

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES

EFFECTS OF EMOTIONAL INTELLIGENCE ON LEADERSHIP BEHAVIOR

Master Degree Thesis

Ahmed Ismail ABU AL TARABISH.

Department of Business

Business Management Program

Thesis Supervisor: Assistant Professor Dr. FIRAT BAYIR.

June, 2015

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İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

Yüksek Lisans Tez Onay Belgesi

Enstitümüz İşletme İngilizce Ana Bilim Dalı İşletme Yönetimi İngilizce Tezli Yüksek Lisans Programı **Y1312.130002** numaralı öğrencisi **Ahmed ABUALTARABISH**'in "EFFECTS OF EMOTIONAL INTELLIGENCE OF LEADERSHIP BEHAVIOR" adlı tez çalışması Enstitümüz Yönetim Kurulunun 12.06.2015 tarih ve 2015/12 sayılı kararıyla oluşturulan jüri tarafından *Dr. F. Bayır* ile Tezli Yüksek Lisans tezi olarak *Kabul* edilmiştir.

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Not: Öğrencinin Tez savunmasında **Başarılı** olması halinde bu form **imzalanacaktır**. Aksi halde geçersizdir.

I dedicate this work for all of the Free of this world, who fought
for the freedom, and for who died in the way of Freedom.

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Abstract

This research which titled (**Effects of Emotional Intelligence on Leadership behavior**) aims to identifying the effect of the **emotional intelligence** on the foundation **universities leaders** (academic and executive staff) 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 to a sample of 200 staff working in these foundation **universities** 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**.

Özet

Araştırma **duygusal zekânın**, özel üniversitelerin **liderlerinin** davranışlarına etkisini belirlemek, liderlerin kendi takımlarının organizasyon amaçlarına varmaları ve personelleri motive etmek için gösterdikleri çaba, etkinlik gibi yeteneklerine nasıl etki etmesini belirlemek amacı taşıyor. Başarılı lider olmak, gerekli olan farklı değişkenlikleri ve yetenekleri belirlemek amacı taşır. Bu araştırma Pedrides'in Kişisel **duygusal zeka** modelinin sağlıklı olmak, irade, empati, sosyallik gibi adımlarına adapte olmuştur. Onların etkinliği tam liderlik alanı teorisi ile belirleniyor. Araştırma, ayrıca özel, profesyonel cinsiyetine, yaşına, akademik becerilerine, tecrübe zamanına, kendi yöneticisi altında çalıştığı zamana, derecesine, kontrol kapsamına göre nitelenen davalar arasındaki farklılıkları belirliyor. Araştırma tanımlayıcı analitik yaklaşıma adapte olmuştur ve bu yaklaşım **hippyetik** ilişkileri belirleyen bilgi kazanmasına, **SPSS** kullanan analize, sonuçların yorumlanmasına bağlıdır. Uluslararası kabul edilmiş ölçüm araçları araştırmanın amacına uyum sağlamak için adapte edilmiş, yorumlanmış ve değiştirilmiştir. Gerekli bilgileri almak için bu özel üniversitede çalışan 200 personele anket dağıtılmıştır. Araştırma sonucu liderlerin **duygusal zeka ve liderlik tarzı** arasındaki önemli ilişkinin var olması için hipotetik ilişkiyi desteklemiştir. İşlem liderliğinin kendi hisseleri arasındaki ilişkilerden başka, duygusal zekanın tüm derecelerinde kendini gösteriyor. Ayrıca **duygusal zeka ve laissez faire liderlilik** arasında negatif ilişkinin olması kanıtlanmıştır. Ayrıca sonuçlar kişisel ve profesyonel cinsiyetine, yaşına, akademik becerilerine, tecrübe zamanına, derecesine, kontrol kapsamına göre nitelenen davalar arasında büyük bir farklılığın olmamasını kanıtladı. Araştırma iş yerinde **duygusal zekanın** uygulanması endişeleri ve gelecek araştırma için bazı tavsiyelerde bulunmuştur. Tavsiyeler **duygusal zeka** teorisi için farkındalığın artmasını, önemliliğini ve yöneticilik rollerinin uygulanmasını içeriyor. Ayrıca **liderlere duygusal zeka** teorisini kendi yönetimlerine uygulamak için uygun eğitim programının seçimini tavsiye ediyor. Araştırma **duygusal zekanın** seviyesini ve kişisel becerilerini ölçmek için gelişmiş

araçların uygulanmasını ve bundan potensiyel liderlerin işe alımında uygulanmasını tavsiye ediyor.

Chapter 1. Framework

1.1. Introduction:

The Emotional Intelligence ("EI"), is a comparatively modern conception began powerfully appears in section of administration. In fact, psychologists have had a head start in the study, research and a survey of this concept, and has conducted extensive research in the area around the administration. A lot of research papers emphasize this relationship between the emotional intelligence concepts with leadership concept. The Emotional Intelligence concept now has introduced new origins in multiple areas, including the human resources section and the organizational behavior. (Goleman, 1995).

Dr. Peter Salovey and Dr. John Mayer introduced the first definition of the Emotional Intelligence for the first time in 1990s, when they described it as "A type of social intelligence reflects on the ability to monitor the person to other people's feelings and emotions, and to distinguish them, and use this information to guide his mind about thinking and action". (Shapiro, 2007, P 6-12).

Daniel Goleman is the real founder of the term emotional intelligence in his famous book "Primal Leadership" when he defined leadership role on emotional intelligence, he said: "The primary function of the leaders is to launch of the good feelings within those who are led 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 the feelings of the individual and the interests of others in a social context properly, 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. Some research has recently indicated that emotional intelligence contributes 80% of success in professional life, while only 20% attributed to the IQ cognitive. Emotional intelligence largely shapes the behavior of the leader and determines his or her leadership effectiveness. (Goleman, 2002)

The researchers followed up on Leadership Behavior and try to study how that would affect those who are led. Recent studies on the subject of leadership tried to identify effective leaders resulted in two prominent theories: Transitional leadership theory which is based on the use of the exchange of reward and punishment as an incentive to manipulate followers into performing tasks (Avolio & Bass, 2003) This rule later represented the turning point for the development of the theory of transformational leadership (Avolio, 1999). Many researchers attributed the change that has occurred on the concept of transformational leadership happened because of the severity of the impact on the behavior of others, values and attitudes towards the changing events (Avolio & Bass, 2003).

We therefore conclude that both the leadership and emotional intelligence has to do with the psychological behavior of the person with the others around him, including all subordinates, co-workers, clients etc. So we can say that the leadership is the ability of the leader to influence the values, attitudes and behaviors of people, and the emotional intelligence is the ability to read and understand one's own feelings and those of others in a social context to perceive emotional reactions and take advantage of this cognition to impact of the others during emotional arranging "regulation" and the controlling of it. Along these lines, emotional regulation represents an extreme importance of 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 aims.

1.2. Problem Statement:

Observed increase studies on the subject of emotional intelligence in the workplace, many of the researchers mentioned that rely on emotional intelligence in the selection of administrators in different institutions, commercial, industrial or even service factors has led to improved performance and production dramatically than their choice based on knowledge or arbitrary choice.

Emotional intelligence shows us why some managers varies of each other in the fields of employment and their ways in making the right decision to solve problems despite the equality of mental capacity, experience and training.

Accordingly, the problem of the study crystallized to know the level of emotional intelligence at the administrative staff working in 5 foundation universities located in Istanbul City and its impact on their ability in decision-making and problem solving. The study attempts to answer the main question:

“To what extent does emotional intelligence affects these five foundation universities Staff 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**.

For this main hypothesis there are some of sub-hypothesis depends of it, as following:

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 empathize** 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 adopted Petrides traits model emotional intelligence, which consists of four major components and other subcomponents.

The researcher was took from the model of Avolio & Bass mainly to study the dominant leadership style as one of the three styles of leadership, transformational, transactional, and Laissez Faire.

A. The independent variables:

Main variable: Emotional Intelligence.

• **Sub variables:**

- 1- Well Being
- 2- Self-Control
- 3- Emotionality
- 4- Sociability

B. The dependent variable:

Leadership Behavior (Style)

1.5. Research Objectives:

The study aims to identify the emotional intelligence and how it relates to leadership behavior, and how the emotional intelligence effects of the administrative staff's behavior in Istanbul foundation Universities and on the behavior of their subordinates.

The study also aims to identify all the variables and competencies needed to find effective leadership.

In specific points, this study aims to:

- 1- To identify the level of emotional intelligence of different dimensions and its relationship to some personal and functional variables among respondents.
- 2- Determine the extent of emotional intelligence capacity of the leader (Istanbul foundation Universities) to influence subordinates and leadership to achieve organizational objectives.
- 3- Identify the main competencies of the most successful leaders and how they shape the leader's behavior and their ability to mobilize efforts of staff.
- 4- Determine the level of efficiency and effectiveness of managers in (Istanbul foundation Universities), and then compare these levels with the main factors of the effective and efficient leadership and concluded as a result.
- 5- Shed more light on the concept of emotional intelligence and the extent of sensitivity and demonstrate its importance in the administrative work.
- 6- Proposing recommendations for leader emotional intelligence training programs.
- 7- Demonstrate the importance of incorporating the skills of emotional intelligence in the process of selecting managers in different institutions.

1.6. Importance of the Research:

This is the first study of its kind that research the administrative status of Istanbul foundation universities, researcher trying to contribute to the diagnosis of the current

situation, to try to find the strengths to support and activate it, and placing the hand on the weaknesses and propose appropriate solutions for it.

This study will provide a detailed competencies and skills needed to fill leadership roles at the university, and how these competencies lead to achieve the aspirations of the university. 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 study is a serious attempt to understand how the application of emotional intelligence in organizations be, and how it relates to the successful leadership. This would encourage Istanbul foundation Universities for giving more attention and care to the development of emotional intelligence to its staff.

Chapter 2. Emotional Intelligence

2.1. Introduction:

All religions acknowledge that the God created humans and gave them a lot of graces, many of its apparent, and others are hidden, which is not limited and uncountable this is what indicated by the words of God in all the heavenly books.

During this chapter I will talk about intelligence and focus on emotional intelligence, which is the term of the new psychological terms that it was the first academic appearance in 1985, when a graduate student of an American university talked about in his doctoral title. Since then, the scientific term in contention in academic, and non-academic in the world, because it plays an important and vital role in the success of the individual and progress in various fields of life.

In 1990 was published the first article of the term emotional intelligence by both (Salovey & Mayer) talked about the emotional intelligence and tried to prove that it is a real kind of general intelligence, which it's appearance is due to the American writer Daniel Goleman, who has authored a complete book on emotional intelligence in 1990. (Rashid, 2003: 471)

This interest has led to the emergence of many theories and models that explain the dimensions of emotional intelligence, and most important of these theories Goleman's theory that drafted the emotional intelligence competencies in the context of the emotional content, which focuses on the emotional intelligence and wide as a system of competencies and skills that lead to leadership performance. And the theory (Salovey & Mayer), which drafted the emotional intelligence in the context of the estimated content, this theory describes the emotions as sources of useful information, which will help the individual to understand and recognize the social environment. And the theory of Bar-on,

which drafted the emotional intelligence in the context of emotional intelligence and social content, which uses the term holds passion and supposed that emotional intelligence is evolving and improving through (training, programming, and treatment). And the theory Petrides and his colleagues, which drafted the emotional intelligence in the context of feature content, which focuses on the emotional intelligence is considered as the gateway of a constellation of emotions associated with the perception of self and is located at the bottom of the personal levels. (Goleman, 1998, Mayer & Salovey 2005, Bar-on 2006-2007, Petrides, 2009)

2.2. The concepts of intelligence:

This concepts is divided into four concepts which are divided in the following intelligence:

1. Philosophical concept of intelligence:

IQ term older in the upbringing of psychology and scientific studies as I have already mentioned that the word intelligence traced back to the Latin term *Intelligential* as pointed out by Burt, the subject of mental activity was not too late to psychologists, Plato was divided the human psyche into three components which it is:

- a. Mind
- b. Craving
- c. Anger

and these components mentioned by Plato correspond in modern psychology:

- a. Perception
- b. Affection
- c. Propensity

2. Physiological concept of intelligence:

Spearman pointed out that cheers to the introduction of the term intelligence psychology due to the psychologist Herbert Spensier in the late nineteenth century where Spensier described life as a continuous adjustment of internal relations with external relations,

Spensier agree in this view with ancient philosophical trends in terms of excellence and showing major mental life:

- a. Cognitive and mental side.
 - b. Affective and emotional side.
3. Social concept of intelligent: Humans do not live in a vacuum, but rather live in a society affected by it and effect on it, for everyone has his or her own material and spiritual culture and society has customs and traditions, customs. It also has a way of thinking and methods of behavior and this logic we see a world like Thorndike distinguishes between three types of intelligence:
- a. The abstract intelligence: The ability to deal in words and symbols.
 - b. Mechanical intelligence: The ability to process the material kind of things such as mechanical manual skills.
 - c. Social Intelligence: The capacity to deal effectively with others, and includes the ability to understand people and to deal with them, and learn about the social attitudes.
4. Psychological concept of intelligence: A lot of psychologists tried to define intelligence by linking it with other fields of human activity. And enumerate here some of these definitions:
- a. Intelligence is ability to learn.
 - b. Intelligence is adaptability.
 - c. Intelligence is ability to think, especially abstract thinking in the formation of intelligence.(Omran Al-Ajmi, 2006: 235-239)

Many scientists have made many definitions of intelligence we mention some of them:

- a. Wechsler: “Overall general ability that enables the individual to act and think and adapt to the environment efficiently and merit” (Mansour, etc, 2002: 308)
- b. Dearbom: “The ability to gain experience and benefit from” (Omran, Ajmi, 2006: 239)
- c. Benter: “An individual's ability to compromise the success of the new relations in the life”. (Kuafha, 2005: 257)

- d. Spearman: Spearman says that "intelligence is the ability to perceive relationships and parties of relations or the ability to carry out higher-order thinking, especially abstract thinking." (Zurayk, 2002:23)

The researcher believes that intelligence is seen as a set of attitudes and levels, which consists of the individual which is that in order to help them adapt to the reality of living in all life situations.

2.3. The foundations of intelligence:

Many psychologists such as Jultn and Spearman agreed the key foundations of intelligence as the following:

- a- Biological factors: are the operation which affecting on behavior, at high levels due to the nervous system and its response by the dramatic lead to what is called thinking.
- b- Psychological factors: some definitions have appeared for this factor, some scientists have said about it is the ability to think abstractly and others said its praise based on relationships and its composition.
- c- Operational factors: And which are subject to the procedure or measurement, and the most important definition of it was for (Whibert) when he defined it as the "general mental ability" (Mansour et al., 2002: 308).

2.4. Types of Intelligence:

The scientist Gardner divided intelligence into seven types as following:

- a- Linguistic intelligence: it's the "sensitivity of individuals to sounds and syllables, vocabulary and linguistic meanings and such intelligence have writers and poets, journalists and intellectuals."

- b- Logical-Mathematical Intelligence: it's "the ability to infer mathematical, and treatment of logical relationships, and mastery of mathematical numerical tasks. Such capacity is available of specialists in mathematics, physics and other scientific materials."
- c- Musical intelligence: it's "the ability to produce innovation and musical rhythms and tones, and taste and hear the music tracks. And such a capacity available to the instrumentalists, composers and singers."
- d- Kinetic Intelligence: It's the "ability to control the different body movements and master fine motor skills and deal with things with great skill and such a capacity available with the athletes, dancers and instrumentalists."
- e- Spatial intelligence: It's "the ability to perceive the place and location, form and void, and the performance of transfers of visual perceptions of where and void and no such ability when architects, sculptors and artists."
- f- Social Intelligence: it's "the ability to understand others and to respond properly with individuals with moods and motivations and different ability to form social relationships and make friends as well as the ability to recognize the wishes of others and such a capability is available with therapists and business sales and staff of public relations and staff of advertising, media and clergy ".
- g- Personal Intelligence: Is "the ability to recognize self-feelings and self-identify potential weaknesses and strengths." (Zghoul, 2004: 263-265)

2.5. Theories of Intelligence:

There are many theories that attempted to explain intelligence, including the following:

- A. Spearman Brown Theory: Spearman published his ideas about intelligence in the research appeared in 1904, and he formulated his theory of intelligence in 1957, where he considered that intelligence consists in general of two factors:

- First factor: general factor, which is a general ability for the individuals, this capability is interfere in all mental operations carried out by human intervention.
 - Second factor: Particular factor, which has a relationship to prepare to do the work or skill, a mental quality capability has no impact on other mental processes (Kuafha, 2005: 229).
- B. Thorndike theory: which intelligence within this theory consists of a large number of separate elements and factors, as all mental performance is a separate component and riding a somewhat separate from the rest of the elements and factors. Thorndike believes that the replacement of general intelligence idea of the quality of the intelligence of the public by making them into three categories, namely:
- Category I: abstract intelligence is the ability to process words and symbols.
 - Category II: mechanical intelligence is the ability to deal with things and prepared.
 - Category III: Social intelligence is the ability to deal effectively with other people (Omran & Al-Ajmi, 2006: 248-250).
- C. -Cattell theory: The theory of fluid intelligence and crystallized intelligence, he “Raymond Cattell” believes that the intelligence divided into two types which are:
- Type I: The talent and mental capacity non-verbal, such as the ability to categorize objects and recognize the temporal and spatial relations and linguistic capabilities and numerical reasoning.
 - Type II: specific intelligence or amorphous, it refers to a number of factors influenced by cultural and process of formal education such as the capabilities and skills of verbal and numerical analysis and some of the tools and motor skills (Zghoul ,2004: 259).

2.6. Emotional Intelligence:

2.6.1. Chronology of the concept of emotional intelligence:

The attention of philosophers in the relationship between thinking and emotion back to many centuries led to a reliance on philosophical concept of intelligence on the way introspection in the detection of properties and features represented in the world of Plato who dividing the forces of reason to three aspects of the Chairperson is cognition, emotion, propensity. (Alsayed, 1994: 195)

Emotions as we have seen is composed of overlapping affective and cognitive components of interaction and this interaction is first sighted it's not soon be focused and gather and thus crystallized around the subject of passion. (Khawaldeh, 2004: 23)

Emotion is a harmonious inter passions about one subject, arise in the same individual as he charged in growth or acquired through experience and insight to its impact is in the mind, it is the bestselling types of emotions, including love and emotions of hatred. (Jabali, 2005: 9)

Emotions emotional experiences reach our feelings to other people quite quickly. (Adas & Tawq, 1998: 387)

Emotions also vary depending on the axis of emotion, and the topic that they are directed at him if they are related sensory perceptible things such as play, birds and comrades, brothers and parents. (Jabali, 2005:9-10)

This was confirmed by Henri Bergson (1932) that creativity is the highest emotion of the mind and character of lending an emotional color on every mental effort by human, and that emotional intelligence is a part of emotional intelligence and emotional intelligence components of the self-awareness and awareness of emotions and feelings and a sense of ideas and this self-consciousness, Howard Gardner called it (1983) "Self-Intelligence", emotional intelligence, which is the ability to control these emotions any ability to control emotions in a way develop mental abilities and emotional components. (Maghazi 2003: 58-60)

While the emotional intelligence of modern concepts in psychological heritage it has long roots dating back to the time when scientists interested in the importance of non-cognitive aspects in their definition of intelligence shows that since the attempt of Wechsler (1958), who has been to this aspect in his famous experiments for intelligence. Wechsler has defined intelligence as the overall behavior of the individual's ability to meaningfully and rational thinking and dealing effectively with the environment, and he considered that the personal, emotional and social factors is one of the aspects of the knowledge necessary to predict the ability of the individual to succeed in life. (Zghoul & Hindawi, 2004: 331-335)

Wechsler was not the only one who pointed out the importance of non-cognitive aspects of emotional intelligence whereas emotional intelligence, which is similar to social intelligence who wrote about Thorndike since the twenties to late thirties of the last century, where he divided his concept of social intelligence into three sections as following:

- a. Section I: Intelligence mechanical means the operation manual mechanical skills.
- b. Section II: Moral Intelligence: It means the ability to understand and use abstract symbols and meanings.
- c. Section III: Social Intelligence: It means "the ability to understand people and to deal with them". (Alsayed, 1994:9-14)

Spearman was on the same insight that it was in Thorndike, when he proposed in 1927 what he called a psychological relationship between the types of ten relations so subject to the law of creativity to recognize relationships and belongings in his view that the individual can understand other people's ideas and feelings around it by symmetry between them and the inner world and linked these concepts to the concept of a philosophical history is empathy, which means at the core of the humanities and social events. (Maghazi 2003: 86-90)

After more than a quarter of a century have been taking intelligence profile while Joy Paul Guilford viewing (1967) his model of the rate on the structure of the mind, and then mentioned the possibility of adding new categories of content category called "behavioral

content" that includes the type of information which is the behavior of others or self-behavior. (Abu Hatab, 1973: 174-180)

The researcher believes that emotional intelligence began to appear in the classification of Dr. Joy Paul Guilford, when he referred in his model of behavioral content, which includes information on the behavior of others and self-behavior, and also he presented in his model of cognitive informational who imagine that the conscience and knowledge of the two parties connected to one's intelligence is located between them, which is one of the aspects of emotional intelligence.

Thus emerged psychologists efforts to identify the nature of the intelligence that took him diverse styles to identify whether a component of the general mentality or a group of independent capacity and the ability of these scientists "Spearman, Thorndike, Thurstone, Guilford, Cattell, and Gardner", these scientists have found that the IQ range of capabilities that have been renamed different types of intelligence, such as mechanical intelligence and practical intelligence, and intelligence and other personal intelligences. (Alsmaduni, 2007: 20-22)

Indicate that the Howard Gardner's theory of multiple intelligences in 1983's, is the main source of emotional intelligence that personal intelligence class's into two halves, one in which self-intelligence and other social intelligence relating to the relationship between the individual and others. (Maghazi 2003: 98-101)

In that context, both (Salovey & Mayer) suggests that emotional intelligence includes both internal and external personal intelligence, as it includes capabilities that can be grouped into five ranges are as follows:

1. Self-awareness: Follow-up and self-identify as emotion is the form in which it occurs.
2. Management of Emotions: processing emotions - to understand what the feeling behind - a collar horror - anxiety - the anger - the discovery of grief.
3. Self-Stimulate: Make emotions and converted into the target service, emotional settings and to live rush.

4. Empathy: feeling a sense of others and focus on what you care about others to estimate the divergence of views about what the human feel, and people feel different things.
5. Treatment of Relations: the emotions of others and capacity management and social skills. (Hussain, 2003: 75-77)

Through previous view of intelligence, and it's definition and chronology of emotional intelligence shows that emotional intelligence has deep roots in the field of psychology, and this was confirmed by (Thorndike), which touched on the mentioned in the year 1927 on behalf of social intelligence, and thus the emotional intelligence is the one who helps the individual to know feelings and emotions, and emotions that have a significant role in his success in life exercised by the individual with himself and with others, and this was also confirmed by (Goleman) when he said: "The emotional intelligence has a major role in the success of life by more than 80% "

2.7. Emotional Intelligence Definitions:

The concept of emotional intelligence clearly appeared when (Mayer & Salovy) was published it in the first scientific article they published in this area, as this article included a first definition of emotional intelligence, and they recognized it as the "individual's ability to control his\her feelings and self-emotions, and emotions of others, in addition to the ability to distinguish between these emotions and use this knowledge to guide his behavior and thought (mayer & salovy, 1990).

Meyer and Carso and Salovy had stressed to the importance of the information provided by researches in the field of emotional intelligence and broad applications associated with it in various aspects of educational, health, economic and social life, as that may be a major and essential part of the personality of the individual. (Mayer, Caruso & Salovy, 2002)

Cooper & Sawaf indicates that individuals who have a high level of emotional intelligence are more health and success in their lives, and have effective leadership skills, in addition to professional success, and establish strong personal relationships compared to their counterparts who have a low level of emotional intelligence. (Cooper & Sawaf, 1997)

Emotional intelligence is influenced by social and psychological development of the individual, Weakness in the acquisition of emotional intelligence skills may be a key factor for the emergence of behavioral and psychological problems such as the individual's inability to emotions and low levels of empathy management. In addition to the inability to recognize emotions and to express them (Paker Taylor & Bagby 2001).

Bar-On was the first person who used the term of Emotional Intelligence, as interested in studying aspects of intelligence which is non-cognitive in personal, social and emotional aspects, before the establishment of each of Salovy and Meyer to publish their first model for emotional intelligence in general (1990), and he used of the term emotional intelligence, Bar-On was built his first own measurement to evaluate the emotional intelligence experimentally and theoretically over (17) years, and then published it in the year of (1997) under the name of list of emotional IQ (Bar-On, 1997, Emotional Quotient Inventory).

Mayer & Salovy has been reached through the publication of the first article to them that the definition of emotional intelligence is a manifestation or a form of social intelligence, it was defined as the ability to his emotions and other emotions control, to distinguish between them on one hand, and the employment of this capability in guiding thinking and action (behavior) self of the individual on the other.

According to this definition, emotional intelligence includes three main dimensions, namely:

1. The individual's ability to assess emotions and express them efficiently and accurate perception of the emotions of others.

2. Individual's ability to regulate emotions and emotions of others.
3. Employ feeling adaptive manner.

Mayer, Salovy and Caruso defined it as:

The individual's ability to distinguish the foundation meanings of emotions, and the relationship between them, as well as the individual's ability to problem-solving and reasoning based on feeling. And this includes the self-definition capabilities: perception of emotions, and absorb the associated feelings, and understand the information for these feelings, emotions and the organization and management.

The American foundation (Work mind) has defined it as: (the ability to know the speed of responses and reactions to situations and people and the use of knowledge in productive ways).

This definition included the following reference:

1. Emotional Intelligence skill includes the study of the feeling of the members of the group, and self-control, and internal motivation, and higher respect for the same.
2. Emotional intelligence can be increased in the age of majority, which like other capacity development should be, and even can be successfully developed through as the emotional intelligence means:
 - The ability to induce self on the face of frustrations, and control freaks and the postponement of a sense of self-satisfaction and satiation.
 - Ability to organize mental state, and to prevent sorrow and pain of the ability to stop thinking.
 - Ability to deal with hope and feeling it. (Goleman, 2003)

Hein also has defined emotional intelligence as a mental capacity that generates emotions and sensitivity to be enough for an individual to learn and

management, a skill help him to psychological adjustment to cope with stressful events. (Hein, 2000)

A review of previous definitions of emotional intelligence can be concluded the following definition: Emotional intelligence is the ability of the individual to recognize the feelings and emotions of self and understanding it, then understanding and awareness of the feelings of others around him and understanding and appreciation of it, and ability to adjust flexibly to the surroundings of the changes, and dealing positively resolve the daily problems faced by so that it is able to withstand the suffering of psychological pressure, and control his feelings, and managed efficiently, which helps him to move up the various mental, social and professional aspects, and thus it takes to learn a lot of positive skills in life.

2.8. Contemporary interest of the Emotional Intelligence:

At a time when many of the studies have focused on intelligence in general, it is almost no many studies on emotional intelligence, in particular, may be due to the relatively recent topic, where interest in it unless in the recent years, some studies have indicated that the proportion of mental intelligence (IQ) is unreliable as a predictor in the decision on the level of success of the individual or the future performance of the process, professional and academic fields. Charnes and Goleman has pointed to the educational applications of emotional intelligence competencies as follows:

- 1- The emotional intelligence competencies great impact on the success of vocational students in their management, so it should be able to help them these skills.
- 2- The role of emotional intelligence in the management of the economy and dealing with members of the community is very important.
- 3- Contribute to solving individual problems through interest in addressing conflict and contradiction between the sense of the individual and his ideas.

The importance of the role of emotional intelligence in the health and family relations, personal and marital and social networking and all aspects of a person's life (Goleman, 1995).

2.9. Models and dimensions of emotional intelligence:

When Meyer and Salovey wrote their first book on the subject of emotional intelligence, and that was the real beginning of this science, Goleman helped them in the publication of the book, Goleman at that time was a journalist in one of the famous newspapers in the United States, and he was interested in writing in the modern thought and to realization of the mind, so he was impressed of the book and the new science. Goleman trained on topics of psychology at Harvard University, he has worked with a specialist in this subject before. The experts who Goleman worked with them has cared of topics about cognitive intelligence, and social intelligence, so it was a very great opportunity for Goleman to enter a new world from the worlds of intelligence, which is emotional intelligence. (Mayer & Salovey, 2002)

2.9.1. Emotional competencies model:

This model is represents by both Daniel Goleman and Bar-On, where it was focusing on the emotional competencies to Goleman, emotional and social intelligence used the term (holds passion) for the Bar-On and includes the concept of emotional intelligence on four main constructs (self-awareness, self-management, social cognition, relationship management). Goleman defines emotional intelligence as "a set of emotional and social skills of the individual and necessary for professional success in life."

(Othman, 2001:173)

Goleman decides to take care of the emotions and feelings in the application represents a lifeline as he has emotional deviation, the emotional brain and emotions guide us in how to face the dangers and deadlock problems. (Maghazi, 2003:59_63)

Goleman points out that every human being has two minds, one of them emotional and second logical, and they are based together in a delicate harmony always synergize their system is very different in the knowledge to lead our lives, because there is a balance exists between the emotional and logical mind.

Where that passion feeds and provides logical mind processes information, while logical mind to purify the emotional mind works and sometimes object to it, however, each of the two minds are still semi-independent of each remains reflects distinct but interrelated process in neurological brain circuits. (Goleman, 2000: 25-29)

Goleman explained that emotional intelligence includes self-tuning and enthusiasm, determination and the ability to raise the self-motivation which is the qualities that help the individual to achieve success. (Doughty, 2007: 11-12)

Daniel Goleman focusing in this model of emotional intelligence as a system and a wide range of competencies and skills that lead leadership, Goleman outlined in this form four main elements of emotional intelligence, emotional competence is the first:

1- Self-awareness:

It is the ability to perceive the person to identify the emotions and raised, when he uses his sense of instinctive in guiding decisions.

2- Self management:

This means that the individual control his emotions and impulses and adapting in order to bring change in circumstances.

3- Social awareness:

It is the ability to sense and understand or respond to the emotions of others while to understand social networks.

4- Relationship management:

It is the ability to intimate to others and to influence them and their development during the conflict management.

Goleman has included a range of emotional competencies for each of the four building structures emotional intelligence, emotional competencies in the eyes of Goleman is not an innate talent but rather are educated and capabilities that must be worked on and developed to achieve outstanding performance and gorgeous (Goleman, 1998:201-202).

2.9.2. Bar-on Model:

Bar-On has developed EQ scale, which is one of the first emotional intelligence metrics and used the term (Emotion quotient), he defined emotional intelligence being related to the understanding of oneself and others effectively with a good relationship with the people and adaptable and follow the example of the ocean to become more successful in dealing with the environmental requirements.

Bar-On has assumed that emotional intelligence is evolving with the time and that it is possible to improve it through (training, programming, treatment) also said that individuals who are above average in (EQS) are generally more successful in the face of demands and pressures of Environment also reported that the lack of emotional intelligence can be considered a lack of success, and the presence of emotional problems.

Generally Bar-On considered that each of emotional intelligence and cognitive intelligence equally contribute to the emotional intelligence of the person, which provides an indication of the ability of the individual potential for success in life. (Bar-On ,2006)

Five metadata and fifteen sub these factors consist model Bar-On 2007 from most descriptions, definitions and concepts of emotional-social intelligence and has included one or more of the following key elements, all of which are listed in the conceptual model of the Bar-On:

1. Ability to understand the emotions as well as the expression of ourselves and our feelings.
2. The ability to understand the feelings of others, and connect with people.
3. The ability to manage and control our emotions.
4. The ability to manage change, and solving problems related to the nature of the person inside and exchanged between people.

5. The ability to generate a positive mood and self-motivation. This meta-factors of the conceptual model of emotional-social intelligence indicates as follows standards in the Bar-On to this model:

- Self-awareness and self-expression. (Intrapersonal)
- Awareness and social interaction. (Intrapersonal)
- Control stress (emotional management and control emotions). (Stress Management)
- Adjustment (change management). (Adaptability)
- General Mood.

Each of these five factors metadata includes a number of competencies, skills, and facilitators closely related to each other (15 in total), listed and defined below briefly.

1. Firstly: Intrapersonal:

- Self-Regard
- Emotional self-awareness.
- Assertiveness.
- Independence
- Actualization.

2. Secondly: Reciprocity:

- Empathy.
- Interpersonal Relationship.

3. Thirdly: Stress Management:

- Stress Tolerance.
- Impulse Controlling.

4. Fourthly: Adaptability:

- Reality Testing.
- Flexibility.
- Problem Solving.

5. Fifthly: General Mood:

- Optimism.
- Happiness.

- (Happiness Bar-On ,2007)

2.9.3. Based on the characteristic model:

Petraides has been suggested and his colleagues conceptual distinction between based on the ability and the model based on the theme of mental intelligent model says that the emotional intelligence feature model is a "constellation of emotions associated with the perception of self and is located at the bottom of the personal levels," As this model idiomatically refers to the realization individual to the same through the emotional abilities. The definition of emotional intelligence includes transformations and behavioral capabilities of self-awareness, which is measured by "self-report, and based on comparison with the ability which refers to the mental capacity, which proved irresistible scientific standards model. The emotional intelligence is based on the attribute has to be careful with him in the context of personal and there is an alternative title for this same structure called "Trait Emotional self-Efficacy", this model focus in this form beneath Goleman and Bar-On models that the concept of emotional intelligence personality trait leads to the building is located outside the classification of human cognitive ability of this important distinction has to apply directly on the operational side of this arrangement, theories and hypotheses that have been affixed around him. (Petrides,2009)

researcher adopts Daniel Goleman's theory of emotional intelligence, in which indicates that emotional intelligence is a set of emotional and social skills of the individual and these skills lead to success in professional life, for several considerations:

1. The emotional intelligence is seen as a set of competencies and skills that will help the individual to succeed in life.
2. The emotional intelligence is characterized as dealing with life situations faced by individuals in their daily lives, which increases their ability to speed perception of the events that are going through in a successful and healthy ways.
3. The emotional intelligence features that includes emotionally and emotional experiences that make up the human, which increases has successful response in life that passes by, which makes him aware of the emotions and the emotions that help him in dealing with others better.

4. The personal factors and emotional skills are what make the individual more successful and perseverance and assume its responsibilities in the face of life because this talent increases their ability to succeed.

2.10. 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).

2.11. 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.

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 3. Leadership

3.1. Introduction

Leadership constitute an important topic focus on various activities in all institutions and breadth foundation and the large size and complexity of its business and complexity, diversity and internal complexity relations, it's influenced by the external environment such as political, economic and social influences, wise and conscious leadership has become indispensable to guide the behavior of individuals, and mobilize their energies and mobilize their abilities, and to coordinate their efforts and organize their affairs, and guide them towards the correct destination desired goals and objectives (Cheng, 2003, p. 1).

The leadership core of practical management and her heart beating so is driving efficient one of the main features with which to distinguish between successful and non-successful, leadership for the organization can be likened to the brain for humans, they are which directs operations of action and reaction, coordination and in the circumstances, they are affected and moving the environment in which it operates (Wallace & Weese, 1995, p. 182).

On that leadership can be regarded as the spirit of the organizational work in the organization, and it depends effectiveness and vitality and persistence and presence. We find that the Administration scientists were interested in studying leadership became so occupies a prominent part in most management books. It has become clarify the concept of leadership and analysis and take it is extremely important, we will try to offer a range of the most important and most famous definitions so that we can identify what leadership.

With competition intensifies and the root changes in the regulatory environment, it has become the subject of a common organizational structure and increase significantly and

cause a significant impact on the organization through its commitment to workers. In fact, the prevailing belief among scientists now is that some members of the organization are most able to achieve the goals and aspirations of the organization on behalf of the organization as a whole. Many scientists believe that, organizational commitment issues has a significant impact in job turnover rates, and the percentage of productivity, and job satisfaction as well as the success of the individuals in the organization. (Villanueva, 2003, p.2-3).

One study discussed the matter through a sample that included public outreach staff, the researcher said that managers should be aware and perceive of all the relations between the different types and application of the concept of leadership. And it must communicate with the public managers to be aware of and understand the whole concept of organizational commitment, in order to make an advanced understanding of the subject results in desirable behavior and consolidation, and reduce the undesirable behaviors and try to address them. And thus get good results in the case of job satisfaction. This in turn leads to the reduction of labor turnover. (Emery & Baker, 2007).

3.2. Definition of Leadership

The rapid development experienced by modern management, has led to the increasing need for management to the people in charge of administrative organization management, more than practitioners of power, and administrative regulations has become a dire need to much more than that run they need to be driven, and from here seemed to pay attention to what is known administrative leadership to face the responsibilities and tasks in this administrative regulation (Yukl, 2002, p. 1).

Burns stated that "Leadership is one thing can be seen in a very obvious and clear, but it is very sticks to understand fully" (Burns, 1979, p.3).

Since the start date until now, the leadership is still indeed the subject of a renewed humanitarian, and it's generally regarded as most important element which driving successful or fault of the institutions and schemes factors. (Bass,1991a).

Many scientists attribute the emergence of leadership as a process to philosopher Machiavelli in the sixteenth century. (Smith *et.al.*, 1989).

There were many and varied definitions of leadership, and cannot say that there is a perfect definition ideally as authors agreed, but these definitions variation depending on the angles that are seen by these writers, before talking about modern trends in leadership we will talk about the definition of leadership, where there are many definitions of the concept of leadership by the researchers, and those interested in the administrative aspects, and there is no specific definition has been agreed upon, the following is a brief overview of some of the concepts of leadership (Bass,1991a; Youkl, 2003).

In fact, these paper of the concept of scientifically leadership systematically began in the twentieth century, with the beginning of feeling anxious leaders in terms of their effectiveness and efficiency in controlling the situation. (Youkl, 2002). Researchers are trying to define the concept of leadership through individual orientations. There are many definitions of the concept of leadership provided, total, and they are all running in the same ark. (Luok, 2002).

Leadership has been defined in terms of several angles, among them, the interaction patterns, the occupation of the administrative status, managerial behavior, and influence others (Yukl, 2002, p.2).

Table 3.1: Shows some definitions of the concept of leadership

No.	Leadership Definition
1	It is a process whereby a person affects the rest of the members of the group to achieve specific goals .(John & Peter, 2004:568)
2	As individual behavior to guide the group in order to achieve the common goal (Chuang, 2005: 3)
3	Leadership is defining the goal and directing all available efforts towards achieving this goal, and spend all the tools available to the process of achieving that goal. (Jacubs & Jaques, 1990, p. 280).
4	It is the influence and inflaming the enthusiasm of others in the process to do their jobs perfectly (Martin&Batrol, 1998, p. 416).

5	Leadership is the ability of an individual to motivate others and enable them to effectively authorized tasks which contribute to the success of the organization (Huose et al, 1998: p.185).
6	Leadership is a special case, where someone takes over and influence the decision of others, to do the right thing and what they need to do (Schremerhorn, 2001, p288).
7	Leadership is a social major role done by commander during its interaction with the other members of the group, and be carried out by his power and ability to influence others and guide their social behavior in order to achieve the goal of the group (Anotonakis, et al 2005, p.6)
8	Is the achievement of the target during the supervision and guidance. Commander is the person who can achieve the desired goals by aides (Kuoses and Pussner, 2008, p.15)

It is clear from the above definitions that there are three basic conditions must be met for the existence of leadership, namely:

- 1- The existence of a group of people are under the command of the commander, and this first basic element for the existence of the leadership process.
- 2- A person from among this group has the ability to influence the rest of the group and can assume responsibilities and duties and has many of the characteristics in his personality qualify for this important process.
- 3- The leadership process should be aimed to, the effect on the activity of the group and guide their behavior towards achieving the goals and objectives drawn by the leader, and in order to achieve this leader seeks to find appropriate ways and create a state of cooperation between the members of the group to achieve the set goals. (Stummpf, 2004).

Burns wrote that the leadership reflects activity is different from the authority, where Burns believes that "for the control of resources, and sources of funding, and the tools available, and energies, this is one of the duties of authority, not the leadership, the

leadership mainly dealing with people, in an attempt to influence them and motivate them and this is the basic function " (Burns, 1979, p. 18-19).

Howard Carlisle sees "that the leadership term and the concept is more limited management, so that management includes all operations related to the achievement of the Organization of the goals, while driving more limited in motivating others to achieve these goals and thus driving involving under management, it's a job subset of functions, the administration include planning, staffing and organization, supervision and control and so on, and leadership associated with supervisory process. And if the administration is to find out the needs which should lead to make the regulation is successful, the leadership is to make others perform it

Taking into account all the factors related to the subject the leadership can be said that "the leadership is a vital process first, dynamic Secondly, able leaders from which to understand their followers and influence them in a professional manner, to overcome their own interests and focus on the public interest of the organization, and this is done through the important staff shared vision of the organization, and motivate, and support high levels, and determining rewards and reward and punishment systems, and focus on the reward even more, so as to achieve the objectives of the institution the level of high-efficiency, large and effectively, by directing the joint effort. "

3.3. Qualities of a successful leader:

Does the commander certain qualities must be characterized by?

Any organization needs to leader, who has a high potential for making a strong building of the foundation. The leader always be the first upstream of inspiration and influence, and the ideal of followers. And access to the target is a top priority for him. Organizations estimated these leaders because they are the completion of the business and can stimulate others to the same end. (Fiqi:2008.14).

There are some writers, researchers wrote in the necessary and essential qualities required to become a successful leader, and is making progress on the level of performance, wrote

in the order, Dr. Ibrahim al-Feki specialist in human development terms between these characteristics and features are summarized in the following:

1- Competitive: A good leader is the one who be able to compete. Always works hard most of all, to overcome rivals, has the ability to create solutions to problems encountered. Can create tips and bind the followers, to get to the finish.

2- Confidence of iron: It is important to be trustworthy leader, has the first self-confidence, abilities Second, Third, his followers, and the conduct of work, if suspicion of leadership leak, then we are facing a profligate leadership, cannot continue.

3- Intelligence: self-confidence and trust in others is not everything, high confidence that are free of the intelligence, leading to the rapid defeat. And then to the loss of confidence in yourself and others.

4- A good communication: A good leader has an excellent ability to express their goals, tasks, and warnings which is required of the work Team. The leader has to have enough of that ability in order to deliver those ideas and explained smoothly.

5- Focus: Leader remains focused on the goal, which is approved by him and the members of his team, whatever the circumstances. It might be some periods which during it the team members feel that things have been intermingled with them, in these periods the leader must maintain a calm of his members, clarify things to them, and maintain their unity.

6- Future Vision: (long-term) real leader has a long-term look, he himself is in the present, but his mind being in the future, always has a new trick in his sleeve and trying to achieve more.

7- A good leader someone flexible, while the good leaders strive to collect all the previous features that distinguish a good leader, but they realize that each horse stumble, they do not try to be perfect, nor ask others perfect, they appreciate it, not a path to their hearts despair finds never, so they rise up from the pitfalls and regain their balance if they fail, do not hesitate to try again even succeed.

Finally, in some cases, leadership qualities created innately with some of the people which is found in abundance in cases of this world, but this is no longer enough of a scientific terms. The leadership skills like any human skills, do not grow with age, but on the contrary, they weaken with age, if there is no interest in developed and built on scientific foundations, so that it is at the time this instinct science-based, and this example is one of the most powerful examples of learning in the age modern.

3.4. The psychology of leadership:

Effective men and great men is one of the rare things in this life, as the drafting of leading figures are considered a very complex issue involving many of the qualities and characteristics and experiences that will influence others in order to work on the progress of life. Barely any progress can be made possible for those of civilization, in all areas, whether in the fields of art or literature, or natural and life sciences, or even in religion and politics.

Whether in good or in evil, the leaders are trying to seek in order to understand the course of history and reality is wider than what it is, and in order to understand the relationships and determine the future shape of which is not necessarily the goal of all leadership structures in the functional organization. And of course, we are big science, much of experiments in which the leaders succeeded in a very large in creating the appropriate conditions for their organizations and their teams, and they making history. And report the main aspects of the formulation of the future, and this was not an impossible.

This leadership focus works perfectly like the engine for individuals, a large model proliferation in the life of the leader, and focuses specifically on the psychology of individual, focusing on the answer to some peculiarities in the life of the leader like these questions, how he lived commander in the past and how they grew up? What are the most important events that have influenced him and in his life and has marked a turning point? , What are the psychological and mental characteristics that distinguish it from other commander? What makes these distinctive characteristics for him?

To answer such questions, a new industry emerged and spread quickly in a period of time where all sorts of people can comment and say including experts, social workers and religious scholars, philosophers, scientists and administrative management and social and other sciences.

And include contributions of all these varieties of people following that, biographies, and scientific predictions, various analyzes, whether scientific or other, and other accounts of the life of populist leaders in their entirety. These contributions are largely long-term and is as diverse as the various events. However, the common point in all of these challenges is that there are individual understanding of the issue of leadership in general, and this understanding is not necessarily belonging to the personal nature of the leader and the organization led. 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. (Hasalam & Riecher, 2012, P26)

3.5. Trait Theory of Leadership:

It has been very difficult to identify effective managers and leaders. Early studies of leaders defined them by traits they were supposed to possess. 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. 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. These characteristics are:

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 wider range of interests

3. **Inner motivation and achievement drives:** leaders want to accomplish things, when they achieve one goal they seek for 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 others. They understand that to accomplish any task they must be considerate of others. Many studies of traits have been conducted and found following traits in an effective leader Ralph. M.stogdill (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, initiative and socially driven like cooperativeness, interpersonal skills and administrative ability.

Not all leaders possess all these 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:

Burns was the first one who found the full range leadership theory in 1978. He recognized transactional leadership manner style which concentrates on motivating followers by presenting rewards in return of services they provide (Stummpf, 2003). It was in 1985, when Bass developed Burn's work, who wasn't fully contended of the existence of theories of leadership that concentrate on followers' goal and position elucidation and how leaders remunerate or reattribute follower's behavior. Bass used the term "Transformational Leaders", for describing the leaders who impact followers to rise above self-interest for the benefit of their group or organizational unit.

The importance of Transformational leadership importance appears through providing higher meaning and purpose (Anttonakis and Huose, 2003). On the other hand Bass

viewed transformational and transactional as dimensional constructs with the two at opposite of the same continuum, in contrast. Burns viewed them as supportive and as such are both substantial for every leader to involve in leadership behaviors (Dum Dum, Low, and Avolio, 2002).

No doubts that Transformational leadership theory has passed through many revisions and expansions (Bass 1990; Avolio and Bass 1991; Bass and Avolio, 1994; Hatter and Bass, 1998; Avolio, 2003 and 2004). In that series, the Full Range Leadership Theory (FRLT), was developed by Avolio and Bass (1995), which evolved from Bass' transactional/transformational theory (Antoakis and House, 2002) and regarded the most contemporaneous model in that has the ability to explain leadership and its multidimensional nature and to empirically measure behaviors that can be used to forecast leadership outcomes (Antonakis, *et al.*, 2003).

Three transactional leadership factors and laissez-faire leadership or the absence of leadership are five transformational leadership factors which form leadership manner as a multidimensional construct in view of the full range leadership theory. (Antonakis, Avolio, and Sivasubramaniam, 2003).

3.6.1. Transformational Leadership:

The term of transformational and procedural leadership (Burns, 1978, Bass, 1990) has become a basis to study the leadership, this term has been used mostly to differentiate between management and leadership. Burns (1978) is the one initiated the term transformational leadership) in writing on leadership, to distinguish between those leaders who build with the objectives of the relationship, and begin motivational operations with their subordinates, of those leaders who rely extensively on mutual benefits process to get results. Burns has submitted (1978: 20) the definition of transformational leadership as "a process whereby the leader and followers to the advancement of their respective each other to reach the highest levels of motivation and morality." (Kondalkar, 2007, P 263).

Transformational leadership is looking to the improve the sense of belonging through resorting the ideas and moral values such as freedom, justice, equality, peace and humanity (Bass, 1985). The behavior of transformational leadership starts from the

personal values and beliefs of the leader and not on the interests of the exchange with subordinates (Bass, 1985).

A Transformative leader moves in his work through a well-established value systems such as justice and integrity, while Burns called these values, the internal values. The internal values and values cannot be negotiated or exchanged between individuals. Through the expression of those personal standards transformational Leader can t harmonizes between the beliefs of his followers and his own goals. Tichy and Devanna 1990 believed that transformational leadership participates in operations involving consecutive steps, Including recognition of the need for change, find a new vision, and make the change work of the founders. In Review of (House, 1995) literature Leadership and Change which also include attractive leadership and visionary leadership he explained that "the majority of the models share in general in terms of clarifying vision, speed up the acceptance of group goals, and provide individual support, and an effective leader seeks to change the basic values and trends of followers and therefore be willing to perform high levels to exceed levels set by the Organization ". (Podsakoff et al. 1996: 260)

Transformational leadership contains five subscales:

- 1. Idealized Influence (Behavior):** Attractive (ideal effect) describes the behavior of a leader who has the admiration, respect and appreciation of followers. This requires risk-sharing by the leader, provide the needs of belonging to the personal needs of leader, and do behavior of an ethical nature. (Huoghes, 2006).
- 2. Idealized Influence (Attributed):** Individual considerations, shown through a leader who possesses good and active listening style, while special attention is given to the needs of followers as well as their achievements by adopting appreciation and flattery strategies. (Huoghes, 2006).
- 3. Inspirational Motivation:** Inspirational stimulate. This focuses on the actions and behaviors that give rise to the leader in followers love the challenge. Those behaviors are working to clarify the expectations of the followers, describing the style commitment to organizational goals, and stimulate team spirit through the enthusiasm and idealism. (Huoghes, 2006).
- 4. Intellectual Stimulation:** Inspirational stimulate. This dimension focuses on the

actions and behaviors that give rise to the leader in followers love the challenge.

5. Those behaviors are working to clarify the expectations of the followers, describing the style commitment to organizational goals, and stimulate team spirit through the enthusiasm and idealism. (Huoghes, 2006).
6. **Individualized Consideration:** Intellectual arousal. in which a transformative leader starts to look for new ideas and encourage creative problem-solving manner by followers, and support new and creative models to perform the work. (Hauy, 2008).

3.6.2. Transactional Leadership

This approach looks at the process leading to include induction and persuasion and reduce the force. It is through the joint relations between leader and subordinates someone begins to work in line with the expectations of the other. (Burns, 1978). Hollander was introduced in 1978, a significant contribution in this area when the first model of leadership reciprocity developed. He pointed out that the leadership dynamic process depends on the continuing personal interactions between leaders and followers, and the responsibility of leaders is to provide a clear vision and guide and motivate their followers, and when this gets, the followers will exchange with them the high response in line with their expectations. This means that leaders are given justice and opportunities for advancement in the work of subordinates in return for subordinates respect and appreciation for them. (Bass, 1990). The interactive form in the framework of the studies the impact of reward and punishment on the behavior of subordinates, and he describes the development that should take the relationship between the followers of President path until the leadership to be effective, and this model is based on the organization defined as the roles of the system, as determined role in the framework of reciprocal relationship and negotiated between the official and subordinates (Cheng, 2003, p21).

On the basis of the foregoing clearly shows that reciprocity leadership depends on the (power, rewards, and punishments) to influence the followers for compliance with behavioral, with practices that would maximize the mutual interests both sides and on the

basis of the intellectual content of the aforementioned, and others, it identified the leader-interactive properties and orientations as follows :

1. Determines subordinates paths that contribute to the achievement of the goals.
2. It gives incentives to subordinates and push them to achieve the goals.
3. Eliminates obstacles from the path that leads to the achievement of the goals.
4. It increases the satisfaction of subordinates through incentives.
5. It avoids the risk to a large extent.
6. Cares about determinants of time performance.
7. Deals with what exists as a means to keep control or control.
8. Pay attention to identify deviations and take corrective action (Bass, 1990).

In other words more clearly the basis of reciprocity leadership, is the exchange process between leaders and subordinates, as the leader-interactive recognize the wishes and needs of subordinates, then explains the roles and responsibilities for subordinates to achieve these needs and desires which will be satisfactory to meet specific targets or perform certain tasks, and thus achieve results spam, subordinates receive rewards in exchange for the performance of their business, and when leaders benefit from the completion of these works. The leaders are helping to build the confidence of subordinates, as well as to satisfy their needs, because it is possible to improve productivity and ethics at work. (Antonakas & Huose, 2003).

Transactional Leadership model, which was developed by Hollander includes two components:

1. Conditional Reward: This means that the commanders are carrying the reward subordinates in the case of their investigation of the expectations and goals set by these leaders.
2. Administration by Exception: it's about the interference in the work of subordinates' leader when he spoke only errors. It is a form of corrective reciprocity leadership and tend to be largely ineffective.

The idea of this model is based on the evaluation of subordinates to that of their leaders, and the standard of success in this model is the amount of efficiency and reliability of the commander. A leader gets points whenever showed civil and efficiency and supported the

community rules and values during his quest to accomplish the tasks of the organization. This model has begun to recognize the importance of the views of the subordinate to prove the efficiency of command influence, as he was beginning to see the impact of the researchers' motivation of the individual as a result of successful personal interactions between leaders and followers to achieve the objectives of intercourse (Emiry, and Bakerr, 2008, P 81).

3.6.3. Laissez-faire Leadership:

Laissez - Faire Leadership style appearance return to the period in which the free approach prevailed as a way to guide individuals and their activities efforts, Laissez - Faire Leadership mean, that the leader leaves for subordinates freedom of action, which is to subordinates the right to doing business in accordance with the method they deem best from their point of view. Laissez - Faire Leadership is considered an extreme model of democratic leadership. In this model the leader depends on a very low level of control, and try to influence the followers better. This method of leadership promote trust between the staff and leadership, and contribute to the development of the individual and its ability to achieve the goals set. And taken to this method is that in the case of the weak control of followers, it leads to a lack of cohesion within the organization, and within organizational unit target.

Among the most important characteristics of the Laissez - Faire Leadership which was revealed by Applied Studies follows:

- 1- Leader is heading to grant freedom to his followers, for the sake of doing business.
- 2- Followers can make their goals and aspirations, and they can also participate in the formulation of the aspirations of the organization as a whole.
- 3- In this approach, the delegation of authority existing model significantly, and the leaders is committed to it.
- 4- Basically, the role of the leader is only overcome the obstacles in front of followers, and provide appropriate conditions for them to get their work done. (Hartog, Muijen, & Koopman, 1997).

Many criticisms addressed to the Laissez - Faire Leadership, the most important of it was the weakness of the supervision and guidance for leader, not to adjust the working activities, unleash them in the performance of work, and in the issuance of decisions, all of this leads to chaos and to the issuance of wrong decisions in most cases.

Can work with this approach through many ways and different forms, it is for each institution and conditions of the present and future, and how to work them, a lot of scientists suggested some of these ways, which were through, for example, reduce the number of committees to supervise and follow-up, or, for example, stay the leader in far from followers place, and to allow them to work more comfortably. (Bass,1990,P 551).

3.7. Emotional Intelligence and Leadership:

3.7.1. Why Emotional Intelligence is needed in Leadership?

Emotional Intelligence has contributed to the improvement of our view of the many behavioral issues, the most important subject of leadership and influence, it constitutes one of the fundamental changes that took into prominence as one of the core players of administrative leadership qualities, if we consider the emotional intelligence range of capabilities that relate to how the individual's ability to self-dealing with his feelings and emotions and the ability to deal with the feelings of others. And if the leadership is the ability to influence the behavior of others to achieve the desired goals, the leader and his success capacity in the administrative leadership pledged his skills in dealing with the emotions and feelings of followers of his people (subordinates), and his style can contribute to how to deal with the needs of individuals and how to motivate them effectively. (Reladan & Nadleri, 2011).

As some researchers on the subject of emotional intelligence believes, the leader who has emotional intelligence is believed to be more loyal and committed to the organization in which it operates and happier in his work as Abraham seen, and has a better performance at work as Goleman seen, and has the ability to use the intelligence that has to improve and raise the level of decision-making, and is able to enter the joy and happiness,

confidence and cooperation between employees through personal relationship as George seen. Jackson Wallachia believes that emotional intelligence represents about 85% of the causes of the high performance of the leading members. It also has the effect of emotional intelligence in organizational performance, and that by using emotional intelligence can double the productivity of employees in some of the roles that they do.

The new demands leaders have to meet:

Scientists tend these days to say that, the most important leaders of the success and emerge successful in their business needs to enable the workforce and the adoption of the consultative methods, cooperative and democracy. These new demands include:

- 1- Until this moment, the leaders who spirited consultation and participation in their lives still, subjected to harsh criticism, because of the absence of a clear vision and specific objectives of the consultative process they are waging.
- 2- In case things go for the worse, there are doubts about the percentage of responsibility borne by the leaders of independence and consultative.
- 3- Opportunities for growth, challenge and glory - leaders must be on hand to coach and mentor us so that we develop our potential.
- 4- Trying to create a team spirit within the organization, and work under them, so the leader can make trust between subordinates.

However, in this world that no amount of capacity breakers who can achieve all that.

3.7.2. How we can use the concept of Emotional Intelligence in the developing process of leadership:

These days you can find a great deal of models, and tests interested in our subject this (emotional intelligence), and aimed most of these models and tests to measure the degree of this intelligence, quality and quantity, and try to understand it, directing efforts even more in order to get the best results. And these tests can determine the levels of this intelligence, and his degree, accurately. (Reldan & Nadler, 2011, P50):

1. Experiential exercises

2. This gives higher efficiency and generality of determination of potential strengths and weaknesses in Emotional Intelligence expressions. The self-assessment and 360 guarantee particularity to the range that attains a higher standard of fidelity in the feedback and rating, when they are undertaken online, and outcomes operated by independent person. This path challenges self-satisfaction and can give people the ability to grow and develop.

3.7.3. Emotional Intelligence in Leadership:

Ohio studies on leadership in the last century, has shown that effective leaders are those who are able to generate feelings of trust and mutual respect with followers and building strong relationships with them. And it was followed by many of the research that confirmed that the ability to drive related to the ability to solve complex social problems that appear within the organization. In the contemporary time it has become work by the difference is essential, imposed by the evolution of the organization; technically qualified individual is no longer sufficient to ensure the effectiveness of the organization, and became more and more clear, that emotions play a role in the professional field, and that it requires recognition and its impact on production and on the effectiveness of the organization as a whole.

Researchers tend to classification of individuals within the work in two types, the first type were:

1. Emotional of people who need a small amount of tension in order to be a strong motivation for them to make the effort, unlike the second mode,
2. Emotional of people who need greater tension to push them to work as much.

Studies have shown that individuals, using their emotions to increase job performance; those who have high levels of emotional intelligence are able to adjust their emotions according to business requirements. In general, the subject of leadership is closely linked to a major topic of emotions; for example, job

satisfaction, which is the most important indicators of effective leadership, respect for the followers of the emotional side.

On the other hand, the emotional cases can develop into a relatively stable feeling, and then to the direction, and so the leadership or the overall organization that encourages the development of sentiments and trends pattern, be feeling for him an effective means of action contribute to the formation of attitudes among individuals, and contribute to in organizational loyalty to their configuration.

Goleman believes that characterize individuals thinking and nurture their attitudes, a sort of emotional learning, and that the leaders are playing a crucial role in influencing trends followers and establish the required standards of the group through their emotions management, also influence the same way in motivation, example of this criticism is among the main tasks of the commander, the use of randomly may generate counterproductive; When an individual is satisfied that the failure is due to the lack of the ability to display, lose the desire to work and to make any effort, and also when he explains that the criticism against him as an attack on his person, will generate it has a case of behavioral defense.

It has become a short time ago a study of emotional intelligence as a factor in the effectiveness of leadership received widespread, and most of these studies have sought to ensure that there is a positive relationship between emotional intelligence and variables such as:

Effective leadership, transformational leadership, or executive leadership, and the results allowed to confirm the role of emotional intelligence to recognize the followers of the behavior of the leadership.

More specifically, it is revealed that the leader who enjoys a high level of emotional intelligence be effective for more effectiveness to the following standards:

- The ability to improve the working group, the objectives of the organization and the means to achieve,
- The ability to inspire individual's importance peculiar to behaviors and activities required to work.
- The ability to create enthusiasm and confidence and optimism about the organization and maintain them.
- The ability to change, and flexibility in decision-making.
- Ability to establish the identity of an honest and acceptable to the organization, and maintain.

Goleman believes that the success of the organization is linked to the level of emotional intelligence with their managers, and that they must recognize the feelings of individuals towards vocational center in which they work, and to intervene in the event of problems, and self-emotions management in order to win workers' confidence, and they understand the social informal agreements located within the professional social fabric.

Bourey & JDMayer indicates that while people need as much of IQ in order to behave in a good way, the emotional intelligence that distinguishes the prominent leaders. Goleman used the term organizational understanding or organizational awareness which demonstrates the ability to know which dominates the relations working group, and believes that the ability to communicate in the social work field has to do with influencing skills, conflict resolution, encouraging the development of others, teamwork, and cooperation.

Gardner finds that intelligence in the relationship with the other consists of four capabilities: the ability to organize groups, negotiating solutions, personal relationships, social analysis, and the ability to organize groups necessary for the leader of the joint group of individuals to coordinate the efforts.

Extrapolating research, which focused on studying the effects of transformational leadership and leadership reciprocity turns out that transformational leader has a high level of emotional intelligence. This property

is considered essential to the process inspire followers and build strong relationships with them. Even the definition of transformational leadership himself explains this trend, as the leading method focuses more on emotions.

Transformational leader is the one who raises the level of awareness among his followers, earning their trust and lead them to achieve goals far beyond those ruler them. And therefore the characteristics associated with emotional intelligence significantly such as assessing the feelings of others, and the ability to build and maintain relationships, we find in the heart of transformational leadership.

Goleman distinguishes six styles of leadership to respect each style a particular set of emotional skills falling within the model, which can be effective depending on the situation.

Chapter 4. Previous Studies:

4.1. Introduction:

In general, this chapter deals with studies that have examined the subject or subjects similar to it, in both local and global environments, for the purposes of comparison between what it gets a researcher from the results with what has been reached than ever before, and what is new provided by researcher in this context?.

4.2. Researches:

1. Study of Bzazo 2010:

- **Study Purpose:** the study aimed examining the effects of emotional intelligence of UNRWA Jordan 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.

The title of this study: "The impact of emotional intelligence on the job performance of employees in Jordan, the regional office of the UNRWA for managers." This study aimed to identify the level of emotional intelligence of the three dimensions: sensitivity emotional, mature emotional, and efficiency emotional, and its relationship to some demographic variables when respondents and come up with recommendations contribute to enhancing the level of emotional intelligence and increase interest in him as a distinguished career and excel factors, and this study was conducted using Dalip Singh model of emotional intelligence in the administrative environment, and represented the

research problem in the following main question: "Is there a relationship between emotional intelligence and functionality workers in Jordan Regional Office of UNRWA for managers?".

- **The study found the following results:**
 - a. There are statistically significant relationship between the three components of emotional intelligence as a model Singh, professional performance and effectiveness of the four dimensions (leading teams and managing the relationships with others, and the ability to motivate staff morale, and the ability to manage conflict and conflict resolution).
 - b. The study showed no effect of sex workers and functional class and the number of years of service at the level of emotional intelligence of managers working in Jordan, the regional office of the UNRWA.
 - c. The study showed that there is a trace of the old worker at the level of emotional intelligence of managers, it was found that it directly affects the emotional maturity, and this is the result of experience gained in life as a result of contact with a variety of types of people.
- **The study recommended the following:**
 - a. Include the annual performance report more paragraphs and more weight that regard emotional intelligence.
 - b. Insert emotional intelligence factor in recruitment procedures in terms of pre-employment tests and interviews.
 - c. Design standards emotional intelligence using performance tests through collective consensus that simulates the reality of the regulatory environment in Palestine style, and it guided the available standards in administrative work in other environments environment (American, Indian, and Chinese).

2. Study of Suliman, & El-Shiakh, 2006. "Emotional intelligence at work: links to conflict and innovation".

- **Study Purpose:** This paper aims to study and explore, the impact of emotional intelligence and its role in working in organizations and

companies results, and this is the first study locally that are interested in this field.

- **The Methodology of Research:** The adoption of the self-survey of the questionnaire method, in order to test about 500 employees, among 19 organizations and companies, local and international, working in the United Arab Emirates.
- **Research and Recommendations:** Results formed shock somewhat, the study showed that there are indications of statistical differences between the expectations of employees based on emotional intelligence, and among other variables within organizations. Including the capacity for innovation, creativity, organizational conflict, and uptime and warm-within organizations.

This study has examined several specialized concepts, including emotional intelligence in the Arab world in general and the UAE in particular, and how this concept is associated with some work variables, such as the ability to creativity, and the ability of the new creation, the willingness and readiness, and develop a spirit of innovation.

Of course the results of the study showed significant differences between those surveyed, these differences are attributable to several factors, including the gender, age, experience, and education degree. The study confirmed that those employees who have higher levels of emotional intelligence, tend to shorten most types of conflicts within organizations, and seek to develop themselves and move into the world of innovation larger than others.

3. Study of Abu zaki, Sidanii, and Eljamali, 2006. “Emotional intelligence and management development implications, Insights from the Lebanese context”.

- **Purpose of Study:** The main purpose of this study is to provide a holistic concept on the subject of emotional intelligence, this research cares of the concept itself in the Lebanese society, and its impact on workers and managers alike.

- **Research Methodology:** This study is an attempt to achieve a broader understanding of, and experimenting with differences in emotional intelligence and its impact on the degree of efficiency. The study polled the equivalent of a sample of 225 employees and managers Lebanese institutions.
- **Research Findings and Recommendation:** According to the study, the males have achieved high rates of self-regulation in the results, and also self-stimulation, while females achieved high results in other areas was of them, social skills, self-awareness and empathy. Then the differences were not very large and influential semantics, with the exception, self-regulation, in which the male characterize much higher than the level of the female. The study confirms that the top level of managers have emotional intelligence scale higher of middle managers. Senior managers have achieved the highest levels in all the variables and statistical indications, with the exception of empathy, where middle-class managers achieved the highest scale of it. The study confirmed that the variables that have the highest percentage of importance were as follows, self-motivation, self-awareness, and self-regulation. The study pointed out that there is no statistical differences between the semantics of empathy and social skills. There were no statistically significant in the relationship between emotional intelligence and educational attainment. The study said that there are no significant differences between the level of emotional intelligence and age, according to results of the survey. Researchers have recommended, to increase of attention to the concept of emotional intelligence within organizations, because that would increase the production rate and improves working conditions.

4. The study of 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 rage leadership theory on organizational commitment.
- **Research Methodology:** The participants were 589 local UNRWA staff in all areas where UNRWA of operates. The data used in the analysis and extraction

of the results, collected through a questionnaire design fit the purpose of the study.

- **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, relationship Type, size of family, work location, how long experience it was 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.

5. The study of Juin Leiu, Xioyu Lio and Zing, 2011.

- **Purpose of the study:** This study aims to examine the relationship between the transactional leadership, and team innovativeness, through highlight on the role of emotional labor in achieving the efficiency and effectiveness of the team.
- **Research Methodology:** The study was conducted on a total of 90 creative team, to contain 462 members, and the equivalent of 90 team leader, statistical analysis was conducted style of hierarchical regression, it has applied all the steps related to the study of causality. And test models.

- **Research Recommendations:**
 - a. Transactional leadership has a negative relationship with the team when the labor was emotionally, and has a positive relationship when it is not an emotionally labor.
 - b. Effective take a moderate place between the transactional leadership, emotional intelligence, and innovation team.
 - c. The transactional leadership, not demolition point, not a starting point, not even reform points, but its impact depends on the context of the work.
 - d. Transactional leadership can impact on the level of emotional intelligence of an innovation team, through effective team.

6. The study of Jurdan, and Truth, 2010.

- **Purpose of the study:** This study aimed to measure the degree of the impact of mediate leader of the group, led by the practical and professional performance. And how this presence affects the relationship between emotional intelligence of the followers and the rate of labor turnover and job satisfaction.
- **Research Methodology:** Data were collected through questionnaires provide for about 579 employees within the scope of work. During different periods, to measure the degree of intelligence in each period.
- **Research Findings and Recommendations:**
 - a. The results were about the particular show a relationship between the degree of intelligence is located, and the rate of labor turnover and job satisfaction.
 - b. Positive relationship between the quality of the relationship with the leader, and the ability of followers on emotional intelligence management appeared to have a got of job satisfaction.
 - c. Researcher found that there is a direct correlation between, the ability to manage emotions, low labor turnover rate, as well as the relationship between it and the relationship among followers and leaders.

7. **Casiemir & Kieth N.g, 2009. :**

- **Purpose of the study:** This study aims to test an alternative perspective of the interaction, and the idea of the study to find a way to bring together leaders and leadership behaviors, from all social aspects, emotional, and interactive.
- **Research Methodology:** Data were collected through questionnaire designed especially for the study, it was tested about 191 full-time employees. Two measures have been identified for use in the resolution, namely "employee satisfaction for the leader, and employee satisfaction for the work."
- **Research Findings and Recommendations:**
 - a. The study showed that the combination between the leader and the style of leadership style, have significant effects on perceptions of followers and their reactions.
 - b. The study also shows that a combination of leadership styles, and the collection between reason and emotion have significant effects on the way followers.
 - c. The study found statistically significant differences between the practice emotional pressure on the staff and community of work available.
 - d. Combinatorial sides of the style of leadership are seen as appropriate to transactional transformational leadership theories.

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

- **Purpose of the study:** This paper has attempted to review the strong relations between the different social skills, such as empathy, motivation, etc, which are considered key components in emotional intelligence, and the relationship of these components of civil society organizations in the State of Greece, and how these leaders components and affect their employees. This study mainly aims to identify the beliefs employees toward their leaders and built on the basis of emotional intelligence.
- **Research Methodology:** The tested sample included about 267 managers and staff, in different functional levels, the data collection was through

questionnaires, and some of the data collected through direct interview face to face, and then the collected data underwent to analysis.

- **Research Findings and Recommendation:**

- a. Results say that the main components of emotional intelligence such as "motivation, empathy and social skills." have a large positive effect on the transformational leadership, as it contributes to the creation of efficiency and the ability to lead teams and conduct of its affairs.
- b. The study confirms that the motivation is the best indicator to measure the effectiveness of emotional intelligence on subordinates.
- c. Empathy can be effective at the level of emotional intelligence, and therefore on transformational leadership performance, but are less than what the motivation can do.
- d. Cultural context of the leaders and subordinates, has a significant impact on rates of emotional intelligence.

9. Kuepers, 2009. :

- **Purpose of the study:** This study aims to find a broader and more comprehensive understanding about the multi-dimensional issue, unbearable contradiction, especially in the non-cognitive processes for the leader and followers.
- **Research Methodology:** This study was built on the basis of criticism of some available phenomena, and some corrective curriculum, and reflected the importance of this study in the dimension of emotional intelligence, and how they impact on the behavior of the different levels of leadership.

10. Boyatzis, & Saatscioglu, 2007.

- **Purpose of the study:** This study aims to find an opportunity to develop emerging talent, to be promoted later in the future to lead the helm of institutions and large companies, the researcher is trying to create and develop a unified approach him can contribute to the development of these competencies. This study provides an action plan consists of a 20-year institutions with which it can develop future leaders.

- **Research Methodology:** The researcher re-examining the equivalent of 14 specialized lengthy study in Business Administration, these studies was wrote of former students in the MBA program in several major universities, most of these studies concerned with the themes of emotional intelligence, and social intelligence.
- **Research Findings and Recommendations:**
 - a. Students made a significant improvement year after year, advancing entrepreneurship among students in each year, they have a greater capacity to emotional adjustment, year after year, sympathy more, greater precision in self-evaluation, an increase in awareness and education, and finally receding in organizational conflict rate.
 - b. Constantly there is a noticeable progress in the behaviors of leaders and subordinates alike, through the development of emotional intelligence rates have consistently, and organizational awareness.

4.3. 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 Istanbul foundation universities 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 the 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 Turkish 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 these universities targeted 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 5. Research Methodology

5.1. Introduction

This section relates to methodology that was used in the research, it's explains the strategy followed in the analysis of the effects caused by emotional intelligence on Leadership Behavior and in foundation universities in Istanbul. This section explains the nature of the research community and the response rate. This includes the following:

- a- Research Design.
- b- Sources of the data.
- c- The population of Research.
- d- The Pilot study.
- e- The degree of Validity.
- f- The reliability of the questionnaire.
- g- Statistical tests used.

5.2. Research Question:

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 these five foundation universities Staff behavior (Style)?

5.3. Hypothesis:

Main Hypothesis 1:

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

For this main hypothesis there are some of sub-hypothesis depends of it, as following:

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 empathize** 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.

5.4. Research Methodology:

This is a descriptive study in addition to a statistical analysis. The data was collected from both primary and secondary sources. The secondary resources include the 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.

5.5. Population and sample size:

The population includes about 200 staff working in 5 foundation universities in Istanbul city. The stratified random sample was calculated using the scientific sample calculation formula at a confidence interval of %95.

The number of respondents to the survey were 170 people at the rate of 85%, and that is a very good result for analysis.

Table 5.1: Respondents' Job Category Representation

Experience	Frequency	Percent (%)
Professor-Doctor	41	24.1
Teaching-Research Assistance	48	28.2
Executive Staff	40	23.5
Managerial Staff	41	24.1
Total	170	100.0

5.6. Why These Five Universities?

Those five universities were selected for the following reasons:

1. These universities cover a large geographic area in the city of Istanbul, where it is distributed between the north and south of the city.
2. These universities are one of the middle-income educational institutions, where they are not very wealthy institutions, and this enables us to measure it and study it on the staff is more realistic, where we find varying degrees of job satisfaction, and the attending fees for the student is in the range.

3. These universities have a large number of staff and students of varying social classes in the city, and can find a lot of the foreign staff and this supports realistic of the study.

5.7. Tool Development and Design:

A questionnaire was designed to measure the emotional intelligence and leadership style of the faculties' managers as reported by the subjects itself 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 faculty 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.

5.8. Data Measurement:

The level of measurement has to be comprehended, for the sake of being able to choose the suitable method of analysis. There is/are a proper method/s that can be used and not others for every type of measurement. In this research, numerical Likert Type scale 1-5 is applied, where "5" shows a very strong answer, while "1" shows a very weak answer.

5.9. Pilot Study:

Before collecting the initial data a pilot study was applied. It supplies a trial run for the questionnaire, which implies testing the expression of question, discerning mysterious questions, examining the techniques that utilized to collect data.

5.10. Questionnaire Validity

A perfect definition of questionnaire validity would be: And that illustrate the range to which they represent in fact building the abstract under study. Validity points of the grade to which a survey measures what is supposed to be measured. If there are no systematic errors in the evaluating questionnaire, then validity will be high. The validity of a questionnaire, Identified by whether it reflects the concept that is meant to measure or not.

5.10.1. Arbitrators Validity

After consulting a group of experts, content validity test was conducted. The experts were asked for evaluating and identifying the degree of agreement between question & the scope of the items and the range to item's reflection with the concept of the study problem. These experts were of the academic in Yale University /USA, the Faculty of Commerce,

the Faculty of Statistics and Human sciences, in addition to the Scientific Research Deanship.

5.10.2. The Scale Validity

This part regard to several points, including:

- Internal validity.
- Validity of the structure.

To ensure validity of the survey should be used (Pearson test), Pearson test is the first step in the statistical analysis, and through this test we can check the level of correlation between each element with all the elements of the entire field. Then we turn to the second test, a test of validity of the structure, through this test we can measure the level of correlation per field, with all the available fields in the survey.

5.10.2.1. The Internal Validity:

After measuring the correlation coefficients between the elements in a single field with the whole Emotional Intelligence average score, the assessment is made on the internal validity of the survey. Table shows (5.2) and the Table (5.3) all values, and correlation coefficients relating to each field.

The correlation coefficients between each item in the field of “*Emotional Intelligence*” and the whole field are located between (0.254) and (0.588) which show adequate value of validity, as shown in Table (5.2). These correlation coefficients clearing the correlation significance at level ($\alpha = 0.01$) where all p-values are less than (0.01), so the items of this field’s harmony and the validity of measuring what the set for, are obvious.

Table 5.2: The correlation coefficient between each item (question) in the field and the whole field, The Emotional Intelligence Field

No.	Item (question)	Pearson correlation coefficient	P-value (sig.)
1.	It is easy for him to expressing his emotions with words.	0.388**	0.000
2.	Can see things from another person’s viewpoint.	0.459**	0.000
3.	He is a highly motivated person.	0.528**	0.000

4.	Does not find it difficult to regulate his emotions.	0.378**	0.000
5.	He seems to find life enjoyable.	0.521**	0.000
6.	He can deal effectively with people.	0.473**	0.000
7.	He tends to change his mind frequently.	0.117	0.128
8.	He can figure out what emotion he is feeling.	0.588**	0.000
9.	He has a number of good qualities.	0.433**	0.000
10.	It's easy for him to stand up for his rights.	0.428**	0.000
11.	He has the ability to influence the way other people feel.	0.406**	0.000
12.	He has positive perspective on most things.	0.365**	0.000
13.	Those close to him has no complains on how he treat them.	0.306**	0.000
14.	It is easy for him to adjust his life according to the circumstances.	0.422**	0.000
15.	He is able to deal with stress.	0.414**	0.000
16.	He shows his affection to those close to him.	0.444**	0.000
17.	He is normally able to "get into someone's shoes" and experience their emotions.	0.425**	0.000
18.	He has the ability to keep himself motivated.	0.519**	0.000
19.	He is usually able to find ways to control his emotions when he wants to.	0.445**	0.000
20.	On the whole, he is pleased with his life.	0.560**	0.000
21.	I would describe him as a good negotiator.	0.553**	0.000
22.	He tends to get involved in things and later wishes he could get out of.	0.254**	0.001
23.	He often pauses and think about his feelings.	0.385**	0.000
24.	He has much personal strength.	0.400**	0.000
25.	He tends to "back down" even if he knows he is right.	0.132	0.085
26.	He has power to deal with other people's feelings.	0.424**	0.000
27.	He is optimistic about his own life.	0.432**	0.000

28.	He does not find difficulty to bond well even with those close to him.	0.449**	0.000
29.	He is able to adapt to new environments.	0.436**	0.000
30.	Others admire him for being relaxed.	0.359**	0.000

** (Indicates Correlation Significance at $\alpha = 0.01$)

Table (5.3) also shows, the correlation coefficients between all the items related to the field "leadership behavior", and as is evident, the entire field is located between the two values (0.258) and (0.549), and it's a good percentage and valid for inference. These coefficients correlation, indicating the sensitivity and importance of the relationship at the level of ($\alpha = 0.01$), where all p-values less than (0.01), so we can say that our present data, which specializes in this area is suitable and considered valid inference.

Table 5.3: The correlation coefficient between each item (question) in the field and the whole field, The Leadership Behavior Field

No.	Item (question)	Pearson correlation coefficient	P-value (sig.)
1.	Provides staff with assistance in exchange of their efforts.	0.197**	0.010
2.	Re-examine critical assumption to questions whether they are appropriate.	0.204**	0.007
3.	Interfere before problems become serious.	0.411**	0.000
4.	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	0.415**	0.000
5.	Don't avoid getting involved when important issues arise.	0.416**	0.000
6.	Talks about their most important values and believes.	0.312**	0.000
7.	Is available when needed.	0.459**	0.000
8.	Seeks different perspectives when solving problems.	0.411**	0.000
9.	Talks optimistically about the future.	0.422**	0.000
10.	Instills pride in staff for being associated with him/her.	0.513**	0.000
11.	Discusses in specific terms who is responsible for achieving performance targets.	0.469**	0.000

12.	Don't wait for things to go wrong before taking action.	0.545**	0.000
13.	Talks enthusiastically when setting goals and objectives to be accomplished.	0.405**	0.000
14.	Specifies the importance of having a strong sense of purpose.	0.470**	0.000
15.	Spends time teaching and coaching staff.	0.378**	0.000
16.	Makes clear what staff can expect to receive when performance goals are achieved.	0.452**	0.000
17.	Does not believe in waiting until things get worse.	0.453	0.000
18.	Sacrifices his/her self-interest for the good of the group.	0.258**	0.001
19.	Treats me as an individual rather than just a member of a group.	0.413**	0.000
20.	Demonstrates that steps needs to be taken before problems become chronic.	0.425**	0.000
21.	Have leadership skills that build my respect.	0.484**	0.000
22.	Don't concentrate his/her full attention on dealing with mistakes, complaints, and failures.	0.444**	0.000
23.	Considers the moral and ethical consequences of his/her decisions.	0.528**	0.000
24.	Is not a type of leader who keeps track of staff's mistakes?	0.302**	0.000
25.	Displays sense of power and confidence.	0.491**	0.000
26.	Articulates a compelling vision of the future.	0.456**	0.000
27.	Directs staff attention toward failures to meet standards.	0.317**	0.000
28.	Don't avoid making decisions.	0.444**	0.000
29.	Consider staff' individual special needs, abilities, and aspirations.	0.491**	0.000
30.	Gets staff to look at problems from different angles.	0.490**	0.000
31.	Helps staff to improve and develop their abilities and skills.	0.474**	0.000
32.	Suggests new ways of looking at how to complete assignments.	0.549**	0.000
33.	Don't delay responding to urgent questions.	0.538**	0.000
34.	Emphasizes the importance of having a collective sense of mission and supports team spirit.	0.533**	0.000
35.	Expresses satisfaction when staffs meet expectations.	0.517**	0.000

36.	Shows confidence that goals will be achieved.	0.414**	0.000
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** (Indicates Correlation Significance at $\alpha = 0.01$)

Table (5.4) indicates, the correlation coefficients between each field and the entire questionnaire are located between (0.919) and (0.923) which seems to have good adequacy to be valid. These correlation coefficients point out the correlation importance at level ($\alpha = 0.01$) where all p-values are less than (0.01), so it's clear that the fields of the questionnaire are a proportionate and valid to evaluate the assigned purpose to reach the objective of the study.

5.10.2.2. *The Validity of Structure:*

Here we see the second statistical test relating to their internal validity, this test is commonly used to measure the quality of the survey structure, and whether this survey commensurate with the goal of the research paper, and whether this survey can score these goals or not. This test is done through, a test to measure the validity of each field with the validity of the whole survey.

We can note the accuracy level displayed by this test in correlation coefficients, between different fields.

Table 5.4: Structure Validity of the Questionnaire

No.	Field	Pearson correlation coefficient	P-value (sig.)
1	The Emotional Intelligence Field	0.919**	0.000
2	The Leadership Behavior Field	0.923**	0.000

** (Indicates Correlation Significance at $\alpha = 0.01$)

5.11. **The Reliability of the Questionnaire:**

If the questionnaire results were scattered many times under identical circumstances, we can evaluate the degree of consistency of the questionnaire outcomes, with the help of Reliability of a questionnaire of consistency. By way of explanation, questionnaire reliability signifies that if the questionnaire was distributed many times to the study

sample in particular time periods, it will provide the exact results. If reliability coefficient was above 0.7 it's accounted satisfactory in the most purposes.

Questionnaire reliability: Cronbach's Alpha statistical test was used to calculate the Alpha values of each field and for all questionnaire items. As seen in Table (5.5), Cronbach's Alpha coefficients are located between (0.826) and (0.873) which are convenient to make certain of the questionnaire reliability. Moreover, (0.912) was the Cronbach's Alpha coefficient for all questionnaire items which as well is adequate to verify the reliability of the questionnaire.

Table 5.5: Cronbach's Alpha for Reliability

No.	Field	No. of Items	Cronbach's Alpha coefficient
1	The Emotional Intelligence Field	30	0.826
2	The Leadership Behavior Field	36	0.873
	All Questionnaire Items (questions)	66	0.912

As the above results show, the questionnaire as shown in Annex had the reliability of a high degree, in addition to a high degree of validity, to make it valid for distribution in the societies that set forth in the study, and to answer its questions, which enabled it to collect data and analysis hypotheses scientifically.

Chapter 6. Data Analysis, Discussions:

6.1. Introduction:

In this chapter a great attention was paid on the statistical techniques utilized in analyzing this research data and discovering the convenient answers to the study questions, and also explains the utilized techniques in examining the research hypothesis. This chapter as well focuses on the properties of research population.

6.2. The Normality of Distribution Test

To be sure whether the collected data distributed according normal distribution or not, and then be sure whether this data are valid for the study and the extrapolation or not, we used Kolmogorov-Smirnov test.

Table 6.1: One Sample Kolmogorov-Smirnov Test

No.	Field	No. of Items	P-value (sig.)
3	All Fields of the Questionnaire	170	0.200

In table (6.1) it's shown that the calculated sig. (p-values) for the questionnaire fields were greater than the significance level at ($\alpha = 0.05$), ($p\text{-value} > 0.05$). This successively specified that the study data obeyed the normal distribution; consequently the Parametric Tests were used in analyzing the study hypothesis and finding the proper answers for its questions.

6.3. Data Analysis:

6.3.1. Sample Characteristics:

This part of the study tested the specialized of the sample provided in terms of several characteristics, including:

- Age.
- Sex.
- Years of Experience.
- Job Title.
- Years of Experience.
- The foundation which he belongs to.

This part of the survey is used to complete the descriptive analysis.

6.3.1.1. Respondents' Gender:

Table 6.2: Respondents' Gender Representation

Gender	Frequency	Percent (%)
Male	79	46.47
Female	91	53.53
Total	170	100.0

As shown in table (6.2), (46.47%) of the respondents are male, whereas (53.53%) of them are female. This result clarifies that the females' proportion is dominant over the males' one. This gives consideration to the promoted women partnership amidst the labor force. This ratio moves toward the labor force structure in Turkey which comes to be (50.49%) males and (49.504%) females. (Demographics of Republic of Turkey, Wikipedia)

6.3.1.2. Respondents' Age:

Table 6.3: Respondents' Age Representation

Age	Frequency	Percent (%)
Less than 30	78	17.6
30 to less than 40	53	34.7
40 to less than 50	53	31.2
50 to less than 60	28	16.5
Total	170	100.0

It's clarified on table (6.3) that (66%) of the respondents are in the (30 to 50) year age span. This meditates the grown people involvement amongst the labor force and it may be inferred that Istanbul foundation Universities' staff structure is able to exert the best in its career. This result may be imputed to the fact that staff at this age has the power, awareness of work and an inspiration to carry out their jobs in good order.

6.3.1.3. Respondents' Level of Qualification:

Table 6.4: Respondents' Level of Qualification Representation

Level of Qualification	Frequency	Percent (%)
Less than Diploma	14	8.2
Diploma	30	17.6
Bachelor	62	36.5
Advanced Degree	64	37.6
Total	170	100.0

As seen on table (6.4) that (74.1%) of the respondents are having leastwise the bachelor degree, whereas (25.8%) of them are having the diploma degree or less. From the deduced result, it is obvious that most of the respondents are well-educated and having high degree of education. This result could be imputed to the minimum qualification requirements that are a necessity to be hired in Istanbul foundation Universities' jobs and this reverberates their interest in picking out their workers. This result is beyond **Polychroniou's** conclusion (2008) managers working at different functional units and different hierarchical levels, and less than Al-Ghoty's conclusion (2006) that (96.6%) were having the bachelor degree in his study about the available requirements to apply e-Government

in Jordan. This is due to the study has been on multiple academic and administrative levels in the foundation universities in Istanbul, where these universities are enthusiastic to enable owners of higher educational levels in the administrative and academic functions.

6.3.1.4. Respondents' Experience:

Table 6.5: Respondents' Experience Representation

Experience	Frequency	Percent (%)
Less than 5 years	40	23.5
5 years to less than 10 years	45	26.5
10 years to less than 15 years	70	41.2
15 years and more	15	8.8
Total	170	100.0

It's clarified on table (6.5) that (50%) of the respondents have more than (10) years of experience, and (23.5%) of them have less than (5) years of experience. This shows that about (50%) of the respondents are well-experienced. This could be a positive hint of leadership quality and emotional intelligence. This result may be imputed to the proportional constancy of the staff in their positioning; this constancy has imputed to the invention of convenient experience and business suit submitted for those workers in their leadership abilities and emotional intelligence growth.

6.3.1.5. Respondents' Current Job Experience:

Table 6.6: Respondents' Current Job Experience Representation

Experience	Frequency	Percent (%)
Less than 5 years	64	37.6
5 years to less than 10 years	70	41.2
10 years to less than 15 years	32	18.8
15 years and more	4	2.4
Total	170	100.0

Looking at table (6.6) it can be inferred that (78.8%) of the respondents have an experience in their current careers for less than (10) years, and only (2.4%) of them have an experience more than (15) years. This shows that about two third the respondents are

rotated in their career. This result could be imputed to constancy administrative and academic staff in foundation universities in Istanbul, and this successively makes an appropriate ambience takes part in the efficiency and effectively of the production, but this could discord with the administrative rotation principle, to grab some of the characters on the reins of management in these universities and this successively has its risks and a bad negative influence on those departments.

6.3.1.6. Respondents' Job Category:

Table 6.7: Respondents' Job Category Representation

Experience	Frequency	Percent (%)
Professor-Doctor	41	24.1
Teaching-Research Assistance	48	28.2
Executive Staff	40	23.5
Managerial Staff	41	24.1
Total	170	100.0

It's clarified on table (6.7) that survey contained all staff under examination are very close in rating and this gives the survey more trustiness and clearness, and participate to produce the results is the closest to reality.

6.3.2. Study Fields Analysis

To answer the study questions, the researcher used One-Sample T test in analyzing the questionnaire fields related to the study questions. One-Sample T test was used to determine the statistical mean of each item (question) in the field and compare it with the neutrality degree of (3). The result of this test determined if the response to an item of the questionnaire fields was equal to the neutrality degree of (3) or differed than it significantly.

Null Hypothesis: The tested item response mean is equal to (3) which is corresponding to the chosen neutrality degree on the used scale to answer the questionnaire items which is from (1) indicating the minimum degree of acceptance on the item content through (5) indicating the maximum degree of acceptance on the item content. This could be

confirmed if the sig. (p-value) was greater than the significance level at ($\alpha = 0.05$) this implies that the response mean of the study sample approached the neutrality degree of (3). This result corresponds to accept the null hypothesis and reject the alternative one.

Alternative Hypothesis: The tested item response mean differs than (3) which is the chosen neutrality degree on the used scale to answer the questionnaire items. This could be confirmed if the sig. (p-value) was less than or equaled the significance level at ($\alpha = 0.05$), this implies that the response mean of the study sample differed significantly than the neutrality degree of (3). This result corresponds to reject the null hypothesis and accept the alternative one. In this case, the sign of One-Sample T test value determined whether the response mean was greater or less than the neutrality degree of (3) significantly. If the sign of One-Sample T test value was positive, this revealed that the response mean was greater than the neutrality degree of (3) and the opposite is correct.

The items (questions) of each field in the questionnaire were ranked in descending order according to the acceptance degree, where the rank (1) represents the item that has the highest acceptance degree.

6.3.2.1. Analysis of Emotional Intelligence Field

Table (6.8) illustrates the results after using One-Sample T test in analyzing each element in the field of Emotional Intelligence.

Table 6.8: One-Sample T test mean and P-value (sig.) of the Emotional Intelligence Field

No.	Item (question)	Mean	Weight Mean	P-value (sig.)	Test Value (T)	Order
1.	It is easy for him to expressing his emotions with words.	4.24	84.80	0.000*	14.098	1
2.	Can see things from another person's viewpoint.	3.84	76.80	0.000*	10.752	14
3.	He is a highly motivated person.	3.82	76.40	0.000*	11.265	16
4.	Does not find it difficult to regulate his emotions.	3.88	77.60	0.000*	12.278	7
5.	He seems to find life enjoyable.	3.86	77.20	0.000*	11.245	10
6.	He can deal effectively with people.	3.86	77.20	0.000*	10.772	11
7.	He tends to change his mind frequently.	3.22	64.40	0.019	2.370	30
8.	He can figure out what emotion he is feeling.	3.75	75.00	0.000*	8.694	20
9.	He has a number of good qualities.	3.85	77.00	0.000*	11.313	13
10.	It's easy for him to stand up for his rights.	3.86	77.20	0.000*	11.080	12
11.	He has the ability to influence the way other people feel.	3.96	79.20	0.000*	12.624	4
12.	He has positive perspective on most things.	4.23	84.60	0.000*	14.243	2
13.	Those close to him has no complains on how he treat them.	4.12	82.40	0.000*	14.675	3
14.	It is easy for him to adjust his life according to the circumstances.	3.82	76.40	0.000*	11.223	17
15.	He is able to deal with stress.	3.71	74.20	0.000*	9.339	26
16.	He shows his affection to those close to him.	3.88	77.60	0.000*	12.748	8
17.	He is normally able to "get into someone's shoes" and experience their emotions.	3.74	74.80	0.000*	9.262	24
18.	He has the ability to keep himself motivated.	3.75	75.00	0.000*	9.317	21
19.	He is usually able to find ways to control his emotions when he wants to.	3.75	75.00	0.000*	9.857	22
20.	On the whole, he is pleased with his life.	3.81	76.20	0.000*	11.388	19

21.	I would describe him as a good negotiator.	3.74	74.80	0.000*	9.881	25
22.	He tends to get involved in things and later wishes he could get out of.	3.48	69.60	0.000*	5.146	28
23.	He often pauses and think about his feelings.	3.65	73.00	0.000*	7.663	27
24.	He has much personal strength.	3.87	77.40	0.000*	11.483	9
25.	He tends to “back down” even if he knows he is right.	3.46	69.20	0.000*	4.688	29
26.	He has power to deal with other people’s feelings.	3.75	75.00	0.000*	10.433	23
27.	He is optimistic about his own life.	3.92	78.40	0.000*	12.499	6
28.	He does not find difficulty to bond well even with those close to him.	3.82	76.40	0.000*	10.291	18
29.	He is able to adapt to new environments.	3.94	78.80	0.000*	11.807	5
30.	Others admire him for being relaxed.	3.83	76.60	0.000*	9.269	15
All the items of the field		3.81	76.20	0.000*	25.031	

(Statistical Significance at level $\alpha = 0.05$)

Table (6.8) defined the respondents’ opinions towards the element of the item of “*Emotional Intelligence*” as they are ranked in a descending order according to the acceptance degree, where the rank (1) represents the item that has the highest acceptance degree. The following facts could be concluded:

- Statistical significance of the element (1) equals (4.24), and this weight mean equals (84.80%) about the sig. (p - value) equal (0.000), which shows statistical significance and that the response level of this item is greater than the neutrality degree of (3). This implies that the respondents agree that “*It is easy for him to expressing his emotions with words*”. The mean of the field “Well Being” equals 4.24 (84.80%), Test-value = 14.098, and P-value=0.000 which is smaller than the level of significance 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-beingl indicated that the respondents agree to that the foundation universities managers well-being is important component of EI. They have agreed that he/she has, with

high degree 84.80%, personal strengths, is highly motivated, optimistic, have positive perspective and with less degree (64.40%) 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 .

- The statistical mean for item (7) equals (3.22), the weight mean equals (64.40%) and the sig. (p-value) equals (0.019) less than ($\alpha = 0.05$), which shows statistical significance. This result does not agree with **Bzazo 2010** that has shown the respondents' acceptance of this item. This fact requires the foundation universities to pay more attention to enhance the employee awareness to change their minds and behaviors for the better in the negative things that suffer, and this in turn gives the personnel and administrative staff more loyalty to the universities they work for. In fact, managers and leaders working in these universities need more work to influence the behaviors of all personnel, whether positive or negative, and thus reinforce positive behaviors, development and reform and change negative behaviors. This in turn leads to push for the work and give the best staff morale. In general, the statistical mean for the whole field "*Emotional Intelligence*" equals (3.81), the weight mean equals (76.20%) and the sig. (p-value) equals (0.000) less than ($\alpha = 0.05$), which shows statistical significance and that the response level of this field is greater than the neutrality degree of (3). This indicates that the respondents agree with the field "*Emotional Intelligence*". 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 76.20% 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.

6.3.2.2. Analysis of Dominant Leadership Style Field

Table (6.9) illustrates the One-Sample T test results in analyzing each item in the field of Leadership Style.

Table 6.9: One-Sample T test mean and P-value (sig.) of the Dominant Leadership Style Field

No.	Item (question)	Mean	Weight Mean	P-value (sig.)	Test Value (T)	Order
1.	Provides staff with assistance in exchange of their efforts.	4.23	84.60	0.000*	16.681	1
2.	Re-examine critical assumption to questions whether they are appropriate.	4.09	81.80	0.000*	16.360	3
3.	Interfere before problems become serious.	3.94	78.80	0.000*	12.557	11
4.	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	3.74	74.80	0.000*	9.852	31
5.	Don't avoid getting involved when important issues arise.	3.98	79.60	0.000*	13.255	7
6.	Talks about their most important values and believes.	3.73	74.60	0.000*	9.727	33
7.	Is available when needed.	3.89	77.80	0.000*	13.946	16
8.	Seeks different perspectives when solving problems.	3.94	78.80	0.000*	13.709	12
9.	Talks optimistically about the future.	3.96	79.20	0.000*	13.701	9
10.	Instills pride in staff for being associated with him/her.	3.91	78.20	0.000*	11.795	14
11.	Discusses in specific terms who is responsible for achieving performance targets.	3.81	76.20	0.000*	9.894	27
12.	Don't wait for things to go wrong before taking action.	3.77	75.40	0.000*	9.055	30
13.	Talks enthusiastically when setting goals and objectives to be accomplished.	3.79	75.80	0.000*	10.152	29
14.	Specifies the importance of having a strong sense of purpose.	3.86	77.20	0.000*	11.278	20
15.	Spends time teaching and coaching staff.	3.80	76.00	0.000*	10.018	28
16.	Makes clear what staff can expect to receive when performance goals are achieved.	3.74	74.80	0.000*	8.960	32

17.	Does not believe in waiting until things get worse.	3.94	78.80	0.000*	10.539	13
18.	Sacrifices his/her self-interest for the good of the group.	4.11	82.20	0.000*	11.492	2
19.	Treats me as an individual rather than just a member of a group.	3.99	79.80	0.000*	13.280	5
20.	Demonstrates that steps needs to be taken before problems become chronic.	3.88	77.60	0.000*	13.009	18
21.	Have leadership skills that build my respect.	3.84	76.80	0.000*	11.389	23
22.	Don't concentrate his/her full attention on dealing with mistakes, complaints, and failures.	3.59	71.80	0.000*	6.735	35
23.	Considers the moral and ethical consequences of his/her decisions.	3.82	76.40	0.000*	10.125	24
24.	Is not a type of leader who keeps track of staff's mistakes?	3.58	71.60	0.000*	6.565	36
25.	Displays sense of power and confidence.	3.91	78.20	0.000*	11.493	15
26.	Articulates a compelling vision of the future.	3.86	77.20	0.000*	10.989	21
27.	Directs staff attention toward failures to meet standards.	3.72	74.40	0.000*	9.141	34
28.	Don't avoid making decisions.	3.89	77.80	0.000*	12.508	17
29.	Consider staff' individual special needs, abilities, and aspirations.	3.82	76.40	0.000*	10.180	25
30.	Gets staff to look at problems from different angles.	3.88	77.60	0.000*	12.656	19
31.	Helps staff to improve and develop their abilities and skills.	3.85	77.00	0.000*	11.964	22
32.	Suggests new ways of looking at how to complete assignments.	3.82	76.40	0.000*	10.271	26
33.	Don't delay responding to urgent questions.	3.99	79.80	0.000*	13.588	6
34.	Emphasizes the importance of having a collective sense of mission and supports team spirit.	3.98	79.60	0.000*	13.207	8
35.	Expresses satisfaction when staffs meet expectations.	4.01	80.20	0.000*	12.816	4
36.	Shows confidence that goals will be achieved.	3.96	79.20	0.000*	11.196	10
All the items of the field		3.88	77.60	0.000*	26.423	

(Statistical Significance at level $\alpha = 0.05$)

Table (6.9) explains the views of the people who were surveyed, about every field of “*Leadership Style*” items, and show these items in descending order according to the degree of acceptance, where that grade (1) in these items represents the item that has the highest acceptability, and from them we can tell these facts as the following:

Field of "Idealized Influence (Behavior)":

Table shows the following results:

- Statement mean #1 there is a very strong interest in and importance of Purpose equals 4.23 (84.60%), Test-value = 16.681, and P-value = 0.000 which is smaller than the level of significance 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 statement average # 3 is one of the moral and ethical consequences of his/her decisions equals 3.94 (78.80%), Test-value =12.557, and P -value =0.000 which is smaller than the level of significance 0.05. The sign that we obtained from this test was positive, and this means that the average statement is much greater than the value that was assumed from before 6. The study proved that those surveyed have agreed to this statement.
- The field Idealized Influence mean (Behavior) equals 7.95 (79.51%), Test value = 17.51, and P -value=0.000 which was smaller than the level of significance 0.05. The sign that we obtained from this test was positive, and this means that the average statement is much greater than the value that was assumed from before 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 foundation universities 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- Palestine 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.

Field of "Inspirational Motivation":

Table shows the following results:

- The statement average #13 That talks that are made when developing goals and objectives to be accomplished equals 3.79 (75.80%), Test-value = 10.152, and P - value = 0.000 that is more small than the level of significance 0.05. The sign that we obtained from this test was positive, and this means that the average statement is much greater than the value that was assumed from before 6. It is concluded that the people who surveyed agreed to this statement.
- The statement mean #9 talks optimistically about the future equals 3.96 (79.20%), Test-value = 13.701, and P -value = 0.000 which is smaller than the level of significance 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 people who surveyed accepted to this statement.
- It is concluded that the respondents agreed to field of "Inspirational Motivation". The results indicate the importance of the foundation universities 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 (Saqer, 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 foundation Universities staff agreed that their managers use inspirational motivation to motivate their subordinates.

In General "Transformational Leadership Style":

Table explains these following results:

- All statements of the field mean "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 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 foundation Universities managers in Istanbul. These results do not match those found by (Saqr, 2009). The results may be attributed to the melding environment in which UNRWA work. The working team has similar backgrounds and works in harmony to mitigate work pressure and overcome beneficiary demands for 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.

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 shows the following results:

- Statement mean#35 Expresses satisfaction when staff meet expectations equals 4.01 (80.20%), Test -value = 12.816 and P-value = 0.000 that is more small than

the level of significance 0.05. The sign that we obtained from this test was positive, and this means that the average statement is much greater than the value that was assumed from before 6. It is concluded that the respondents agreed to this statement.

- The meaning of this field Contingent Reward equals 7.67 (76.66%), Test-value =14.22, and P-value=0.000. The sign that we obtained from this test was positive, and this means that the average statement is much greater than the value that was assumed from before 6. It is concluded that the respondents agreed to field of "Contingent Reward ". The results showed that foundation Universities managers in Istanbul 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 (Saqr, 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.

6.3.3. Hypothesis Testing:

6.3.3.1. First Main Hypothesis Testing:

Pearson correlation coefficient was used to know and test the importance of the link in the first major hypothesis in the study, and the results were as follows:

Null Hypothesis: No significant statistical correlation at level ($\alpha = 0.05$) between the field of emotional intelligence and the field of dominant leadership style in Istanbul foundation Universities.

Alternative Hypothesis: There is a significant statistical correlation at level ($\alpha = 0.05$) between the field of emotional intelligence and the field of dominant leadership style in Istanbul foundation Universities.

If the sig. (p -value) was more than the significance scale at ($\alpha = 0.05$), then null hypotheses could not refuse be refused and this reveals that there is no significant statistical correlation between the field of emotional intelligence and the field of dominant leadership style in Istanbul foundation Universities. And if the sig. (p -value) was less than or equal the significance level at ($\alpha = 0.05$), so we should refuse the null hypothesis and agree of the alternative one. This proves beyond any doubt that there is a statistically significant relationship between of emotional intelligence and the field of dominant leadership style in Istanbul foundation Universities. Indeed, the Pearson Correlation Coefficient test was applied for the items of the field of emotional intelligence and the items of the dominant leadership style field to examine the correlation.

Table 6.10: The correlation coefficient between “*Emotional Intelligence*” and “*Dominant Leadership Style*”

Field	Pearson correlation coefficient	P-value (sig.)
Emotional Intelligence and Dominant Leadership Style	0.697**	0.000

** (Indicates Correlation Significance at $\alpha = 0.01$)

in table (6.10) the correlation coefficient between “*The Emotional Intelligence*” and “*The Dominant Leadership Style*” equals (0.697), and the p-value (sig.) equals (0.000) which is less than ($\alpha = 0.05$). This result confirms a positive relation indicating a statistical significance between “*The Emotional Intelligence*” and “*The Dominant Leadership Style*”. 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.

Sub-Hypothesis One Testing:

Sub-Hypothesis One: *There is no significant statistical correlation at level ($\alpha = 0.05$) between the dimension of sociability and the field of dominant leadership style in Istanbul foundation Universities.*

This hypothesis was tested by applying the Pearson Correlation Coefficient test on the items of the first dimension “*sociability*” and the items of “*dominant leadership style*”.

Table 6.11: The correlation coefficient between “*Sociability*” and “*Dominant Leadership Style*”

Field	Pearson correlation coefficient	P-value (sig.)
Sociability and Dominant Leadership Style	0.622**	0.000

** (Indicates Correlation Significance at $\alpha = 0.01$)

Table (5.11) shows that the correlation coefficient between “*The Sociability*” and “*The Dominant Leadership Style*” equals (0.622), and the p-value (sig.) equals (0.000) which is less than ($\alpha = 0.05$). This result confirms a positive relation indicating a statistical significance between “*The sociability*” and “*The Dominant Leadership Style*”.

5.3.3.1.2 Sub-Hypothesis Two Testing:

Sub-Hypothesis Two: *There is no significant statistical correlation at level ($\alpha = 0.05$) between the dimension of self-control and the field of dominant leadership style in Istanbul foundation Universities.*

This hypothesis was tested by applying the Pearson Correlation Coefficient test on the items of the second dimension “*self-control*” and the items of “*dominant leadership style*”.

Table 6.12: The correlation coefficient between “*Self-Control*” and “*Dominant Leadership Style*”

Field	Pearson correlation coefficient	P-value (sig.)
Self-Control and Dominant Leadership Style	0.457**	0.000

** (Indicates Correlation Significance at $\alpha = 0.01$)

Table (5.12) shows that the correlation coefficient between “*Self-Control*” and “*The Dominant Leadership Style*” equals (0.457), and the p-value (sig.) equals (0.000) which is

less than ($\alpha = 0.05$). This result confirms a positive relation indicating a statistical significance between “*Self-Control*” and “*The Dominant Leadership Style*”.

5.3.3.1.3 Sub-Hypothesis Three Testing:

Sub-Hypothesis Three: *There is no significant statistical correlation at level ($\alpha = 0.05$) between the dimension of well-being and the field of dominant leadership style in Istanbul foundation Universities.*

This hypothesis was tested by applying the Pearson Correlation Coefficient test on the items of the third dimension “*Well-Being*” and the items of “*dominant leadership style*”.

Table 6.13: The correlation coefficient between “*Well-Being*” and “*Dominant Leadership Style*”

Field	Pearson correlation coefficient	P-value (sig.)
Well-Being and Dominant Leadership Style	0.552**	0.000

** (Indicates Correlation Significance at $\alpha = 0.01$)

Table (5.13) shows that the correlation coefficient between “*Well-Being*” and “*The Dominant Leadership Style*” equals (0.552), and the p-value (sig.) equals (0.000) which is less than ($\alpha = 0.05$). This result confirms a positive relation indicating a statistical significance between “*Well-Being*” and “*The Dominant Leadership Style*”.

5.3.3.1.4 Sub-Hypothesis Four Testing:

Sub-Hypothesis Four: *There is no significant statistical correlation at level ($\alpha = 0.05$) between the dimension of empathy and the field of dominant leadership style in Istanbul foundation Universities.*

This hypothesis was tested by applying the Pearson Correlation Coefficient test on the items of the fourth dimension “*Empathy*” and the items of “*dominant leadership style*”.

Table 6.14: The correlation coefficient between “*Empathy*” and “*Dominant Leadership Style*”

Field	Pearson correlation coefficient	P-value (sig.)
Empathy and Dominant Leadership Style	0.248**	0.000

** (Indicates Correlation Significance at $\alpha = 0.01$)

Table (5.14) shows that the correlation coefficient between “*Empathy*” and “*The Dominant Leadership Style*” equals (0.248), and the p-value (sig.) equals (0.000) which is less than ($\alpha = 0.05$). This result confirms a positive relation indicating a statistical significance between “*Empathy*” and “*The Dominant Leadership Style*”.

6.3.3.2. *Second Main Hypothesis Testing and testing its sub-hypothesis:*

Try testing the main hypothesis II, the following section explains the methodology that was followed by finding the null hypothesis, and other alternative hypothesis, and this is in an attempt to determine whether it was possible to reject the null hypothesis or provable.

Null Hypothesis: There are no significant statistical differences at level ($\alpha = 0.05$) Among those surveyed, in their answers and their views about the effects of emotional intelligence on leadership behavior in Istanbul foundation Universities Ascribes to their characteristic factors like (qualification, gender, age, current job experience, experience, and the job category they belong to).

Alternative Hypothesis: There are significant statistical differences at level ($\alpha = 0.05$) among those surveyed, in their answers and their views about the effects of emotional intelligence on leadership behavior in Istanbul foundation Universities Ascribes to their characteristic factors like (qualification, gender, age, current job experience, life experience, and the job category they belong to).

Sig. (p-value) could not reject the null hypothesis if it was greater than the sig. at ($\alpha = 0.05$) which means that there are no significantly statistical differences at level ($\alpha = 0.05$) concerning Istanbul foundation Universities opinions in relation to effects of emotional intelligence on leadership behavior.

There is no reason to reject null hypothesis if sig. (P- value) was less than or equal the sig. level at ($\alpha = 0.05$) and at this stage the alternative hypothesis will be accepted. This supports the idea that there are significantly statistical differences at level ($\alpha = 0.05$) in Istanbul foundation University's respondents related to the effects of their emotional intelligence on leadership behavior.

No doubt the nature of the sample characteristics implied the appropriate statistical test used. For example: to determine the significantly statistical differences between two groups in terms of gender (male and female) the T-test was used. While in case of three groups or more, like respondent level of qualifications the one-way ANOVA test was used.

The following sub-hypotheses were examined in order to test the hypotheses.

6.3.3.2.1. Sub-Hypothesis One Testing:

Sub-Hypothesis One: *There are no significant statistical differences at level ($\alpha = 0.05$) among the respondents in their opinions about the study fields attributed to their **gender**.*

To make sure whether there are significant differences at level ($\alpha = 0.05$) among respondents', To-independent samples T Test on the study field related to gender was used.

Table 6.15: Two-independent samples T Test for testing the differences due to gender

No.	Field	Test Value (T)	P-value (sig.)	Mean	
				Male	Female
1	Emotional Intelligence	0.706	0.481	3.84	3.80
2	Leadership Behavior	0.622	0.535	3.90	3.86

(Differences Denote Significance at Level $\alpha = 0.05$)

Table (6.11) clearly points that the significance of all the study fields is greater than the significance level ($\alpha = 0.05$). This simply means that gender's opinions makes no deference on the study. This results makes us accept the *sub-hypothesis* indicates that there are no differences among the respondents in their opinions over the study fields attributed to gender. We can say that the gender dose not influence the study sample opinions towards the study fields. This result dose not contradict what Polychromous, 2008 went

to when he concluded that such differences are not existing on gender basis rather than behavioral differences. So it can be inferred that gender is not an important factor in determining disparities as shown in the table.

6.3.3.2.2. Sub-Hypothesis Two Testing:

Sub-Hypothesis Two: *There are no significant statistical differences at level ($\alpha = 0.05$) among the respondents in their opinions about the study fields attributed to their age.*

One-Way ANOVA Test was used to test this hypotheses on the fields of study to pinpoint if there are significant statistical differences with level ($\alpha = 0.05$) amongst the people who were surveyed in their opinions over the fields of study attributed to age.

Table 6.16: One-Way ANOVA Test for testing the differences due to the age variable

No.	Field	Test Value (F)	P-value (sig.)	Mean			
				Below 30	30 to below 40	40 to below 50	50 to below 60
1	Emotional Intelligence	1.431	0.236	3.91	3.73	3.84	3.85
2	Leadership Behavior	1.168	0.323	3.98	3.81	3.90	3.86

(Differences Denote Significance at Level $\alpha = 0.05$)

Table (6.12) explains that the significance of all the study fields is greater than the significance level ($\alpha = 0.05$). This simply means that age's opinions makes no deference on the study. This results leads us to accept the sub-hypothesis indicates that there are no differences among the respondents in their opinions over the study fields attributed to age. Moreover, we can conclude that the study sample most individuals have a minimum of emotional intelligence that makes their reactions are similar to a large extent with each other in many cases, where human behavior is similar to a large extent in communities with no significant difference on the human performance for many members of the same regional level, particularly in communities, which owns one high values. Age does not represent a difficult variable can be relied upon in these cases.

6.3.3.2.3. Sub-Hypothesis Three Testing:

Sub-Hypothesis Three: *There are no significant statistical differences at level ($\alpha = 0.05$) among the respondents in their opinions about the study fields attributed to their qualification.*

One-Way ANOVA Test was used to determine whether there are significantly statistical differences at level ($\alpha = 0.05$) among respondents', on the study field related to qualification was used.

Table 6.17: One-Way ANOVA Test for testing the differences due to the qualification variable

No.	Field	Test Value (F)	P-value (sig.)	Mean			
				Less than diploma	Diploma	Bachelor	Advanced Degree
1	Emotional Intelligence	6.498	0.000*	3.50	3.63	3.87	3.91
2	Leadership Behavior	7.544	0.000*	3.50	3.70	3.94	3.98

*Differences Denote Significance at Level $\alpha = 0.05$

Looking at table (6.13) it can be inferred that the significance of all the study fields is less than the significance level ($\alpha = 0.05$). This result indicates that there are differences among the respondents in their opinions over the study fields attributed to the qualification variable. Accordingly the sub-hypothesis “*There are no significant statistical differences at level ($\alpha = 0.05$) among the respondents in their opinions over the study fields attributed to their qualification*” should be rejected. We can conclude that the study sample individuals have a different vision over the study fields with regard to their qualification, and this confirms that the qualification does influence the study sample opinions towards the study fields. This confirms that the difference of cognitive and educational and cultural clearly affect the reactions of individuals about different issues, and this is fully compatible with what Goleman spoke about it that emotional intelligence is growing expansion of knowledge and cultural influences on the behavior of individuals.

6.3.3.2.4. Sub-Hypothesis Four Testing:

Sub-Hypothesis Four: *There are no significant statistical differences at level ($\alpha = 0.05$) among the respondents in their opinions about the study fields attributed to their experience.*

To examine whether there are significantly statistical differences at level ($\alpha = 0.05$) among respondents', To-independent samples One-Way ANOVA Test on the study field related to experience was used.

Table 6.18: One-Way ANOVA Test for testing the differences due to the experience variable

No.	Field	Test Value (F)	P-value (sig.)	Mean			
				Less than 5	Between 5 and 10	Between 10 and 15	More than 15
1	Emotional Intelligence	0.925	0.430	3.72	3.82	3.85	3.86
2	Leadership Behavior	1.919	0.129	3.80	3.84	3.97	3.76

(Differences Denote Significance at Level $\alpha = 0.05$)

Looking at table (6.14) its clear that the significance of all the study fields is greater than the significance level ($\alpha = 0.05$). This result means that there are no differences among the respondents in their opinions over the study fields attributed to the experience variable. Accordingly the sub-hypothesis “There are no significant statistical differences at level ($\alpha = 0.05$) among the respondents in their opinions over the study fields attributed to their experience” should be accepted. This supports the hypothesis that the experience has no direct effect on stemming from emotional intelligence behavior, and this doesn't match what Saqer, 2008 said, where he stressed that the experience factor directly affects strongly on the proportion of emotional intelligence among the staff, which in return affects their behavior and reactions toward leadership issues.

6.3.3.2.5. Sub-Hypothesis Five Testing:

Sub-Hypothesis Five: *There are no significant statistical differences at level ($\alpha = 0.05$) among the respondents in their opinions about the study fields attributed to their **current job experience.***

To know whether there are significantly statistical differences at level ($\alpha = 0.05$) among respondents', To-independent samples One-Way ANOVA Test on the study field related to their current job experience was used.

Table 6.19: One-Way ANOVA Test for testing the differences due to the current job experience variable

No.	Field	Test Value (F)	P-value (sig.)	Mean			
				Less than 5	Between 5 and 10	Between 10 and 15	More than 15
1	Emotional Intelligence	2.298	0.079	3.88	3.79	3.80	3.34
2	Leadership Behavior	1.975	0.120	3.95	3.82	3.89	3.52

(Differences Denote Significance at Level $\alpha = 0.05$)

When studying table (6.15 the significance of all the study fields is greater than the significance level ($\alpha = 0.05$). This result supposes that there are no differences among the respondents in their opinions over the study fields related to the current job experience variable. Accordingly we should accept the sub-hypothesis “There are no significant statistical differences at level ($\alpha = 0.05$) among the respondents in their opinions over the study fields attributed to their current job experience”. This is consistent with the previous result pointed at the functional expertise of the staff during their total years.

6.3.3.2.6. Sub-Hypothesis Six Testing:

Sub-Hypothesis Six: *There are no significant statistical differences at level ($\alpha = 0.05$) among the respondents in their opinions about the study fields attributed to their **job category**.*

One-Way ANOVA Test was used to determine whether there are significantly statistical differences at level ($\alpha = 0.05$) among respondents' study field related to their job category was used.

Table 6.20: One-Way ANOVA Test for testing the differences due to the job category variable

No.	Field	Test Value (F)	P-value (sig.)	Mean			
				Professor / Doctor	Teaching / Research Assistance	Executive Staff	Managerial Staff
1	Emotional Intelligence	1.533	0.208	3.85	3.72	3.80	3.90
2	Leadership Behavior	2.969	0.034*	3.91	3.76	3.83	4.02

(Differences Denote Significance at Level $\alpha = 0.05$)

While looking at table (6.16 the significance of all the “*Emotional Intelligence*” field is greater than the significance level ($\alpha = 0.05$), while it is less than (0.05) for the “*Leadership Behavior*” field. This means that there are no differences among the respondents in their opinions over the emotional intelligence field related to the job category variable, but there are differences among them over the leadership behavior field in relation to the job category variable.

Chapter 7. Conclusion and Recommendation:

7.1. 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.

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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. 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. 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 was (Active). It is concluded that there insignificant relationship between Leaders empathy and Management-by-Exception (Active). The correlation coefficient between Leaders empathy and Transactional Leadership. 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. 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 manager, Profession , grade level and Number of workers who directly supervised by you.

7.2.Recommendation:

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:

- More attention to the concept of emotional intelligence and increase awareness about this concept because it represents a great importance in all leadership and management levels of foundation universities in Istanbul.
- 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.
- Training managers and leaders of foundation universities at all levels, especially senior ones on how to use an optimal combination between the different aspects of leadership role, both transformational and transactional.

- Set up special training courses for the staff of all foundation universities in Istanbul all the managerial and leadership levels, improved behavioral and cognitive level about emotional intelligence concepts, and try to follow up the application of these behaviors in the reality of work in order to achieve good outcomes can be built upon.
- 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.
- 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.
- Conduct more research to identify potential future leaders who have higher emotional intelligence capacities from among foundation universities middle managers.
- 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:

Part I: Personal and Professional Traits:

1- Gender:

Male

Female

2- Age:

Less than 30 years

Between 30-40 years

Between 40-50 y

Between 50-6 years

3- Qualification:

Less than diploma

Diploma

Bachelor

Advanced Degree

4- Experience:

Less than 5 years

Between 5-10 years

Between 10-15 years

More than 15

5- Number of workers directly supervised by you:

Part II: Emotional Intelligence :

Instructions: These statements describe the emotional intelligence of your 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

completely disagree

completely agree

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

Part III: Dominant Leadership Style:

1. Provides staff with assistance in exchange of their efforts.	1	2	3	4	5
2. Re-examine critical assumption to questions whether they are appropriate.	1	2	3	4	5
3. Interfere before problems become serious.	1	2	3	4	5
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	1	2	3	4	5
5. Don't avoid getting involved when important issues arise.	1	2	3	4	5
6. Talks about their most important values and believes.	1	2	3	4	5
7. Is available when needed.	1	2	3	4	5
8. Seeks different perspectives when solving problems.	1	2	3	4	5
9. Talks optimistically about the future.	1	2	3	4	5
10. Instills pride in staff for being associated with him/her.	1	2	3	4	5
11. Discusses in specific terms who is responsible for achieving performance targets.	1	2	3	4	5
12. Don't wait for things to go wrong before taking action.	1	2	3	4	5
13. Talks enthusiastically when setting goals and objectives to be accomplished.	1	2	3	4	5
14. Specifies the importance of having a strong sense of purpose.	1	2	3	4	5
15. Spends time teaching and coaching staff.	1	2	3	4	5
16. Makes clear what staff can expect to receive when performance goals are achieved.	1	2	3	4	5
17. Does not believe in waiting until things get worse.	1	2	3	4	5
18. Sacrifices his/her self-interest for the good of the group.	1	2	3	4	5
19. Treats me as an individual rather than just a member of a group.	1	2	3	4	5
20. Demonstrates that steps needs to be taken before problems become chronic.	1	2	3	4	5
21. Have leadership skills that build my respect.	1	2	3	4	5
22. Don't concentrate his/her full attention on dealing with mistakes, complaints, and failures.	1	2	3	4	5
23. Considers the moral and ethical consequences of his/her decisions.	1	2	3	4	5
24. Is not a type of leader who keeps track of staff's mistakes?	1	2	3	4	5

25. Displays sense of power and confidence.	1	2	3	4	5
26. Articulates a compelling vision of the future.	1	2	3	4	5
27. Directs staff attention toward failures to meet standards.	1	2	3	4	5
28. Don't avoid making decisions.	1	2	3	4	5
29. Consider staff' individual special needs, abilities, and aspirations.	1	2	3	4	5
30. Gets staff to look at problems from different angles.	1	2	3	4	5
31. Helps staff to improve and develop their abilities and skills.	1	2	3	4	5
32. Suggests new ways of looking at how to complete assignments.	1	2	3	4	5
33. Don't delay responding to urgent questions.	1	2	3	4	5
34. Emphasizes the importance of having a collective sense of mission and supports team spirit.	1	2	3	4	5
35. Expresses satisfaction when staffs meet expectations.	1	2	3	4	5
36. Shows confidence that goals will be achieved.	1	2	3	4	5

Bölüm I: Kişisel ve Profesyonel Özellikler:

1- Cinsiyet:

Bay

Bayan

2- Yaş:

30'un altında 40-50 arası

30-40 yaş arası 50-60 yaş arası

3- Kalifikasyon:

Diploma altı Lisans

Diploma Yüksek Lisans

4- Deneyim:

5 yıldan az 10-15 yıl arası

5-10 yıl arası 15 yıldan fazla

5- Doğrudan sizin gözetiminizde olan çalışan sayısı:

Bölüm II: Duygusal Zeka:

Talimatlar: Bu ifadeler yöneticinin duygusal zekası hakkındadır. Bu ifadeye ne ölçüde katıldığınızı veya katılmadığınızı en iyi yansıtan rakamın etrafına bir daire çizerek aşağıdaki her bir ifadeyi cevaplayınız.

1 2 3 4 5

Tamamen katılmıyorum Tamamen katılıyorum

1. Sözlerle duygularını ifade etmek onun için kolaydır.	1	2	3	4	5
2. Olayları başka birinin bakış açısından görebiliyor.	1	2	3	4	5
3. Motivasyonu yüksek bir kişidir.	1	2	3	4	5

4. Duygularına hakim olmakta zorlanmaz.	1	2	3	4	5
5. Hayattan zevk alan birine benziyor.	1	2	3	4	5
4. İnsanlarla etkili bir şekilde iletişim kurabiliyor.	1	2	3	4	5
7. Fikrini sıkça deęiřtirme eęilimindedir.	1	2	3	4	5
8. Hissettięi duygunu ne olduęunu anlayabilir.	1	2	3	4	5
9. Çeřitli iyi niteliklere sahiptir.	1	2	3	4	5
10. Hakını aramak onun için kolaydır.	1	2	3	4	5
11. Dięer insanların nasıl hissettięini etkileme yeteneęi vardır.	1	2	3	4	5
12. Çoęu Őey hakkında olumlu bir bakıř aısı vardır.	1	2	3	4	5
13. Ona yakın olanlar onlara nasıl davranıldıęı hakkında Őikayet etmez.	1	2	3	4	5
14. Hayatını kořullara adapte etmek onun için kolaydır.	1	2	3	4	5
15. Stresle bařa ıkabilir.	1	2	3	4	5
16. Ona yakın olanlara sevgisini gsterir.	1	2	3	4	5
17. Kendisini bařkasının yerine koyması ve onların duygularını yařaması normalde mmkndr.	1	2	3	4	5
18. Motivasyonunu koruma konusunda yeteneęi vardır.	1	2	3	4	5
19. Genellikle istedięi zaman duygularını kontrol etmenin yollarını bulabilir.	1	2	3	4	5
20. Genel olarak hayatından memnundur.	1	2	3	4	5
21. Onu iyi bir pazarlıki olarak tanımlayabilirim.	1	2	3	4	5
22. Sonrasında kurtulmak istedięi iřlere bulařma eęilimindedir.	1	2	3	4	5
23. Sıka biraz durup duyguları zerinde dřnr.	1	2	3	4	5
24. Byk bir kiřisel gce sahiptir.	1	2	3	4	5
25. Haklı olduęunu bilse bile "geri adım" atma eęilimindedir.	1	2	3	4	5
26. Dięer insanların duygularıyla bařa ıkma gcne sahiptir.	1	2	3	4	5
27. Kendi hayatı hakkında iyimserdir.	1	2	3	4	5
28. Ona yakın olanlarla bile baę kurmakta zorluk ekmez.	1	2	3	4	5

29. Kendini yeni ortamlara adapte edebilir.	1	2	3	4	5
30. Diğer insanlar onun rahatlığını takdir eder.	1	2	3	4	5

Bölüm III: Baskın Liderlik Tarzı:

1. Personele çabalarının karşılığında yardım sağlar.	1	2	3	4	5
2. Soruların uygun olup olmadığına kritik varsayımları yeniden gözden geçirir.	1	2	3	4	5
3. Sorunlar ciddi bir hal almadan önce müdahale eder.	1	2	3	4	5
4. Dikkatini düzensizlikler, hatalar, istisnalar ve standartlardan sapmalara odaklar.	1	2	3	4	5
5. Önemli konular ortaya çıktığında müdahale etmekten kaçınmaz.	1	2	3	4	5
4. Onların en önemli değerleri ve inançları hakkında konuşur.	1	2	3	4	5
7. Onu aradığınızda orada bulabilirsiniz.	1	2	3	4	5
8. Sorunları çözerken farklı bakış açıları arar.	1	2	3	4	5
9. Gelecek hakkında iyimser konuşur.	1	2	3	4	5
10. Onunla ilişkisi olan personele gurur aşılacaktır.	1	2	3	4	5
11. Performans hedeflerine ulaşmaktan kimin sorumlu olduğunu açıkça tartışır.	1	2	3	4	5
12. Harekete geçmek için işlerin ters gitmesini beklemez.	1	2	3	4	5
13. Gerçekleştirilecek amaç ve hedefleri belirlerken coşkulu konuşmalar yapar.	1	2	3	4	5
14. Güçlü bir amaç duygusuna sahip olmanın önemini belirtir.	1	2	3	4	5
15. Personeli eğitmek ve yol göstermek için zaman ayırır.	1	2	3	4	5
16. Performans hedeflerine ulaşıldığında neler bekleyebilecekleri konusunda personeli aydınlatır.	1	2	3	4	5
17. İşler daha da kötüye gidene kadar beklemeye inanmaz.	1	2	3	4	5
18. Grubun menfaati için kendi çıkarlarından taviz verir.	1	2	3	4	5
19. Beni grubun herhangi bir üyesi değil bir birey olarak görür.	1	2	3	4	5
20. Sorunlar kronik hale gelmeden önce adım atılması gerektiğini gösterir.	1	2	3	4	5

21. Saygımı kazanan liderlik becerilerine sahiptir.	1	2	3	4	5
22. Tüm dikkatini hatalar, şikayetler ve başarısızlıklarla başa çıkmaya vermez.	1	2	3	4	5
23. Verdiği kararların ahlaki ve etik sonuçlarını dikkate alır.	1	2	3	4	5
24. Personelin hataların takip eden türden bir lider değildir.	1	2	3	4	5
25. Güç ve güven duygusunu ortaya koyar.	1	2	3	4	5
26. Gelecek için ilgi uyandıran bir vizyon dile getirir.	1	2	3	4	5
27. Personelin dikkatini standartları karşılama konusundaki başarısızlıklara yönlendirir.	1	2	3	4	5
28. Karar vermekten kaçınmaz.	1	2	3	4	5
29. Personelin bireysel özel ihtiyaçlarını, yeteneklerini ve isteklerini göz önünde bulundurur.	1	2	3	4	5
30. Personelin sorunlara farklı açılardan bakmasını sağlar.	1	2	3	4	5
31. Yeteneklerini ve becerilerini geliştirmede ve iyileştirmede personele yardımcı olur.	1	2	3	4	5
32. Görevleri tamamlamak için yeni yaklaşımlar önerir.	1	2	3	4	5
33. Acil soruları hiç gecikmeden yanıtlar.	1	2	3	4	5
34. Kolektif anlamda bir misyona sahip olmanın önemini vurgular ve takım ruhunu destekler.	1	2	3	4	5
35. Çalışanlar beklentilerini karşıladığı zaman memnuniyetini ifade eder.	1	2	3	4	5
36. Hedeflere ulaşılacağı konusunda güvenini gösterir.	1	2	3	4	5