



INFLUENCE OF EMOTIONAL INTELLIGENCE ON LEADERS' DECISION MAKING

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Abstract

The aim of this study is to identify the reality of emotional intelligence (EI) and measuring the impact of emotional intelligence on the administrative decisions made by the leaders from a governmental institution in the Kingdom of Bahrain. Therefore, a comprehensive online-self designed-survey was used to collect data from a sample of 140 leaders. Emotional intelligence as an independent variable consists of three dimensions (i.e. self-motivation, social skills, and self-awareness), while decision making as a dependent variable has two dimensions (i.e. responsibility and empowerment). The findings of the study reveal that emotional intelligence does influence leaders' decision making in Bahraini governmental institutions. In addition, social skills, is the most influential emotional intelligence dimension (an average of 4.064), followed by self-awareness (average of 3.725) and then self-motivation (average of 3.604). The study highlights the need to work on the three components of emotional intelligence at work; and to provide training courses, workshops and seminars on emotional intelligence and its applications at workplace.

Keywords: Emotional Intelligence, Decision Making, Leadership, Kingdom of Bahrain

INTRODUCTION

Over the past two decades, studies have found that emotional intelligence (EI) is one of the modern concepts that has a clear important effect on each person's life, way of thinking, relationships and feelings. The role of emotion in influencing thinking has been highlighted to make wise decisions or to give us an opportunity to think clearly, and this has a profound impact on improving performance, solving problems and increasing productivity at the individual and institutional level. Administrative decision-making is one of the core functions of manager who are described as decision-makers. The decision-making process is the heart of management, and the focus of the management process (planning, organizing, directing, and controlling). Hence, the success of an organization depends on the ability and efficiency of its leadership in making decisions.

Dvir, et. al (2003, P.18) argue “a decision maker’s emotional processing ability depends on previous experience, current emotional capital or capacity and the emotional investment an individual is willing to make in the decision’s outcome”. According to Dahling & Perez, (2010) there is a significant relationship between traditional leadership (transactional leadership) and emotional intelligence.

Furthermore, previous studies have indicated that the margin of development in emotional intelligence is much broader than the margin of development in mental intelligence. Emotional intelligence does not mean being pleasant at all times, it improves health and prolongs human life. Scientists have come to a comprehensive definition of emotional intelligence as the ability to understanding peoples ‘emotions, knowledge, discrimination and control and deal with them positively, Emotional intelligence has today become an important part of the philosophy of any institution in training, since it teaches people how they work together to reach common goals.

The decision-making process is perceived as a continuous activity that uses the behavioral system through all available information about the circumstances and conditions surrounding it. The majority of the writers and those interested in management agree that decision-making is an administrative process involving the largest possible number of members of the body or entities with the highest level of knowledge. Further, emotional intelligence explains to us why some managers differ from each other in the fields of work and their methods in making the right decision to solve problems, despite their equal mental abilities, experience and training. Accordingly, the research problem was formulated to discover the reality of the application of leaders and supervisors of emotional intelligence in the decision-making process in a governmental institution in Bahrain. The study raise the main question as: What is the effect

of emotional intelligence (self-motivation, self-awareness and social skills) on decisions making (responsibility and empowerment)?

The rest of this paper is organized as follows: Section (2) introduces the literature review. The research methodology, data sources, sample and procedure and techniques of analysis are presented in section (3). Section (4) explains the empirical analysis and test results. Section (5) provides summary and concluding remarks.

THEORITICAL FRAMEWORK AND LITERATURE REVIEW

Individuals differ in ways of responding to and interacting with their faces in their environments depending on their different abilities. The success of people in the manner of their interaction with their environment is reflected on their private life, and failure of others negatively affect their life. Hence, it was found that the primary role in determining the degree of adaptation of individuals and their success in life is their ability to deal with the requirements of life in different areas (Abdeldayem and Aldulaimi, 2018).

The concept of emotional intelligence is relatively new, associated with other types of intelligence that have long been known (linguistic intelligence, mathematical logical intelligence, spatial intelligence, physical or motor intelligence, musical intelligence, social intelligence, personal intelligence, intelligence of nature) and have been scrutinized by researchers. The concept was complemented by the traditional view of intelligence by focusing on the emotional, personal and social characteristics of the individual's intelligent behavior (Dawdax & Hart, 2000).

Salovey & Mayer (1990) define emotional intelligence as the ability to monitor the emotions, and emotions of others, so that the individual can distinguish between them and use his information to guide their behavior and emotions. The EI was first used among interested audiences when Salovey & Mayer used this concept to describe the emotional characteristics of individuals to achieve success. These included emotional characteristics of emotional uptake, conflict or mood control, love of others, perseverance and empathy, expression of feelings, independence, adaptability, interpersonal problems, love and respect (Shapiro, 2007). At the beginning of the emergence of the concept of emotional intelligence and attention to the content related to it, it was confined only to the upbringing and upbringing of children and their education, and then began to extend to the workplace and human relations. This extension was a result of the impact it had on workers and individuals in different work environments, contributing to a deeper understanding of problems, understanding of social relationships arising from work, and how to better manage and improve them (Shapiro, 2007).

In addition, Goleman (1995) defines emotional intelligence as a set of emotional skills enjoyed by the individual, necessary for success in professional interactions and in different life situations. Bar-On (1997) defines emotional intelligence as an organization of personal, emotional and social skills and competencies that affect an individual's ability to successfully deal with environmental requirements and pressures.

Studies in this field suggest that emotional intelligence is positively influenced by a range of desirable variables, both personal and social. For example, EI is related to satisfaction with life (Palmer, et al., 2002) and the quality and size of social relationships (Austin, et al. 2005) (Brackett et al., 2004), social adaptability (Sjoberg & Engel berg, 2005) and attention to mental and physical health and physical appearance (Brackett, et al., 2004; Ciarrochi & Deane, 2001) and finally is related to academic excellence (Parker, et al., 2004)

Emotional intelligence is associated with some socially acceptable behavioral patterns, such as Thuridad & Johnson, (1999); Mayer et al., (2001), Vorbach (2002). These studies claim that EI has a role in reducing behavioral problems and violence among students, suggest that students with high emotional intelligence are less smoker or alcohol-intensive, less aggressive with others, more socially acceptable by their teachers, and more empathetic, interactive, and more satisfied with their lives than students with low emotional intelligence. Furthermore, some studies on the role of emotional intelligence in the workplace have indicated that it may not have an important role in the success of managers, in addition to other variables that will contribute to this success. For example, Collins (2001); Maccalupo(2002); Saloveu et al. (2000) argue that there is a relationship between emotional intelligence and physical health, and that it improves our awareness of health status, beliefs and self-satisfaction towards our feelings. They also indicate that there is a direct impact of positive emotion on physiology, Increase the efficiency of the immune system so that the body can overcome some diseases, and is associated with physiological stability

Moreover, Golman (2000) believes that the five dimensions of emotional intelligence that must exist in each individual and group activity include: Self-awareness (recognition of your emotions) i.e. the individuals' knowledge of their emotions and self-awareness and awareness of their feelings is the basis of self-confidence on which the individual builds their abilities, which manages their affairs in different aspects of life. Address the emotional aspects (management of your emotions and the treatment of emotional aspects): It relates to how the ability of the individual to deal with emotions that cause discomfort. Motivation (the ability to stimulate self): the ability of the individual to determine his motives to achieve his dreams and ambitions. Mental empathy (the ability to recognize and understand the emotions of others): It means understanding the feelings and expressions of others through their voices and faces and even

hints. Social skills (the management of emotions of others): It relates to the strength of the relations of the individual with others and the ability to solve problems and conflicts and the ability to negotiate. Self-motivation: It is the ability of the individual to meet the challenges and to direct emotions and feelings towards achieving its goals and avoid negative emotions when the time of performance and work. Social skills: the ability of the individual to interact and communicate with others in the social environment through multiple ways socially acceptable. Self-awareness: It is the ability to know yourself better by discovering strengths and weaknesses and how to behave better through that knowledge. Administrative decision making: Management decision-making is defined as an appropriate selection process to resolve possible solutions in a particular situation (Nigro 2017). Empowerment, known as the active participation with staff in the management of organizations in decision-making and problem solving through creative thinking, behavior and attitudes and control of results. Responsibility: Commitment to bear the volume of work and related operations, decisions and results, whether positive or negative.

Decision-making is a mental process through which different alternatives are generated and evaluated, and the best alternative is chosen among these alternatives on the basis of a series of sequential steps to achieve the objective specific. Gorwan (1999), categorized decision-making in complex thinking strategies because they require the use of many higher-order thinking skills such as analysis, assessment, induction, and reasoning, so it may be appropriate to classify them into complex thinking strategies such as creative thinking, critical thinking, and problem solving.

In this respect, the Limited Rational Theory (LRT) is one of the most prominent theories explaining the decision making process. The idea of rational theory is that it cannot be relied solely on decision-making in view of the limited capabilities of individuals and the environmental pressures. Therefore, the decision maker must seek satisfactory solutions that are not ideal to fit with environmental pressures and personal needs that achieve an acceptable level of satisfaction and satisfaction. This theory emphasizes the limited capacity of the individual to collect and analyze data and develop multiple alternatives. Therefore, the decision maker must collect the necessary information about the existing problem, identify all possible alternatives, evaluate some of them and accept the alternative that meets the needs and objectives. Individual experiences and limited mental abilities to contain all types of values and information.

The individual's abilities and skills play an important role in addressing the problems he encounters in different situations. These capacities range from cognitive, emotional and social abilities. Emotional abilities have a prominent role in decision-making. Management of emotions that measure an individual's ability to manage his emotions and integrate them into the

decision-making process is one of the components of emotional intelligence (Mayer et al., 2002). The effectiveness of decision-making depends on the mental and emotional map of the individual. The manager needs a high level of emotional intelligence, because he represents the institution and deals with large numbers of individuals during working hours. A leader with high emotional abilities can develop the emotional and social abilities of his subordinates. With intelligent subordinates who are sympathetic and who understand their weaknesses and are able to manage their emotions (Noyes, 2002).

Wah (2003), argues that the most of the leadership programs included the application of emotional intelligence tests to their development by managers of institutions for their importance in the field of work and decision-making. Their owners effectively control themselves and work efficiently with others, which directly affects the nature of work and making the right decisions.

Ashkauasy & Dasborough (2003), argue that leaders who exhibit behaviors that provoke positive emotions in subordinates such as admiration and enthusiasm ... etc., these subordinates are increasingly motivated to work for their boss as well as the institution, and the motivations result in more cooperative behaviors and creativity Problem solving, and emotional intelligence plays an important role in management in general, and is one of the main axes of managers' success in making effective decisions.

METHODOLOGY

The research derives its scientific importance from the importance of the topic it dealt with. The issue of emotional intelligence is one of the subjects that has been and still is of great interest to researchers. The progress of societies and the development of their organizations depends mainly on the working staff and their acceptance of developmental decisions and other decisions. This study is one of the first researches on the subject of emotional intelligence attempt to linking it to decision-making in the Kingdom of Bahrain. Aldulaimi (2018), states that it is important to increase the understanding of leadership attributes and work styles that are possessed by successful leaders, although this study has investigated leadership positions at a mid-level, understanding leadership attributes for positions remains applicable on several levels. Specifically, the importance of this research can be illustrated by the following:

- 1 - This vital subject is a reflection of the spirit of the times we live today, this research calls on those concerned to the need to awareness of the value of working individuals and to invest their energies through the use of emotional intelligence in the decision-making process.
- 2 - Highlight the importance of emotional intelligence and its impact on the process of accepting administrative decisions.

3 - Provide the interested parties and officials with the necessary data and information, which derived from field studies that help in the development and support of decisions.

4. It is a rare research in the Arab and Middle East region targeting the category of leaders.

The conceptual framework of the study shown in the figure 1 and the current research aims to achieve the following objectives:

1. Recognition of the reality of emotional intelligence with the dimensions of self-awareness, self-regulation, self-motivation, empathy and social skills
2. Identification of the impact of emotional intelligence on administrative decisions
3. Contributing to enrich the thought of emotional intelligence in overcoming the problems of work through administrative decisions.

Based on the above mentioned objectives, the following hypotheses are formulated:

H1. Decision making status of the executives is significantly influenced by their level of emotional intelligence.

H2. The level of influence of emotional intelligence on decision making of the executives differs according to the demographic variables.

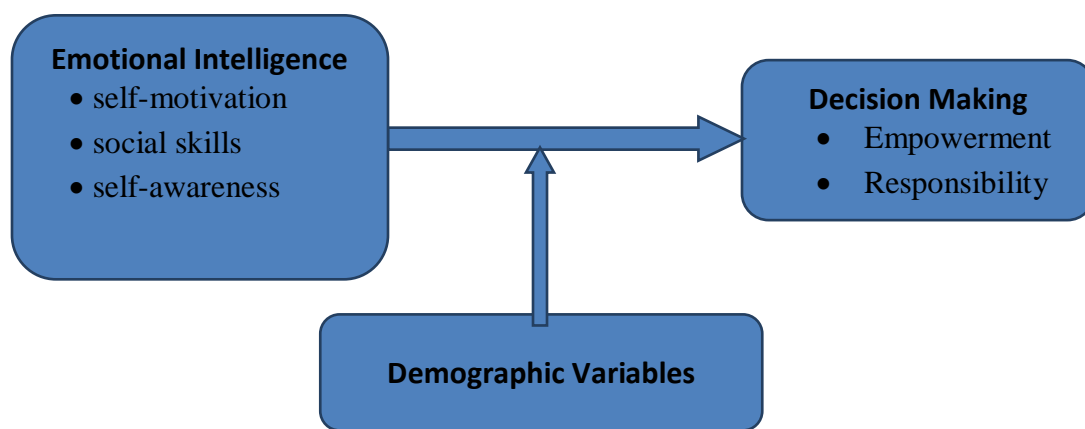


Figure 1 A Conceptual Framework of the study

The study is conducted on a random sample of executives, who are all working in the government sector in Bahrain during the period of Feb—April 2018 and total number of leaders (executives) is 140. Emotional intelligence and decision making are the variables considered for this study. The research community consists of all leaders (i.e. those who are responsible for three persons and more) at various departments and sections of a governmental institution in the Kingdom of Bahrain. A comprehensive survey method was used to enumerate all the leaders and send the questionnaire electronically via the e-mail.

All the 140 responses were received electronically. We designed a questionnaire which consists of 38 items divided into two axes: 22 are for measuring the independent variable, and 16 items are for the dependent variable, in addition to the first axis of the personal data of the research sample.

We calculated the stability of the questionnaire by calculating the Alpha Coefficient coefficient by means of the Statistical Package for Social Sciences (SPSS) program, where the total value of the alpha coefficient for the emotional intelligence axis is (0.879) and for the decision making axis is (0.865). This indicates a high stability of the research instrument. The value of the internal consistency stability (Cronbach-alpha) for the emotional intelligence as a whole is (0.879). Values of the divisions of the EI are 0.704, 0.804 and 0.865 for self-motivation, social skills, and self-awareness respectively. These values are considered acceptable in social science research (AlSamman, *et al*, 2016).

ANALYSIS AND FINDINGS

The present study aimed to explore the reality of emotional intelligence and the extent of application at the level of leadership and measuring the impact of emotional intelligence on the administrative decisions taken by the leaders. The first section in the questionnaire, dealt with the demographic variables such as gender, age, education, experience and subordinates. As is evident from table (1), the number of male leaders is greater than the number of women leaders. In general, male leaders represent 68.6% of the sample and female leaders are 31.4%. The leaders in the sample are of different ages. The number of leaders under the age of 30 is 44, which is 31.4%, this indicates that there are young and emerging leaderships in studied institution. This is confirmed by the number of leaders between the ages of 30 and 39 years, where the number is 81 leaders (57.9%), which is also a large proportion, since in all two categories we have a total of 125 leaders out of 140. The age of 40 in the sample accounted for 89.3% of the leadership.

The sample distribution according to the scientific qualification, reveals that the number of leaders who have a bachelor's degree is the largest, where they accounted for 50.7% of the total sample, while the lowest percentage is the number of diploma holders (9.3%). Also, table (1) shows that the experience of the leaders in the sample is that most of the leaders have years of experience ranging from 10 to 14 years, where they accounted for 41.4% of the total percentage of all categories of years of experience and the lowest percentage is for those who have less than five years of experience (15.7%).

Table 1 Analysis of Demographic Variables

<i>Variable</i>		<i>Number</i>	<i>Percentage</i>
<i>Gender</i>	Male	96	68.6%
	Female	44	31.4%
<i>Age</i>	Less 30 years	44	31.4%
	30-39	81	57.9%
	40-49	8	5.7%
	50 and more	7	7%
<i>Education</i>	High School	23	16.4%
	Diploma	13	9.3%
	Bachelor	71	50.7%
	Post graduate	33	23.6%
<i>Experience</i>	Less 5 years	22	15.7%
	5-9	35	25%
	10-14	58	41.4%
	15 and more	25	17.9%
<i>Subordinates</i>	Less 5 years	74	52.9%
	5-14	34	24.3%
	15-24	6	4.3%
	25 and more	26	18.6%

Table (2) reveals the results of the descriptive statistics (mean, standard deviation and rank) of the research variables which include the Self-Motivation, Social Skills, Self-Awareness, Empowerment and Responsibility. It can be seen from table (2) that the highest levels of self-motivation is the statement that "respondents are excited for the important things in their life" (a mean of 4.36 and SD = 0.713). Regarding the social skills, the highest level question is that respondents "have the ability to interact with the feelings of others" (a mean of 4.23 and SD is 0.781). Self-motivation shows that the highest level is that "respondents learn from previous experiences" (mean = 4.34 and SD = 0.766). While, empowerment results reveal that the highest score is for the statement that "respondents make their decisions based on knowledge of the facts" (a mean of 4.17 and SD = 0.749). The results of the variable of responsibility indicate that the highest score is that "respondents bear the results of their decisions" (mean = 4.32 and SD = 0.761).

Table 2 Descriptive Statistics of the Research Variables

No	Variable / Statement	Mean	ST	Rank
Self-Motivation				
1	Tasks can be completed with high concentration and activity	4.00	0.890	7
2	My risks are often deliberate and take risks.	4.04	0.763	6
3	I accomplish difficult tasks despite obstacles.	4.26	0.639	3
4	I have enthusiasm for the important things in my life.	4.36	0.761	1
5	I have always been innovative in offering solutions.	4.23	0.713	5
6	I can succeed despite the difficulties.	4.25	0.711	4
7	I am excited to discover new ways of doing business.	4.32	0.836	2
Total		3.604	0.759	
Social Skills				
		Mean	ST	Rank
1	I can manage the conversation when interviewing new people.	4.13	0.776	2
2	Often open to people in a suitable way.	3.92	0.640	7
3	I always have excellent relationships with others.	4.06	0.855	5
4	I have many colleagues and I communicate with them continuously	4.01	0.852	6
5	Listen to others with attention and concentration.	4.06	0.741	4
6	Others feel comfortable and stressed when talking to me	4.07	0.726	3
7	I have the ability to interact with the feelings of others	4.23	0.781	1
Total		4.06	0.795	
Self-Awareness				
		Mean	ST	Rank
1	I have confidence.	4.06	0.880	7
2	I am conscious of my emotions and controlled by them.	3.96	0.848	8
3	I know my strengths and weaknesses.	4.11	0.787	5
4	I accept constructive criticism.	4.11	0.788	6
5	I learn from previous experiences.	4.34	0.766	2
6	I am optimistic and positive	4.32	0.833	3
7	I faithful with myself and with others	4.45	0.713	1
8	I am clear in my goals and principles	4.21	0.818	4
Total		3.725	0.804	
Empowerment				
		Mean	ST	Rank
1	I have the ability to choose the right time to make a decision	3.96	0.843	7
2	I have the ability to easily identify business problems.	4.16	0.704	3
3	I have the ability to make the right decision.	4.03	0.758	4
4	I make my decisions based on knowledge of the facts.	4.17	0.749	2
5	The consequences of the resolution were carefully assessed.	3.94	0.820	3
6	I delegate authority to make decisions for others	3.69	0.956	8

7	I appreciate the opinion of the team members	4.19	0.804	1	Table 2...
8	I study all aspects of the resolution before I take it	4.00	0.831	6	
Total		4.01	0.807		
Responsibility					
1	I bear the consequences of my decisions.	4.32	0.761	2	
2	The decision-makers are exempted from the consequences of the wrong decision.	3.84	0.847	8	
3	I have the power to decide who I think is qualified.	4.24	0.854	4	
4	I explore the opinions of others about my decision.	3.97	0.967	6	
5	It is based on rules and regulations when making any decision.	4.26	0.723	3	
6	I follow the decision to confirm its results	4.19	0.783	5	
7	Eliminate solutions that are inconsistent with established laws and regulations	3.92	0.857	7	
8	Take advantage of previous experience in decision-making	4.40	0.666	1	
Total		4.14	0.807		

Furthermore, we conducted a multi-linear regression test in order to test the main hypothesis of the study i.e. whether the decision making status of the executives is significantly influenced by their level of emotional intelligence. Table (3) shows the covariance and multiple regressions analysis. It can be seen that there is a statistically significant influence of the dimensions of emotional intelligence on the administrative decision making ($R^2 = 0.523$).

Table 3 Testing Hypothesis Results of Multiple Linear Regressions

Covariance	Sq sum	df	Mean2	R	R^2	test F	P value
Regression	23.734	3	7.335				
Residual	53.8	97	0.111	0.651(**)	0.523	23.73	0.000
Total	90.50	100					

Hence, the dimensions of the three emotional intelligence accounts for 52% of the variance in the administrative decisions taken by the leaders in the studied institution in the Kingdom of Bahrain, according to the value of the identification factor ($R^2 = 0.523$).

Accordingly, the main hypothesis of the research is accepted, which states that: There is a statistical significant effect on the components of emotional intelligence (self-motivation, social skills, self -awareness) on administrative decisions in the organization.

Overall the results reveal a statistically significant impact of self-motivation on administrative decisions (empowerment, responsibility). There is a statistically significant impact

of social skills on administrative decisions (empowerment, responsibility). In addition, there is a statistically significant effect of self-awareness on administrative decisions (empowerment, responsibility).

CONCLUDING COMMENTS

A leader in order to be very effective should possess components of Emotional Intelligence. It has been experienced that emotionally surcharged leaders embrace decisions and do bring good decisions. Goleman (2005) argues that emotional intelligence is the strongest indicator of human success. Our emotions play a much greater role in thought, decision-making and individual success. The purpose of the current study was to assess the relationship between the emotional intelligence and decision making. The present study also confirmed that there is a significant relationship between emotional intelligence and decision making.

The concept of emotional intelligence is modern and its influence has emerged on the course of human life and in the way of thinking, relationships and emotions. This study also shows that there is a common denominator and consistency between emotions and thinking, and between mind and heart to allow the human being to be able to make the right decisions and to think properly. No matter how intelligent he/she is, he/she will not be able to control his/her emotions or control their emotions if they have an emotional disorder or imbalance.

As per Araoz (2007), the emotionally intelligent manager was capable to contribute in basic leadership and thoroughly consider choices and coordinate anticipated that responses of others all together should improve the nature of choices. Sharan (2009) additionally presumed that candidly insightful representatives use cooperation in basic leadership chances to accomplish their goals just as authoritative destinations. The investigation presumed that the transformational pioneer's basic leadership profoundly utilized by cooperation while value-based pioneer's basic leadership was improved by felt responsibility.

Further, Golman (2000) points out that these competencies are not innate competencies that generate human beings, but are acquired abilities that the individual must take many steps to develop and develop in order to reach the highest levels of performance, whether professional or social.

Regarding the final results of this research effort, the high level of the arithmetical mean of the dimensions of the independent variable (emotional intelligence) of the leadership is as follows: self-motivation came first and followed by social skills and last rank is self-awareness. We also note that there is a correlation between the variables of the research (emotional intelligence) as an independent variable and (administrative decision making) as a dependent variable.

The results also reveal that the validity of the first main hypothesis, which states that there is an effect of the dimensions of emotional intelligence on administrative decision making, has been confirmed by an increase in the value of (R^2) emotional intelligence interprets (52%) of the variance in the administrative decisions taken by the leadership. The findings also indicate that there is an effect of the emotional intelligence (self-motivation and social skills) on administrative decisions, while there is no statistical significance of the effect of self-awareness on administrative decision making as evident by the results that the percentage of women leaders is 31.4%, which is a good ratio compared to most departments working in the studied institution. As can be seen from the previous results, there are no significant differences in emotional intelligence as well as in administrative decision making. Based on these results, the second hypothesis, which confirms that there is no significant differences between the responses averages on the effect of emotional intelligence on the decision making of the leadership is accepted for the demographic variables (age, sex, qualification, duration of service).

To conclude, the study reveals several findings. For instance, most of the leaders in the sample of this study are enthusiastic about the important things in their lives. Leaders are taking risk and their ability to interact with the feelings of others is a good indicator of emotional intelligence. The leaders have the ability to manage the conversation with the new individuals and is also a good guide for the management of communication with the public. In addition, people feel comfortable and rush when talking with leaders in matters of their business which gives a good impression in working with staff and auditors. Fidelity and dedication with the self and with others a characteristic enjoyed by the leaders of the studied institution in Bahrain. Most of the leaders are positive and optimistic and reflect a distinctive reflection on the work. Vast majority of leaders shall also take their decisions based on their knowledge of the facts. Moreover, leaders have the ability to find solution for the problems in work and always try to resolve them and ensure that they are not repeated. A great portion of leaders do not favor delegating decision-making authority to others. The leaders shall not choose the right time to make the decision and most of them benefit from previous experience in decision-making then they bear the consequences of their decision.

Based on the conclusions and findings of the study, we highlight the need to work on the components of emotional intelligence and provide training courses, workshops and seminars and to involve all segments of the work in the organization and train them on emotional intelligence and its applications, impact and characteristics of the work. Further, the focus on the components of emotional intelligence and its availability in human resources especially during the selection process for employment is crucial for business organizations. It is also essential to encourage the administrative decision made by a leader with a good level of emotional

intelligence and marketing of this decision and its impact on workers and work in general. Spreading the culture of emotional intelligence in organizations is the easiest and best way to perform work in a systematic and comfortable way for all.

Future Research shall focus on the study of emotional intelligence and its dimensions, because of the importance of this subject at the present time since most developed countries have taken them as their own in the government departments and private sectors. Future research can also study: the impact of emotional intelligence in controlling the pressures of work, the impact of emotional intelligence on the performance of staff in the first row, the impact of emotional intelligence on the strategic direction of organizations and the impact of Emotional Intelligence on Leadership Patterns.

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