



ISSN NO. 2320-5407

Journal homepage: <http://www.journalijar.com>

INTERNATIONAL JOURNAL
OF ADVANCED RESEARCH

RESEARCH ARTICLE

The Effects of Perceived Transformational Leadership Style and Emotional Intelligence on Enhancing the Effectiveness of Decision Making in Public Health Sector.

ZEYAD FAISAL AL-AZZAM

Manuscript Info

Manuscript History:

Received: 14 October 2015

Final Accepted: 22 November 2015

Published Online: December 2015

Key words:

*Corresponding Author

ZEYAD FAISAL AL-
AZZAM

Abstract

The concept of Emotional Intelligence has been firstly introduced in early of the last century mainly the important effects on individuals behaviors to enhance organizational productivity in light of highly competition. Emotional Intelligence is considered nowadays one of the most useful terms to be realized and understood by managers and leaders to influence their followers to better off organizational decision making and strategic planning. This study aims at identifying the relationship between EI and Transformation Leadership style to enhance effectiveness decision making. Study sample was driven from first and second level managers in Sales & Income Tax Department in Jordan. a questionnaire used to determine the relationship between EI and TRL and Decision Making Effectiveness.

The questionnaire consists of four parts; Demographic Variables: gender, age, educational background, experience and training courses; Emotional Intelligence Dimensions: self-awareness, self-Management, motivation, empathy, and relationship management. Transformational Leadership Elements: idealized influences, inspirational motivation, intellectual stimulation, and individualized consideration; Decision Making Effectiveness. A SPSS 19 used to analyze the data collected from the target and sample chosen. The percentages, means, and standard deviations as well as Correlations, T-Test, F-Test and Regression used to measure the relationship between variables.

The results showed that there was no relationship between EI with its five dimensions and Transformational Leadership with its four elements and between those variables and enhancing decision making effectiveness. Researcher put forward the implications that actually must be taken carefully in Arab Environment, of concentrating on EI by deeper studies and correlated them with new visionary leadership as well as entrepreneur leadership. Also concentrating on training individuals to exploit their skills and knowledge to manage their emotions and to be key successful of their life.

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INTRODUCTION

In the early 21st century, knowledge-based economy operates in which organizations considered it more complex and integrated than ever. With the globalization, the increasing diversity of workforces and the emphasis on time as a critical element in an organization's ability to compete, to survive, to grow, and the need to develop emotionally intelligent leadership skills and competencies has never been greater. Obviously, the dramatic changes have been swept all over the industries, and since then, hospital administrators and medical professionals have operated within

a challenging, rapidly changing and fragmented healthcare system. Today, creative thinking and agile, adaptive leadership is required to make hospitals, health systems and networks sustainable as the healthcare delivery landscape transforms. Networked, interdependent, and culturally diverse organizations require transformational leadership more often than other organizations do (Cascio, 1995; Cavazotte, Moreno and Hickmann, 2012).

An emotionally intelligent organization's culture deeply emphasizes relationship building, empathy and social responsibility. These attributes make emotionally intelligent leaders to be more optimistic, loyal, and more committed to their organizations (Abraham, 2000), aspire to achieve effective success (Miller, 1999), plan to perform better than others (Goleman, 1998; Riggio and Reichard, 2008), exploit the emotions to envision critical improvements of the organization (George, 2000), and better using these emotions to instill in and enhance their followers' enthusiasm, trust, commitment, cooperation, and facilitates connection between a new hire and the organization as a prospective employer (Jung et al., 2003; Tierney et al., 1999; Duygulu & Özeren, 2009). In other words, the competencies required of leaders and their organizations must continue to evolve in order for both to thrive. Successful leaders must be flexible and capable of adapting new conditions, open to novel alternatives, and willing to take greater risks (Kotter, 1990; O'Toole, 1996). Controversially, the emotional incompetence can prevent individuals from reaching their full potential.

Nevertheless, the cornerstone of many studies conducted is the leader who affects the followers' attitudes and behaviors toward accomplishing stated goals. Furthermore, some of studies concluded that managers and leaders who can use their feelings and their knowledge of them constructively will have certain advantages over those who cannot. Theorists and scholars have been studied leadership carefully in the context of environment surrounded the organizations as well as individuals. Traditional management relies on rules and regulations and how to control input output processes while the new emerging concepts relies on shared leaderships and shared vision (Mehmood and Arif, 2011). Therefore, Evidently, Organizations needs strong leadership for optimum effectiveness where it is essential to understand that leadership behavior is accentuated as being the vital part of overall organizational effectiveness (Tatum, Eberlin, and Kottraba, 2003; Pillay et. al., 2013).

In connection with this notion, researches on Emotional Intelligence (EI) in the context of leadership have attracted the attention of researchers recently; this is reflected in studies in the workplace. Subsequently, various studies found that a strong relationship between effective transformational leadership and both individual and organizational performance (Avolio, 1999; Chuang, Judge and Liaw, 2012), a high emotionally intelligent person are able to perceive and regulate their and others' emotions more effectively and has a high commitment to organization and uses positive emotions to boost the decision making process (Abraham, 2006; Jones and Abraham, 2009; Mahadi, 2011). Other studies supported the arguments that leadership is intrinsically an emotional process (George 2000; Mulla and Krishnan, 2011; Rehman, 2011), while other studies ignored the role of emotions in leadership processes. By and large, associated studies examines EI have found that high performing organizations tend to have high levels of emotional intelligence among their constituents' members and demonstrate strong links between employees' emotional capabilities and their skills (Goleman, 1995).

Positively, an investigating studies regarding the EI and quality service have proved the positive impact of emotional intelligent behaviors on enhancing the quality services (Beigi and Shirmohammadi, 2011; Ezzatabadi et. al., 2012; Mohsin et. al., 2010; Jain, 2011; Danquah, 2014); while other studies have strenuously exemplified the relationship between transformational leadership and quality services and its level of effects on the dimensions of quality services (Choi, 2003; Jabnoun and Al Rasasi, 2005; Carter et. al., 2012; Mäntynen et. al., 2014; Alharbi and Yusoff, 2012).

1. Research Objective and Importance

The role of the traditional manager has been changed to instructional leader then to transformational leader as inevitable results of turbulent environmental changes and developments of technological advancements that imposed on organizations to deal smartly with them. Therefore, the importance of this research is to highlight the importance of positive effects of transformational leadership role on employees' performance and enhance positive organizational culture. In addition to that, the current research importance concentrated on emerging the concept of emotional intelligence as a set of interrelated skills that allow people to process emotionally relevant information accurately and effectively (Higgs, 2002; Higgs and Aitken, 2003; Mayer, Caruso and Salovey, 2000) and as a focuses on individuals' internal emotion, and yet emotions typically occur in the context of relationships. Depending on above, the importance of current research will be valuable in light of individual and organizational performance,

organizational citizenship behavior, satisfaction, loyalty, organizational commitment and turnover (Greguras and Ford, 2006; Hofmann, Morgeson and Gerrass, 2003).

Eventually, the main current paper aim is to investigate whether there is a relationship between perceived transformational leadership style and emotional intelligence in one hand, and if it's so do, what are their both impacts on quality services dimensions in Jordanian public health sector in other hand.

2. Literature Review

3.1 Transformational Leadership

The concept of transformational leadership had been introduced by James MacGregor Burns (1978) in his descriptive research conducted on political leaders, but it nowadays is used in psychological studies (Bass & Riggio, 2006). Referring to Bass, transforming leader is a continuum process of which a leader and follower a reciprocally help each other to advance to a higher level of morals and motivation, and it creates significant changes for individuals life and organizations. Many countless theories produced in leadership literature's have outlined the characteristics of effective leaders; however, some literature's focused on two types of leadership; transactional and transformational leadership (Mandell & Pherwani, 2003). This study will concentrate on Transformational Leadership that is mainly associated with creative behaviors (Jung, 2001; Jung et. al., 2003; Shin & Zhou, 2003; Harms and Credé, 2010, Hall et. al., 2012), their role is to instill pride, create more effective and ease communication skills, facilitate creative thinking and encourages inspiration. In addition, leader, who is being successful, encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support.

According to transformational leadership theory, four essential elements were identified in order to make this approach practical (Damirch et. al, 2011; Mehmood and Arif, 2011; Krishnan, 2008; Ismail et. al., 2009; Jandaghi et. al., 2009; Rehman, 2011; Lievens et. al., 1997; Khan et. al., 2009; Chen et. al., 2006; Al Noor et. al., 2011; Voon et. al., 2011; Dulewicz and Higgs, 2005, Alzawahreh, 2011):

- a) *Idealized Influence*, according to (Day and Antonakis, 2012; Antonakis, 2004) this refers to two types; attributes related to the personality of leader to be perceived as trustee and powerful whereas behavior noticed as charismatic deeds of leader who mainly concentrated on overcoming the obstacles confronting followers by instill pride and faith in order to produce changes of their attitudes, feeling, beliefs and goals and transform to new era.
- b) *Inspirational Motivation* refers to the capabilities of leaders to articulate a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks; they are encouraged and optimistic about the future and believe in their abilities.
- c) *Individualized Consideration*: the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need to respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self development and have intrinsic motivation for their tasks.
- d) *Intellectual Stimulation*: it refers to the ability of leader to address challenges, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.

3.2 The Concept of Emotional Intelligence (EI)

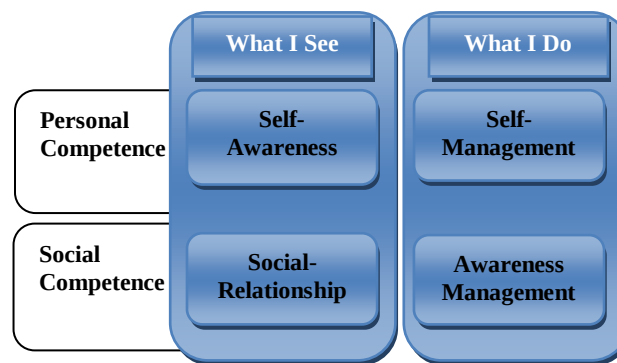
Emotional intelligence is a general assessment of a person's abilities to control emotions, to sense, to understand and to react to others' emotions, and to manage relationships; this concept has been originally shown up by Charles Darwin's work where he was focused on the importance of emotional expression for survival and adaptation. Later

in 1999s, E.L. Thorndike (1920) used the term social intelligence to describe the skill of understanding and managing other people, and then the first term of emotional intelligence is attributed to Wayne Payne. However, prior to this, EI has been appeared in Leuner (1966), Stanley Greenspan (1989), followed by Salovey and Mayer (1990), and Goleman (1995).

The definition of Emotional intelligence (EI) refers to the ability to understand and manage both your own emotions, and those of the people around you. People with a high degree of emotional intelligence usually know what they're feeling, what this means, and how their emotions can affect other people (Imanzadeh et. al, 2012). For leaders, having emotional intelligence is essential for success (Mayer and Caruso, 2002; Ashkanasy, 2011). Daniel Goleman, who publicized the idea of EI, Bradberry and Greaves (2009), provides the "How To" for the measuring and improving ones' EQ. Bradberry and Greaves presented nowadays proof of that everyone can learn, develop, and increase their EI, basically, they identified four essential emotional intelligence skills that can be learnt and categorized them into two types of competencies to deal with them: personal and social competencies (see figure 1).

1. **Self-Awareness:** considered a keystone of emotional intelligence according to Daniel Goleman where it was consisted of two parts; *emotional self-awareness* related to the ability to recognize ones' emotions and the impact have on ones' life, whereas *accurate self-awareness* concerned with identifying your strengths and limitations. Then, after, a leader who is self-aware is more likely to acquire sense of purpose and meaning of his/her life (Sosik & Megerian, 1999). As a person knowing his values well make him/her comfortable, secure, relaxed and confident that they are on the right way. Knowing how your emotions, and your actions, can affect the people around you. Of course, being self-aware means having a clear picture of your strengths and weaknesses.
2. **Self-Management:** this refers to the ability to manage your emotions, response according to situations and other people. Leaders who regulate themselves effectively rarely verbally attack others, make rushed or emotional decisions. This component required some competencies to deal with such as; *emotional self-control* implies controlling impulsive emotions. *Trustworthiness*: being honest and taking action that is in line with your values. *Flexibility*: being able to adapt and work with different people in different situations. *Optimism*: the ability to see opportunities in situations and the good in other people. *Achievement*: developing your performance to meet your own standards of excellence. *Initiative*: taking action when it is necessary (Nesbit, 2012).

Figure 1



Source: Adopted from Bradberry and Greaves (2009), "Emotion Intelligence 2.0".

3. **Social-Awareness:** according to Bradberry and Greaves, this is refers to the ability to be active listener and watching other people to get the sense of *how* they are feeling, also looking outward to learn about and appreciate others, they concluded that there is a lack of social awareness.
4. **Relationship Management:** your ability to use your awareness of your own emotions and those of others to manage interactions successfully Leaders who have good social skills are also good at managing change and resolving conflicts diplomatically. They're rarely satisfied with leaving things as they are, but they're also not willing to make everyone else do the work. They set the example with their own behavior (Sayeed and Shanker, 2009).

3.3 Empirical Literatures

Theorists and scholars have studied the relationship between emotional intelligence and leadership styles after the first time the term used, the term of EI has been taken narrowly in earlier studies, however, the first who proposed it Salovey and Mayer (1990) as later known as Emotional Quotient.

Although the focus of transformational leadership theory has been on the behaviors of leaders, most contemporary views of leadership accept the notion that leadership is a dynamic process, influenced by leaders, their followers, and the interaction between the two (Hollander, 1992; Mathieu, 2001).

Tsai et. al., (2011) studied the impact of emotional intelligence and leadership styles self-efficacy and organizational commitment in banking sector in Taiwan, they recognized a significant positive influence of supervisors' emotional intelligence on their personal leadership style, additionally those who possess a good leadership skills certainly that led to strong influence of self-efficacy on organizational commitment.

Sayeed and Shanker (2009), who examined the relationship between emotional intelligence with its dimensions and transformational leadership styles with its elements, revealed to a significant relationship between emotional intelligence and dimensions of transformational leadership.

Cox (2011) observed that a high emotional individual can either envision organizational improvements as well as decision making besides instilling sense of enthusiasm, trust and self-confident and enhance their ability to solve problems. As emotional intelligence improves ones' ability to socially effective, it can encourage to collaborative outcomes.

Rehman (2011) examined the impact of emotional intelligence on the relationship among leadership styles, decision making styles and organizational performance, and she concluded that EI moderate the relationship between leadership styles and decision making styles in one hand, and organizational performance in other hand. Also, she inferred that decision making styles influence the organizational performance.

Mahadi (2011) conducted a dissertation titled, "The Role of Emotional Intelligence in the Quality of Leader-Follower Relationship". Her results showed that a combination of both leader and follower emotions moderated the relationship between Islamic leader-member exchange and few important work related outcomes, these results suggested that EI might assist both leaders and subordinates to be self-aware and they can strongly identify reciprocal emotions among each other.

Al Noor et. al., (2011) explored the relationship between gender, leadership styles; transactional and transformational, and emotion intelligence. Their findings were interested; the roles of women were score more highly than men in the two Interpersonal factors: Relating Well and Emotional Mentoring. A higher interaction between three components of EI (Self-Awareness, Self-Motivation and Emotional Mentoring) and the transactional, rather than transformational leadership style were clearly obvious.

An explanatory pilot study conducted by Stanescu and Cicei (2011) for Romanian public managers concluded that a significant positive relationship obtained between transformational leadership and emotional intelligence and between leadership effectiveness and emotional intelligence, this implies that a highly emotional individual can perform much better than who don't and vice versa.

According to Mueller (2009) there was no evidence about the relationship between transformational leadership style and decision making and technology readiness while an evidence shown that decision making styles have good relationship with technology readiness.

Sydänmaanlakka (2008) presented a research paper in an international conference held in New York about creativity and innovation management, in his paper he found that new era needs new leadership approach: intelligent leadership those who can stimulate individuals creativity to steer their abilities toward organizations. In other words, not only seeking intelligent workers as leaders, but also intelligent organizations where both of them are working harmony achieve the vision of boss.

Abdul Rani et. al., (2008) conducted their study by identifying whether charismatic leaders are preferred by Malaysian workers. Their study revealed that most of their sample agreed that managers must make them feel special and empowered. Eventually, they agreed that a leader must be extraordinary to make them trust, creative and let them speak freely.

70% of organizational changes fail to get their goals as Abbas and Asghar, (2010) concluded through their master thesis conducted on the role of leadership styles in organizational change. Additionally, they concluded that visionary and innovative leaders along with other characteristics can prove more effective to conclude the complex organizational change with success; this success leads to innovation for organizations for long-term success and sustainability.

The Spirit of Transformational Leadership: Emotions or Cognition? A study carried out by Hartsfield (2010) at regent university, where the results show that transformational leadership, emotional intelligence and self-efficacy are highly significant in their relationship to this leadership style.

Jung et. al. (2003) revealed that a direct and positive relationship between transformational leadership style and organizational innovation, also transformational leadership has significant and positive relations with empowerment and organizational innovation climate.

Mulla and Krishnan (2011) investigated the impact of the leader's values and empathy on followers' perception of transformational leadership and the effect of transformational leadership on followers' values and empathy, they realized that leaders' values are related to transformational leadership and it related to followers' values.

Batool (2013) found a positive and significant relationship between emotional intelligence and transformational leadership and EI can reduce the stress at individuals and inter-employees to enhance performance. Also, EI is useful when leaders effectively use to build up a strong connection between employees and develop a sense of strong mix cognition (logic, conceptual, and creative thinking).

3.4 Research Hypothesis

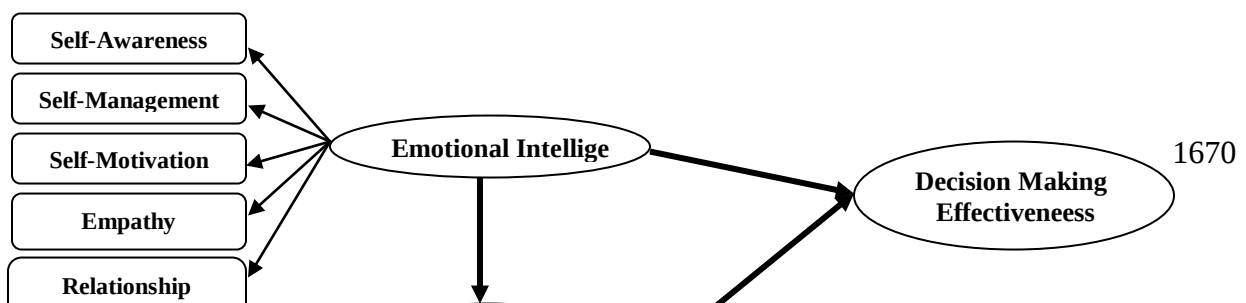
In term of emotional intelligence and leadership styles, and based on this, the following hypothesis is postulated:

- H₁: There is a significant and positive relationship between emotional intelligence (self-awareness, self-management, self-motivation, empathy and relationship management) and transformational leadership style (idealized influences, inspirational motivation, individualized consideration, and intellectual stimulation).*
- H₂: There is a significant and positive relationship between emotional intelligence (self-awareness, self-management, self-motivation, empathy, and relationship management) and decision making effectiveness.*
- H₃: There is a significant and positive relationship between transformational leadership style (idealized influences, inspirational motivation, individualized consideration, and intellectual stimulation) and decision making effectiveness.*
- H₄: There is no relationship between emotional intelligence and its dimensions; self-awareness, self-management, social awareness, and relationship management according to gender and age.*
- H₅: There is relationship between transformational leadership style with its four components; idealized influences, inspirational motivation, individualized consideration, and intellectual stimulation according to gender and age.*
- H₆: There is no statistical difference between respondents' attitudes toward decision making effectiveness according to demographical characteristics.*

3.5 Study Conceptual Framework

Based on the above problem, objectives, importance, and hypothesis, we draw a conceptual framework of this study as shown in figure 2:

Figure 2



Source: Developed by Researcher

5. Research Methodology

This research examines the impact of Emotional Intelligence including its dimensions on Transformational Leadership with its four core elements in one hand, and the relationship between these variables and effectiveness of Decision Making in public organizations in secondhand, and the impact of demographical variables on Emotional Intelligence, Transformational Leadership and Effectiveness of Decision Making in other hand.

5.1 Sample and Procedures

The population of this study was managers of Income and Sales Tax Department in Jordan where a random sample was driven by the researcher. The sample was randomly included first and second level managers. Total number of sample driven was 39 managers who receive questionnaire to be filled and returned. Only 35 questionnaires were returned. Two of them were excluded because of incomplete more than half of questions then only 33 questionnaires were counted for SPSS with ratio of 84.62% which represent the population of study.

5.2 Measurement Scale

To testing hypotheses, data and a survey questionnaire developed on the basis of reviewed literatures. The following variables was selected for the survey questionnaire, this instrument is based on 5-scale Likert; strongly agree to strongly disagree, the questionnaire consist of four parts;

- A. Demographical Variables: gender, age, educational background, experience and training courses.
- B. Emotional Intelligence Dimensions (*self-awareness 1-11, self-Management 12-25, motivation 26-33, empathy 34-42, and relationship management 43-51*).
- C. Transformational Leadership Elements (*idealized influences 52-56, inspirational motivation 57-61, intellectual stimulation 62-67, and individualized consideration 68-74*).
- D. Effectiveness of Decision Making (75-85).

By applying Cronbach's Alpha reliability test through SPSS (19.0 version) software, researcher found correlated items with their respective variables. Overall reliability of scales used in this survey questionnaire was found (0.646) that shows somehow internal consistency among the scales.

5.3 Data Analysis Techniques

An SPSS 19 used to analyze the data collected from the target and sample chosen. The percentages, means, and standard deviations as well as Correlations, T-Test, F-Test, one way ANOVA analysis and Regression used to measure the relationship between variables.

6. Results

6.1 Descriptive Statistics and Correlations

Table 1, explores the demographical variables by frequencies and percentages. As seen, 63.6% was male and 36.4% was female as the dominant, rational to deal with daily business are males who actually capable of doing so. Considering sample educational level, found that more than 36.4% were holding master degree and equally of those who holding baccalaureate and doctorate degree were 24.2% it means that more than 85% of them is well-educated. Justification behind higher educational level refers to their consciousness and open-mindedness with new developments that management decided to apply them inside their organization. Simplicity and deliberation are the major characteristics of well-educated employees. Well noticed at table (1), you can reveal that the managers are so younger than what expected, hence, their ambitions to farther in their education to adhere the better off their status. The logical result shown in table (1) illustrates that more than 87% was having well-experience. Obviously, a positive relationship between experience and age were clearly identified, the older employees, the more well-experience they own.

Table (1) : Demographical Characteristics of Participants (N=33)

Demographics	Category	Frequency	%
Sex	Male	21	63.6%
	Female	12	36.4%
Age	≤ 25 year	0	0.0%
	26 – 30	4	12.1%
	31 – 35	15	45.5%
	36 – 40	10	30.3%
	41 – 45	4	12.1%
	≥ 46 year	0	0.0%
Education level	≤ Diploma	5	15.2%
	Baccalaureate	8	24.2%
	Master	12	36.4%
	Doctorate	8	24.2%
Experience	≤ 5 years	1	3.0%
	6 – 10	9	27.3%
	11 – 16	11	33.3%
	17 – 22	9	27.3%
	≥ 23 years	3	9.1%
Training Course	Have	20	60.6
	Not Have	13	39.4

6.2 Hypothesis Testing

H₁: There is a significant and positive relationship between emotional intelligence (self-awareness, self-management, self-motivation, empathy and relationship management) and transformational leadership style (idealized influences, inspirational motivation, individualized consideration, and intellectual stimulation).

Table (2) shows the results of matrix correlation between emotional intelligence with its five dimensions and four components of transformational leadership. As shown, correlations were found as some of them are positive while others are negative, but all were not significant except a negative significant relationship between Self-Awareness and Self-Motivation where $P \leq 0.01$. Closer to these relationships, results showed neither emotional intelligence dimensions nor transformational leadership components have associated with each other, this finding was unexpected by researcher in Arab context, where emotions always affect leadership style and person who carry out his/her job and position.

According to results shown above, null hypothesis is confirmed and research hypothesis is not confirmed, therefore, researcher totally rejects hypothesis 1. There is actually no positive relationship between emotional intelligence dimensions and transformational leadership Components.

Table (2) : Correlations between Emotional Intelligence and Transformational Leadership

Variables		Emotional Intelligence					Transformational Leadership			
		1	2	3	4	5	6	7	8	9
Emotional Intelligence	Self-Awareness 1	-	-	-		-	-	-	-	-
	Self-Management 2	0.325**	-	-		-	-	-	-	-
	Self-Motivation 3	0.450**	0.068**	-		-	-	-	-	-
	Empathy 4	0.035**	0.264**	0.112**	-	-	-	-	-	-
	Relationship Management 5	0.278**	0.044**	0.065**	0.060*	-	-	-	-	-
Transformational Leadership	Idealized Influences 6	0.293**	0.215*	0.069**	0.106**	0.254**	-	-	-	-
	Inspirational Motivation 7	0.084**	0.312**	0.192**	0.088**	0.167**	0.134**	-	-	-
	Intellectual Stimulation 8	0.082**	0.141**	0.028**	0.043**	0.187**	0.254**	0.263**	-	-
	Individual Consideration 9	0.021**	0.162**	0.024**	0.310**	0.227**	0.127**	0.070**	0.078**	-

* Significant ($P \leq 0.05$)** Significant ($P \leq 0.01$)

H₂: There is a significant and positive relationship between emotional intelligence (self-awareness, self-management, social awareness, and relationship management) and decision making effectiveness.

Table (3) shows the results of correlation between emotional intelligence with its five dimensions and decision making effectiveness, as results revealed that no relationship appeared between emotional intelligence including its five dimensions and decision making effectiveness. Actually, these results confirmed the null hypothesis 2, and is not confirmed the research hypothesis. By and large, researcher accepts hypothesis 2.

Table (3) : Correlation between EI and Decision Making Effectiveness

Variables	Emotional Intelligence				
	Self-Awareness	Self-Management	Self-Motivation	Empathy	Relationship Management
Decision Making Effectiveness	-0.199	0.149	0.081	0.018	0.191

H₃: There is a significant and positive relationship between transformational leadership style (idealized influences, inspirational motivation, individualized consideration, and intellectual stimulation) and decision making effectiveness.

Results of Table (4) summarize the relationship between Transformational Leadership components and Decision Making Effectiveness; results also were so foggy. It revealed that was no relationship appeared between

transformational leadership components and decision making effectiveness. Based on these results, researcher totally rejects the research hypothesis and confirmed the null hypothesis.

Table (4) : Correlation between Transformational Leadership and Decision Making Effectiveness

Variables	Transformational Leadership			
	Idealized Influences	Inspirational Motivation	Intellectual Stimulation	Individual Consideration
Decision Making Effectiveness	0.140	0.106	-0.323	-0.187

H₄: There is no relationship between emotional intelligence and its dimensions; self-awareness, self-management, social awareness, and relationship management according to gender and age.

To examine this hypothesis, whether there are significant differences or not, T-test has been used to investigate the relationship between EI and gender, the results acquired reported in Table (5) showed that there was no significant relationship between respondents' EI with its five dimensions and gender ($T = 1.172$, sig. = 0.579, $P \leq 0.05$). Accordingly, partially, the "null hypothesis" is confirmed and research hypothesis is rejected.

Table (5) : The results of T-test for the differences between EI and its dimensions according to Gender

Variables		N	Mean	SD	T	df	Sig
EI	Male	21	230.2	3.61	1.172	31	0.579
	Female	12	228.5	4.58			
Self-Awareness	Male	21	50.1	1.90	2.295	31	0.999
	Female	12	48.6	1.68			
Self- Management	Male	21	62.6	1.81	0.283	31	0.325
	Female	12	62.3	3.06			
Self- Motivation	Male	21	44.6	2.75	-1.421	31	0.387
	Female	12	45.8	1.80			
Empathy	Male	21	31.9	0.83	2.542	31	0.417
	Female	12	31.1	1.00			
Relation Management	Male	21	41.1	2.09	0.605	31	0.019
	Female	12	40.7	0.78			

Turning to find out the relationship between EI with its dimensions and age, one way ANOVA was used to further deep examining this relationship. The results of ANOVA reported in Table (6) showed that there was no such relationship between the said EI and Age. $F = 1.374$, Significant = 0.250 at $P \leq 0.05$ is not significant, as self-awareness and empathy are so close to be significant where ($F=5.268$ and 6.460 and significant = 0.029 and 0.016) respectively. Accordingly, the research hypothesis is confirmed.

Table (6) : The results of one way ANOVA for the relationship between EI and its dimensions and Age

Variables		Sum of Squares	DF	Means of Squares	F	Sig
EI	Between groups	21.823	1	21.823	1.374	0.250
	Within groups	492.238	31	15.879		
	Total	514.061	32			
Self-Awareness	Between groups	17.456	1	17.456	5.268	0.029
	Within groups	102.726	31	3.314		
	Total	12.182	32			
Self- Management	Between groups	0.433	1	0.433	0.080	0.779
	Within groups	167.810	31	5.413		
	Total	168.242	32			

Self- Motivation	Between groups	12.160	1	12.160		
	Within groups	186.810	31	6.026	2.018	0.165
	Total	198.970	32			
Empathy	Between groups	5.153	1	5.153		
	Within groups	24.726	31	0.798	6.460	0.016
	Total	29.879	32			
Relation Management	Between groups	1.108	1	1.108		
	Within groups	93.619	31	3.020	0.367	0.549
	Total	94.727	32			

H₅: There is relationship between transformational leadership style with its four components; idealized influences, inspirational motivation, individualized consideration, and intellectual stimulation according to gender and age.

As shown in Table (7), T-test has been used to compare the differences between the Transformational Leadership Style and its four components according to Gender. The results revealed that there was no significant relationship between TRS and its components according to gender, where (T = 1.374, Sig. = 0.250 at $P \leq 0.05$). Noticeably, a significant relationship was appeared between individual considerations according to gender where (T = -2.06, sig. = 0.048, at $P \leq 0.05$). By and large, the null hypothesis is confirmed and research hypothesis is not confirmed.

Table (7) : The results of T-test for the differences between Transformational Leadership and its Components according to Gender

Variables		N	Mean	SD	T	df	Sig
TLS	Male	21	102.86	2.15	-1.432	31	0.162
	Female	12	104.08	2.71			
Idealized Influences	Male	21	22.62	1.66	-0.387	31	0.701
	Female	12	22.83	1.27			
Inspirational Motivation	Male	21	22.33	1.28	-0.536	31	0.596
	Female	12	22.58	1.31			
Intellectual Stimulation	Male	21	26.76	1.61	0.331	31	0.743
	Female	12	26.58	1.24			
Individual Considerations	Male	21	31.14	1.20	-2.06	31	0.048
	Female	12	32.08	1.38			

TLS: Transformational Leadership Style

Running one way ANOVA analysis was conducted by researcher to find out the relationship between TLS and its Components according to Age as the results shown in Table (8) made clear evidence that there was no relationship between Transformational Leadership and its Components due to their age as $F = 2.052$, Significant = 0.162, is not significant at $P \leq 0.05$.

Even though this result was so clear, but a significant relationship was found at individual considerations were $F = 4.231$, Significant = 0.048, at $P \leq 0.05$. Eventually, the research hypothesis is not confirmed, but the null hypothesis is confirmed.

Table (8) : The results of one way ANOVA for the relationship between TLS and its Components and Age

Variables		Sum of Squares	DF	Means of Squares	F	Sig
TLS	Between groups	11.481	1	11.481	2.052	0.162
	Within groups	173.488	31	5.596		
	Total	184.970	32			
Idealized Influences	Between groups	0.351	1	0.351	0.150	0.701
	Within groups	72.619	31	2.343		
	Total	72.970	32			
Inspirational Motivation	Between groups	0.477	1	0.477	0.287	0.596
	Within groups	51.583	31	1.664		
	Total	52.061	32			
Intellectual Stimulation	Between groups	0.244	1	0.244	0.110	0.743
	Within groups	68.726	31	2.217		
	Total	68.970	32			
Individual Considerations	Between groups	6.754	1	6.754	4.231	0.048
	Within groups	49.488	31	1.596		
	Total	56.242	32			

H₆: There is no statistical difference between respondents' attitudes toward decision making effectiveness according to demographical characteristics.

Finally, to test this hypothesis, researcher used multivariate of variance analysis MANOVA to investigate respondent's attitudes toward decision making effectiveness due to their personal characteristics.

The results were given at Table (9), as shown, there was not significant statistical at ($P \leq 0.05$) in respondents attitudes toward decision making effectiveness according to their personal characteristics. These results drive a more attention that some personal characteristics must be neutral as much as possible due to their negative impact on decision making process and might harm the effectiveness of decision. Some of these characteristics should be in relationship with decision making process to harness its effectiveness such experiences and training.

Table (9) : Multivariate of Variance Analysis MANOVA for Decision Making Effectiveness According to Demographical Characteristics

Variables	Decision Making Effectiveness			F-Test	Sig.
	Sum of Squares	df	Mean Squares		
Gender	0.123	1	0.123	0.003	0.857
Age	0.002	1	0.002	0.001	0.981
Qualifications	1.379	1	1.379	0.370	0.548
Experience	9.118	1	9.118	2.444	0.130
Training Course	1.876	1	1.876	0.503	0.484

7 Conclusions

The results of this research indicated that there is no positively significant relationship between Emotional Intelligence with its five dimensions; Self-Awareness, Self-Management, Self-Motivation, Empathy and Relationship Management and Transformational Leadership Style with its four Components; Idealized Influences, Inspirational Motivation, Intellectual Stimulation and Individual Considerations at target study. These results was so surprising because as known there are direct impact of environmental factors on the work itself as well individuals, such impacts drive managers and leaders to shift their modes of dealing with their subordinates emotionally rather autocratically and firms. Actually, if they tend to do so, the negative impact will arise on the surface as a serious problem they have to deal with it. A real example, the strikes nowadays inside government body in Jordan are harmful and lead to crisis if not wisely and emotionally resolved, otherwise it will turn upside down effects on national base. In comparison with previous studies, Kao and Kao (2007) are giving the evidence of relationship between situational leadership styles and decision making styles where rational decision making style was associated with leadership style, Tsai et. al., (2011) found such influences of EI on Transformational Leadership behavior that an effectiveness of reciprocal communications within leader groups, inter-leaders, within employee groups and inter-personal group communication (Troth et. al., 2012).

Despite the findings of no relationship emerged between transformational leadership styles and decision making styles, many scholars revealed to the associating of those variable (Muller, 2009; Gong et. al., 2009). Emotional intelligence influence leadership styles as leadership style can harness employees' self-efficacy, besides that EI play a critical role in shaping the strong interactions with leadership styles (Rehman and Waheed, 2012). Leaders are able to enhance decision making capabilities through their knowledge and how to control their emotions and directing them toward strategic directions such as decision making processes. Generally, leadership styles are seriously affected by individuals' emotions as he/she dominates these emotions carefully, manage them, socially interacts with each other and building a high network of relationships so they can easily cope with all problems and conflicts in organization (Mahadi, 2011). On the contrary, people who understand their own feelings and emotions and don't let them sabotage the way they make decisions can have a better chance in managing situations more effectively and proactively. It also helps them not only in making better and more successful decisions, but also in learning how to take control of their lives by becoming emotionally intelligent individuals.

Organizations and individuals may benefit from the development and utilization of behaviors attributed to emotional intelligence. The practical application of emotional intelligence skills can enhance individual and group decisions and outcomes and becomes a strategy for the development of the individual's and organization's ability to assess the impact and consequences of decisions, while simultaneously improving the quality and effectiveness of the decision-making process (Hess and Bacigalupo, 2011; Stanescu and Ciceci, 2012; Sayeed and Shanker, 2009; Hamidi and Azizi, 2011).

8 Future Implications

Eventually, based on what have been discussed earlier, the researcher is urging new scholars and researchers to examine further in detail the relationship between not only transformational leadership style, but also visionary as well as entrepreneurship leadership and emotional intelligence with its five dimensions especially in the Arab organizations and their impact on decision making and strategic planning. Concentrating on emotional intelligence will lead to flourishing new innovative and creative thinking and behaving accordingly so it considered value-added for many organizations banking on EI because it just like playing on the sensitive thin way of success even in ones' life.

The researcher urges other scholars and theorists to foster their study of emotional intelligence by concentration on gradually training individuals what are the emotions and feelings and how to control these feelings. Also, keep up the communications between all levels of hierarchy in organization create a sense of feelings and emotions exploited for the benefit of both individual and organization. Through effective communications, managers and leaders who are nurturing this trend will be in touch with followers so easily manage problems and conflicts even they can encourage creativity, innovation and new ways of thinking to tie them organization as first home. A loyalty and commitment will be automatically run without spending much time of buildup and instill these values.

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