table (6.27) shows that the correlation coefficient between Leaders well being and Management-by-Exception (Active) equals -0.010 and the p-value (Sig.) equals 0.437. The p-value (Sig.) is greater than 0.05, so the correlation coefficient is statistically **insignificant** at $\alpha = 0.05$. It is conclude that there **is NO significant relationship** between Leaders well being and Management-by-Exception (Active). This is of no surprise as management-by-exception does not entail emotional components when the leader only interferes when there is a need to take corrective action. His role is reactive rather than proactive.

Table (6.27) shows that the correlation coefficient between Leaders well being and Management-by-Exception (Passive) equals -0.744 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically **significant** at $\alpha = 0.05$. We conclude there **exists significant negative relationship** between Leaders well being and Management-by-Exception (Passive).

The negative relationship is explained by the fact that leaders in management by exception (passive) are perceived negatively by subordinates who feel that their mistakes are being tracked and that the leader is keeping records thereof. We can see the highly positive correlation between leaders EI component of well-being and transformational leadership (85.2%), which supports the hypothesized relationship between emotional intelligence and transformational leadership. This results tallies with those found in previous studies (Kerr et al., 2005; Bratton, Dodd, and Brown, 2010, Casimir and Kieth Ng, 2009; and Polychroniou, 2008). However, it contradicts with the findings of (Brown, Bryant, and Reilly, 2005). EI correlate positively with contingent reward and negatively with management by exception (passive) of transactional leadership and negatively with Laissez-Faire leadership style.

Table (6.27) Correlation coefficient between Leaders well being and leadership behavior

No	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Idealized Influence (Behavior)	0.813	0.000*
2.	Idealized Influence (Attributed)	0.815	0.000*
3.	Inspirational Motivation	0.844	0.000*
4.	Intellectual Stimulation	0.810	0.000*
5.	Individual Consideration	0.749	0.000*
6.	Transformational Leadership Style	0.852	0.000*
7.	Contingent Reward	0.831	0.000*
8.	Management-by-Exception (Active)	-0.010	0.437
9.	Management-by-Exception (Passive)	-0.744	0.000*
10.	Transactional Leadership Style	0.120	0.027*
11.	Laissez Faire	-0.849	0.000*
12.	Leadership Behavior	0.816	0.000*

* Correlation is statistically significant at 0.05 level.

2. **H1b:** There is a statistically significant relationship at ($\alpha=0.05$) between leaders' ability of self control and leadership behavior.

Table (6.28) show that the correlation coefficient between leaders' ability of self control and leadership behavior equals 0.739 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically **significant** at $\alpha = 0.05$. It is concluded that there **exist a significant relationship** between leaders' ability of self control and leadership behavior.

Table (6.28) shows that the correlation coefficient between Leaders self control and Management-by-Exception (Active) equals -0.076 and the p-value (Sig.) equals 0.110. The p-value (Sig.) is greater than 0.05, so the correlation coefficient is statistically **insignificant** at $\alpha = 0.05$. It is concluded that there **is NO significant relationship** between Leaders self control and Management-by-Exception (Active).

Table (6.28) shows that the correlation coefficient between Leaders self control and Transactional Leadership equals 0.092 and the p-value (Sig.) equals 0.068. The p-value (Sig.) is greater than 0.05, so the correlation coefficient is statistically **insignificant** at $\alpha = 0.05$. It is concluded that there is **NO significant relationship** between Leaders self control and Transactional Leadership.

The findings show that there was no significant relationship between leaders self control and transactional leadership. While contingent reward of the transactional leadership behavior has to do with self emotions control, management by exception, both active and passive, has negative relation with emotions. The correlation was positive with transformational leadership style at 77.2%, no relation with transactional leadership style and negative correlation with laissez-faire leadership style. In general, there was found to be positive relationship between self control component of EI and leadership behavior. The results are in support for results found in other studies (Kerr et al., 2005; Casimir and Kieth Ng, 2009; and Polychroniou, 2008). However, it contradicts with the findings of (Brown, Bryant, and Reilly, 2005).

Table (6.28) Correlation coefficient between leaders' ability of self control and leadership behavior

No	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Idealized Influence (Behavior).	0.728	0.000*
2.	Idealized Influence (Attributed).	0.753	0.000*
3.	Inspirational Motivation.	0.755	0.000*
4.	Intellectual Stimulation.	0.738	0.000*
5.	Individual Consideration.	0.675	0.000*
6.	Transformational Leadership Style	0.772	0.000*
7.	Contingent Reward.	0.749	0.000*
8.	Management-by-Exception (Active).	-0.076	0.110
9.	Management-by-Exception (Passive).	-0.638	0.000*
10.	Transactional Leadership Style	0.092	0.068
11.	Laissez Faire	-0.766	0.000*
12.	Leadership Behavior	0.739	0.000*

* Correlation is statistically significant at 0.05 level

3. **H1c**: There is a statistically significant relationship at ($\alpha=0.05$) between the ability of the leaders to empathies and leadership behavior.

Table (6.29) show that the correlation coefficient between the ability of the leaders to empathies and leadership behavior equals 0.809 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically **significant** at $\alpha = 0.05$. It is concluded that there **exist a significant relationship** between the ability of the leaders to empathies and leadership behavior.

Table (6.29) show that the correlation coefficient between Leaders empathy and Management-by-Exception (Active) equals -0.095 and the p-value (Sig.) equals 0.063. The p-value (Sig.) is greater than 0.05, so the correlation coefficient is statistically **insignificant** at $\alpha = 0.05$. It is concluded that there **is NO significant relationship** between Leaders empathy and Management-by-Exception (Active).

Table (6.29) show that the correlation coefficient between Leaders empathy and Transactional Leadership equals 0.098 and the p-value (Sig.) equals 0.058. The p-value (Sig.) is greater than 0.05, so the correlation coefficient is statistically **insignificant** at $\alpha = 0.05$. It is concluded that there **is NO significant relationship** between Leaders empathy and Transactional Leadership.

The findings show that there was no significant relationship between leader's emotionality (empathy) and transactional leadership. While contingent reward of the transactional leadership behavior has to do with empathy, management by exception, both active and passive, has negative relation with emotions. On the contrary, a highly positive relation was found with transformational leadership in all of its components. It is also found to be negative at a high degree with laissez-faire leadership style. That is in support for results concluded by other studies (Kerr et al., 2005; Bratton, Dodd, and Brown, 2010, Casimir and Kieth Ng, 2009; and Polychroniou, 2008) and contradicts with the findings of (Brown, Bryant, and Reilly, 2005). The correlation with the leadership behavior was found to be as high as 81% in support for the hypothesis.

Table (6.29) Correlation coefficient between the ability of the leaders to empathy and leadership behavior

No	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Idealized Influence (Behavior)	0.802	0.000*
2.	Idealized Influence (Attributed)	0.807	0.000*
3.	Inspirational Motivation	0.802	0.000*
4.	Intellectual Stimulation	0.825	0.000*
5.	Individual Consideration	0.759	0.000*
6.	Transformational Leadership Style	0.845	0.000*
7.	Contingent Reward	0.828	0.000*
8.	Management-by-Exception (Active)	-0.095	0.063
9.	Management-by-Exception (Passive)	-0.700	0.000*
10.	Transactional Leadership Style	0.098	0.058
11.	Laissez Faire	-0.828	0.000*
12.	Leadership Behavior	0.809	0.000*

* Correlation is statistically significant at 0.05 level

4. **H1d**: There is a statistically significant relationship at ($\alpha=0.05$) between leaders' social skills and leadership behavior.

Table (6.30) show that the correlation coefficient between leaders' social skills and leadership behavior equals 0.818 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically **significant** at $\alpha = 0.05$. It is concluded that there **exist a significant relationship** between leaders' social skills and leadership behavior.

Table (6.30) show that the correlation coefficient between Leaders social skills and Management-by-Exception (Active) equals -0.08 and the p-value (Sig.) equals 0.098. The p-value (Sig.) is greater than 0.05, so the correlation coefficient is statistically **insignificant** at $\alpha = 0.05$. It is concluded that there **is NO significant relationship** between Leaders social skills and Management-by-Exception (Active).

Table (6.30) show that the correlation coefficient between Leaders social skills and Transactional Leadership equals 0.094 and the p-value (Sig.) equals 0.065. The p-value

(Sig.) is greater than 0.05, so the correlation coefficient is statistically **insignificant** at $\alpha = 0.05$. It is concluded that there is **NO significant relationship** between Leaders social skills and Transactional Leadership.

The findings show that there was no significant relationship between leaders' social skills and transactional leadership. While contingent reward of the transactional leadership behavior has to do with sociability, management by exception, both active and passive, has negative relation with emotions. A strong correlation (85.4%) was found between social skills and transformational leadership is not surprising. And a relatively high (82%) overall relation with leadership behavior is in line with the findings of many studies (Kerr et al., 2005; Bratton, Dodd, and Brown, 2010, Casimir and Kieth Ng, 2009; and Polychroniou, 2008). However, it contradicts with the findings of (Brown, Bryant, and Reilly, 2005).

Table (6.30) Correlation coefficient between leaders' social skills and leadership behavior

No	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Idealized Influence (Behavior)	0.824	0.000*
2.	Idealized Influence (Attributed)	0.816	0.000*
3.	Inspirational Motivation	0.815	0.000*
4.	Intellectual Stimulation	0.821	0.000*
5.	Individual Consideration	0.766	0.000*
6.	Transformational Leadership Style	0.854	0.000*
7.	Contingent Reward	0.840	0.000*
8.	Management-by-Exception (Active)	-0.080	0.098
9.	Management-by-Exception (Passive)	-0.730	0.000*
10.	Transactional Leadership Style	0.094	0.065
11.	Laissez Faire	-0.828	0.000*
12.	Leadership Behavior	0.818	0.000*

* Correlation is statistically significant at 0.05 level

- **Main Hypothesis:**

H1: There is a statistically significant correlation at ($\alpha=0.05$) between Emotional intelligence and leadership behavior.

Table (6.31) show that the correlation coefficient between Emotional intelligence and leadership behavior equals 0.848 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically **significant** at $\alpha = 0.05$. It is concluded that there is **significant relationship** between Emotional intelligence and leadership behavior.

Table (6.31) show that the correlation coefficient between Leaders emotional intelligence and Management-by-Exception (Active) equals -0.067 and the p-value (Sig.) equals 0.140. The p-value (Sig.) is greater than 0.05, so the correlation coefficient is statistically **insignificant** at $\alpha = 0.05$. It is concluded that there is **NO significant relationship** between Leaders emotional intelligence and Management-by-Exception (Active).

The findings show that there is significantly high relationship between EI and transformational leadership at 88.6% and a high relation with the leadership behavior at 84.8%. The only insignificant correlation was found between EI and management by exception (active) can be explained by the perception of subordinates that leaders management by exception does not entail any emotions and leaders are then derived by roles and are reactive rather than proactive. A negative relation with found with Laissez-faire leadership style is explained by the perceived non-leadership role in this case that has no intelligence components. The strong relationship between EI and leadership behavior is in line with the foundations of all theories and models of EI and leadership and are in line with the findings of several studies including (Furnham & Petrides, 2003; Goleman, 2002; Kerr et al., 2005; Bratton, Dodd, and Brown, 2010, Casimir and Kieth Ng, 2009; and Polychroniou, 2008, Clark, 2009).

Table (6.31) Correlation coefficient between Emotional intelligence and leadership behavior.

No	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Idealized Influence (Behavior)	0.844	0.000*
2.	Idealized Influence (Attributed)	0.850	0.000*
3.	Inspirational Motivation	0.858	0.000*
4.	Intellectual Stimulation	0.852	0.000*
5.	Individual Consideration	0.786	0.000*
6.	Transformational Leadership Style	0.886	0.000*
7.	Contingent Reward	0.866	0.000*
8.	Management-by-Exception (Active)	-0.067	0.140
9.	Management-by-Exception (Passive)	-0.750	0.000*
10.	Transactional Leadership Style	0.109	0.039*
11.	Laissez Faire	-0.873	0.000*
12.	Leadership Behavior	0.848	0.000*

* Correlation is statistically significant at 0.05 level

H2: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior attributed to their personal traits such as gender, age, academic qualifications, experience, Number of years work under the supervision of the current health center manger, Profession , grade level and Number of workers who directly supervised by you

H2-a: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to gender

Table (6.32) show that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to gender. It is concluded that the personal trait gender has no effect on these fields. Whether you are a male or female there is no different perception on the EI and leadership qualities. Both genders are living the same working conditions under the leadership of the HC manager indicating that UNRWA working environment is biased free. The results are in line with the findings of (Abu Afash, 2011; Bazazo, 2010, and Saqer, 2009).

Table (6.32) Independent Samples-Test of the fields and their p-values for Gender

No	FIELD	MEAN		TEST VALUE	P-VALUE (SIG.)
		MALE	FEMALE		
1.	WELL BEING	7.72	7.95	-1.063	0.289
2.	SELF CONTROL	6.88	7.04	-1.016	0.311
3.	EMOTIONALITY (EMPATHY)	7.65	7.71	-0.262	0.794
4.	SOCIABILITY (SOCIAL SKILLS)	7.80	8.04	-1.050	0.295
5.	EMOTIONAL INTELLIGENCE:	7.49	7.66	-0.876	0.382
6.	IDEALIZED INFLUENCE (BEHAVIOR)	7.78	8.08	-1.354	0.177
7.	IDEALIZED INFLUENCE (ATTRIBUTED)	7.55	7.96	-1.620	0.106
8.	INSPIRATIONAL MOTIVATION	7.83	8.20	-1.681	0.094
9.	INTELLECTUAL STIMULATION	7.51	7.79	-1.098	0.273
10.	INDIVIDUAL CONSIDERATION	7.14	7.44	-1.280	0.202
11.	TRANSFORMATIONAL LEADERSHIP STYLE	7.56	7.89	-1.492	0.137
12.	CONTINGENT REWARD	7.42	7.84	-1.778	0.077
13.	MANAGEMENT-BY-EXCEPTION (ACTIVE)	5.84	5.70	0.916	0.361
14.	MANAGEMENT-BY-EXCEPTION (PASSIVE)	3.36	3.23	0.566	0.572
15.	TRANSACTIONAL LEADERSHIP STYLE	5.54	5.61	-1.052	0.294
16.	LAISSEZ FAIRE	3.24	2.98	1.092	0.276
17.	LEADERSHIP BEHAVIOR	6.40	6.58	-1.688	0.093

H2-b: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to age.

Table (6.33) show that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to age. It is concluded that the personal trait age has no effect on these fields. The results show no difference attributed to the age and are in line with the findings of (Abu Afash, 2011; Bazazo, 2010).

Table (6.33) ANOVA test of the fields and their p-values for Age

No	FIELD	TEST VALUE	P-VALUE (SIG.)
1.	WELL BEING	0.527	0.664
2.	SELF CONTROL	0.723	0.539
3.	EMOTIONALITY (EMPATHY)	1.224	0.302
4.	SOCIABILITY (SOCIAL SKILLS)	1.123	0.340
5.	EMOTIONAL INTELLIGENCE:	0.926	0.429
6.	IDEALIZED INFLUENCE (BEHAVIOR)	0.525	0.666
7.	IDEALIZED INFLUENCE (ATTRIBUTED)	1.349	0.259
8.	INSPIRATIONAL MOTIVATION	1.246	0.294
9.	INTELLECTUAL STIMULATION	0.915	0.434
10.	INDIVIDUAL CONSIDERATION	0.553	0.646
11.	TRANSFORMATIONAL LEADERSHIP STYLE	0.891	0.446
12.	CONTINGENT REWARD	0.938	0.423
13.	MANAGEMENT-BY-EXCEPTION (ACTIVE)	1.674	0.173
14.	MANAGEMENT-BY-EXCEPTION (PASSIVE)	2.010	0.113
15.	TRANSACTIONAL LEADERSHIP STYLE	2.468	0.063
16.	LAISSEZ FAIRE	0.743	0.527
17.	LEADERSHIP BEHAVIOR	0.439	0.725

H2-c: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to academic qualifications

Table (6.34) show that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the field “Transactional Leadership Style”, then there is significant difference among respondents' answers toward this field due to academic qualifications. It is concluded that the personal trait academic qualifications have an effect on this field. This maybe explained as a difference in perception of the transactional leadership construct and components attributed to the level of knowledge and understanding that varies according to the level of education of the respondents. This contradicts with the findings of (Saqr, 2009) who found insignificant difference attributed to academic qualifications in staff perception to their managers transactional leadership. However, the results tallies with the findings of (Jun Liu, Xiaoyu Liu, and Zeng, 2011).

Table (6.34) show that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the other fields, then there is insignificant difference among respondents' answers these fields due to academic qualifications. It is conclude that the personal trait academic qualifications have no effect on these fields. The results are in line with the findings of (Abu Afash, 2011; Bazazo, 2010, and Saqer, 2009).

Table (6.34) ANOVA test of the fields and their p-values for " Academic qualifications"

No	FIELD	TEST VALUE	P-VALUE (SIG.)
1.	WELL BEING	1.015	0.387
2.	SELF CONTROL	0.692	0.558
3.	EMOTIONALITY (EMPATHY)	0.879	0.453
4.	SOCIABILITY (SOCIAL SKILLS)	1.019	0.385
5.	EMOTIONAL INTELLIGENCE:	0.941	0.421
6.	IDEALIZED INFLUENCE (BEHAVIOR)	0.985	0.400
7.	IDEALIZED INFLUENCE (ATTRIBUTED)	0.756	0.520
8.	INSPIRATIONAL MOTIVATION	1.166	0.323
9.	INTELLECTUAL STIMULATION	1.186	0.316
10.	INDIVIDUAL CONSIDERATION	1.719	0.164
11.	TRANSFORMATIONAL LEADERSHIP STYLE	1.227	0.300
12.	CONTINGENT REWARD	1.395	0.245
13.	MANAGEMENT-BY-EXCEPTION (ACTIVE)	1.689	0.170
14.	MANAGEMENT-BY-EXCEPTION (PASSIVE)	0.399	0.754
15.	TRANSACTIONAL LEADERSHIP STYLE	3.315	0.021*
16.	LAISSEZ FAIRE	0.950	0.417
17.	LEADERSHIP BEHAVIOR	2.034	0.110

* The mean difference is significant a 0.05 level

Table (6.35) shows the mean for each field for Academic qualifications.

- For the field "Transactional Leadership Style", the means for respondents with academic qualification "Less than diploma" of this field is higher than other academic qualifications classifications. It is most probably the perception and understanding of the concept that explains the difference. While those with higher education levels are more knowledgeable, those with less than diploma differ among themselves on the construct.

Table (6.35) Mean for each field of "Academic qualifications"

No	Fields	Means			
		Less than diploma	Diploma	Bachelor	Advanced Degree
1.	Well Being	8.48	7.77	7.83	7.78
2.	Self Control	7.22	6.85	7.04	6.88
3.	Emotionality (Empathy)	8.27	7.57	7.70	7.56
4.	Sociability (Social Skills)	8.58	7.83	7.91	7.91
5.	Emotional Intelligence:	8.10	7.49	7.59	7.50
6.	Idealized Influence (Behavior)	8.55	7.85	7.97	7.75
7.	Idealized Influence (Attributed)	8.40	7.75	7.76	7.59
8.	Inspirational Motivation	8.69	8.00	8.02	7.82
9.	Intellectual Stimulation	8.43	7.68	7.59	7.46
10.	Individual Consideration	8.16	7.22	7.31	7.04
11.	Transformational Leadership Style	8.44	7.70	7.73	7.53
12.	Contingent Reward	8.41	7.64	7.63	7.34
13.	Management-by-Exception (Active)	6.29	5.76	5.72	5.53
14.	Management-by-Exception (Passive)	2.85	3.29	3.35	3.32
15.	Transactional Leadership Style	5.87	5.58	5.58	5.36
16.	Laissez Faire	2.44	3.09	3.15	3.29
17.	Leadership Behavior	6.91	6.47	6.50	6.33

H2-d: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to experience

Table (6.36) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the fields “Well Being, Emotionality (Empathy), Sociability (Social Skills), Emotional Intelligence, Idealized Influence (Behavior), Idealized Influence (Attributed), Inspirational Motivation, Transformational Leadership Style, Management-by-Exception (Passive), Laissez Faire”, then there is significant difference among respondents' answers toward these fields due to experience. It is concluded that emotional maturity and understanding of leadership behaviors varies with the number of years of experience.

Table (6.36) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the other fields, then there is insignificant difference among respondents' answers toward these fields due to experience. It is concluded that the personal trait experience has no effect on these fields.

Table (6.36): ANOVA test of the fields and their p-values for "Experience"

No	FIELD	TEST VALUE	P-VALUE (SIG.)
1.	WELL BEING	3.163	0.025*
2.	SELF CONTROL	2.395	0.069
3.	EMOTIONALITY (EMPATHY)	4.370	0.005*
4.	SOCIABILITY (SOCIAL SKILLS)	3.836	0.010*
5.	EMOTIONAL INTELLIGENCE:	3.876	0.010*
6.	IDEALIZED INFLUENCE (BEHAVIOR)	3.023	0.030*
7.	IDEALIZED INFLUENCE (ATTRIBUTED)	3.539	0.015*
8.	INSPIRATIONAL MOTIVATION	2.797	0.041*
9.	INTELLECTUAL STIMULATION	2.396	0.069
10.	INDIVIDUAL CONSIDERATION	2.531	0.058
11.	TRANSFORMATIONAL LEADERSHIP STYLE	3.081	0.028*
12.	CONTINGENT REWARD	2.615	0.052
13.	MANAGEMENT-BY-EXCEPTION (ACTIVE)	1.548	0.203
14.	MANAGEMENT-BY-EXCEPTION (PASSIVE)	3.597	0.014*
15.	TRANSACTIONAL LEADERSHIP STYLE	1.283	0.280
16.	LAISSEZ FAIRE	3.137	0.026*
17.	LEADERSHIP BEHAVIOR	1.916	0.127

* The mean difference is significant a 0.05 level

Table (6.37) shows the mean for each field for Experience.

- For the fields "Well Being, Emotionality (Empathy), Sociability (Social Skills), Emotional Intelligence, Idealized Influence (Behavior), Idealized Influence (Attributed), Inspirational Motivation, Transformational Leadership Style", the means for respondents with experience "15 and more" of these fields are higher than other experience categories.

- For the field "Management-by-Exception (Passive) ", the mean for respondents with experience "Less than 5 years" of this field is higher than other experience classifications.

- For the field "Laissez Faire", the means for respondents with experience "Less than 5 years" and "5 - Less than 10" of this field is higher than other experience classifications.

Table (6.37): Mean for each field of "Experience"

No	Fields	Means			
		Less than 5 years	5 - Less than 10	10 - Less than 15	15 and more
1.	Well Being	7.56	7.46	7.94	8.21
2.	Self Control	6.76	6.72	7.09	7.18
3.	Emotionality (Empathy)	7.20	7.26	7.86	8.11
4.	Sociability (Social Skills)	7.43	7.60	8.09	8.32
5.	Emotional Intelligence:	7.23	7.23	7.72	7.92
6.	Idealized Influence (Behavior)	7.56	7.59	8.13	8.29
7.	Idealized Influence (Attributed)	7.39	7.35	7.80	8.26
8.	Inspirational Motivation	7.79	7.64	8.22	8.35
9.	Intellectual Stimulation	7.44	7.26	7.69	8.05
10.	Individual Consideration	7.20	6.87	7.30	7.67
11.	Transformational Leadership Style	7.47	7.34	7.83	8.12
12.	Contingent Reward	7.30	7.30	7.81	8.01
13.	Management-by-Exception (Active)	5.93	5.91	5.80	5.56
14.	Management-by-Exception (Passive)	3.73	3.67	3.23	2.85
15.	Transactional Leadership Style	5.66	5.62	5.63	5.49
16.	Laissez Faire	3.48	3.48	3.00	2.69
17.	Leadership Behavior	6.42	6.34	6.56	6.64

H2-e: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to Number of years work under the supervision of the current health center manger

Table (6.38) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to "Number of years work under the supervision of the current health center manger". It is concluded that the personal trait "Number of years work under the supervision of the current health center manger" has no effect on these fields. This is may be attributed to the very little effect of this as most of the HC managers are new in their positions and are new to their staff. The

majority of respondents 79.7% has worked under the supervision of the current HC manager for less than 2 years.

Table (6.38): ANOVA test of the fields and their p-values for "Number of years work under the supervision of the current health center manger"

No	FIELD	TEST VALUE	P-VALUE (SIG.)
1.	WELL BEING	0.873	0.456
2.	SELF CONTROL	0.470	0.704
3.	EMOTIONALITY (EMPATHY)	0.244	0.866
4.	SOCIABILITY (SOCIAL SKILLS)	0.260	0.854
5.	EMOTIONAL INTELLIGENCE:	0.449	0.718
6.	IDEALIZED INFLUENCE (BEHAVIOR)	0.665	0.574
7.	IDEALIZED INFLUENCE (ATTRIBUTED)	0.678	0.566
8.	INSPIRATIONAL MOTIVATION	0.418	0.740
9.	INTELLECTUAL STIMULATION	0.300	0.825
10.	INDIVIDUAL CONSIDERATION	0.477	0.699
11.	TRANSFORMATIONAL LEADERSHIP STYLE	0.443	0.722
12.	CONTINGENT REWARD	0.670	0.571
13.	MANAGEMENT-BY-EXCEPTION (ACTIVE)	1.872	0.135
14.	MANAGEMENT-BY-EXCEPTION (PASSIVE)	1.046	0.373
15.	TRANSACTIONAL LEADERSHIP STYLE	1.067	0.364
16.	LAISSEZ FAIRE	0.844	0.471
17.	LEADERSHIP BEHAVIOR	0.136	0.939

H2-f: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to Profession

Table (6.39) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to Profession. It is concluded that the personal trait Profession did not yield any difference. This is attributed to that all respondents are working in the HC as a team and do not experience differential treatment when it comes to profession (job category).

Table (6.39): ANOVA test of the fields and their p-values for Profession

No	FIELD	TEST VALUE	P-VALUE (SIG.)
1.	WELL BEING	0.876	0.454
2.	SELF CONTROL	0.306	0.821
3.	EMOTIONALITY (EMPATHY)	0.542	0.654
4.	SOCIABILITY (SOCIAL SKILLS)	0.842	0.472
5.	EMOTIONAL INTELLIGENCE:	0.647	0.586
6.	IDEALIZED INFLUENCE (BEHAVIOR)	0.741	0.528
7.	IDEALIZED INFLUENCE (ATTRIBUTED)	1.403	0.243
8.	INSPIRATIONAL MOTIVATION	1.630	0.183
9.	INTELLECTUAL STIMULATION	1.197	0.311
10.	INDIVIDUAL CONSIDERATION	2.074	0.104
11.	TRANSFORMATIONAL LEADERSHIP STYLE	1.456	0.227
12.	CONTINGENT REWARD	1.174	0.320
13.	MANAGEMENT-BY-EXCEPTION (ACTIVE)	0.907	0.438
14.	MANAGEMENT-BY-EXCEPTION (PASSIVE)	1.764	0.154
15.	TRANSACTIONAL LEADERSHIP STYLE	0.717	0.542
16.	LAISSEZ FAIRE	1.640	0.181
17.	LEADERSHIP BEHAVIOR	1.218	0.304

H2-g: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to Grade level

Table (6.40) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to Grade level. It is concluded that the grade level has no effect on the staff perception in regard to the EI and leadership behavior of the HC manager. This may be explained by that all respondents are working in the HC as a team and do not experience differential treatment when it comes to grade.

Table (6.40): ANOVA test of the fields and their p-values for Grade level

NO	FIELD	TEST VALUE	P-VALUE (SIG.)
1.	WELL BEING	0.497	0.609
2.	SELF CONTROL	0.163	0.850
3.	EMOTIONALITY (EMPATHY)	0.425	0.654
4.	SOCIABILITY (SOCIAL SKILLS)	0.467	0.628
5.	EMOTIONAL INTELLIGENCE:	0.398	0.672
6.	IDEALIZED INFLUENCE (BEHAVIOR)	0.918	0.401
7.	IDEALIZED INFLUENCE (ATTRIBUTED)	1.775	0.172
8.	INSPIRATIONAL MOTIVATION	1.612	0.202
9.	INTELLECTUAL STIMULATION	1.241	0.291
10.	INDIVIDUAL CONSIDERATION	1.897	0.152
11.	TRANSFORMATIONAL LEADERSHIP STYLE	1.525	0.220
12.	CONTINGENT REWARD	1.119	0.328
13.	MANAGEMENT-BY-EXCEPTION (ACTIVE)	2.898	0.057
14.	MANAGEMENT-BY-EXCEPTION (PASSIVE)	2.192	0.114
15.	TRANSACTIONAL LEADERSHIP STYLE	2.804	0.063
16.	LAISSEZ FAIRE	1.894	0.153
17.	LEADERSHIP BEHAVIOR	1.102	0.334

H2-h: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to Number of workers who directly supervised by you

Table (6.41) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to "Number of workers who directly supervised by you". It is concluded that the personal trait "Number of workers who directly supervised by you" has no effect on these fields. This may be explained by the fact that the majority of respondents (73.9%) has little or no supervisory responsibility at all (0 to 2 subordinates).

Table (6.41) ANOVA test of the fields and their p-values for "Number of workers who directly supervised by you"

No	FIELD	TEST VALUE	P-VALUE (SIG.)
1.	WELL BEING	1.738	0.181
2.	SELF CONTROL	0.467	0.628
3.	EMOTIONALITY (EMPATHY)	1.041	0.357
4.	SOCIABILITY (SOCIAL SKILLS)	0.663	0.518
5.	EMOTIONAL INTELLIGENCE:	1.138	0.325
6.	IDEALIZED INFLUENCE (BEHAVIOR)	0.236	0.790
7.	IDEALIZED INFLUENCE (ATTRIBUTED)	0.353	0.703
8.	INSPIRATIONAL MOTIVATION	0.483	0.619
9.	INTELLECTUAL STIMULATION	0.030	0.970
10.	INDIVIDUAL CONSIDERATION	0.559	0.574
11.	TRANSFORMATIONAL LEADERSHIP STYLE	0.185	0.832
12.	CONTINGENT REWARD	0.311	0.734
13.	MANAGEMENT-BY-EXCEPTION (ACTIVE)	0.586	0.559
14.	MANAGEMENT-BY-EXCEPTION (PASSIVE)	0.508	0.603
15.	TRANSACTIONAL LEADERSHIP STYLE	0.469	0.627
16.	LAISSEZ FAIRE	0.371	0.691
17.	LEADERSHIP BEHAVIOR	0.138	0.872

6.5 Analysis of the Self Ratings of the Health Centers' Managers:

This section provides analysis of the different components the collected data. It provides analysis of the personal and professional traits, emotional intelligence and leadership style of the health center's managers as reported by the health centers' managers themselves.

Personal and Professional Traits:

Descriptive Analysis of the Sample

This section provides a descriptive analysis of the sample and its characteristics. It provides a description of the sample composition regarding gender, age, academic qualifications, years of experience, years of work under the current health center manager, and control span (supervisory capacity) by identifying number of subordinates.

Geographical Distribution

The questionnaire was distributed among the 19 health center's managers and their deputies (N32). Table (6.42) provides information on the distribution of questionnaire among the health centers and respondent's numbers and percentage. It is to be noted Shabora Health Center was represented by three staff at a percent of 9.7%.

Table (6.42) Distribution According to Health Center

Health Center/Clinic	Frequency	Percent
Buraij (HC)	1	3.2
Rimal (HC)	1	3.2
Shaboura (HC)	3	9.7
Beach (HC)	2	6.5
Shoka (HC)	1	3.2
Shiekh Radwan (HC)	1	3.2
Sabra (HC)	1	3.2
Maghazi (HC)	2	6.5
El Nasr (HC)	1	3.2
Nusierat (HC)	2	6.5
Japanese (HC)	2	6.5
Beit Hanoun (HC)	2	6.5
Tal Sultan (HC)	2	6.5
Jabalia (HC)	1	3.2
Khan Younis (HC)	2	6.5
Deir Balah (HC)	2	6.5
Rafah (HC)	1	3.2
Rafah Central (HC)	1	3.2
Gaza Town (HC)	1	3.2
Ma'an (HC)	2	6.5
Total	31*	100.0

*There is one missing data

Gender

Table (6.43) provides information on the distribution of staff according to the gender. It is noticed that females represented 25% of the sample while males represented 75%. That indicates that the managerial positions of the health centers are dominated by male managers. The higher percentage (75%) of the male HC managers is attributed to cultural believes and thoughts. UNRWA female staff, like Palestinian women in general, is ready to sacrifice as they usually chose to not climb the professional ladder in an attempt to balance between her personal and professional life therefore they tend (Abu Afash, 2011).

Table (6.43) Distribution according to Gender of HC Manager

Gender	Frequency	Percent
Male	24	75.0
Female	8	25.0
Total	32	100.0

Age

Table (6.44) provides information on the distribution of managers according to their age. It is noticed that majority falls under the age between 50 and 60. It is also noted that some 34.4% are of younger age between 30 and 40 years old indicating promising leaders and further potential to filling higher senior positions in the future.

Table (6.44) Distribution according to HC Manager Age

Age	Frequency	Percent
30 - Less than 40	11	34.4
40 - Less than 50	7	21.9
50 and older	14	43.8
Total	32	100.0

Qualification

Table (6.45) provides information on the distribution of staff according to their academic qualifications. The table shows that all managers have bachelor degree or higher with 53.1% have advance degree which is a requirement for this managerial level.

Table (6.45) Distribution according to HC Manager Academic Qualifications

Qualification	Frequency	Percent
Bachelor	15	46.9
High Diploma	4	12.5
Master	13	40.6
Total	32	100.0

Experience

Table (6.46) provides information on the distribution of staff according to the years of experience. The table shows that the majority of the managers (65.6%) have 10 or more while only 34.4% have less than 10 years of experience. This is explained by the number of years of experience required for the managerial levels (Bazazo, 2010; Saqer, 2009).

Table (6.46) Distribution according to HC Manager Years of Experience

Experience	Frequency	Percent
5 - Less than 10	11	34.4
10 - Less than 15	5	15.6
15 and more	16	50.0
Total	32	100.0

Span of Control (Supervisory Capacity)

(Number of workers who directly supervised by you)

The number of workers who are directly supervised by the managers ranges between 5 and 150 with mean 53.7 and standard deviation 31.8. Table (6.47) shows that the majority of the health centers (65.6%) are either large or very large with 41 or more staff. Smaller health centers have 41 staff or less. The difference is attributed to the difference in size of the Health Centers.

Table (6.47) Distribution according to HC Manager Span of Control

supervised cat	Frequency	Percent
1-20	5	15.6
21-40	6	18.8
41-60	11	34.4
60 and more	10	31.2
Total	32	100.0

6.6 Comparison between Staff Ratings and Manager Self Rating:

Table (6.48) shows the following results:

Table (6.48) provides information on all domains and factors of emotional intelligence and leadership styles of the managers. Following is a discussion and analysis.

- The mean of field “Well Being” equals 8.30 (83.02%), Test-value = 17.17, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this field.
- The mean of field “Management-by-Exception (Active)” equals 5.24 (52.42%), Test-value = -3.33, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this statement is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to this field.

Table (6.48): Means and Test values for each field "Managers"

No	Field	Mean	Proportional mean (%)	Test value	P-value (Sig.)
1.	Well Being	8.30	83.02	17.17	0.000*
2.	Self Control	7.52	75.21	12.13	0.000*
3.	Emotionality (Empathy)	8.10	81.05	14.00	0.000*
4.	Sociability (Social Skills)	7.86	78.56	12.05	0.000*
5.	Emotional Intelligence:	7.94	79.43	18.05	0.000*
6.	Idealized Influence (Behavior)	8.80	88.05	19.35	0.000*
7.	Idealized Influence (Attributed)	8.35	83.52	15.58	0.000*
8.	Inspirational Motivation	8.78	87.84	22.60	0.000*
9.	Intellectual Stimulation	8.77	87.71	20.85	0.000*
10.	Individual Consideration	8.09	80.94	12.68	0.000*
11.	Transformational Leadership Style	8.56	85.58	24.06	0.000*
12.	Contingent Reward	8.78	87.81	19.79	0.000*
13.	Management-by-Exception (Active)	5.24	52.42	-3.33	0.000*
14.	Management-by-Exception (Passive)	2.45	24.48	-19.77	0.000*
15.	Transactional Leadership Style	5.50	55.02	-5.17	0.000*
16.	Laissez Faire	2.27	22.71	-24.89	0.000*
17.	Leadership Behavior	6.84	68.37	13.88	0.000*

* The mean is significantly different from 6

There is a statistically significant difference at ($\alpha=0.05$) between staff and managers regarding the emotional intelligence and leadership behavior attributed.

Table (6.49) shows the following results:

For the field "Well Being", test-value = -2.620, and P-value = 0.011 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean for staff answers of this field is significantly smaller than the mean for managers.

For the field "Sociability (Social Skills)", test-value = 0.437, and P-value = 0.664 which is greater than the level of significance $\alpha = 0.05$, so the mean for staff answers of this field is insignificantly differs from the mean for managers.

For the field "Management-by-Exception (Active)", test-value = 2.253, and P-value = 0.025 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean for staff answers of this field is significantly higher than the mean for managers.

Table (6.49) indicates that there were significant differences between staff ratings and managers self rating in all domains of emotional intelligence and leadership behavior except in Sociability and management by exception. The results indicate that HC managers overestimate their EI traits in comparison to their subordinates except for Sociability where they underestimate their abilities. On the other hand, the HC managers overestimate their transformational leadership skills and tend not to accept the transactional nor laissez-faire leadership styles. These results can explain the arguments within the EI researchers and academics concerning which, if any, of self report or 360 degrees (subordinate ratings are reliable to explain and measure the EI competencies or traits (Cnote, 2005). However, some studies have mentioned that self awareness is a good predictor of effective leadership (Yammarino and Atwater, 1997; Cogliser et al., 2009). The results also support the findings of the study of (Bratton, Dodd, and Brwon, 2010) who found that EI levels vary according to the level of self awareness of the manager. They found differences between leaders' self rating and staff ratings and used it to explain how much self awareness contributes to EI and leadership effectiveness.

Table (6.49): Independent Samples-Test of the fields and their p-values for each field

No	Field	Mean		Test value	P-value(Sig.)
		Staff	Manager		
18.	Well Being	7.85	8.30	-2.620	0.011*
19.	Self Control	6.97	7.52	-3.743	0.000*
20.	Emotionality (Empathy)	7.69	8.10	-2.224	0.029*
21.	Sociability (Social Skills)	7.94	7.86	0.437	0.664
22.	Emotional Intelligence:	7.59	7.94	-2.475	0.015*
23.	Idealized Influence (Behavior)	7.95	8.80	-4.666	0.000*
24.	Idealized Influence (Attributed)	7.79	8.35	-2.864	0.005*
25.	Inspirational Motivation	8.05	8.78	-4.521	0.000*
26.	Intellectual Stimulation	7.67	8.77	-6.041	0.000*
27.	Individual Consideration	7.32	8.09	-3.845	0.000*
28.	Transformational Leadership Style	7.75	8.56	-5.240	0.000*
29.	Contingent Reward	7.67	8.78	-6.097	0.000*
30.	Management-by-Exception (Active)	5.76	5.24	2.253	0.025*
31.	Management-by-Exception (Passive)	3.29	2.45	3.892	0.000*
32.	Transactional Leadership Style	5.58	5.50	0.728	0.467
33.	Laissez Faire	3.09	2.27	4.287	0.000*
34.	Leadership Behavior	6.51	6.84	-4.129	0.000*

* The mean difference is significant a 0.05 level

6.7 Conclusion:

Throughout this research all hypothesis and sub-hypothesis were tested and validated. The following are the main findings and results of the research.

Main Hypothesis:

H1: There is a statistically significant correlation at ($\alpha=0.05$) between Emotional intelligence and leadership behavior.

In general, the main hypothesis was examined and found to have significant relationship between Emotional intelligence and leadership behavior.

Sub-hypothesis:

- **H1a:** There is a statistically significant relationship at ($\alpha=0.05$) between Leaders well being and leadership behavior.

The relationship was examined and was found to be significant between well-being and in all facets of leadership except for Management-by-Exception (Active). There was also found negative relationship between well-being and Management-by-Exception (Passive).

H1b: There is a statistically significant relationship at ($\alpha=0.05$) between leaders' ability of self control and leadership behavior. The correlation coefficient between leaders' ability of self control and leadership behavior equals 0.739 and the p-value (Sig.) equals 0.000. The correlation coefficient between Leaders self control and Management-by-Exception (Active) is statistically insignificant. The correlation coefficient between Leaders self control and Transactional Leadership equals 0.092 and the p-value (Sig.) equals 0.068. There insignificant relationship between Leaders self control and Transactional Leadership.

H1c: There is a statistically significant relationship at ($\alpha=0.05$) between the ability of the leaders to empathies and leadership behavior. The correlation coefficient between the

ability of the leaders to empathies and leadership behavior equals 0.809 and the p-value (Sig.) equals 0.000. It is concluded that there exist a significant relationship between the ability of the leaders to empathies and leadership behavior. The correlation coefficient between Leaders empathy and Management-by-Exception (Active) equals -0.095 and the p-value (Sig.) equals 0.063. It is concluded that there insignificant relationship between Leaders empathy and Management-by-Exception (Active). The correlation coefficient between Leaders empathy and Transactional Leadership equals 0.098 and the p-value (Sig.) equals 0.058. There is insignificant relationship between Leader's empathy and Transactional Leadership.

H1d: There is a statistically significant relationship at ($\alpha=0.05$) between leaders' social skills and leadership behavior. The correlation coefficient between leaders' social skills and leadership behavior equals 0.818 and the p-value (Sig.) equals 0.000. It is concluded that there **exist a significant relationship** between leaders' social skills and leadership behavior. The correlation coefficient between Leaders social skills and Management-by-Exception (Active) equals -0.08 and the p-value (Sig.) equals 0.098. There **is insignificant relationship** between Leaders social skills and Management-by-Exception (Active). The correlation coefficient between Leaders social skills and Transactional Leadership equals 0.094 and the p-value (Sig.) equals 0.065. There **is insignificant relationship** between Leaders social skills and Transactional Leadership.

Main Hypothesis 2:

H2: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior attributed to their personal traits such as gender, age, academic qualifications, experience, Number of years work under the supervision of the current health center manger, Profession , grade level and Number of workers who directly supervised by you

Sub-hypothesis 2:

H2-a: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to gender

The p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to gender. It is concluded that the personal trait gender has no effect on these fields.

H2-b: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to age

The p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to age. It is concluded that the personal trait age has no effect on these fields.

H2-c: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to academic qualifications

The p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the field “Transactional Leadership Style”, then there is significant difference among respondents' answers toward this field due to academic qualifications. It is concluded that the personal trait academic qualifications have an effect on this field.

1. The p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the other fields, then there is insignificant difference among respondents' answers these fields due to academic qualifications. It is concluded that the personal trait academic qualifications have no effect on these fields.

H2-d: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to experience

1. The p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the fields “Well Being, Emotionality (Empathy), Sociability (Social Skills), Emotional Intelligence,

Idealized Influence (Behavior), Idealized Influence (Attributed), Inspirational Motivation, Transformational Leadership Style, Management-by-Exception (Passive), Laissez Faire”, then there is significant difference among respondents' answers toward these fields due to experience. It is concluded that the personal trait experience has an effect on these fields.

2. The p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the other fields, then there is insignificant difference among respondents' answers toward these fields due to experience. It is concluded that the personal trait experience has no effect on these fields.

3.

H2-e: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to Number of years work under the supervision of the current health center manger

The p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to "Number of years work under the supervision of the current health center manger". It is concluded that the personal trait "Number of years work under the supervision of the current health center manger" has no effect on these fields.

H2-f: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to Profession

The p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to Profession. It is concluded that the personal trait Profession has no effect on these fields.

H2-g: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to Grade level

The p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence

and leadership behavior toward these fields due to Grade level. It is concluded that the personal trait Grade level has no effect on these fields.

H2-h: There is a statistically significant difference at ($\alpha=0.05$) among respondents regarding the emotional intelligence and leadership behavior due to Number of workers who directly supervised by you

The p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among respondents' answers regarding the emotional intelligence and leadership behavior toward these fields due to "Number of workers who directly supervised by you". It is concluded that the personal trait "Number of workers who directly supervised by you" has no effect on these fields.

Comparison between Staff Ratings and Manager Self Rating:

There is a statistically significant difference at ($\alpha=0.05$) between staff and managers regarding the emotional intelligence and leadership behavior attributed.

The following results were found:

For the field "Well Being", test-value = -2.620, and P-value = 0.011 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean for staff answers of this field is significantly smaller than the mean for managers.

1. For the field "Sociability (Social Skills)", test-value = 0.437, and P-value = 0.664 which is greater than the level of significance $\alpha = 0.05$, so the mean for staff answers of this field is insignificantly differs from the mean for managers.
2. For the field "Management-by-Exception (Active)", test-value = 2.253, and P-value = 0.025 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean for staff answers of this field is significantly higher than the mean for managers.

6.8 Recommendations:

From the results and findings of this research, the relationship between emotional intelligence and leadership has been proven to exist. Leadership behavior is affected and is shaped by the level of emotional intelligence of the leader. Hence the researcher would recommend the following:

1. Increasing the awareness of the concept of emotional intelligence among UNRWA managerial and leadership levels.
2. Based on the results of the research of the gap existing between leader self assessment and followers rating, the researcher recommends encouraging team work and effective communication as means to create a leader follower interactive exchange. That will bridge the existing gap and eventually will lead to more comfortable and hence effective leadership and more productive work environment.
3. Train UNRWA managers in leadership positions of how to use an optimal combination between the different aspects of leadership role, both transformational and transactional.
4. Designing training materials from the various literatures on emotional intelligence and leadership and conduct training programs to improve the emotional intelligence of UNRWA managerial and supervisory levels.
5. Designing special tools such as tests, 360 degrees evaluation reports, and staff surveys to measure the level of emotional intelligence of the potential leader recruits in the internal recruitment campaigns.
6. Designing tools such as tests to measure the level of emotional intelligence to be used as part of the assessment and criteria in the recruitment and selection of external candidates applying for managerial and supervisory roles.
7. Conduct more research to identify potential future leaders who have higher emotional intelligence capacities from among UNRWA middle managers.
8. More research is needed in the area of emotional intelligence and its relation to leadership. Future research may use different emotional intelligence model to examine the relationship.

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Appendix

Appendix (1)

Part I: Personal and Professional Traits:

Gender

Male

Female

Age

Less than 30 years

Between 30 and 40 years.

Between 40 and 50 years.

Between 50 and 60 years.

Qualification

Less than diploma

Diploma

Bachelor

Advanced Degree

Experience

less than 5 years.

Between 5 and 10 years.

Between 10 and 15 years.

More than 15 years.

Number of years work under the supervision of the current health center manger:

less than 2 years.

Between 2 and 4 years.

Between 4 and 6 years.

More than 6 years.

Profession:

Doctor/Dentist

Nursing

Paramedical

Administrative

Grade: _____

Number of workers directly supervised by you: _____

Part II: Emotional Intelligence

Instructions: These statements describe the emotional intelligence of your Health Center Manager. Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement.

1 2 3 4 5 6 7 8 9 10

**Completely
Disagree**

**Completely
Agree**

1. It is easy for him to expressing his emotions with words.	1	2	3	4	5	6	7	8	9	10
2. Can see things from another person's viewpoint.	1	2	3	4	5	6	7	8	9	10
3. He is a highly motivated person.	1	2	3	4	5	6	7	8	9	10
4. Does not find it difficult to regulate his emotions.	1	2	3	4	5	6	7	8	9	10
5. He seems to find life enjoyable.	1	2	3	4	5	6	7	8	9	10
6. He can deal effectively with people.	1	2	3	4	5	6	7	8	9	10
7. He tends to change his mind frequently.	1	2	3	4	5	6	7	8	9	10
8. He can figure out what emotion he is feeling.	1	2	3	4	5	6	7	8	9	10
9. He has a number of good qualities.	1	2	3	4	5	6	7	8	9	10
10. It's easy for him to stand up for his rights.	1	2	3	4	5	6	7	8	9	10
11. He has the ability to influence the way other people feel.	1	2	3	4	5	6	7	8	9	10
12. He has positive perspective on most things.	1	2	3	4	5	6	7	8	9	10
13. Those close to him has no complains on how he treat them.	1	2	3	4	5	6	7	8	9	10
14. It is easy for him to adjust his life according to the circumstances.	1	2	3	4	5	6	7	8	9	10
15. He is able to deal with stress.	1	2	3	4	5	6	7	8	9	10
16. He shows his affection to those close to him.	1	2	3	4	5	6	7	8	9	10
17. He is normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7	8	9	10
18. He has the ability to keep himself motivated.	1	2	3	4	5	6	7	8	9	10
19. He is usually able to find ways to control his emotions when he wants to.	1	2	3	4	5	6	7	8	9	10
20. On the whole, he is pleased with his life.	1	2	3	4	5	6	7	8	9	10
21. I would describe him as a good negotiator.	1	2	3	4	5	6	7	8	9	10
22. He tends to get involved in things and later wishes he could get out of.	1	2	3	4	5	6	7	8	9	10
23. He often pauses and think about his feelings.	1	2	3	4	5	6	7	8	9	10
24. He has much personal strength.	1	2	3	4	5	6	7	8	9	10
25. He tends to "back down" even if he knows he is right.	1	2	3	4	5	6	7	8	9	10
26. He has power to deal with other people's feelings.	1	2	3	4	5	6	7	8	9	10
27. He is optimistic about his own life.	1	2	3	4	5	6	7	8	9	10
28. He does not find difficulty to bond well even with those close to him.	1	2	3	4	5	6	7	8	9	10
29. He is able to adapt to new environments.	1	2	3	4	5	6	7	8	9	10
30. Others admire him for being relaxed.	1	2	3	4	5	6	7	8	9	10

Part III: Dominant Leadership Style:

1. Provides staff with assistance in exchange of their efforts.	1	2	3	4	5	6	7	8	9	10
2. Re-examine critical assumption to questions whether they are appropriate.	1	2	3	4	5	6	7	8	9	10
3. Interfere before problems become serious.	1	2	3	4	5	6	7	8	9	10
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	1	2	3	4	5	6	7	8	9	10
5. Don't avoid getting involved when important issues arise.	1	2	3	4	5	6	7	8	9	10
6. Talks about their most important values and believes.	1	2	3	4	5	6	7	8	9	10
7. Is available when needed.	1	2	3	4	5	6	7	8	9	10
8. Seeks different perspectives when solving problems.	1	2	3	4	5	6	7	8	9	10
9. Talks optimistically about the future.	1	2	3	4	5	6	7	8	9	10
10. Instills pride in staff for being associated with him/her.	1	2	3	4	5	6	7	8	9	10
11. Discusses in specific terms who is responsible for achieving performance targets.	1	2	3	4	5	6	7	8	9	10
12. Don't wait for things to go wrong before taking action.	1	2	3	4	5	6	7	8	9	10
13. Talks enthusiastically when setting goals and objectives to be accomplished.	1	2	3	4	5	6	7	8	9	10
14. Specifies the importance of having a strong sense of purpose.	1	2	3	4	5	6	7	8	9	10
15. Spends time teaching and coaching staff.	1	2	3	4	5	6	7	8	9	10
16. Makes clear what staff can expect to receive when performance goals are achieved.	1	2	3	4	5	6	7	8	9	10
17. Does not believe in waiting until things get worse.	1	2	3	4	5	6	7	8	9	10
18. Sacrifices his/her self-interest for the good of the group.	1	2	3	4	5	6	7	8	9	10
19. Treats me as an individual rather than just a member of a group.	1	2	3	4	5	6	7	8	9	10
20. Demonstrates that steps needs to be taken before problems become chronic.	1	2	3	4	5	6	7	8	9	10
21. Have leadership skills that build my respect.	1	2	3	4	5	6	7	8	9	10
22. Don't concentrate his/her full attention on dealing with mistakes, complaints, and failures.	1	2	3	4	5	6	7	8	9	10
23. Considers the moral and ethical consequences of his/her decisions.	1	2	3	4	5	6	7	8	9	10
24. Is not a type of leader who keeps track of staff's mistakes?	1	2	3	4	5	6	7	8	9	10
25. Displays sense of power and confidence.	1	2	3	4	5	6	7	8	9	10
26. Articulates a compelling vision of the future.	1	2	3	4	5	6	7	8	9	10
27. Directs staff attention toward failures to meet standards.	1	2	3	4	5	6	7	8	9	10
28. Don't avoid making decisions.	1	2	3	4	5	6	7	8	9	10
29. Consider staff' individual special needs, abilities, and aspirations.	1	2	3	4	5	6	7	8	9	10
30. Gets staff to look at problems from different angles.	1	2	3	4	5	6	7	8	9	10
31. Helps staff to improve and develop their abilities and skills.	1	2	3	4	5	6	7	8	9	10
32. Suggests new ways of looking at how to complete assignments.	1	2	3	4	5	6	7	8	9	10
33. Don't delay responding to urgent questions.	1	2	3	4	5	6	7	8	9	10
34. Emphasizes the importance of having a collective sense of mission and supports team spirit.	1	2	3	4	5	6	7	8	9	10
35. Expresses satisfaction when staffs meet expectations.	1	2	3	4	5	6	7	8	9	10
36. Shows confidence that goals will be achieved.	1	2	3	4	5	6	7	8	9	10

Appendix (2)

Questionnaire- Arabic Copy:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Islamic University – Gaza
Dean of Postgraduate Studies
Faculty of Commerce
Business Administration



الأخ الكريم /الأخت الكريمة
تحية طيبة و بعد،،،،

الإستبانة المرفقة عبارة عن أداة لجمع البيانات اللازمة لإجراء بحث بعنوان:

"أثر الذكاء العاطفي على السلوك القيادي - دراسة حالة على مدراء المراكز الصحية لدى الاونروا بغزة"

و ذلك استكمالاً للحصول على درجة الماجستير في إدارة الأعمال من كلية التجارة بالجامعة الإسلامية بغزة.
يرجى تعبئة جميع بنود الاستبانة مع مراعاة الدقة و الموضوعية.

إن البيانات المقدمة في هذا البحث ستعامل بالسرية التامة وستستخدم لأغراض البحث العلمي فقط.

تفضلوا بقبول فائق الاحترام،،،،

الباحث/

ضياء عبدالله الشطلي

البيانات الشخصية والوظيفية:

1. النوع الإجتماعي ذكر أنثى
2. الفئة العمرية أقل من 30 سنة من 30 - أقل من 40 سنة
 من 40 - أقل من 50 سنة من 50 - أقل من 60 سنة
3. المؤهل العلمي أقل من دبلوم دبلوم بكالوريوس دراسات عليا
4. عدد سنوات الخبرة أقل من 5 سنوات 5 - أقل من 10 سنوات
 10 - أقل من 15 سنة 15 سنة فأكثر
5. عدد سنوات العمل تحت إدارة مدير المركز الصحي الحالي أقل من سنتين من سنتين - أقل من 4 سنوات
 4 أقل من 6 سنوات 6 سنوات فأكثر
6. المجال الوظيفي طبيب/طبيب أسنان تمريض خدمات طبية مساندة عمل إداري
7. الدرجة الوظيفية (Grade): _____
8. ما عدد العاملين الذين تشرف عليهم بشكل مباشر: _____

أولاً: مجال الذكاء العاطفي: مقياس الذكاء العاطفي لمدير العيادة التي تعمل بها.

تفسير المقياس: الرجاء وضع دائرة حول القيمة من 1 إلى 10 بحيث 1 تمثل القيمة الأقل (عدم الموافقة) و 10 تمثل القيمة الأكبر (الموافقة التامة).

المقياس 10 - 1										البند	الرقم
10	9	8	7	6	5	4	3	2	1	يسهل عليه التعبير بالكلمات عن مشاعره.	1
10	9	8	7	6	5	4	3	2	1	يقدر وجهات نظر الآخرين.	2
10	9	8	7	6	5	4	3	2	1	هو شخص متحمس.	3
10	9	8	7	6	5	4	3	2	1	لا يجد صعوبة في التحكم بعواطفه.	4
10	9	8	7	6	5	4	3	2	1	يظهر أنه يستمتع بحياته.	5
10	9	8	7	6	5	4	3	2	1	لديه القدرة على التعامل مع الناس باختلاف شخصياتهم بسهولة.	6
10	9	8	7	6	5	4	3	2	1	لا يميل للتمسك برأيه في كل الأوقات.	7
10	9	8	7	6	5	4	3	2	1	يستطيع تحديد ما يشعر به.	8
10	9	8	7	6	5	4	3	2	1	لديه العديد من الصفات الجيدة.	9
10	9	8	7	6	5	4	3	2	1	يسهل عليه الدفاع عن حقه.	10
10	9	8	7	6	5	4	3	2	1	لديه القدرة على التأثير في طريقة تفكير الآخرين.	11
10	9	8	7	6	5	4	3	2	1	لديه وجهة نظر إيجابية حول الأشياء.	12
10	9	8	7	6	5	4	3	2	1	المقربون منه لا يشكون من طريقة معاملته لهم.	13
10	9	8	7	6	5	4	3	2	1	لا يجد صعوبة في التأقلم مع الظروف المحيطة به.	14
10	9	8	7	6	5	4	3	2	1	لديه القدرة على التعامل مع الضغط.	15
10	9	8	7	6	5	4	3	2	1	يظهر مشاعره نحو المقربين منه بطريقة مناسبة.	16
10	9	8	7	6	5	4	3	2	1	يتفهم مشاعر الآخرين.	17
10	9	8	7	6	5	4	3	2	1	يحافظ على بقائه محفزاً.	18
10	9	8	7	6	5	4	3	2	1	لديه القدرة على التحكم بإنفعالاته.	19
10	9	8	7	6	5	4	3	2	1	أجده شخصاً سعيداً بحياته.	20
10	9	8	7	6	5	4	3	2	1	أجده مفاوضاً جيداً.	21
10	9	8	7	6	5	4	3	2	1	يميل لإقحام نفسه في تجارب جديدة ولكن فيما بعد يتمنى لو أنه يستطيع الخروج منها.	22
10	9	8	7	6	5	4	3	2	1	يتوقف مع نفسه للتفكير في مشاعره.	23
10	9	8	7	6	5	4	3	2	1	لديه الكثير من مواطن القوة الشخصية.	24
10	9	8	7	6	5	4	3	2	1	يميل في بعض الأوقات للتراجع عن رأيه حتى ولو علم بأنه على حق.	25
10	9	8	7	6	5	4	3	2	1	يمتلك القدرة على التعامل مع مشاعر الآخرين.	26
10	9	8	7	6	5	4	3	2	1	متفائل بشأن حياته.	27
10	9	8	7	6	5	4	3	2	1	لا يجد في صعوبة في التواصل مع الأشخاص المقربين منه.	28
10	9	8	7	6	5	4	3	2	1	لديه القدرة على التكيف مع بيئات جديدة وأفكار جديدة.	29
10	9	8	7	6	5	4	3	2	1	يشكل مصدر تقدير وإعجاب للآخرين لكونه هادئاً.	30

المقياس من 1 - 10										الرقم	البند
10	9	8	7	6	5	4	3	2	1	1	يكافئ الموظفين مقابل مجوداتهم.
10	9	8	7	6	5	4	3	2	1	2	يعيد النظر في الافتراضات الحاسمة فيما إذا كانت ملائمة أم لا.
10	9	8	7	6	5	4	3	2	1	3	يسارع للتدخل لحل المشاكل ولا ينتظر حتى تتفاقم وتصبح مشاكل معقدة..
10	9	8	7	6	5	4	3	2	1	4	يركز اهتمامه على الأمور غير العادية والأخطاء والاستثناءات والانحرافات عن المعايير المطلوبة.
10	9	8	7	6	5	4	3	2	1	5	يبادر للتدخل في المسائل والقرارات المهمة.
10	9	8	7	6	5	4	3	2	1	6	يتحدث عن أكثر القيم المهمة والمبادئ التي يؤمن بها.
10	9	8	7	6	5	4	3	2	1	7	يكون متواجدا عندما يكون الموظفين بحاجة له.
10	9	8	7	6	5	4	3	2	1	8	يأخذ بعين الاعتبار وجهات نظر مختلفة عند حل المشاكل.
10	9	8	7	6	5	4	3	2	1	9	يتحدث عن المستقبل بتفاؤل.
10	9	8	7	6	5	4	3	2	1	10	يغرس العزة في قلوب الأفراد الذين يعملون معه.
10	9	8	7	6	5	4	3	2	1	11	يناقش عبارات واضحة عن هو المسئول عن بلوغ الأهداف.
10	9	8	7	6	5	4	3	2	1	12	لا يميل للانتظار حتى تسوء الأمور قبل أن يقرر التدخل.
10	9	8	7	6	5	4	3	2	1	13	يتحدث بكل ثقة وحماس عند وضعه للأهداف المراد انجازها.
10	9	8	7	6	5	4	3	2	1	14	يحدد أهمية وجود هدف قوي يعمل ويعيش من أجله.
10	9	8	7	6	5	4	3	2	1	15	يقضى جزءا من وقته في تعليم وتدريب الموظفين.
10	9	8	7	6	5	4	3	2	1	16	يوضح العائد الذي يمكن للموظفين أن يتوقعوه حينما يتم إنجاز الأهداف المطلوبة.
10	9	8	7	6	5	4	3	2	1	17	لا يؤمن بأنه يجب عدم التدخل حتى يتطلب الأمر عندما تسوء الأمور.
10	9	8	7	6	5	4	3	2	1	18	يضحى بمصلحته الشخصية من أجل مصلحة الجماعة.
10	9	8	7	6	5	4	3	2	1	19	يعامل الموظفين كأفراد وليس فقط كأعضاء في المجموعة.
10	9	8	7	6	5	4	3	2	1	20	يظهر بأنه يجب اتخاذ الإجراء اللازم قبل أن تستفحل الأمور وتصبح المشكلة مزمنة.
10	9	8	7	6	5	4	3	2	1	21	لديه مهارات قيادية تبعث على الاحترام والثقة.
10	9	8	7	6	5	4	3	2	1	22	لا يركز كل جهوده في التعامل مع الأخطاء والشكاوى والفشل.
10	9	8	7	6	5	4	3	2	1	23	يأخذ بعين الاعتبار العواقب النفسية والأخلاقية لقراراته.
10	9	8	7	6	5	4	3	2	1	24	ليس من القادة الذين يتبتعون ويسجلون أخطاء الموظفين.
10	9	8	7	6	5	4	3	2	1	25	لديه الشعور بالقوة والثقة بالنفس.
10	9	8	7	6	5	4	3	2	1	26	لديه رؤية واضحة ومقنعة بشأن المستقبل.
10	9	8	7	6	5	4	3	2	1	27	يعمل على لفت إنتباه الموظفين للإخفاقات من أجل تحقيق أعلى المعايير.
10	9	8	7	6	5	4	3	2	1	28	لا يتجنب اتخاذ القرارات.
10	9	8	7	6	5	4	3	2	1	29	يأخذ بعين الاعتبار احتياجات وقدرات وطموحات الموظفين.
10	9	8	7	6	5	4	3	2	1	30	يحث الموظفين على النظر للمشاكل من زوايا مختلفة.
10	9	8	7	6	5	4	3	2	1	31	يساعد الموظفين على تطوير مهاراتهم وقدراتهم.
10	9	8	7	6	5	4	3	2	1	32	يشجع الموظفين على البحث عن وسائل جديدة من أجل إتمام المهمات الموكلة إليهم.
10	9	8	7	6	5	4	3	2	1	33	يسارع في الإجابة عن الأسئلة والطلبات العاجلة.
10	9	8	7	6	5	4	3	2	1	34	يدعم روح الفريق ويشدد على أهمية وجود رؤية موحدة تجاه الأهداف.
10	9	8	7	6	5	4	3	2	1	35	يعرب عن رضاه عندما يحقق الموظفون ما هو متوقع منهم.
10	9	8	7	6	5	4	3	2	1	36	يظهر الثقة باحتمالية تحقيق الأهداف.

ثانيا: مجال السلوك القيادي:

(إنتهى، شكرا)

Appendix (3)

List of Jurors:

Juror Name	Working Place	Specialization
Dr. Rushdi Wadi	Islamic University of Gaza	PhD, Marketing
Dr. Sami Abu El Roos	Islamic University of Gaza	PhD, Human Resources
Dr. Samir Safi	Islamic University of Gaza	PhD, Statistics
Dr. Yousef Bahar	Islamic University of Gaza	PhD, Organizational Behavior
Dr. Akram Sammor	Islamic University of Gaza	PhD, Management
Dr. Wasim El Habil	Islamic University of Gaza	PhD, Management
Dr. Nihaya El Tilbani	Al-Azhar University of Gaza	PhD, Quality Management
Dr. Mahmoud Himdiat	UNRWA- Gaza	PhD, Education
Dr. Mohammed El Aydi	UNRWA- Gaza	PhD, Sociology
Dr. A/Karim Madhoun	Palestine University	PhD in Psychology
Mr. Asem Abu Shawish	UNRWA- Gaza	Masters in Education
Ms. Inas Abu Afash	UNRWA- Gaza	MBA