Arab American University

Faculty of Graduate Studies

The Impact of Emotional Intelligence on Leadership Competency Development in Palestinian Private Companies

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This thesis was submitted in partial fulfillment of the requirements for the master's degree of Leadership

September, 2022

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Thesis Approval

"The Impact of Emotional Intelligence on Leadership Competency Development in Palestinian Private Companies"

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Declaration

I declare that the content of this thesis is my own research work, unless otherwise referenced. I certify that this thesis does not contain any material published before by another person or has been submitted elsewhere for any degree or qualification.

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Date: 11.02.2023

Dedication

I dedicate my thesis to those who supported me throughout every step of the way:

My family: My beloved parents, as well as my two brothers, my friends and my supervisor.

As I also thank the hardships that made me the person that iam today.

Abstract

The purpose of this thesis is to investigate how emotional intelligence can impact the leadership competencies of leaders in private Palestinian companies and specifically in the insurance sector. As well as to study the relationship between the independent variable (Emotional intelligence and its four domains: Self-awareness, self-management, social awareness, and relationship management) and the dependent variable (Leadership competency development), in addition to ascertain how well-understood the concepts of emotional intelligence and leadership competency are in Palestinian insurance firms and lastly, to direct and assist insurance industry executives in putting the competency into practice and developing it. Through the use of a survey design that was given to the study sample, the researcher employed a mixed research methodology that combined quantitative and qualitative research methods. The primary resource that consists of a questionnaire was distributed to (68) leaders from top and middle level management that are in the insurance sector that targeted Global United Insurance, Al-Mashriq Insurance Company and Ahlia Insurance Company. As for the interviews, three interviews were conducted with three top level managers. The results shows that there is a high level of emotional intelligence in insurance institutions in Palestine.

The highest mean is the first dimension (self-awareness), then the (social awareness), then (relationship management) and lastly, (self-management) consecutively. There is a high level of leadership competency development in insurance institutions in Palestine. Also, there is a positive and high correlation between all the emotional intelligence constructs and the development of the leadership style in insurance sector in Palestine. As there is a positive and significant impact for social-awareness and relationship management on the leadership competence development. However, there is positive but insignificant effect for the self-awareness and self-management on the leadership competency management.

According to the study's findings, the insurance institutions in Palestine have a high level of leadership competency because most of their executives strive to create a culture of openness and discussion, but they are less adept at successfully navigating complex situations in order to accomplish their projects' goals.

The findings also suggest that emotional intelligence significantly influences leadership competency, and that social awareness and relationship management have positive, significant effects on the growth of leadership competency. The management of leadership competency is affected favorably but marginally by self-awareness and self-management.

Keywords: Emotional Intelligence, Leadership, Competency, Private sector, Insurance sector.

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Chapter 1: Introduction

The concept of Emotional Intelligence has great importance in the lives of people, as it impacts their emotions, their way of thinking and their relationships. The connection between the heart and the mind or in what can be simply described, between emotions and thinking, can help in making decisions as well as provide the right thinking that can lead to better performance and productivity for every individual.

The researcher noticed that emotional intelligence is researched through different aspects socially, or even psychologically, so literature has minimal studies that research the relationship between Emotional Intelligence and other topics that are business- related, especially in the Palestinian market. As claimed by Dulewicz & Higgs (2004), people tend to succeed in their jobs and perform better if they have high emotional intelligence. According to Taylor et al (2008) stated that emotional intelligent behaviors have the traits of leaders as this will also impact their success in the future. Goleman also declared that emotional competence plays an important part in leadership. As for leadership competency, Smith and Wolverton (2010) defined it as the skills, attributes, knowledge and behaviors that contribute to leadership, as these are important to be defined in the Palestinian context especially in the Insurance sector. As for the insurance sector in Palestine, according to the Palestinian News and Info Agency "WAFA" Along with the banking sector and the judicial sector, the insurance sector is one of the most significant economic sectors and a component of the Triangle of Economic Stability because it actively supports economic growth while working to manage the risks to the national economy by safeguarding national savings, people's lives, and property. The insurance sector is considered to be one of the most important sectors in Palestine, as there are minimal studies that researches the effect of

emotional intelligence on the leadership competency in the insurance sector in Palestine, as this is one of the main reasons why this thesis researches this topic; therefore, this thesis is going to explore and find the extent to which emotional intelligence can impact the development of leadership competencies in the insurance companies in Palestine.

Research Problem:

It is important to determine how emotional intelligence affects the leadership competencies of leaders in private Palestinian insurance companies. Since this concept is considered new in general, and particularly in the insurance sector, there aren't enough studies about how it can affect the development of leadership competencies among leaders in Palestine. This will directly benefit leaders who work for private companies in general, and particularly in the insurance sector. In order to determine how emotional intelligence can influence the growth of leadership competencies in the insurance firms in Palestine, the relationship between emotional intelligence and leadership competencies has not been sufficiently investigated and researched.

Research Objectives:

Based on the literature reviewed by the researcher, the following objectives will be as the following:

The main objectives will be:

- To determine whether there is a relationship between the independent variable (Emotional intelligence and its four domains: Self-awareness, self-management, social awareness, and relationship management) and the dependent variable (Leadership competency development).

- To determine the concept of emotional intelligence and its main dimensions.
- To determine the concept of leadership competency and its importance to businesses.
- To explore to what extent the concept of emotional intelligence and leadership competency is clear in Palestinian insurance companies.
- To guide and help leaders in the insurance sector to implement and develop the competency.

Research Questions and Hypotheses:

- Main research questions:
  1) What is the reality of emotional intelligence in insurance institutions in Palestine?
  2) What is the reality of leadership competency development in insurance institutions in Palestine?
  3) What is the impact of emotional intelligence on the leadership competency development in the private sector in Palestine?
  4) What is the relationship between emotional intelligence and the leadership competency development in the private sector in Palestine?

Research question 4.1: Does a relationship exist between self-awareness and leadership competency development in Palestinian insurance companies?

Research question 4.2: Does a relationship exist between self-management and leadership competency development in Palestinian insurance companies?

Research question 4.3: Does a relationship exist between social awareness and leadership competency development in Palestinian insurance companies?

Research question 4.4: Does a relationship exist between relationship management and leadership competency development in Palestinian insurance companies?

Null Hypotheses:

H0-1: There is no statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the demographic and personal characteristics of the studied sample.

H0-2: There is no statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the demographic and personal characteristics of the studied sample.

H0-3: There is no statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of the impact of emotional intelligence on the leadership competency development in the private sector in Palestine.

H0-4: There is no statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of the relationship between emotional intelligence and leadership competency development in the private sector in Palestine.

H4-1: There is no significant relationship between self-awareness and leadership competency development in Palestinian private companies.

H4-2: There is no significant relationship between self-management and leadership competency development in Palestinian private companies.

H4-3: There is no significant relationship between social awareness and leadership competency development in Palestinian private companies.

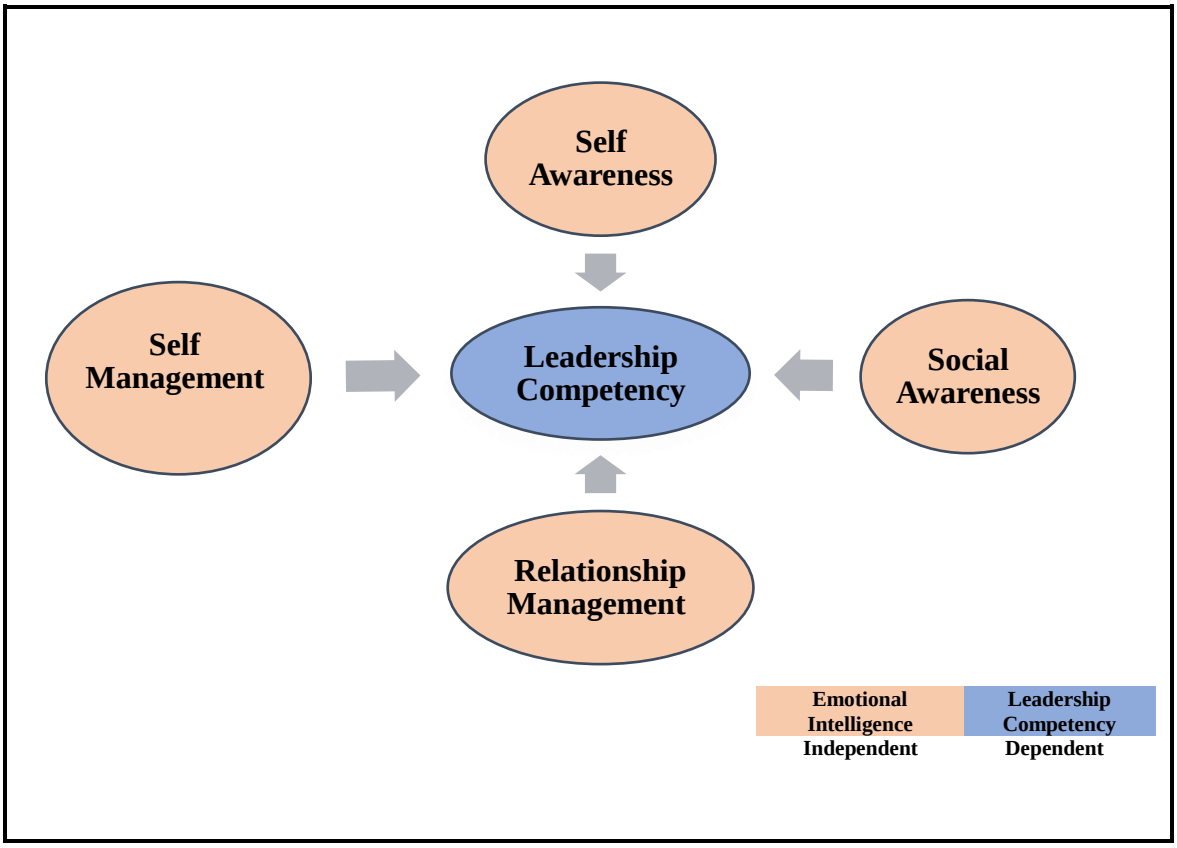
H4-4: There is no significant relationship between relationship management and leadership competency development in Palestinian private companies.

Research Methodology:

This section of the proposal will represent the methodology. This study will use the quantitative research method by implementing the use of a questionnaire, as well as the qualitative research method by conducting interviews. These methods are going to study the relationship between the two main variables, which are emotional intelligence (the independent) and leadership competency development (the dependent). In light of the literature review and for the purposes of the study, the emotional intelligence will split into four dimensions (Self-awareness, self-management, social awareness, and relationship management), the researcher will examine the effects of the four dimensions on the leadership competency. Please see the study form in figure (1) below.

The Research Model:

Figure (1):



Source: Prepared by the researcher.

Instrument development:

The questionnaire will have four main sections that will include the demographic information such as gender, age, education level, job position, the department the candidate is working at, and the number of years of experience working at the company, in addition to 30 questions that addresses the rest of the sections that focus on the main two variables that cover the emotional intelligence and the leadership competency development.

The first section will address the first variable, which is emotional intelligence, including its sub variables such as self-awareness, self-management, social awareness, and relationship management.

The second part of the questionnaire will address the second variable which is leadership competency development.

As for the interview, it will include (7) questions to be answered by the participants that are in the top and middle management, (3) interviews will be conducted.

Data Collection:

In this study, two resources are going to be used. The primary resource that consists of a questionnaire distributed to (68) leaders from top and middle level management that are considered leaders in companies in the insurance sector, since it is an effective method to be used for quantitative data collection, and the interview for the qualitative data collection.

For distributing the questionnaire, a link will be shared to the participants via email, along with a cover sheet to interpret the purpose of the study, information about the researcher for further inquiries, as well as the participants' rights.

Survey respondents will be collected via the internet using google forms to do a questionnaire and distribute it using the respondents' emails. Questionnaires in the form of hard copies will be available for the participants who do not want to use the online questionnaire and to get their consent faster, as the participants will sign a consent form stating that they are willing to participate in the study through completing the questionnaire.

Regarding the qualitative data, several interviews will be conducted with a group of leaders addressing questions in this study, as this will aid to explain and understand the candidates better concerning their experience, opinions and their behaviors.

The secondary resource includes scientific articles, books, related scientific studies, and online research studies as they are constructed as a backup in the literature review, and contains previous studies and theories that were used in other dissertations and theses.

Data Analysis:

As for analyzing the descriptive data as it has quantitative responses**,** Microsoft Excel as well as the SPSS program are going to be used, as they provide accurate and graphical representations, as well as good and beneficial results for the analysis of the data. Through the SPSS program, several tests will be used to test descriptive statistics such as the mean, median, mode, as well as the range and the standard deviation, in addition to inferential statistics such as correlation test, and hypothesis test, to test the relationship between the variables and to analyze the research questions and the hypotheses.

Cronbach alpha will be used to test the reliability of the study, as a result of Cronbach's α coefficient between 0.70 and 0.80 is acceptable.

As for the secondary data, several books and reports will be included as a contribution to the study, as it will help with the analysis of this research, and in addition add a good value to the literature review to also help with answering the specified questions.

Research Tools: Study Area, Sample Size

Population: Leaders that work in private companies in the insurance sector located in Ramallah, Palestine.

Sample: Palestinian leaders who work in private sector in insurance companies in Ramallah, Palestine. A sample of (68) participants that are considered to be leaders is going to be collected. In this research, a reliable sampling technique would be non-probability sampling, using the convenience sampling method, as the participants that are going to be selected are representative of the population, and in this case, they are the leaders in the insurance companies.

Sampling frame: Leaders who live and work in Ramallah, Palestine. Specifically, leaders who work in (3) companies that are in the insurance sector. The sample will include leaders working in the first, middle , and top-level management, including senior managers as well as chief executives.

1.1 Limitations of Research

For the purpose of this study, the following limitations were noted:

1.1.1 Insufficient research regarding emotional intelligence in Palestinian insurance companies.

1.1.2 Lack of cooperation by some participants in insurance companies and the delay in responding to the questionnaire.

1.1.3 The limited sample size (N = 68) severely restricted the study's external validity. As a result, it was unable to generalize the study's findings in terms of what they would mean for research administrators especially in the insurance sector.

1.1.4 The planned research topic had a very broad and extensive nature, necessitating the use of a wide range of resources. As a result, the researcher depended heavily on external resources, which was very challenging to manage in a limited amount of time.

1.1.5 Because the participants might be concerned that their responses might be shared with the other group members, which could lead to conflicts inside the group, the participants might be hesitant to take part in the research procedure.

1.2 Delimitations of Research

1.2.1 The study will address the leadership competency development in the insurance sector only.

1.2.2 The study is limited to certain participants and they are the leaders that work in Palestinian insurance companies.

Chapter Two: Literature Review

Introduction

There are numerous factors that leads a person to be successful either in his life or at work, such as having a career, being intelligent, as well as white-collared characteristics. Other factors might be destiny or even luck in addition from being from a wealthy family and being in a satisfying environment. All of these factors are great determinants, but they might not be enough.

Over the past 30 years, the conception of Emotional Intelligence (EI) has gained popularity in today's world. As scholars agreed that EI is a top determinant of the commitment of employees, companies' successes, as well as the satisfaction of customers. (Suifan et al, 2015)

In certain businesses, Emotional Intelligence was considered one of the elements of leadership that is effective. Caruso & Salovey (2004) as well as George (2000) stated that Emotional Intelligence aids every person working in a team, the ability to lead others, as well as to manage stress. For example, if certain leaders cannot control themselves while being stressed, they will not be able to pay attention, also leaders who have weak management of their emotions, might allow emotions to interfere with their administrative efficiency.

1.2 The Concept of Emotional Intelligence

Emotions

As stated by Young (1943), emotions were considered as inconveniences that make people lose their temper, but this is not the case according to Salovey and Mayer (1990).

Mowrer (1960) affirmed that emotions are important in life, as people depend on their explanations and assumptions to analyze a certain event as they have their own reactions to that event that can be different accordingly.

Conforming to Gayathri (2013), the word ‘emotion’ merges certain traits such as thinking, feeling and physical experience. Wierzbicka (1999) said that the word ‘emotions’ is preferable over the word ‘feelings’, since it seems more objective, as this becomes easier to interpret than being subjective.

Intelligence

Bar-On (2004) acknowledged that intelligence is a set of competencies, abilities and skills that are combined to achieve knowledge that helps in dealing with life in an effective way.

Emotional Intelligence

According to Ezzatabadi, et al. (2012), the concept of emotional intelligence is defined as the capacity to manage, explain, communicate, describe and feel emotions. Serrat (2017) defined emotional intelligence as the potential to recognize the emotions of the person himself, and the people around. According to Salovey and Mayer (1990), Emotional Intelligence is considered to be certain capabilities to manage one’s own emotions and the emotions of the people around, as this also indicates the level of development psychologically in the Emotional Intelligence potential, also to recognize emotions in a way to simplify thoughts, and emotions to aid in personal growth as mentioned by Salovey and Mayer (1997) and also, it is the capacity to admit and monitor emotions of the individual and people neighboring to train one’s thinking and actions (Goleman, 2001) Emotional Intelligence is justifying for about 85 percent of leaders’ performance as stated by HayGroup (2000), as EI is linked directly to performance (Abraham, 1999) and since it is suggested that EI is important in the workplace (Huy, 1999; Goleman, 1998)

Referred to Dalip Singh (2001), the implementation of Emotional Intelligence aids employees as well as managers to observe and perceive emotions as the implementation includes development of employees, teams and organizations, and also personnel selection.

Mayer and Salovey (1995) mentioned that individuals that have high levels of emotional intelligence tend to have high self-control to increase pleasure, and also, they engage in internal and external activities with one's self and others, they also do not repress emotions rather than experience them according to the situation.

Emotional intelligence can be beneficial in many ways, as it can be a great assistance in intensifying employees' affirmation of change, the role of creativity, enhancing organizational culture, it reduces turnover of employees, increasing effective team work, and recognizing leaders, (Fernandez-Araoz, 1999; Huy, 1999)

According to Goleman (1995), specifies that emotional intelligence is a conception that has multiple dimensions, such factors include interpersonal skills in a way that a person should be socially competent to interchange with other people, another factor is self-awareness, which explains the truth behind one's feelings, as for the capability of sensing others feelings that is empathetic response, internal motivation is tracking a certain goal, and lastly, the ability to dominate over pessimistic emotions is called mood regulation. These factors were involved in the progress of emotional intelligence.

According to Serge (2004), emotional intelligence is taught and is not considered a trait, as EI can also be measured and improved. Such as, if the IQ is average, then EI might be high. Mayer (2008), defined emotional intelligence as though enhancement through the usage of emotions in addition to emotional knowledge.

A study was conducted by Adeyemo in 2007 that inspected the relationship between emotional intelligence and job satisfaction and organizational commitment. A random sample of two hundred and forty employees was taken from Oyo state. As for the data collection, a questionnaire was used as a quantitative method as the data was then analyzed using descriptive statistics in addition to

other tests such as Pearson, regression analysis, and correlation. The result of the study turned out that emotional intelligence was a mediating variable in the relationship between job satisfaction and organizational commitment, as also that the job satisfaction had an effect on organizational commitment. So, the conclusion was drawn to the fact that emotional intelligence can improve the commitment in the organization.

Salovey and Mayer (1990) introduced the concept of emotional intelligence as a way of measuring it by considering general intelligence, other researchers added to the model by measuring Emotional Intelligence using other tools such as self-assessment. They also stated that EI gives the capability of knowing and understating one's emotions that can be reflected on the environment around them, as well as by assisting thoughts.

Salovey and Mayer's (1990) ability model defines emotional intelligence as the ability to regulate one's own emotions in addition to those of others, to detect them, and to use that knowledge to one's advantage in thinking and acting.

Durlak, Weissberg, Dymnicki, Taylor, and Schellinger Brackett, Rivers, and Salovey (2011) Mayer & Salovey (1990) Mayer & Salovey (1997) and Weissberg & Durlak (2005) noted that throughout the last two decades, both the theoretical development of the Emotional Intelligence concept and the development of the research investigations have increased.

A report that Goleman wrote in 1995, states that Emotional Intelligence is considered to be more potent than I.Q. Also, research shows that IQ is less important than emotional Intelligence since it connects to the work that is based cognitively better than it does with only using the I.Q. since it is not fully reliable to be a factor of achievements alone. (Lam and Kirby, 2002)

2.2 Features, Components and Elements of Emotional Intelligence - Models

Goleman's Competency Model

In order to remain ambitious and survive in a complex, uncertain, and unpredictable environment, groups must embrace a never-ending innovation strategy, expand globalization, devise a regular restructuring among all strategic options, and deal with common changes. To do this, organisations must invest in their most important resource: persons (Giorgi, 2013). What they require is a group of people who are capable of adapting to the daily changes that the environment experiences.In fact, in progressive groups, who hold up with the times, the concept of a capable individual has changed. The search for humans able to successfully encourage themselves and pursue an intention despite setbacks, control their impulses and delay gratification, stabilize their emotional states, be empathetic and hopeful has moved beyond the initial studies of humans with technique that combines and expert skills (Boyatzis and Ratti, 2008). Individuals that are capable of doing this possess Emotional Intelligence (EI), a term Daniel Goleman proposed as being far more important than IQ (1995).

As an indication of success mainly either in life or work, having Intellective Quotient (IQ) is insufficient to be competent, as one must have Emotional Intelligence according to Goleman (2005). As specified, there are two types of competencies, the relational one, which defines the method of handling relationships, and the other one is the personal that shows the approach of handling one's self.

According to Goleman (2001), there are four branches in the model that includes self-awareness in a form of self-confidence and self-assessment, the second branch is the self-management that involves achievement and initiative, adaptability, self-control and trustworthiness. Social

awareness is the third branch, this is made up of organizational awareness as well as empathy and social orientation. As for the fourth and last branch it is the relationship management that covers the teamwork and collaboration, influence, conflict management, developing others along with leadership.

Through an article found in the Harvard Business Review written by Goleman (1998), implemented EI in business, as he stated that leaders have increased levels of emotional intelligence. According to Emmerling and Goleman (2003), Cherniss et. al. (1998), Boyatzis and Oosten (2002), having certain skills that is related to interpersonal, team building as well as the social skills aids in having a good communication with subordinates as this indicates a person's accomplishment, meaning that IQ is essential in one's success, but having high levels of emotional intelligence eases the process.

In 2002, Rahim studied the relationships among the five dimensions that are related to emotional intelligence, he stated that there is a relation between self-awareness and self-regulation, as well as socials skills and empathy. As self-regulation has a positive correlation with social skills and empathy, as mentioning that there is also a positive relation between both of these variables and motivation that is directly related to problem solving strategy. Goleman, Boyatzis & McKee (2007), stated that emotional intelligence has four dimensions, self-control, social conscience, self-knowledge, and relationship management.

The trait-based conceptions of emotional intelligence see the idea as a personality trait that is best assessed by the individual. According to this emotional intelligence concept, certain features are intrinsic and uncontrollable, while others may be managed, fostered, and cultivated.

Mixed models are the other category of emotional intelligence theories. According to this perspective, emotional intelligence is a mix of qualities, skills, and attributes. The mixed models

of emotional intelligence have been differently tested by self-evaluation and 360-degree assessment, but the trait-based models of emotional intelligence are best measured through self-assessment.

Goleman (1995) provided a thorough evaluation of several research on intelligence, particularly those done on children. The competency-based model of emotional intelligence that he later developed, however, was created expressly for the commercial sector.

The model includes (20) separate competencies that are intended to encompass four main skills: relationship management, self-management, social awareness, and self-awareness (Gardner & Stough, 2002). His model was heavily skewed in favor of the notion that emotional intelligence was the result of a set of abilities that could be taught as opposed to being inherited. Even still, there is still a lot of disagreement on how emotional intelligence should be conceptualized and if it is necessary for effective leadership (Weinberger, 2003) more than 20 years after the phrase was first employed.

The following crucial components or skills were outlined in Goleman's original work on emotional intelligence: knowing one's own emotions, regulating one's emotions, inspiring oneself, motivating others, identifying emotions in others, and managing relationships. The results and behaviors of both individual and organizational behaviors are now included in Goleman's notion of emotional intelligence and its distinctive behaviors. The initial five aspects were improved upon by the more comprehensive emotional intelligence model as presented by Goleman and Boyatzis et al. (2013).

Table 1. Dimensions of emotional intelligence and associated behavioral competencies *.

Individual		Individual Relationship and Interaction with Others	
Self Awareness	**Self Management**	**Social Awareness**	**Relationship Management**
Self Confidence	Self Control	Empathy	Developing Others
Accurate Self Assessment	Trustworthiness	Service Orientation	Influence
	Conscientiousness	Organizational Awareness	Communication
	Adaptability	Empathy	Conflict Management
	Achievement Drive		Leadership
	Initiative		Change Catalyst
			Building Bonds and Teamwork
			Collaboration

* Goleman and Boyatzis *et al*. [28,29].

Hess, J., & Bacigalupo, A. (2013). Applying Emotional Intelligence Skills to Leadership and Decision Making in Non-Profit Organizations. *Administrative Sciences*, *3*(4), 202–220. https://doi.org/10.3390/admsci3040202

3.2 Determinants of Emotional Intelligence

Regarding self-awareness, emotionally intelligent non-profit leaders and decision-makers are able to establish their suitable position in the decision-making process thanks to their self-awareness and its representative competences of accurate self-appraisal and self-confidence These abilities allow decision-makers to specifically assess if they have the necessary orientation to an issue and have the self-confidence to compare their own decision-making abilities to others. As a result, these emotional intelligence abilities provide a decision-making process to establish who is the most suitable individual or group to make the greatest choice in any particular situation.

Trustworthiness, conscientiousness, adaptability, achievement drive, and initiative are significant emotional intelligence traits for non-profit leaders and decision-makers much as self-management and its planned behavior of self-control are. According to studies by Lerner and Shonk on the affects of residual anger on decision-making, people who were made liable for their conduct were better at managing the effects of their anger.It can occasionally be difficult to balance the

requirement to demonstrate initiative and success with the temptation to make each decision on your own.

The initial idea of emotional intelligence (Salovey & Mayer, 1990) served as the basis for the Goleman-Boyatzis model (Goleman, Boyatsis, & McKee, 2001). According to Brackett, Rivers, and Salovey (2011), Goleman (1996), Salovey & Mayer (1990), and Zins & Elias (2007), the interconnected social and emotional competences examined in this study fall into four key clusters: self-awareness, self-management, relationship management, and social awareness.

Self-control entails emotional restraint, choosing to feel good instead of bad, adaptability to shifting circumstances, and the capacity to overcome challenges. Building a culture of trust, comfort, and security is possible when optimism and a positive attitude are maintained in the face of stress as leadership requires self-control. One of its most significant duties is managing one's emotions, completely expressing joy, and handling bad ones effectively. Although a leader's emotional state is very viral at the level of the team, emotional control should be used as a benchmark. a boss with poor emotional control.

Social consciousness is tied to the third element of emotional intelligence. In order for emotional states to converge, this implies the capacity to notice other people's feelings and reconcile them with his own. A leader's primary duty within an organization is to create resonance, which is social consciousness. A leader can use empathy, a core social conscience talent, to understand the thoughts and feelings of others, recognize the values and objectives that the group shares, and encourage good responses from members of the group.

A leader without empathy may unknowingly convey conflicting messages through actions that can cause unfavorable emotions. Empathy becomes essential to effective social relationships in the workplace in these circumstances. Relationship management is the final but not least element of emotional intelligence. This involves relationship management, inspiring people to take action in

a new direction, and teamwork. As building and sustaining relationships is crucial for the advancement of the firm, a leader must possess this competence.

The four components of emotional intelligence are linked and condition to one another. Both conceptually and practically, the dynamic interaction that has been built between them is important. Self-awareness makes both easier. Empathy and restraint are key components of effective relationship management. They make up the fundamental characteristics of a leader who is emotionally intelligent. An emotional intelligent leader incorporates all of these aspects in his own leadership style in an effort to continuously hone his leadership abilities.

A survey of 400 CEOs indicated that they first use self-awareness and empathy to keep an eye on their own behavior and other people's reactions to it, accept criticism, evaluate feedback, and are not frightened of possible adverse effects. In contrast to this, ineffective leaders are always looking for positive comments, it causes them to lose all sense of reality and frequently hold less accurate ideas about their leadership performances. The most effective leaders had self-evaluations that closely matched those of others (Ashford & Tsui, 1991).

People vary in terms of their personalities, needs, and modes of emotional expression. In particular, if one wants to succeed in life, getting through this requires subtlety and cunning. Here, the concept of emotional intelligence may be helpful. The five domains of emotional intelligence cover both social and personal skills in a broad sense. Self-awareness, self-regulation, and self-motivation are some of these and showed as follows:

• Self-Awareness

(i) Emotional awareness: Recognizing one's feelings and the impact they have.

(ii) Accurate self-assessment: Knowing one's capabilities and limitations.

(iii) Self-confidence: Confidence in one's ability and value.

• Self-Regulation

(i) Self-control: Controlling irrational feelings and urges.

(ii) Trustworthiness: Upholding moral and ethical values.

(iii) Conscientiousness: Assuming accountability for one's performance.

(iv) Adaptability: Ability to adapt to change.

(v) Innovativeness: Being at ease with and receptive to unfamiliar concepts and information.

• Self-Motivation

(i) Achievement drive: Aiming to improve or achieve a high quality.

(ii) Commitment: Aiming to improve or achieve a high quality.

(iii) Initiative: Ability to seize chances.

(iv) Optimism: Persistence in the face of challenges and failures when pursuing goals.

• Social Awareness

(i) Empathy: Recognizing the thoughts and viewpoints of others and showing a keen interest in their issues.

(ii) Service orientation: Understanding, anticipating, and addressing client demands.

(iii) Developing others: Recognizing what others need to grow and supporting them in that.

(iv) Leveraging diversity: Fostering chances with a varied population.

(v) Political awareness: Reading the power dynamics and emotional currents in a gathering.

• Social Skills

(i) Influence: Using persuasive strategies that work.

(ii) Communication: Sending messages that are compelling and clear.

(iii) Leadership: Inspiring and directing teams and individuals.

(iv) Change catalyst: Bringing about or overseeing change.

(v) Conflict management: Negotiating and settling conflicts.

(vi) Building bonds: Fostering connections that are useful.

(vii) Collaboration and cooperation: Working with others to achieve common objectives.

(viii) Team capabilities: Fostering group cooperation in the pursuit of common objectives.

The five domains include, in short, knowing your emotions, controlling your emotions, inspiring yourself, identifying and comprehending other people's emotions, and managing relationships, or controlling other people's emotions.

4.2 The Importance of Emotional Intelligence

If an individual improves their emotional intelligence, this will help them increase their level of success and productivity as they will help others as well. This development will aid in reducing the stress in individuals as well as organizations, this will result in the stability in the organization, there will be good communication between relationships, as well as progression, as it is related to spirituality and love.

That there is such a need for emotional intelligence is due, in large part, to the fact that stress and complexity frequently lead to negative conduct. According to Goleman (1995), it is crucial for professionals to have a high level of emotional intelligence in order to better manage resources and foster both intellectual and emotional development.

To regulate and manage their emotions when working with researchers who are employed in tenure-track positions, research administrators may need to demonstrate high levels of emotional intelligence.

5.2 The Concept of Leadership Competency Development

Leadership

The subject of one certain definition of leadership is controversial (McCleskey,2014), but Burns (1978) defined leaders as the ones who are motivated by their employees using intrinsic motivation methods. It is also a mechanism that impacts other people as well as it aids individuals as well as groups to achieve commons goals as suggested by Yukl (2002).

Dugan and Komvies (2007) clarified that leadership is an operation that is described as transformative plus it is relational that can be learnt and changed. The process of a leader that persuades his followers to achieve certain objectives that are shared between the leader and the followers (Gardner, 1990), it is essential that the leader has a trait of persuasion and has the authority to impact others in the organization as this will lead to change which is vital in the organization (Wallin,2009).

A relationship where a leader aims to lead and others who aim to follow as defined by Kouzes and Posner (2002). As leadership focuses on trust and credibility, commitment, trust plus obligations and a common objective (Koen and Bitzer, 2010), as these are a good indicator of the level of competency a leader has.

A leader is someone who motivates a group of people to achieve a common goal as stated by Northouse (1997). In the system theory, leadership, according to Hollander (1978), is a process of reciprocal influence between leaders and followers that fluctuates between leaders, followers, and the situation at hand.

Competency

Competencies as Boyatzis (2008) stated are abilities and traits that can have a direct impact on the organization regarding its performance. There are three types of competencies, such as social intelligence competencies that involves teamwork and compassion, the other type of competency is the cognitive intelligence, that contains pattern recognition and thinking. As for the third type, it is the emotional intelligence competencies, this includes self-awareness and self-management.

In several societal areas, specific characteristics can be used to predict success in managerial, leadership, and professional responsibilities. When we have strong skills and experience, tasks like problem solving, delegating, inspiration, and team building become much easier. Success can be determined by one's ability to interact with others and their disposition (Boyatzis, 2008).Soft skills are not related to a specific industry/knowledge, but are carried across all activities. These skills are the ways in which a person activates himself to accomplish a task and/or face a problem and knows how to convert knowledge into efficient performance. These abilities can be put to use in a variety of circumstances, they help one extend or adjust their foreknowledge, and they help one change-adapt responsibly, independently, and flexibly (Clarke, 2010). There is a lot of irritation associated with the idea that soft skills are universal. Due to this, it is crucial to concentrate on acquiring soft skills in addition to more traditional hard talents (Grant, 2007)

Leadership Competency Development

In 2010, Smith and Wolverton defined leadership competencies as the skills, attributes, knowledge and behaviors that contribute to leadership. It contains certain leadership traits that provides acceptable results to the organization as stated by Tichy, (1997), Wallin (2009) and Yukl (2002).

Another definition of leadership competencies by Rohana and Abdullah (2017), declared that there are certain features that every leader should have in order for them to achieve high performance. In organizations, contributing to the development of leadership competencies can help in the advancement of a new generation of leaders.

There are various studies that declares that leaders who are competent got tested for their behaviors, power, situation, traits transformational abilities, and influence as these factors contribute for their success in organizations (Bass, 1998; Bensimon, Neumann & Birnbaum, 1989; Yukl, 2002).

Factors such as talents and intelligence are not adequate to be a source of success in the performance when measuring competencies as stated by McClelland (1973) as there are other aspects that should be taken into consideration such as interpersonal skills and leadership.

Leadership competencies are a diverse set of knowledge, abilities, talents, and character traits. Compare and contrast the following lists of leadership traits with confidence, adaptability, a positive outlook, influence, and inspirational motivation. Directness, sympathy and sensitivity, being proactive, self-awareness, problems with interpersonal relationships, challenge changing or adapting are among them.

Spencer and Spencer's Competency Model

According to Lyle M. Spencer and Signe M. Spencer, competencies are causally related to performance or results and therefore an activity without intent is not to be recognized as a competence. They provide a list of five distinct competence-related characteristics, or what we may call competence-constituting elements. The following categories can be used to group them, moving from those that are most important for a performance's efficacy but are harder to pin down and measure to those that are purely technicalprofessional, implementable, observable, and

measurable (Spencer and Spencer, 1993) as there are five dimensions to leadership competency that includes motivation, traits, self-image, skills, and knowledge.

Motivation is described as the capacity to concentrate efforts on obtaining certain goals that seemed like top priorities and to ignore out-of-the-ordinary stimuli. Most of the time, a person's actions are motivated by their cognitive processes or inner urges, as for traits they are physical, mental, and natural characteristics and tendencies to react and conduct positively in a favorable scenario. In terms of skills, self-image refers to the ability, the collection of all cognitive procedural skills required to complete a given intellectual or physical task. It is a collection of principles, attitudes, ideas, and evaluations of who we are, how we fit into society, and our societal expectations that encourage us to believe in ourselves and be confident we will always succeed. The final one is knowledge, which refers to information that is held about themes, facts, information, and processes.

6.2 Importance of Leadership Competency Development

The knowledge, abilities, behaviors, and characteristics that are crucial for effective leadership are referred to as leadership competencies (Smith & Wolverton, 2010).

Given that leadership entails influencing others, self-confidence is crucial. It presents a good view of oneself. The ability of the leader to keep his team members and subordinates accountable for reaching their objectives is a crucial quality to evaluate. The workforce can be held accountable by the leader for upholding organizational principles and acting honorably. For a leader to ensure that the organizational goals are met, conceptual thinking is a talent that is critical.

The motivation of the project team throughout the project's life cycle may assist the project succeed, making this the most crucial component of a visionary leadership style.

7.2 Characteristics of Leadership Competency Development

There are certain characteristics of competencies regarding leadership, such as Self-development that includes working to continuously better oneself, doing introspection, being open to learning, and being aware of one's own strengths and limitations, another one is perseverance is the capacity to bounce back after setbacks and maintain optimism despite them. In addition, honesty and integrity as it is setting a good example and displaying the capacity to both judge as well as act ethically uprightly despite other temptations; deserving of dependence and faith. Making the proper judgments, using sound judgment when choosing people, plans, and tactics, and promptly changing course when necessary are all examples of judgment. making judgments on time and with objectivity. Moreover, taking the initiative: acting in a proactive and resourceful manner independent of any official procedures or specific instructions, and also accountability is being accountable for one's own behavior as well as that of followers. Taking calculated risks when appropriate, challenging the existing quo without fear, and going against the grain when required, and lastly, confidence which is maintaining a healthy balance between confidence and acceptable amounts of humility.

8.2 Emotional Intelligence in Leadership Competency

Recent research has shown that emotional intelligence is a key idea in the process of developing leaders (Sy & Cote, 2004).

There is a ton of data in the research literature that implies that emotional intelligence plays a big role in effective leadership (Bumphus, 2008; Lin, 2005; Maulding, 2002; Scott, 2004; Weinberger, 2003; Whitman, 2009; Wilcoxon, 1969).

Effective leaders may be distinguished from unsuccessful ones by having emotional intelligence abilities and the capacity to manage them, according to research on senior and middle managers in business and industry (Goleman, Boyatzis, & McKee, 2002).

A leader who has a high level of self-awareness is aware of his personal emotions and how they could affect professional performances. He also continually works on the habit of reflecting on his professional actions rather than responding hastily.

Rosete (2004) studied the effects of emotional intelligence, personality, and cognitive intelligence on leadership performance among 41 senior executives from a sizable "public service organization." Higher emotional intelligence was linked to more successful leadership, according to the correlation studies.

Up to 18 months following training, investigations by Goleman et al. (2002) revealed an improvement of 11% in emotional and social intelligence.

The first step in developing leadership skills is figuring out who you want to be. When a new awareness unexpectedly bursts into the person's consciousness, this occurs. Boyatzis and Akrivou (2006) assert that a person's actual vision might take on a variety of forms. They assert that for it to emerge from a person's best image, it needs to contain three essential components. The same as other strength-based strategies, it necessitates a grasp of the person's strengths (Roberts, Dutton,

Spreitzer, Heaphy, & Quinn, 2006).This is referred to as a person's basic identity by Boyatzis and Akrivou (2006). They continue by adding that in addition to having a vision of the perfect future, a person also wants to believe that it is feasible.

Our understanding of how social and emotional intelligence affects work performance is based on research done at Case Western Reserve on a training program for corporate leaders (McLelland & Boyatsis, 1982). They enable a person to show emotional intelligence in regulating oneself and collaborating with others in order to be productive at work (Boyatzis, Goleman, & Rhee, 2000)

Several studies have looked at the relationship between a leader's perceptions of their emotional and social skills and their leadership attributes. Self-ratings on the Emotional Intelligence Appraisal scale, which assesses four of the five key skills (self-awareness, social awareness, self-management, and relationship management), as well as a locally devised leadership enhancement test, which rates leadership in nine different categories (leadership attributes, visionary leadership, community leadership, instructional leadership, and others).

, were compared in Cook's (2006) study of 143 elementary school principals. With the exception of cultural competency and community leadership, each of these substantially correlated with how EI was seen by principals.

The association between an ability measure of emotional intelligence, personality, cognitive intelligence, and leadership effectiveness among senior corporate executives was investigated by Ciarrochi and Scott in short exploratory research published in 2005. A 360-degree assessment that included ratings from each leader's subordinates and direct managers was used to evaluate each leader's effectiveness as a leader. Ciarrochi and Scott (2005) revealed that stronger emotional intelligence was connected with higher leadership effectiveness, supporting Rosete's (2004) findings. In light of this, it is clear that in order to get the optimum organizational outcome, it is necessary for emotional intelligence and leadership effectiveness to work closely together.

Higher levels of emotional intelligence may help the sponsored research administrator manage the daily personnel and administrative operations associated with externally funded research projects more effectively because leadership requires interaction with a variety of challenges and internal and external customers. This management approach enables administrators to use the principles of emotional intelligence, including recognizing the underlying emotions of the key decision makers and assisting them in improving outcomes within the higher education institution they run.

The absence of emotional intelligence skills, or emotional illiteracy, reduces team performance, according to McDowelle and Bell's (1997) research on emotional intelligence, and the most productive workers in large firms are frequently those with the greatest networking abilities.

Although there is very little evidence, scholars have attempted over the past 20 years to demonstrate a link between leadership and emotional intelligence.

Empirical study done on the subject (Gardner & Stough,2002). Slater, Barling, and (2000) Kelloway investigated the connection between transformative leadership and emotional awareness. By following the recommendations made by Salovey and Mayer (1990) and according to Goleman (1995), leaders with strong emotional intelligence were more disposed to exercise transformative leadership, as well as their capacity for restraint with their emotions, setting a strong example for others to imitate.

Additionally, they hypothesized that managers and executives who exhibit high emotional intelligence are better able to gauge the feelings of those they work with. This view would be helpful in figuring out what would encourage other people and how much incentive was required (Barling et al., 2000).

In senior level management, Gardner and Stough (2002) were eager to demonstrate the connection between leadership and emotional intelligence. They applied the Palmer and Stough-created

Swinburne University Emotional Intelligence Test (SUEIT) (2001). The five components of the SUEIT are emotional recognition and expression, direct cognition of emotions, knowledge of external emotions, emotional management, and emotional control. This model has a clear connection to workplace emotions.

To effectively manage funded research office staff and the demands of the research investigator, senior research administrators must have self-control and self-awareness qualities. The senior administrator must also be able to control his or her own emotions while also being aware of the relevance of the emotional domain for the general health and development of the research faculty and staff as well as other research administrators. Knowing and comprehending one's own inner life of feelings and personal meanings as well as the impact it has on others is a vital characteristic for individuals practicing from a counseling model, according to Delworth and Hanson (1989).

Higher levels of emotional intelligence were found to be associated with better performance in nine key areas, according to the Center for Creative Leadership's findings (2001), including participative management, putting people at ease, balancing personal and professional lives, being straightforward and composed, building and mending relationships, doing whatever it takes, decisiveness, confronting problem employees, and change management. According to the Center for Creative Leadership study from 2001, leaders are more likely to be perceived as participatory, collected, and balanced and coworkers tended to respect managers' capacity to regulate their emotions. In a similar vein, Dasborough and Ashkanasy's qualitative study from 2003 found that employees saw leaders who encouraged them as being the most productive.

According to Drucker (1999), in order to be a great leader, a person must be aware of their own strengths and shortcomings, continuously manage change, be aware of the strengths and weaknesses of their 37 coworkers, and take the initiative to maintain good working relationships.

The disciplines of emotional intelligence: Self-management, self-awareness, relationship management, and a general social awareness are consistent with Drucker's ideas and convictions on effective leadership (Goleman, 2001).

The importance of having high levels of emotional intelligence in achieving the desired work outcome is demonstrated by the fact that emotional intelligence works to provide a basis for developing competencies related to managing and controlling 28 emotions and understanding the emotional processes of the coworkers (Goleman, 2001; Mayer, DiPaolo, & Salovey, 1990).

However, emotional intelligence works to establish a foundation for the development of competencies related to managing and controlling 28 emotions and comprehending the emotional processes of the coworkers, which in turn are excellent indicators of work-related performance, demonstrating the significance of having high levels of emotional intelligence in achieving the desired work outcome (Goleman, 2001; Mayer, DiPaolo, & Salovey, 1990).

Klemp (2005) identified five crucial components of emotional intelligence that were strongly connected with leadership effectiveness based on his three decades of longitudinal study. He emphasized that good leaders are not only conscious of how they affect people, but they also take use of this impact. He proceeded by saying that the best leaders are those who can simultaneously make difficult judgments and display empathy. The most effective leaders, according to Klemp, also have high levels of emotional intelligence, are enthusiastic about what they do, are outstanding communicators, and are skilled at juggling emotions and reason when making judgments.

Additionally, it has been suggested that emotional intelligence has a relatively important role in how well-performed employees of effective leaders perform at work. Lopes, Grewal, Kadis, Gail,

and Salovey (2006) investigated the performance of 44 analysts from a Fortune 400 organization and found that peers and/or supervisors with high emotional intelligence got larger merit raises and were held in higher corporate levels than their counterparts.

According to Goleman (2001), successful leaders with high levels of emotional intelligence are essential for any formal organization to succeed. Effective leaders must be able to relate to their team members, comprehend how they feel about the workplace, support them when issues arise, have emotional self-control, and understand the socio-political conventions that apply to the company. Effective leaders also greatly influence an organization's performance levels by establishing the kind of workplace (using the emotional and social intelligence components) that is most appropriate for the given profession.

With their differentiation between resonant and discordant styles, Goleman et al. shed more light on how emotional intelligence traits in leadership might be integrated. The discordant leader, according to the authors, is one who fails to connect with others, exhibits insensitivity to other people's feelings, and puts a barrier between themselves and followers. People under a discordant leader perform badly at work and are off-balance, separated from the leadership, and have negative business and emotional effects. On the other hand, the resonant leader is one who is sensitive to others' emotions and influences them in a constructive emotional direction, according to Goleman et al. Additionally, a resonant leader may inspire and encourage people by striking a chord with them.

Recent research in the fields of leadership and group dynamics has also helped the emotional intelligence sector. According to Taylor et al., both aspiring and experienced leaders in the firms they investigated concurred that emotional intelligence-related activities were traits of successful leaders and essential to the long-term success of aspiring leaders. The authors identified a further

role for seasoned leaders known as organizational altruism, which is more precisely defined as an appreciation of the institution and a commitment to its success.

9.2 Emotional Intelligence in Leadership Competency in Palestine

Number of studies that were made in Palestine, specifically in Gaza that researched Emotional intelligence and certain aspects of Competency.

A study called Emotional Intelligence on UNRWA Gaza Decision-Making and Problem-Solving Capabilities were made by Abu Afash in 2011, the purpose was to investigate the link between managers' abilities to make wise judgments and solve problems and their emotional intelligence. Its Methodology In order to gather information for her study, the researcher employed the Daniel Goleman model and looked at the 94 managers who make up the overall society. The results of the study found a link between managers' problem-solving and decision-making abilities and emotional intelligence.

Another study made by Bazazo in 2010 that studied the Impact of emotional intelligence (EI) on manager performance at the UNRWA field office in Gaza. The study's objectives were to examine the impact of emotional intelligence on the UNRWA Gaza field manager's performance and to offer suggestions on how to apply EI in the workplace. The Research approach that Bazazo examined the proposed relationship using the Dalip Singh model. He used the full society survey to perform his research, which involved 92 managers. The results demonstrated a link between managers' emotional intelligence and their ability to do their jobs. According to his study, there is a link between managers who are emotionally intelligent and how well they function in the four areas of leading a team, managing relationships, motivating employees, and resolving conflicts. He also discovered that managers grow emotionally more sophisticated as they age, which may be related to the maturity issue. Contrarily, there was no difference when other personal

characteristics like sex, years of experience, or grade seniority level were taken into account. The study has advised include emotional intelligence criteria in the UNRWA employee performance evaluation process.

9.3 Insurance Sector in Palestine

Insurance is a system that aims to reduce the risk faced by an individual or an enterprise, in which the insured receives a pledge for his benefit or for the benefit of others from the other party, which is the insurer, under which he pays a certain amount when the risk is realized, in return for paying the insurance premium, provided that the insurer collects similar risks .

According to the Palestinian News and Information Agency "WAFA," the insurance industry in Palestine is one of the most important economic sectors and a part of the Triangle of Economic Stability because it actively promotes economic growth while working to manage the risks to the national economy by protecting citizens' lives, property, and national savings.

Since the "Palestinian Capital Market Authority" took over the authority to supervise and control the insurance sector, the Palestinian insurance market had undergone significant growth, which has increased not only the size of the insurance portfolio by a factor of two and the amount of compensation paid by insurance companies, but also the level, nature, and quality of insurance services offered.

The Palestinian National Authority (PNA) started monitoring the insurance market in 1993, and in 1994 it broadened the area it was responsible for. A power transfer agreement made the authority legally recognized and in charge of regulating the insurance industry, including licensing insurers and agents and overseeing their operations. In accordance with Palestinian law, compensation for victims of traffic accidents is absolutely required.

There are several factors that influence the role of insurance in the economy and states its importance:

1- The primary purpose of insurance is to protect people and the various sectors of the economy from risks that could result in material loss that cannot be foreseen in advance. Excluding the risk or shifting it to others, especially major risks, enables the company to focus its attention on what makes it possible for it to compete with its rivals. The natural outcome of doing so seems to be an improvement in the adequacy of the economic units.

2-Insurance aids in extending the credit's range, which is essential for any undertakings.

3-Insurance works to keep the citizen employed and from becoming a liability, ensuring that the citizen stays a productive asset and does not become a liability, protecting his family.

4-Insurance businesses receive insurance payments from the insured in return for security grants; in this way, they contribute to building up of national savings.

5-The formation of capital: Since insurance plays a significant and effective role in the accumulation of capital, it works to invest the funds that the company has generated during the lengthy period of time between the collection of premiums from the insured (i.e., generating income for the insurance company) and the payment of its obligations in the form of compensation or saved amounts for the insured.

By the end of 2022, there were 12 insurance businesses operating in different insurance categories that had been granted licenses by the authorities.

There are several types of insurance:

Health Insurance

In the event that the insured person is exposed to a health condition or illness that requires receiving medical care services through clinics, hospitals, pharmacies, laboratories, radiology centers, and other medical centers, health insurance provides medical and health care services to individuals as well as individuals within groups, companies, and institutions operating in Palestine.

Workplace Accident Insurance

If physical harm brought on by an outside factor that results from an action or from the act itself, this kind of insurance covers the compensation of employees and workers of the insured for bodily injuries and death, permanent total disability, permanent partial disability, and temporary disability as a result of an accident that occurred at work during the insurance period, while they were performing their duties during official working hours.

Vehicle Insurance and Transport Insurance (Land, Sea, Air)

Compulsory vehicle insurance - third party liability insurance (third party insurance), supplementary insurance (Comprehensive vehicle body Insurance).

Life Insurance

It is an agreement reached between the policyholder and the insurance company or the insured, whereby the insurance company agrees to reimburse the policyholder for insurance premiums paid by the insured to the insurance company on a regular basis or in one lump sum upon the death of the insured person (the person whose life is insured).

Insurance Against Fire, Theft and Additional Hazards

This covers material losses and harm caused by fire or lightning to the insured property. This policy can be expanded to cover additional risks like theft by force and violence, earthquakes,

volcanoes, riots, workers' strikes, water escape damage from pipes and water devices, storms, whirlwinds, floods, fall of civilian aircraft and objects from the air or any parts thereof, impact of vehicles, fall of civilian objects from the air or any parts thereof, and intentional harm (for an additional premium). Also, there are other types such as insurance of movable property and funds, safes Personal Accident Insurance, Professional Liability Insurance, and Insurance of all risks of equipment/machinery for contractors. There are several types of insurance facilities. The establishments differ according to the main purpose for which they were established, according to which the activity they carry out is determined. Most economists have agreed on the division of enterprises according to the activity they practice into the following types:

Agricultural facilities, Extractive facilities, Industrial facilities, Commercial enterprises (intermediary enterprises), services facilities.

Chapter Three: Research Methodology

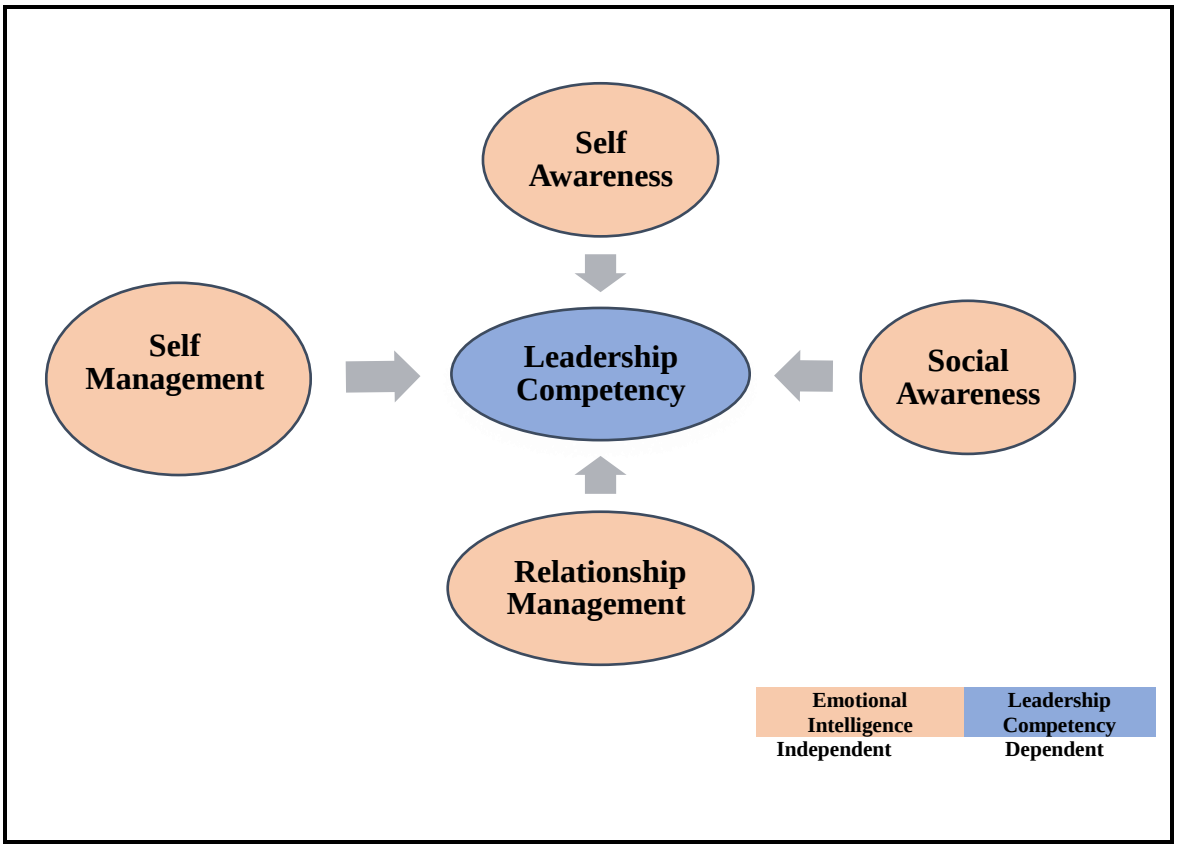
Introduction

This chapter presents the research methodology and procedures for this thesis through presenting the research approach and design, population and sample, data collection methods, instrument development, estimation of the questionnaire`s validity and reliability and data gathering and analysis.

3.1 Research Design

This thesis followed the mixed research approach through integrating both the quantitative and the qualitative research design. The researcher used the quantitative research method by using a questionnaire, as well as the qualitative research method by conducting interviews. These methods are going to study the relationship between the two main variables, which are emotional intelligence (the independent) and leadership competency development (the dependent). In light of the literature review and for the purposes of the study, the emotional intelligence will split into four dimensions (Self-awareness, self-management, social awareness, and relationship management), the researcher will examine the effects of the four dimensions on the leadership competency. Please see the study form in figure (1) below.

Figure1: Study form



Source: Prepared by the researcher.

3.2 Population and Sample

Population: Leaders that work in private companies in the insurance sector located in Ramallah, Palestine.

Sample: Palestinian leaders who work in private sector in insurance companies in Ramallah, Palestine. A sample of (68) participants that are considered to be leaders is going to be collected. In this research, a reliable sampling technique would be non-probability sampling, using the purposeful sampling method, as the participants that are going to be selected are representative of the population, and in this case, they are the leaders in the insurance companies.

Sampling frame: Leaders who live and work in Ramallah, Palestine. Specifically, leaders who work in (3) companies that are in the insurance sector, including Global United Insurance, Al-Mashriq Insurance Company and Ahlia Insurance Company.The sample will include leaders working in the front, middle, and top-level management, including senior managers as well as chief executives.

Table (3.1)

Distribution of the sample obtained based on the demographic variables

Variable	Scale	Frequency	Percentage
Gender	Male	28	41.2
	Female	40	58.8
	Total	68	100.0
Age	20-29 Years	36	52.9
	30-39 Years	23	33.8
	40-49 Years	6	8.8
	50 & More	3	4.4
	Total	68	100.0
Education Level	Diploma Degree	2	2.9
	Bachelor`s Degree	35	51.5
	Master`s Degree	30	44.1
	Doctoral Degree	1	1.5
	Total	68	100.0
Job Position	Officer	25	36.8
	Vice Manager	8	11.8
	Manager	21	30.9
	Other, please specify	14	20.6
	Total	68	100.0
Department	Finance Department	8	11.8
	Administrative Department	14	20.6
	Board of directors	3	4.4
	Other Departments	43	63.2
	Total	68	100.0
Number Of Years of Experience?	10 Years and or less	52	76.5
	15-25 Years	13	19.1
	30 years AND more	3	4.4
	Total	68	100.0

Table 3.2 presents (41.2%) of the investigated sample are males. However, (58.8%) are females. This indicates that the percentage of females is greater than the males as there is nowadays an

increasing trend in the participation of women in the labor force in Palestine. According to the distribution of the investigated sample according to the category of age, 52.9% of the sample their ages ranges between 20-29 years, 33.8% their ages is in range of 30-39 years, 8.8% is in the range of 40-49 years and 4.4% is in the range of 50 and more.

The table indicates that 2.9% they have diploma, 51.5% they have bachelor`s degree, 44.1% they have master`s degree and 1.5% they have doctoral degree. Also. it presents that 36.8% they are officers, 11.8% they are vice managers, 30.9% they are managers and 20.6% they have other positions. The table also presents that 11.8% they work at the finance department, 20.6% they work at an administrative department, 4.4% they are board of directors and 63.2% they work at other departments.

Eventually, 76.5% they have 10 years and above, 19.1% they have 15-25 years and 4.4% they have 30 years and more years of experience.

3.3 Data Collection

In this study, two resources are going to be used. The primary resource that consists of a questionnaire distributed to (68) managers from first line, middle and top management that are considered leaders in companies in the insurance sector, since it is an effective method to be used for quantitative data collection, and the interview for the qualitative data collection.

For distributing the questionnaire, a link will be shared to the participants via email, along with a cover sheet to interpret the purpose of the study, information about the researcher for further inquiries, as well as the participants' rights.

Survey respondents will be collected via the internet using google forms to do a questionnaire and distribute it using the respondents' emails. Questionnaires in the form of hard copies will be available for the participants who do not want to use the online questionnaire.

Regarding the qualitative data, several interviews will be conducted with a group of leaders addressing questions in this study, as this will aid to explain and understand the candidates better concerning their experience, opinions and their behaviors.

The secondary resource includes scientific articles, books, related scientific studies, and online research studies as they are constructed as a backup in the literature review, and contains previous studies and theories that were used in other dissertations and theses.

3.4 Instrument Development

The researcher used the survey to obtain the data of the study after setting the questions, objectives and hypotheses of the study. Then, the researcher conducted a critical intensive revision for several studies and research that discussed the topic of the study. Then, sending the questionnaire for the supervisor to get his review about the dimensions and the statements of the survey. Then, she revised the questionnaire as a final draft and sent it to some experts and referees to correct it (Appendix 1). The referees that reviewed the questionnaire were Dr. Amer Jaber, the Human Resource manager at the Palestine Monetary Authority, the researcher Muntaha Khader, a supervisor at the Statistical and Strategical Unit at the Financial Follow Up unit, and the supervisor of this thesis Dr. Firas Murrar, a part time lecturer at the Arab American University.

The questionnaire will have four main sections that includes the demographic information such as gender, age, education level, job position, the department the employee is working at, and the number of years of experience working at the company, in addition to 30 questions that address the rest of the sections that focus on the main two variables that cover the emotional intelligence and the leadership competency development.

The researcher used two instruments to obtain the data of the thesis that are the interview design and the questionnaire design. the researcher used the Likert scale in designing the questionnaire of the study.

Table (3.2)

Likert Scale

Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1	2	3	4	5

The questionnaire of the thesis consists of the following sections:

Section (1): Personal and demographic questions and it includes six statements that are the gender, age, education level, job position, department and number of years of experience.

Section (2): Emotional Intelligence and it consists of (4) measures that are:

Self- Awareness consists of (5) statements.

Self- Management consists of (5) statements.

Social-Awareness consists of (5) statements.

Relationship Management consists of (5) statements.

Section (3): Leadership Competency Development and it consists of (10) measures.

Table (3.3)

Structure of the Questionnaire

Information Category	*Variable or category of variable*	*Number of Items*
Personal and demographic questions	Gender, age, education level, job position, department and number of years of experience.	6
Emotional Intelligence	Self- Awareness	5
	Self- Management	5
	Social-Awareness	5
	Relationship Management	5
Leadership Competency Development	Leadership Competency Development	10

The researcher developed a specific purpose questionnaire (Appendix 1) to answer the research questions, achieve the objectives of the study and test the hypotheses of the thesis.

As for the interview, it included (7) questions to be answered by participants in the middle and top management, (3) interviews were conducted with Mr. Salah Al-Mimi – Global United Insurance, Mr. Naseem Abu Mahameed – Al- Ahlia Insurance Company, as well as Mr. Ahmad Zahoor – Al-Mashriq Insurance Company.

3.5 Validity and Reliability

Validity is the degree to which a survey is able to measure what it intends to measure accurately. There basically two types of validity that are the internal and the external validity. The researcher used the bivariate Pearson correlation to measure the internal validity to measure the correlation between each statement and the dimension that it belongs to. Whereas, she used referees and experts` opinions to measure the internal validity.

Using a Pearson correlation between the statements and their means of the dimension or construct to which it belonged, the researcher calculated the internal validity. As all of the statements' P values were less than 0.05, the analysis showed that they were all significantly connected to the broad construct they were intended to test.

The Criterion Related Validity

Self-Awareness

Table (3.4): Correlation Coefficient of Self-Awareness

	Statement	Pearson Correlation	P-Value (Sig.)
1.	I have the ability to acknowledge my emotions and their impact	.795**	0
2.	I realize my weaknesses and. strengths	.889**	0
3.	I know my abilities and self-worth	.881**	0
4.	I successfully balance my career and personal lives	.837**	0
5.	I can easily adapt to different circumstances	.851**	0

Each item's correlation coefficient is displayed in the table. All of the items' p-values are below 0.05. As a result, at = 0.05, the correlation coefficients for this dimension are noteworthy. As a result, it can be said that the things on this dimension are accurate for measuring their intended use.

Self-Management

Table (3.5): Correlation Coefficient of Self-Management

	Statement	Pearson Correlation	P-Value (Sig.)
1.	I can control disturbing emotions	.772**	0
2.	I take the chance when it comes to opportunities	.817**	0
3.	I insist on following my goals regardless of challenges	.911**	0
4.	I am flexible when there is a change	.840**	0
5.	I always seek improvement or reach a certain level of excellence	.902**	0

The correlation coefficient for every item of is shown in the table. All of the items' p-values are below 0.05. At = 0.05, the correlation coefficients for this dimension are significant. As a result, it can be said that the things on this dimension are precise for measuring their original use.

Social Awareness

Table (3.6): Correlation Coefficient of Social Awareness

	Statement	Pearson Correlation	P-Value (Sig.)
1.	I recognize the feelings of others and I will be interested in their opinions	.827**	0
2.	I recognize my group's emotional currents and relationships' power	.884**	0
3.	I assume, notice, and meets the needs of the customers	.823**	0
4.	I follow the rules and regulations of the company and respect it	.794**	0
5.	I listen to others attentively to be able to understand their needs and wants	.872**	0

The correlation coefficient is displayed for each item in the table. All of the items have p-values that are less than 0.05. As a result, at = 0.05, the correlation coefficients for this dimension are noticeable. Consequently, it may be said that the items on this dimension are accurate for assessing the objects for which they were meant.

Relationship Management

Table (3.7): Correlation Coefficient of Relationship Management

	Statement	Pearson Correlation	P-Value (Sig.)
1.	I notice others' developmental needs and aid their abilities	.837**	0
2.	I can influence and advice groups and individuals	.942**	0
3.	I have the ability to negotiate and deal with arguments	.908**	0
4.	I collaborate with others to achieve common objectives	.902**	0
5.	I start a change or control one	.799**	0

Each item's correlation coefficient is listed in the table. For every item, the p-values are below 0.05. As an outcome, at = 0.05, the correlation coefficients for this dimension are notable. The elements in this dimension are able to accurately determine what they were aiming to.

Leadership Competency Development

Table (3.8): Correlation Coefficient of leadership competency development

	Statement	Pearson Correlation	P-Value (Sig.)
1.	I can comprehend the participants' communication in the company	.810**	0
2.	I transfer my knowledge and skills to the other participants	.901**	0
3.	I respond to and take action on expectations, worries, and problems people have stated regarding the company	.863**	0
4.	I address others' project-related expectations, worries, and difficulties in a timely manner	.853**	0
5.	I can spot conflict at an early stage	.836**	0
6.	I successfully navigate confusing circumstances while advancing the project's objectives	.854**	0
7.	I contribute to the development of a positive outlook and optimism for the project's success	.914**	0
8.	I still have productive working connections with the other participants	.881**	0
9.	I regularly promote collaboration in teams	.894**	0
10.	I contribute to fostering an atmosphere of deliberation and openness in the company	.888**	0

The correlation coefficient one per item is shown in the table. All of the items' p-values are below 0.05. The correlation coefficients for this dimension thus are exceptional at 0.05. So, it may be said that the items on this dimension are precisely sized for their desired purpose.

3.6 Reliability

Reliability or what is called the stability and consistency of the survey over the time. The reliability of the instruments refers to the instrument's capacity to provide the same outcomes and conclusions under different conditions. An excellent sign of consistency and dependability is the existence of a significant and positive correlation with measuring instrument's results. (Sürücü & Maslakçi, 2020)

Reliability is the instrument's capacity to produce accurate findings and results that are devoid of errors, ensuring consistent measurement throughout time and among the many instrument elements Therefore, reliability is a good indicator of an instrument's quality. (Sürücü & Maslakçi, 2020)

In this thesis, the researcher utilized the split half model and the Cronbach alpha to test the reliability of the survey.

Table (3.9)

Cronbach alpha coefficients for each dimension of the questionnaire

Variable or category of variable	*Number of Items*	*Cronbach alpha*
Self- Awareness	5	.904
Self- Management	5	.904
Social-Awareness	5	.895
Relationship Management	5	.925
Social emotions dimension	20	.970

Leadership Competency Development	10	.964
All the statements	30	.981

Cronbach Alpha Estimate

The researcher utilizes Cronbach Alpha- coefficient technique to estimate the reliability of the questionnaire. Sundaram et al., (2016) confirmed that Cronbach's value is regarded as having excellent reliability and should be larger than 0.7. Cronbach's value below 0.6 is rated low, while Cronbach's range 0.8 and up to 1.0 is considered extremely good.

The Cronbach alpha coefficient for all the statements is (0.981), for the social emotion's statements (0.97) and for the divisions of the social emotions constructs it was (0.904), (0.904), (0.895) and (0.925) respectively. Thus, the statements and constructs of the survey indicates that there is high level of consistency.

Split Half Model

The researcher also used the split half model to measure the instrument of the study through finding the correlation between the odd and even statements of the survey and it was (0.954). This indicates that there is very high level of correlation between the odd and even statements thus the survey enjoys high level of consistency.

Table (3.10)

Pearson correlation between the odd and even statements of the questionnaire

Correlations			
		Odd	Even
Odd	Pearson Correlation	1	.954**
	Sig. (2-tailed)		.000
	N	68	68
Even	Pearson Correlation	.954**	1

	Sig. (2-tailed)	.000	
	N	68	68
**. Correlation is significant at the 0.01 level (2-tailed).			

3.7 Data Analysis

As for analyzing the descriptive data as it has quantitative responses**,** Microsoft Excel as well as the SPSS program are going to be used, as they provide accurate and graphical representations, as well as good and beneficial results for the analysis of the data. Through the SPSS program, several tests will be used to test descriptive statistics such as the mean, median, mode, as well as the range and the standard deviation, in addition to inferential statistics such as correlation test, and hypothesis test, to test the relationship between the variables and to analyze the research questions and the hypotheses.

As a result, in this thesis, descriptive and inferential statistics were used to evaluate the data collected through the survey design using SPSS version (25) software. The results of the study are presented using descriptive statistics including frequencies, percentages, means, standard deviation, and graphs. In order to examine the study's data, the researcher also used inferential statistics, including Pearson correlation, multivariate regression analysis, t-test, and ANOVA.The researcher adopted the following scale (3.10) to evaluate the degree of the agreement.

Table (3.10) the mean Likert-type value and agreement descriptor

Mean Likert-type Value	*Agreement descriptor*
1-1.80	Very Low
1.81 -2.60	Low
2.61 -3.40	Moderate
3.412-4.20	High
4.21-5	Very high

3.8 Summary

The study's methodology was covered in detail in this chapter. The outcomes of applying this methodology are detailed in the following chapter.

Chapter Four: Findings and Results

Introduction

The results are presented in this chapter through answering the research questions and analyzing the hypotheses of the study. This chapter consists of the following subsection. Section (4.1) presents the answers for the research questions. (4.2) study of the research hypotheses to see if the examined sample responses to the effect differ from one another of the emotional intelligence on the leadership competency development attributed to the personal and demographic questions. Section (4.3) presents the Pearson correlation to present the correlation among the investigated variables in this study especially the correlation between emotional intelligence and the leadership competency development. Eventually, section (4.4) presents the multivariate regression analysis to examine the impact of emotional intelligence on leadership competency development in Palestinian private companies.

4.1Results Concerning to the Thesis Questions

This section discusses the answers for the research question (1) through calculating the means, standard deviation, the percentages and the order of the statements according to the highest mean.

What is the reality of emotional intelligence in insurance institutions in Palestine?

The averages, variability, and percentages for each statement addressing this dimension were calculated as part of the descriptive statistical analysis design, which was used to get the answer to the main question. The total number of participants, mean on a 5-point Likert scale (where "1" denotes strongly disagreement and "5" denotes strongly agreement), standard deviation, percentage of respondents who indicated agreement or strong agreement, and rating based on the

percentage are all included for each set of associated items. The assigned values from the following table were used to interpret the mean values:

Table (4.1)

Reality of the emotional intelligence in insurance institutions in Palestine

Statement	rank	N	Mean	Std. Deviation	Percentage
Self- Awareness	1	68	3.69	1.20	73.71%
Self- Management	4	68	3.58	1.15	71.65%
Social-Awareness	2	68	3.66	1.05	73.29%
Relationship Management	3	68	3.59	1.14	71.76%
Mean		68	3.63	1.14	72.60%

Table 4.1 shows that there is high level of the emotional intelligence in insurance institutions in Palestine as the mean is (3.63) and the range of the means is between (3.58-3.69). The highest mean is for the first dimension (self-awareness) with a mean of (3.69) with a standard deviation of (1.20). The second rank is the (social awareness) that has a mean of (3.66) and standard deviation is (1.05). The third rank is (relationship management) that has a mean of (3.59) and standard deviation is (1.14). Whereas, the last dimension is (self-management) that has a mean of (3.58) and standard deviation is (1.15).

Self-Awareness

Table (4.2)

Reality of the Self-Awareness in insurance institutions in Palestine

No.	Statement	rank	N	Mean	Std. Deviation	Percentage
1	I have the ability to acknowledge my emotions and their impact	4	68	3.62	1.23	72.35%
2	I realize my weaknesses and. strengths	2	68	3.76	1.19	75.29%
3	I know my abilities and self-worth	1	68	3.87	1.18	77.35%
4	I successfully balance my career and personal lives	5	68	3.43	1.21	68.53%
5	I can easily adapt to different circumstances	3	68	3.75	1.16	75.00%
Mean			68	3.69	1.20	73.71%

Table 4.2 demonstrates that respondents' self-awareness in insurance institutions in Palestine is generally highly agreed upon, with an overall mean of (3.69) and a range of means between (3.43-3.87). The statement "I know my abilities and self-worth" had the highest mean, with a mean of (3.87), indicating a high level of self-awareness. The statement "I successfully balance my career and personal lives" has the lowest mean, which also has a high level of agreement, at (3.43).

Self-Management

Table (4.3)

Reality of the Self-management in insurance institutions in Palestine

No.	Statement	rank	N	Mean	Std. Deviation	Percentage
1	I can control disturbing emotions	5	68	3.15	1.07	62.94%
2	I take the chance when it comes to opportunities	4	68	3.49	1.15	69.71%
3	I insist on following my goals regardless of challenges	2	68	3.81	1.20	76.18%
4	I am flexible when there is a change	3	68	3.62	1.12	72.35%
5	I always seek improvement or reach a certain level of excellence	1	68	3.85	1.20	77.06%
Mean			68	3.58	1.15	71.65%

Table 4.3 Since the total mean is (3.58) and the range of the means is between, this demonstrates that there is generally strong agreement among the respondents regarding self-management in insurance companies in Palestine (3.15-3.85). The statement "I always seek improvement or reach a certain level of excellence" has the highest mean, which, at (3.85), indicates a high level of self-management agreement. The statement "I can control disturbing emotions" has the lowest mean, which is (3.15) and denotes a modest level of agreement.

Social-Awareness

Table (4.4)

Reality of the social-awareness in insurance institutions in Palestine

No.	Statement	rank	N	Mean	Std. Deviation	Percentage
1	I recognize the feelings of others and I will be interested in their opinions	4	68	3.60	1.12	72.06%
2	I recognize my group's emotional currents and relationships' power	3	68	3.62	1.08	72.35%
3	I assume, notice, and meets the needs of the customers	5	68	3.53	0.95	70.59%
4	I follow the rules and regulations of the company and respect it	2	68	3.74	1.05	74.71%
5	I listen to others attentively to be able to understand their needs and wants	1	68	3.84	1.06	76.76%
Mean			68	3.66	1.05	73.29%

Table 4.4 demonstrates that respondents generally agree at a high level regarding social awareness in insurance institutions in Palestine. The average mean is (3.66) and the range of the means is between (3.53-3.84). The statement "I listen to others attentively to be able to understand their needs and wants" has the highest mean, which, at (3.84), indicates a high level of social awareness. The statement "I assume, notice, and meet the needs of the customers" has the lowest mean, which is (3.53), indicating a moderate level of agreement.

Relationship Management

Table (4.5)

Reality of the Relationship Management in insurance institutions in Palestine.

No.	Statement	rank	N	Mean	Std. Deviation	Percentage
1	I notice others' developmental needs and aid their abilities	3	68	3.62	0.96	72.35%
2	I can influence and advice groups and individuals	2	68	3.69	1.25	73.82%
3	I have the ability to negotiate and deal with arguments	4	68	3.50	1.22	70.00%
4	I collaborate with others to achieve common objectives	1	68	3.74	1.13	74.71%
5	I start a change or control one	5	68	3.40	1.16	67.94%
Mean			68	3.59	1.14	71.76%

Table 4.4 With an overall mean of (3.66) and a range of means between, it demonstrates that respondents have a high level of agreement about social awareness in insurance organizations in Palestine (3.53-3.84). The statement "I collaborate with others to achieve common objectives" has the highest mean, which, at (3.84), indicates a high level of social awareness. The statement "I start a change or control one" has the lowest mean, which is (3.53), indicating a moderate level of agreement.

What is the reality of leadership competency development in insurance institutions in Palestine?

The means, variability, and percentages for each of the statements addressing this dimension were calculated as part of the descriptive statistical analysis approach used to obtain the answer to the main question.

Table (4.6)

Leadership competency development in insurance institutions in Palestine

No.	Statement	rank	N	Mean	Std. Deviation	Percentage
1	I can comprehend the participants' communication in the company	6	68	3.62	1.12	72.35%
2	I transfer my knowledge and skills to the other participants	3	68	3.75	1.12	75.00%
3	I respond to and take action on expectations, worries, and problems people have stated regarding the company	7	68	3.57	1.06	71.47%
4	I address others' project-related expectations, worries, and difficulties in a timely manner	9	68	3.51	1.04	70.29%
5	I can spot conflict at an early stage	8	68	3.53	1.11	70.59%
6	I successfully navigate confusing circumstances while advancing the project's objectives	10	68	3.44	1.00	68.82%
7	I contribute to the development of a positive outlook and	4	68	3.68	1.06	73.53%

	optimism for the project's success					
8	I still have productive working connections with the other participants	5	68	3.63	1.16	72.65%
9	I regularly promote collaboration in teams	2	68	3.75	1.08	75.00%
10	I contribute to fostering an atmosphere of deliberation and openness in the company	1	68	3.75	0.98	75.00%
	Mean		68	3.65	1.06	73.00%

Table 4.6 the mean for the development of leadership competencies in insurance institutions in Palestine is 3.65, and the range of the means is between (3.44-3.75). The statement "I contribute to fostering an atmosphere of deliberation and openness in the company" has the highest mean, with a mean of (3.75), indicating a high level of agreement about the development of leadership competencies. The statement "I successfully navigate confusing circumstances while advancing the project's objectives" has the lowest mean, which indicates a high level of agreement. It has a mean of (3.44).

4.1 Hypothesis Testing

1. There is no statistically significant difference at α ≤ 0.05 in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the Gender of the studied sample respondents.

The researcher used t-test to examine the validity of the first hypothesis that is there are no statistically significant difference at α ≤ 0.05 in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **Gender** of the studied sample respondents.

*Table (4.7): The reality of emotional intelligence in Palestinian private companies due to the **Gender** of the studied sample respondents.*

	Gender		Mean	Std. Deviation	Std. Error Mean	F Value	Sig.
Self- Awareness	Male	28	3.75	0.95	0.18	0.70	0.41
	Female	40	3.64	1.07	0.17		
Self- Management	Male	28	3.71	0.86	0.16	1.68	0.20
	Female	40	3.49	1.05	0.17		
Social-Awareness	Male	28	3.74	0.79	0.15	1.60	0.21
	Female	40	3.62	0.95	0.15		
Relationship Management	Male	28	3.74	0.89	0.17	2.02	0.16
	Female	40	3.49	1.08	0.17		
emotional intelligence	Male	28	3.73	0.82	0.15	1.13	0.29
	Female	40	3.56	0.97	0.15		

Table 4.7 shows that there are insignificant differences at α ≤ 0.05 at in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **Gender** of the studied sample respondents.

2. There is not a statistically significant difference at α ≤ 0.05 in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the Age of the studied sample respondents.

The researcher used ANOVA test to examine the validity of the first hypothesis that is there are no statistically significant difference at α ≤ 0.05 in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **Age** of the studied sample respondents.

*Table (4.8): the reality of emotional intelligence in Palestinian private companies due to the **age** of the studied sample respondents.*

		Sum of Squares	df	Mean Square	F	Sig.
Self- Awareness	Between Groups	2.526	3	.842	.808	.494
	Within Groups	66.699	64	1.042		
	Total	69.225	67			
Self- Management	Between Groups	.555	3	.185	.187	.905
	Within Groups	63.344	64	.990		
	Total	63.899	67			
Social-Awareness	Between Groups	1.712	3	.571	.721	.543
	Within Groups	50.643	64	.791		
	Total	52.355	67			
Relationship Management	Between Groups	6.412	3	2.137	2.227	.094
	Within Groups	61.418	64	.960		
	Total	67.831	67			
emotional intelligence	Between Groups	2.232	3	.744	.902	.445
	Within Groups	52.778	64	.825		
	Total	55.011	67			

Table 4.8 shows that there are insignificant differences at α ≤ 0.05 at in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **Age** of the studied sample respondents.

3. There is not a statistically significant difference at α ≤ 0.05 at in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the education level of the studied sample respondents.

The researcher used ANOVA test to examine the validity of the third hypothesis that is there is not a statistically significant difference at α ≤ 0.05 in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **education level** of the studied sample respondents.

Table (4.9): The reality of emotional intelligence in Palestinian private companies due to the education level of the studied sample respondents.

		Sum of Squares	df	Mean Square	F	Sig.
Self- Awareness	Between Groups	2.023	3	.674	.642	.591
	Within Groups	67.202	64	1.050		
	Total	69.225	67			
Self- Management	Between Groups	1.341	3	.447	.457	.713
	Within Groups	62.558	64	.977		
	Total	63.899	67			
Social-Awareness	Between Groups	.718	3	.239	.297	.828
	Within Groups	51.638	64	.807		
	Total	52.355	67			
Relationship Management	Between Groups	4.677	3	1.559	1.580	.203
	Within Groups	63.154	64	.987		
	Total	67.831	67			
emotional intelligence	Between Groups	1.818	3	.606	.729	.538
	Within Groups	53.193	64	.831		
	Total	55.011	67			

Table 4.9 shows that there are insignificant differences at α ≤ 0.05 in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **education level** of the studied sample respondents.

4. **There is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the job position of the studied sample respondents.**

The researcher used ANOVA test to examine the validity of the third hypothesis that is there is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **job position** of the studied sample respondents.

Table (4.10): The reality of emotional intelligence in Palestinian private companies due to the job position of the studied sample respondents.

		Sum of Squares	df	Mean Square	F	Sig.
Self- Awareness	Between Groups	5.568	3	1.856	1.866	.144
	Within Groups	63.657	64	.995		
	Total	69.225	67			
Self- Management	Between Groups	7.552	3	2.517	2.859	.044
	Within Groups	56.347	64	.880		
	Total	63.899	67			
Social-Awareness	Between Groups	6.245	3	2.082	2.889	.042
	Within Groups	46.110	64	.720		
	Total	52.355	67			
Relationship Management	Between Groups	5.442	3	1.814	1.861	.145
	Within Groups	62.389	64	.975		
	Total	67.831	67			
emotional intelligence	Between Groups	5.972	3	1.991	2.598	.060
	Within Groups	49.039	64	.766		
	Total	55.011	67			

Table 4.10 shows that there are insignificant differences at $\alpha \leq 0.05$ in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **Job position** of the studied sample respondents except for the second dimension that is self-management and the third dimension that is the social awareness. The researcher used the LSD to estimate the sources of the differences and it was for the best interest of the managers for both the self-management

and social awareness. This indicates that the managers have high level of self-management and social awareness.

5. **There is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the department of the studied sample respondents.**

   The researcher used ANOVA test to examine the validity of the third hypothesis that is there is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **department** of the studied sample respondents.

   Table (4.11): The reality of emotional intelligence in Palestinian private companies due to the department of the studied sample respondents.

		Sum of Squares	df	Mean Square	F	Sig.
Self- Awareness	Between Groups	2.240	3	.747	.713	.548
	Within Groups	66.986	64	1.047		
	Total	69.225	67			
Self- Management	Between Groups	2.382	3	.794	.826	.484
	Within Groups	61.517	64	.961		
	Total	63.899	67			
Social-Awareness	Between Groups	1.119	3	.373	.466	.707
	Within Groups	51.236	64	.801		
	Total	52.355	67			
Relationship Management	Between Groups	2.298	3	.766	.748	.527
	Within Groups	65.532	64	1.024		
	Total	67.831	67			
emotional intelligence	Between Groups	1.939	3	.646	.779	.510
	Within Groups	53.072	64	.829		
	Total	55.011	67			

Table 4.11 shows that there are insignificant differences at $\alpha \leq 0.05$ in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the department.

6. **There is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the number of years of experience of the studied sample respondents.**

The researcher used ANOVA test to examine the validity of the third hypothesis that is there is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **Number of years of experience** of the studied sample respondents.

Table (4.12): The reality of emotional intelligence in Palestinian private companies due to the Number of years of experience of the studied sample respondents.

		Sum of Squares	df	Mean Square	F	Sig.
Self- Awareness	Between Groups	1.836	2	.918	.886	.417
	Within Groups	67.389	65	1.037		
	Total	69.225	67			
Self- Management	Between Groups	1.448	2	.724	.753	.475
	Within Groups	62.451	65	.961		
	Total	63.899	67			
Social-Awareness	Between Groups	.819	2	.409	.516	.599
	Within Groups	51.537	65	.793		
	Total	52.355	67			
Relationship Management	Between Groups	2.152	2	1.076	1.065	.351
	Within Groups	65.679	65	1.010		
	Total	67.831	67			
emotional intelligence	Between Groups	1.298	2	.649	.785	.460
	Within Groups	53.713	65	.826		
	Total	55.011	67			

Table 4.12 shows that there are insignificant differences at $\alpha \leq 0.05$ at in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the Number of years of experience.

Main Hypothesis (2):

There is not a statistically significant difference at α ≤ 0.05 in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the demographic and personal characteristics of the studied sample?

1 There is not a statistically significant difference at α ≤ 0.05 in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the Gender of the studied sample respondents.

The researcher used t-test to examine the validity of the first hypothesis that is there is not a statistically significant difference at α ≤ 0.05 in respondents' opinions about the reality of emotional intelligence in Palestinian private companies due to the **Gender** of the studied sample respondents.

*Table (4.13) The reality of leadership competency development in Palestinian private companies due to the **Gender** of the studied sample respondents.*

	Gender		Mean	Std. Deviation	Std. Error Mean	F Value	Sig.
Leadership competency development	Male	28	3.67	0.79	0.15	1.86	0.18
	Female	40	3.59	1.03	0.16		

Table 4.13 shows that there are insignificant differences at α ≤ 0.05 at in respondents' opinions about the reality of Leadership competency development in Palestinian private companies due to the **Gender** of the studied sample respondents.

2 There is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the Age of the studied sample respondents.

The researcher used ANOVA test to examine the validity of the second hypothesis that there is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the **Age** of the studied sample respondents.

Table (4.14): The reality of leadership competency development in Palestinian private companies due to the age of the studied sample respondents.

		Sum of Squares	df	Mean Square	F	Sig.
Leadership competency development	Between Groups	4.691	3	1.564	1.865	.145
	Within Groups	53.671	64	.839		
	Total	58.362	67			

Table 4.14 shows that there are insignificant differences at $\alpha \leq 0.05$ in respondents' opinions about the reality of Leadership competency development in Palestinian private companies due to the **Age** of the studied sample respondents.

3 There is not a statistically significant difference at $\alpha \leq 0.05$ at in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the education level of the studied sample respondents.

The researcher used ANOVA test to examine the validity of the third hypothesis that there is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the **education level** of the studied sample respondents.

Table (4.15): The reality of leadership competency development in Palestinian private companies due to the education level of the studied sample respondents.

		Sum of Squares	df	Mean Square	F	Sig.
Leadership competency development	Between Groups	2.106	3	.702	.799	.499
	Within Groups	56.257	64	.879		
	Total	58.362	67			

Table 4.15 shows that there are insignificant differences at $\alpha \leq 0.05$ in respondents' opinions about the reality of Leadership competency development in Palestinian private companies due to the **education level** of the studied sample respondents.

4 There is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the job position of the studied sample respondents.

The researcher used ANOVA test to examine the validity of the third hypothesis that is there is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of **leadership competency development** in Palestinian private companies due to the **job position** of the studied sample respondents.

Table (4.16): The reality of leadership competency development in Palestinian private companies due to the job position of the studied sample respondents.

		Sum of Squares	df	Mean Square	F	Sig.
Leadership competency development	Between Groups	6.092	3	2.031	2.487	.068
	Within Groups	52.270	64	.817		
	Total	58.362	67			

Table 4.16 shows that there are insignificant differences at $\alpha \leq 0.05$ in respondents' opinions about the reality of Leadership competency development in Palestinian private companies due to the Job position.

5 There is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the department of the studied sample respondents.

The researcher used ANOVA test to examine the validity of the third hypothesis that there is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of **leadership competency development** in Palestinian private companies due to the **department** of the studied sample respondents.

Table (4.17): The reality of leadership competency development in Palestinian private companies due to the department of the studied sample respondents.

		Sum of Squares	df	Mean Square	F	Sig.
leadership competency development	Between Groups	1.228	3	.409	.459	.712
	Within Groups	57.134	64	.893		
	Total	58.362	67			

Table 4.17 shows that there are insignificant differences at $\alpha \leq 0.05$ at in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the department.

6 There is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the number of years of experience of the studied sample respondents.

The researcher used ANOVA test to examine the validity of the third hypothesis that there is not a statistically significant difference at $\alpha \leq 0.05$ in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the Number of years of experience of the studied sample respondents.

Table (4.18): The reality of leadership competency development in Palestinian private companies due to the Number of years of experience of the studied sample respondents.

		Sum of Squares	df	Mean Square	F	Sig.
Leadership competency development	Between Groups	1.945	2	.972	1.120	.332
	Within Groups	56.417	65	.868		
	Total	58.362	67			

Table 4.10 shows that there are insignificant differences at $\alpha \leq 0.05$ in respondents' opinions about the reality of leadership competency development in Palestinian private companies due to the Number of years of experience.

- **The Pearson Correlation**

The researcher used the Pearson correlation to examine the correlation between the emotional intelligence and the leadership competency development.

Table (4.19): The Pearson correlation between the emotional intelligence and the leadership competency development.

	Self-Awareness	Self-Management	social-Awareness	Relationship Management	Leadership Competency Development
Self- Awareness	1				
Self- Management	.893**	1			
social- Awareness	.848**	.868**	1		
Relationship Management	.807**	.779**	.775**	1	
Leadership Competency Development	.830**	.837**	.862**	.858**	1

Table (4.19) indicates that there is positive and high correlation between all the emotional intelligence constructs and the development of the leadership style in insurance sector in Palestine. The highest correlation exists between social awareness and leadership competency development that is (0.862). In the second rank is the correlation between relationship management and leadership competency development (0.858), the third rank is the correlation between self-management and Leadership Competency Development. Eventually, the least correlation exists between Self- Awareness and Leadership Competency Development.

Regression Analysis

What is the effect of the emotional intelligence and the leadership competency development in private sector in Palestine?

The researcher used the multivariate regression analysis to examine the impact of the emotional intelligence on the leadership competency development.

Table (4.20): The multivariate regression analysis of the impact of the emotional intelligence on the leadership competency development.

R	**R Square**	**F**	**Sig.**		**B**	*p. Value*
.917[a]	.841	83.172	.000[b]	Constant	.135	.507
				Self- Awareness	.043	.707
				Self- Management	.141	.248
				Social- Awareness	.391	.001
				Relationship Management	.388	.000

Table (4.20) shows that the value of the R square is (0.841) this indicates that the emotional intelligence explains almost (0.917) of the variability in the leadership competency development and the value of the E- value is (83.172) that is greater than the tabulated F value and the sig. is (0.00) this indicates that there is significant impact for the emotional intelligence on the leadership competency.

The B coefficient and P. value presented that there is a positive and significant impact for social-awareness and relationship management on the leadership competence development. However, there is positive but insignificant effect for the self-awareness and self-management on the leadership competency management.

Descriptive Analysis

	Statement	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Self-Awareness	I have the ability to acknowledge my emotions and their impact	10.3	7.4	17.6	39.7	25
	I realize my weaknesses and. strengths	10.3	4.4	8.8	51.5	25
	I know my abilities and self-worth	7.4	5.9	14.7	36.8	35.3
	I successfully balance my career and personal lives	7.4	16.2	25	29.4	22.1
	I can easily adapt to different circumstances	8.8	4.4	16.2	44.1	26.5
	Mean	8.84	7.66	16.46	40.3	26.78
	Statement	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Self-Management	I can control disturbing emotions	7.4	20.6	29.4	35.3	7.4
	I take the chance when it comes to opportunities	8.8	8.8	25	39.7	17.6
	I insist on following my goals regardless of challenges	10.3	1.5	16.2	41.2	30.9
	I am flexible when there is a change	7.4	8.8	17.6	47.1	19.1
	I always seek improvement or reach a certain level of excellence	10.3	1.5	13.2	42.6	32.4
	Mean	8.84	8.24	20.28	41.18	21.48
	Statement	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Social-Awareness	I recognize the feelings of others and I will be interested in their opinions	8.8	5.9	19.1	48.5	17.6
	I recognize my group's emotional currents and relationships' power	7.4	7.4	17.6	51.5	16.2
	I assume, notice, and meets the needs of the customers	5.9	4.4	30.9	48.5	10.3
	I follow the rules and regulations of the company and respect it	5.9	5.9	17.6	50	20.6
	I listen to others attentively to be able to understand their needs and wants	7.4	1.5	16.2	50	25
	Mean	7.08	5.02	20.28	49.7	17.94
	Statement	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Relationship Management	I notice others' developmental needs and aid their abilities	5.9	5.9	19.1	58.8	10.3
	I can influence and advice groups and individuals	13.2	2.9	8.8	51.5	23.5
	I have the ability to negotiate and deal with arguments	11.8	7.4	17.6	45.6	17.6
	I collaborate with others to achieve common objectives	7.4	5.9	17.6	44.1	25
	I start a change or control one	10.3	7.4	30.9	35.3	16.2
	Mean	9.72	5.9	18.8	47.06	18.52
	Statement	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

	Statement	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Leadership Competency Development	I can comprehend the participants' communication in the company	5.9	10.3	22.1	39.7	22.1
	I transfer my knowledge and skills to the other participants	7.4	5.9	16.2	45.6	25
	I respond to and take action on expectations, worries, and problems people have stated regarding the company	7.4	5.9	23.5	48.5	14.7
	I address others' project-related expectations, worries, and difficulties in a timely manner	5.9	8.8	27.9	42.6	14.7
	I can spot conflict at an early stage	7.4	10.3	20.6	45.6	16.2
	I successfully navigate confusing circumstances while advancing the project's objectives	7.4	7.4	26.5	51.5	7.4
	I contribute to the development of a positive outlook and optimism for the project's success	5.9	7.4	19.1	48.5	19.1
	I still have productive working connections with the other participants	7.4	8.8	20.6	39.7	23.5
	I regularly promote collaboration in teams	7.4	5.9	11.8	54.4	20.6
	I contribute to fostering an atmosphere of deliberation and openness in the company	5.9	4.4	14.7	58.8	16.2
	Mean	6.8	7.51	20.3	47.49	17.95

Chapter Five: Conclusions and Recommendations

Introduction

The study found that while leadership skill is a crucial element of organizational performance, the emotional state of the leader has a substantial impact on that competence.

1.3 Study Results

1) According to the results of the study, the meaning of the term emotional intelligence is "clearer" now, according to the sample tested in this thesis that were taken from the insurance institutes in Palestine. As according to the researcher, the concept of Emotional Intelligent is tangible in the leaders that work in the Insurance companies according to the questionnaire as well as the interviews that were conducted. One of the interviews that was conducted was with Mr. Salah Al-Mimi that works as the technical manager at Global United Insurance, the level of emotional intelligence that he has is based on his 27 years of experience working in the insurance sector, as according to him focusing on emotions, being friendly with the employees, respecting others, and being considerate of their emotions and situations are good examples of being an emotional intelligent leader.
2) The results of the study showed that there is high level of emotional intelligence in the insurance sector in Palestine. As for the highest dimension, it is the self-awareness then comes the social awareness, then the relationship management, lastly the variable which has the lowest level is the self-management, as a leader knows their worth, but at the same time their level of engagement regarding building relationships is low and according to the researcher and based on the questionnaire and the interviews this is due to the fact that the emotional intelligent leaders depend on their individual

experience and insurance companies barely do workshops and courses for their employees with contributes to the low engagement between employees. This might be true according to this study as the sample was specific and included leaders, but the researcher disagrees that there is a high level of emotional intelligence in the insurance sector in general.

3) In the insurance sector, most leaders acknowledge their abilities and self-worth, but at the same time, find it difficult to balance between their career and personal lives as this is according to the self-awareness variable, as according to the researcher this is due to the fact that leaders tend to focus on one aspect at a time for them to be able to succeed which makes it difficult to succeed in both personal life and the career one as the researcher agrees with this statement.

4) The researcher concludes from the results of the study there is moderate levels of social awareness and relationship management among the leaders working in the insurance sector, as for the first variable, most leaders listen and understand their followers' or peers' wants and needs but at the same time have moderate level of assuming and noticing their needs and wants, as for the relationship management, there is high agreement that most leaders in the insurance sector collaborate with others to achieve objectives, but at the same time have low ability regarding starting a change or controlling one. The researcher disagrees that there is a low ability to start a change as most leaders and specifically in this study are considered risk takers and change makers that contributed to the success in their careers.

5) The researcher states that according to the results of the study, there is high level of leadership competency in the insurance institutions in Palestine, as the majority of the leaders in this sector aim to foster an atmosphere of deliberation and openness but at the same time has low level of successfully directing confusing circumstances while achieving the project's objectives, as the researcher agrees with this statement due to the fact that there is a rich experience in the insurance sector that delivers a good set of skills and knowledge that contributes to the competency of the leader.

6) The researcher concludes based on results of the hypotheses that neither gender, age, education level, job position, department, nor the number of years of experience has any significance regarding the reality of emotional intelligence in the Palestinian private companies especially the insurance sector, the researcher agrees since being emotionally intelligent requires dedication, hard work and commitment and depends on the leader itself, not the external factors.

7) As for the correlation between emotional intelligence and leadership competency development, there is a high and positive one in the insurance sector in Palestine, as the highest correlation is between social awareness and leadership competency, as for the least correlation, it is between self-awareness and leadership competency.

8) It is also concluded from the results that there is a significant impact of the emotional intelligence on the leadership competency, in addition, there is a positive and significant impact for social-awareness and relationship management on the leadership competence development. However, there is positive but insignificant effect for the self-awareness and self-management on the leadership competency management.

9) The researcher concludes from the interviews that were made with leaders in the Insurance sector, that insurance companies do not offer courses or workshops regarding Emotional Intelligence, but the emotional intelligence that they have was gained throughout years of experience working in this sector.

1.4 Recommendations

According to the findings and conclusions, the study suggests that:

1.4.1 The researcher suggests that leaders in the insurance companies should exhibit emotional restraint, openness, flexibility, initiative, and optimism. These are the unavoidably high personal standards that push them to continually seek for opportunities to better their performance, strengthening their focus on goal achievement.

1.4.2 Leaders should work to demonstrate conflict management abilities, be motivating, drive changes in their surroundings, foster enthusiastic commitment to the group endeavor, and foster a sense of spirit and identity in order to generate high-quality social awareness, as there is a low mean of (3.53) regarding the statement regarding “I assume, notice, and meet the needs of the customers” in the social awareness dimension.

1.4.3 As there is an increasing demand and use of Emotional Intelligence in the working industry, more workshops and lectures should be done to leaders working in the insurance sector or in the private sector generally. Especially the to implement the Goleman model that can beneficial to this sector, since according to the interview that was done with the general manager of the Ahlia Insurance Company Mr. Naseem Abu Mahameed, the company does not offer courses nor workshops to their employees.

1.4.4 Companies should make an emotional intelligence quiz during the recruitment process, as this will help in determining their level as well as it will help the companies targeting its employees with the right workshops and assessment to aid in developing their emotional intelligence.

1.4.5 Insurance companies should include courses and workshops that focus on Emotional Intelligence. As conducted from the results, the insurance sector does not provide any courses or workshops that is related or includes leadership competencies such as the knowledge , skills and other dimension, since according to the interview that was done with the general manager of the Ahlia Insurance Company Mr. Naseem Abu Mahameed, the company does not offer courses nor workshops to their employees.

1.4.6 This study can be taken further to include Spencer and Spencer competency model as there are five dimensions to leadership competency that includes motivation, traits, self-image, skills, and knowledge, as these variables can be studied and researched to know to what extent the four dimensions that were mentioned in this study has an impact on the dimensions that are included in the Spencer and Spencer competency model. This thesis only focused on the Emotional Intelligent as a variable with its four dimensions, as it is an important variable and there are minimal studies regarding this variable in the insurance sector to only focus on this variable.

1.5 Future Research

The following suggestions are given for further research based on the data analysis and conclusions of this study:

1.5.1 The participants for this study were leaders that work in insurance companies in Ramallah, Palestine. The study should be replicated to include participants from the insurance sector from Palestine not only a specific city.

1.5.2 The study was limited only to the insurance companies, it will be interesting to see would be interesting to learn the results comparing insurance leaders to other leaders in the private sector.

1.6 Limitations of Research

For the purpose of this study, the following limitations were noted:

1.6.1 Insufficient research regarding emotional intelligence in Palestinian insurance companies.

1.6.2 Lack of cooperation by some participants in insurance companies and the delay in responding to the questionnaire.

1.6.3 The limited sample size (n = 68) severely restricted the study's external validity. As a result, it was unable to generalize the study's findings in terms of what they would mean for research administrators especially in the insurance sector.

1.6.4 The planned research topic had a very broad and extensive nature, necessitating the use of a wide range of resources. As a result, the researcher depended heavily on external resources, which was very challenging to manage in a limited amount of time.

1.6.5 Because the participants might be concerned that their responses might be shared with the other group members, which could lead to conflicts inside the group, the participants might be hesitant to take part in the research procedure.

1.7 Delimitations of Research

1.7.1 The study will address the leadership competency development in the insurance sector only.

1.7.2 The study is limited to certain participants and they are the leaders that work in Palestinian insurance companies.

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Appendix (1): Questionnaire

Master's Degree of Leadership

The researcher Christine Abdallah is studying her master's degree in Leadership at the Arab American University. Under the supervision of Dr. Firas Murrar, she is doing a research study for the thesis as a partial fulfillment of the graduation requirements entitled:

"**The Impact of Emotional Intelligence on Leadership Competency Development in Palestinian Private Companies**"

The data collected from the questionnaire will be confidential and used for academic purposes only, as this will take a few minutes to complete.

Thank you in advance.

Christine Jony Abdallah
Christineabdallah20.12@gmail.com

- **Section # 1: Demographic information:**

1- Gender:

Male ☐ Female ☐

2- Age:

20-29 ☐ 30-39 ☐ 40-49 ☐ 50 & more ☐

3- Education level:

Diploma Degree ☐ Bachelor's degree ☐ Master's degree ☐ Doctoral degree ☐

Other degrees ☐

4- Job position:

Officer ☐ Vice Manager ☐ Manager ☐ Other, please specify: ☐

5- Department:

Finance Department ☐ Administrative Department ☐ Board of Directors ☐

Other Departments ☐

6- Number of years of experience?

10 years and/or less ☐ 15 -25 years ☐ 30 years and more ☐

Q. How much do you agree to the following statements related to the sections 2 and 3?

- **Section # 2: Emotional Intelligence - الذكاء العاطفي:**

الرقم	متغيرات الدراسة	موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
اولا: الوعي الذاتي - Self- Awareness						
.1	I have the ability to acknowledge my emotions and their impact لدي القدرة على الاعتراف بمشاعري وتأثيرها.					
.2	I realize my weaknesses and. strengths أدرك نقاط ضعفي و نقاط قوتي					
.3	I know my abilities and self-worth أنا أعرف قدراتي وقيمتي الذاتية					
.4	I successfully balance my career and personal lives لقد نجحت في تحقيق التوازن بين حياتي المهنية وحياتي الشخصية					
.5	I can easily adapt to different circumstances لدي القدرة على التكيف بسهولة مع الظروف المختلفة					
ثانيا: الإدارة الذاتيةSelf- Management -						
.6	I can control disturbing emotions يمكنني التحكم في المشاعر المزعجة					
.7	I take the chance when it comes to opportunities أغتنم الفرصة عندما يتعلق الأمر بالفرص					
.8	I insist on following my goals regardless of challenges أنا أصر على متابعة أهدافي بغض النظر عن تحديات					
.9	I am flexible when there is a change لدي القدرة على التكييف مع التغيير					

الرقم	متغيرات الدراسة	موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
10	I always seek improvement or reach a certain level of excellence أسعى دائما إلى التحسين أو الوصول إلى مستوى معين من التميز					
ثالثاً: الوعي الاجتماعيSocial-Awareness -						
11	I recognize the feelings of others and I will be interested in their opinions أدرك مشاعر الآخرين ، واكون مهتمة في آرائهم					
12	I recognize my group's emotional currents and relationships' power أدرك التيارات العاطفية لمجموعتي وقوة العلاقات					
13	I assume, notice, and meets the needs of the customers أفترض ، الاحظ ، والبي احتياجات العملاء					
14	I follow the rules and regulations of the company and respect it اتقيد بقوانين الشركة واحترمها					
15	I listen to others attentively to be able to understand their needs and wants اصغي جيداً للآخرين من اجل فهم متطلباتهم وحاجاتهم					
رابعاً: إدارة العلاقات - Relationship Management						
16	I notice others' developmental needs and aid their abilities ألاحظ احتياجات الآخرين التنموية ومساعدة قدراتهم					
17	I can influence and advice groups and individuals أستطيع التأثير وتقديم المشورة للمجموعات والأفراد					

الرقم	متغيرات الدراسة	موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
18	I have the ability to negotiate and deal with arguments لدي القدرة على التفاوض والتعامل مع الخلافات					
19	I collaborate with others to achieve common objectives أتعاون مع الآخرين لتحقيق الأهداف المشتركة					
.20	I start a change or control one أبدأ التغييرأو اسيطر على واحد					

- **Section # 3 Leadership Competency Development - تنمية الكفاءات القيادية:**

الرقم	متغيرات الدراسة	موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
21	I can comprehend the participants' communication in the company أفهم اتصالات المشاركين في الشركة					
22	I transfer my knowledge and skills to the other participants أنقل معرفتي ومهاراتي إلى المشاركين الآخرين					
23	I respond to and take action on expectations, worries, and problems people have stated regarding the company. لدي المقدرة على الرد على التوقعات،الهموم والمشاكل التي تتعلق بالشركة وأتخذ الاجراءات بشأنها					
24	I address others' project-related expectations, worries, and difficulties in a timely manner أتناول توقعات الآخرين المتعلقة بالمشروع ومخاوفهم وصعوباتهم في الوقت المناسب					
.25	I can spot conflict at an early stage يمكنني. اكتشاف الصراع في مرحلة مبكرة					
26	I successfully navigate confusing circumstances while advancing the project's objectives. أدير المواقف الغامضة بشكل مرض مع دعم هدف المشروع					
27	I contribute to the development of a positive outlook and optimism for the project's success. أسهم في تطوير نظرة إيجابية وتفاؤل لنجاح المشروع					
28	I still have productive working connections with the other participants لدي اتصالات عمل مثمرة مع المشاركين الآخرين					

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	متغيرات الدراسة	الرقم
					I regularly promote collaboration in teams اعزز التعاون في الفرق بانتظام	29
					I contribute to fostering an atmosphere of deliberation and openness in the company أسهم في تعزيز جو من المداولات والانفتاح في الشركة	30

Appendix (2) : Interview Questions :

1. Main Questions :

1.2 What is your position?

1.3 What are your job description?

1.4 How long have you been in this position?

Self-Awareness

2. How has your capacity to recognize and comprehend your own emotions aided in your leadership success?

كيف ساعدت قدرتك على التعرف وفهم عواطفك في نجاح قيادتك ؟

Self-Management

3. How has the ability to control your emotions aided in your ability to lead effectively?

كيف ساعدت قدرتك على السيطرة على عواطفك في قدرتك على القيادة بفاعلية؟

Social Awareness

4. How has the ability to effectively read the emotions of others aided you in becoming a successful leader?
كيف ساعدت قدرتك على قراءة مشاعر الآخرين بشكل فعال في أن تصبح قائدا ناجحاً؟

Relationship Management

5. How has being aware of your own and other people's emotions in managing relationships aided you in becoming a successful leader?

كيفية معرفة مشاعرك ومشاعر الآخرين في إدارة العلاقات ساعدتك في أن تصبح قائدا ناجحاً؟

Leadership Competency

6. What are the main important competencies that a person should possess for them to be able to be a good leader?

ما هي الكفاءات الهامة الرئيسية التي يجب أن يمتلكها الشخص حتى يتمكن من أن يكون قائدا جيدا؟

Company related

7. What are the courses and workshops that your company provides that aids in developing your emotional intelligence and/or leadership skills and/or competency at work?

ما هي الدورات وورش العمل التي توفر الشركة التي تساعد في تطوير الذكاء العاطفي و / أو المهارات القيادية و / أو الكفاءة في العمل?

Appendix (3): Interview Transcripts:

Transcript (1): Mr. Salah Al-Mimi – Global United Insurance.

1. Main Questions:

1.2 What is your position?

Technical Manager

1.3 What are your job description?

Supervision, development, responsible for four divisions including the compensation department, and the subscription department.

1.4 How long have you been in this position?

2 years, but 27 years in total in the insurance sector.

Self-Awareness

2. How has your capacity to recognize and comprehend your own emotions aided in your leadership success?

The company is very diverse as it has many employees from all over Palestine from the North to the South, it has a lot of different traditions and cultures, from my own experience every one of them has to be communicated with differently, and know how to talk to them accordingly, as well as understand them.

Self-Management

3. How has the ability to control your emotions aided in your ability to lead effectively?

The leader has to form some kind of friendship with their employees and be close to them, as he has to be pleasant as well. A leader should not only focus on the administrative skills, but also focus on the emotions as well, also concentrate on the productivity of the employee. In general, one should control their emotions, listen carefully as this is a good skill to have, and has to act ethically and in good manner. In addition, a leader has to understand the different mentalities he is dealing with.

Social Awareness

4. How has the ability to effectively read the emotions of others aided you in becoming a successful leader?

The leader should respect the emotions of others, and focus on their productivity and when it comes to problems, try to be considerate of their situations.

Relationship Management

5. How has being aware of your own and other people's emotions in managing relationships aided you in becoming a successful leader?

Leaders should be supportive, be close to the employees to know their needs and wants,

Leadership Competency

6. What are the main important competencies that a person should possess for them to be able to be a good leader?

The most important ones are respect and friendliness. The leader should always be aware and considerate of others' problems, and have harmony with his employees. Any leader should have self confidence in whatever he does, and be able to also understand others' emotions and speculate them. Be aware of the environment around them, and the environment of the employees' as well. As I believe that leaders are born not made.

Company related

7. What are the courses and workshops that your company provides that aids in developing your emotional intelligence and/or leadership skills and/or competency at work?

The company does not offer any courses or workshops that includes Emotional Intelligence, it focuses on administrative skills only, it should also include courses about communication as it is important, on building relationships also. The company offers courses and workshops that is related to body language, and subscription.

Transcript (2): Mr. Naseem Abu Mahameed – Ahlia Insurance Company

1. Main Questions:

1.2 What is your position?

General Manager

1.3 What are your job description?

Supervise, attend meetings with the board of directors, communicating business goals, managing budgets.

1.4 How long have you been in this position?

2 months, 15 years in total in the Insurance sector.

Self-Awareness

2. How has your capacity to recognize and comprehend your own emotions aided in your leadership success?

Leaders should be able to listen I general, especially to problems and obstacles. A leader should have containment for his employees, to care for them, and to make them feel like they are important.

Self-Management

3. How has the ability to control your emotions aided in your ability to lead effectively?

To separate between emotions and work is the most important aspect, work is more important than anything personal, even if it coincides with personal issues.

Social Awareness

4. How has the ability to effectively read the emotions of others aided you in becoming a successful leader?

The leader should be socially aware to know when an employee is excited and has the will to learn and gain experience, so the leader should give him the chance to do so. Also, a leader should know how to read other employees' emotions and behaviors and based on that give him motivations. A lot of indications of employees who aspire to and be motivated to work such as their view of the company, evaluation, the behaviors and others.

Relationship Management

5. How has being aware of your own and other people's emotions in managing relationships aided you in becoming a successful leader?

A leader should be close to his employees, they should be able to share their thoughts and feelings and not create a gap between them. As also communication is a good factor to build connections between leaders and stakeholders.

Leadership Competency

6. What are the main important competencies that a person should possess for them to be able to be a good leader?

The most important competency is making the right decisions in the right time, as well as taking responsibility, and have a good vision for the future regarding work.

Company related

7. What are the courses and workshops that your company provides that aids in developing your emotional intelligence and/or leadership skills and/or competency at work?

Many courses should be given in companies such as communication skills, team work, services, and breaking the ice.

Transcript (3): Mr. Ahmad Zuhoor – Almashriq Insurance Company.

1. Main Questions:

1.2 What is your position?

Company Accounts Manager

1.3 What are your job description?

Addresses the concerns of clients, handling complicated issues regarding the accounts, management of sales.

1.4 How long have you been in this position?

3 years

Self-Awareness

2. How has your capacity to recognize and comprehend your own emotions aided in your leadership success?

An effective leader should have compassion for his or her team members in order to take an interest in them and help them feel valued. They have the capacity to deal successfully with conflict, make difficult decisions, and adjust to shifting objectives and conditions in the workplace.

Self-Management

3. How has the ability to control your emotions aided in your ability to lead effectively?

Being able to recognize and control our emotions enables us to control how we feel both physically and psychologically.

Social Awareness

4. How has the ability to effectively read the emotions of others aided you in becoming a successful leader?

Leaders must develop their emotional intelligence in order to better comprehend both themselves and their team members. You can communicate with your team and work with others more effectively if you have emotional intelligence as a leader.

Relationship Management

5. How has being aware of your own and other people's emotions in managing relationships aided you in becoming a successful leader?

A key quality of a strong leader is self-awareness. You'll be better able to manage your stress, make better decisions, and ultimately influence others to do the same if you are aware of your values, personality, needs, habits, and emotions and how these effect your actions and the behaviors of others.

Leadership Competency

6. What are the main important competencies that a person should possess for them to be able to be a good leader?

Skills in decision-making, communication, flexibility, and strategy.

Company related

7. What are the courses and workshops that your company provides that aids in developing your emotional intelligence and/or leadership skills and/or competency at work?

The company does not provide any courses that has to do with Emotional Intelligence.

ملخص

الغرض من هذه الأطروحة هو التحقيق في كيفية تأثير الذكاء العاطفي على الكفاءات القيادية للقادة في الشركات الفلسطينية الخاصة وتحديداً في قطاع التأمين. وكذلك دراسة العلاقة بين المتغير المستقل (الذكاء العاطفي ومجالاته الأربعة: الوعي الذاتي، والإدارة الذاتية، والوعي الاجتماعي، وإدارة العلاقات) والمتغير التابع (تطوير الكفاءة القيادية)، بالإضافة إلى التأكد من مدى فهم مفاهيم الذكاء العاطفي والكفاءة القيادية في شركات التأمين الفلسطينية، وأخيرا توجيه ومساعدة المديرين التنفيذيين في صناعة التأمين في وضع الكفاءة موضع التنفيذ وتطويرها. من خلال استخدام تصميم المسح الذي تم إعطاؤه لعينة الدراسة، استخدم الباحث منهجية بحث مختلطة تجمع بين أساليب البحث الكمي والنوعي. تم توزيع المورد الأساسي الذي يتكون من استبيان على (68) قيادياً من الإدارة العليا والمتوسطة في قطاع التأمين التي استهدفت الشركة العالمية المتحدة للتأمين وشركة المشرق للتأمين والشركة الأهلية للتأمين. أما بالنسبة للمقابلات، فقد أجريت ثلاث مقابلات مع ثلاثة من كبار المدراء. تظهر النتائج أن هناك مستوى عالٍ من الذكاء العاطفي في مؤسسات التأمين في فلسطين. أعلى متوسط هو البعد الأول (الوعي الذاتي)، ثم (الوعي الاجتماعي)، ثم (إدارة العلاقات) وأخيراً (الإدارة الذاتية).

هناك مستوى عالٍ من تطوير الكفاءات القيادية في مؤسسات التأمين في فلسطين أيضاً، هناك علاقة إيجابية وعالية بين جميع أبعاد الذكاء العاطفي وتطوير أسلوب القيادة في قطاع التأمين في فلسطين أيضاً، هناك تأثير إيجابي وكبير للوعي الاجتماعي وإدارة العلاقات على تطوير الكفاءة القيادية ومع ذلك، هناك تأثير إيجابي ولكن غير مهم للوعي الذاتي والإدارة الذاتية على إدارة الكفاءة القيادية.

وفقا لنتائج الدراسة، تتمتع مؤسسات التأمين في فلسطين بمستوى عالٍ من الكفاءة القيادية لأن معظم المدراء التنفيذيين يسعون جاهدين لخلق ثقافة الانفتاح والمناقشة، لكنهم أقل مهارة في التعامل بنجاح مع المواقف المعقدة من أجل تحقيق أهداف مشاريعهم.

تشير النتائج أيضا إلى أن الذكاء العاطفي يؤثر بشكل كبير على الكفاءة القيادية، وأن الوعي الاجتماعي وإدارة العلاقات لهما تأثيرات إيجابية وهامة على نمو الكفاءة القيادية تتأثر إدارة الكفاءة القيادية بشكل إيجابي ولكن بشكل هامشي بالوعي الذاتي والإدارة الذاتية.