

The Emotional intelligence of the female head of household and its relationship to family decision-making

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Abstract

The research aimed mainly at determining the nature of the relationship between the emotional intelligence of the female head of household and its relationship to family decision-making, and the research problem is determined in revealing the nature of the relationship between the emotional intelligence of the house wife and its relationship to family decision-making. The research sample consisted of (174) of the housewives of different economic and social levels. The sample was collected from Qassim region by accidental purpose. The field application was conducted during the year 2000, and the research tool consisted of: the general data form of the female heads of household, the emotional intelligence scale of Gelman, and the questionnaire of family decision-making.

The most important findings of this research paper are:-

- 1- The existence of a statistically significant correlation between the degrees of the female heads of household in emotional intelligence in all its dimensions (self-awareness, self-organization, motivation, empathy, social skills, emotional intelligence as a whole) and family decision-making .
- 2- The existence of a statistically significant correlation between the components of emotional intelligence in all its dimensions, the female head of household decisions and some of her social and economic variables (marital status, age of the husband and wife, years of marriage, their qualification and jobs, the number of children and the monthly family income).
- 3- There is a statistically significant difference between the mean degrees of the female heads of household in emotional intelligence, depending on the age of the male and female heads of household, the job of the female head of the family, and the number of children.

4- There is no statistically significant discrepancy between the average of female heads of household in emotional intelligence according to: (marital status - number of years of marriage - the qualification of both the male and the female heads of the family- the job of the male head of the family – the monthly family income).

5-There is no statistical significant discrepancy between the mean degrees of the female heads of household in family decision-making according to both (marital status- age of the head of the family - number of years of marriage - qualification of the male and female heads of the family - the job of the head of the family - the number of children - the monthly income of the family).

Some of the most important research recommendations include:

- Create guidance programs by specialists in psychology, home and other institutions management to develop the emotional intelligence of the female heads of household to help them make their family decisions right, and contribute to the success of family life and improve the quality of life.

- Various media should provide seminars and lectures to introduce individuals to emotional intelligence, its components and its importance in social relations inside and outside the family.

Introduction and Research Problem:

In recent years, there has been a growing interest in the concept of multiple dimensions of intelligence. Emotional intelligence, social intelligence and other types of intelligence have become the subject of many researches that attempt to predict and explain the role of intelligence in many fields.

The concept of emotional intelligence is relatively recent compared to other long-known types of intelligence (linguistic intelligence, mathematical logical intelligence, spatial intelligence, physical motor intelligence, social intelligence, personal intelligence, natural intelligence), which have been scrutinized and examined by researchers and interested people. The concept is a continuation to the traditional view of intelligence. A clear impact on the course of human life is found, and an important impact on the way his thinking, relationships and emotions. There is a common factor between emotions and thinking and between the mind and heart, and there is cooperation between them to allow the human being to make the right decisions and think properly and clearly. There is cooperation between them to allow people to make the right decisions and think properly and clearly.

This has a profound impact on improving performance, solving problems and increasing productivity at the level of individuals and institutions. A person suffering from emotional disturbance cannot control his emotions even if he is highly intelligent (Abu Riyyash et al. 2006).

Emotional intelligence is one of the concepts that have been used and spread in the modern era and the reasons that led to the prevalence of this concept is the scientific and technological development, materialistic control over the methods of dealing with the individual with the environment and population, and the spread of violence and right violation. Scientists agreed on the importance of human understanding of oneself and understanding of others and his ability to employ and use this understanding to control his feelings and emotions, and develop the ability to understand and support the feelings of others which helps to achieve success and satisfaction in social life. (Amal Jouda, Betserf, 2007).

The importance of emotional intelligence, which is a key factor, is to overcome many crises, conflicts, frustrations and difficult situations. An individual who enjoys high emotional intelligence is able to live with chaos and disorders and get rid of everything that could deprive his energy and adapt to the causes of distress and anxiety and the ability to interact positively in life (Al-Farra and Alnwajh, 2012).

Individuals' possession of emotional intelligence skills is considered very important. Individuals with high emotional intelligence are more successful in their lives. They have the ability to establish strong personal relationships, have effective leadership skills, and are more successful than their low-capacity counterparts. They have the ability to deal efficiently with depressing social situations, and deal positively with emergency social situations. The emotional skills of the individual help him to succeed in life, absorb the daily requirements and withstand the pressures surrounding him. He is the one who knows and expresses best about himself, and easily and understands matters relating to others (Bar-On 2006).

Emotional intelligence is a potential force that contributes 80% to success in life, while academic intelligence contributes only 20% to this success (Al-Samadouni, 2001). Many scientists have assured that one of the most important characteristics of emotional intelligence which differs from cognitive intelligence is that it can be increased and promoted by practice and training (Rizkallah, 2003).

Sjoberg, (2001) also confirmed that emotional intelligence is important in successful compatibility in life. The study found a positive relationship between emotional

intelligence and better resistance to failure and frustration. The study of Austin et al (2005) and Natalio & Pablo (2002) also confirmed that emotional intelligence is positively correlated with the quality of social relationships and the quality of life. The study of Issa and Rashwan (2006) also found the possibility of predicting compatibility and satisfaction about life through emotional intelligence.

The ability to control emotions is the basis of willpower and successful personality as well as the need of determination for managing emotions at the same time. There are people who have a high level of intelligence but cannot manage their emotional life well, for example, a brilliant intelligent person may fail in his life as a result of lack of control over his emotions. It is emotions that drive thinking, values, fear, and survival. The ability to manage them properly means getting out of crises and problems and making the right decisions to overcome them (Khawaldeh, 2004).

Emotion is an important aspect of human behavior and is closely related to human life and personality. Emotions vary from person to person. Some individuals have emotional maturity, and have the ability to adapt with individuals and society. Other persons do not have the same maturity, and often suffer from problems of compatibility and adaptation with members of their community. Emotional intelligence is necessary for our daily life, it helps the individual to satisfy his needs and directs his abilities and controls his decisions to advance his future and successfully copes with life. The future will be for those who have high emotional intelligence.

Anwar (2003) defines emotional intelligence as the ability of an individual to know, and understand their meanings and relationships in a self-interacting system with the mind to achieve and develop their goals.

Abu Riyyash et al. (2006) define emotional intelligence as the ability to know a person's own emotions as they occur, his or her knowledge of others, his ability to control his feeling, caring for others and feeling with them and self-motivation to make intelligent decisions.

Al-Samdouni (2007) defined emotional intelligence as a combination of personal abilities and skills that help a person to understand and control his feelings and emotions to understand the feelings and emotions of others and to deal with them well. A person's ability helps him using his emotional energy in good performance and establishing good relations with those around.

Emotional intelligence plays a major role in helping individuals acquire skills that enable them to deal with situations. According to Goleman, emotional intelligence is a key factor

for success at home, school, work and all aspects of life. The most emotionally intelligent people are loved, persistent, able to communicate and lead, and determined to succeed. The high emotional intelligence of the individual helps him to manage problems, find solutions and make decisions away from emotion and recklessness (Odat 2017).

Emotional Intelligence helps an individual to think creatively through many insights, and to possess many new and creative ideas (Kharnob, 2003). Brown, et al., (2003) found that emotional intelligence, as measured by empathy, emotional regulation and self-control, is positively correlated with self-efficacy and decision-making.

The study of (Oneil, Johne, 1996) indicated that emotional intelligence makes the individual control his emotions to make the right decisions in his life. It also makes the individual motivated to remain optimistic and establishes successful and harmonious social relations with those around him. This study confirms that the success of the individual in his daily life depends on the emotional intelligence he got.

The importance of emotional intelligence in the present day functions significantly. Individuals face many problems related to economic, cultural, social, and political fields. To overcome these problems, the individual needs, in addition to intellectual abilities, emotional and social skills to solve these problems and overcome Crises experienced by individuals from time to time.

Emotional Intelligence is a human ability to deal positively with oneself, positive interaction with others, and human ability to face difficult challenges and critical situations.

Several scientists such as (Goleman - Shapiro - Mayro Solvy - Baroni) and others, who studied intelligence thoughtfully, confirmed the existence of multiple models of intelligence. But the most important of all is emotional intelligence. Goleman points out that the importance of the impact of emotional intelligence is on the individual success in his relations.

Goleman's Model of Emotional Intelligence:

With more interest in the concept of emotional intelligence, a number of theories emerged attempting to explain the concept of emotional intelligence. The most important of all is the Goleman model of emotional intelligence, where Goleman introduced a model of emotional intelligence based on personal features and characteristics including abilities, and self-motivation of the individual. He introduced two books that had a great impact to spread this concept. The first book was entitled as 'Emotional Intelligence' (Goleman,

2000), and the second one was entitled as 'Working with Emotional Intelligence' (Goleman, 2004). Goleman defined emotional intelligence as the group of emotional skills that an individual has and they are required to succeed in professional interactions and in different life situations. Goleman assured that emotional intelligence consists of five key areas, namely:

- Self-awareness: knowledge of a person's emotions, sensing them and using them to reach appropriate decisions.
- Self-organization: It means the management of the individual's actions, ideas and feelings in a compatible manner and flexibly under different circumstances and situations.
- Motivation: An internal momentum to achieve the individual's goals and ambitions.
- Empathy: It refers to the ability of the individual to perceive what others feel and know their feelings.
- Social Skills: It is the ability to form relationships and interact with others and build social bonds.

The decision-making process has attracted the attention of many management scientists and psychologists because it is inherent in the daily life and career of the human, and meets his different needs and makes him adapt to what surrounds him.

The decision-making process is part of the daily life of the individual. The individual begins his day by making a series of decisions related to his work or relaxing time. An action done by the individual is made through a certain decision, whether this decision requires more study and analysis or does not (Yunis 2008).

The decision-making process in general is the cornerstone on which most things of modern life are made of because it has a significant impact on the lives of individuals and groups, and may even extend to the existence of states as a basic skill in contemporary scientific life (Al- Blooshi, 2007).

Raymond (1990) defines the decision-making process as the choice of strategy or action the decision maker believes that it provides the best solution to the problem. While the decision-making process is defined by (John & Eric, 1990) as the process of choosing from alternatives, it, sometimes, seems easy and simple depending on instructions, guidance, scientific methods and correct procedures; whereas, some other times it is complex because it depends on the intuition, thinking and sensation.

Abdulaziz (2006) explains that the decision-making process requires the use of lots of profound thinking skills such as analysis, evaluation, induction and deduction. It can be said that the decision-making process is a mental process aimed at selecting the best available solutions that suit the individual towards a particular situation in order to achieve the desired goal.

Our life is full of decisions that are related to all affairs of life such as home, wife, children, travel and work The decision is to make a certain judgment of what we should do about certain situations after studying different alternatives according to predetermined criteria and to achieve the goals behind the decision. Accordingly, taking decisions is an important issue on the administrative map of the family (Al-Hajari, 2008).

We take many decisions throughout our lives, some of them are taken as an everyday routine, and some are planned. Some decisions take a shorter time to implement, others take longer time. Some affect our lives slightly; others have a big impact on our lives. Thinking skills possessed by the individual, the values, the goals, and the level to which the individual belongs affect the decision-making process (Imran et al., 2001).

The decision expresses the necessary willpower taken by the individual or the group within the framework of convention, religion, rules and laws of society. It requires a high degree of rationality, and social harmony to find acceptance and commitment to its implementation and continuation. Decision-making is, therefore, the product of dynamic social interactions to reach agreed options fulfilling the needs and objectives pursued (Mustafa, 2005).

The decision is a collective behavior to choose between several alternatives available in a particular situation to achieve a current or future goal. Therefore, it can be said that the decision is a human mental activity based on careful and objective study to balance all possible means and alternatives to meet a particular situation under specific objectives taking into account all expectations and possible consequences when implementing each alternative. The situation in which decisions are taken may be permanent or rare. The decision-making process depends on solidarity and joint effort, and then the decision is transferred into actual implementation and pursuing (Mustafa, 2005).

Ahmad (2009) defines decision-making as a mental process, a game and a kind of purposeful structured thinking that seeks to identify the problem of the subject matter of the decision and identify possible and current solutions in order to achieve the specific purpose at the lowest possible cost in time and effort, with the best and most efficient and positive outcome.

Al-Kharabsheh (2002) argued that the basis for decision-making is the substitution between the available alternatives then chooses one of the alternatives presented after profound studying and thinking. Al-Zahrani's study (2012) proved that there are no statistically significant differences in the degree of the wife's participation with her husband in family decision-making according to the difference in the field of decision except the decision regarding the recruitment of servants for the benefit of the working woman. The results also showed a correlation between the stability of the family depending on the degree of participation of the wife with her husband in family decisions. The results also showed that there are statistically significant differences between the socio-economic variables of the family in the degree of the wife's participation with her husband in making family decisions.

The individual's abilities play an important role in effective decision-making. The individual depends in his performance and treatment of the problems he faces and the situations that he is exposed to a set of cognitive, emotional and social abilities. Emotional capabilities play a prominent role in making the right decisions.

Effective decision-making depends on the mental and emotional map of the individual. Mental abilities interact with emotional and social abilities when the individual makes the decision. Samadoni (2007) believes that emotional intelligence helps in collaboration and strengthens relations which contribute to making effective decisions.

Stages of the decision-making process: The decision-making process requires a series of steps that must be followed, and generates alternatives or interim decisions. Alternatives are then evaluated using predetermined criteria. Cray's study (1991) entitled as: "Discussion of the stages of the decision" shows that the reliance on scientific methods in various stages and processes leads to the objectivity of the decision. He claims that information is one of the basic requirements at different stages to reach decisions when identifying and evaluating alternatives.

The stages of decision-making can be divided into four phases. The first stage is concerned with the identification of the problem. The second stage is to identify the dimensions of the problem, decide the factors affecting it, and provide all the data and information about it to make the right decision. The third stage develops possibilities and alternatives that can be followed to solve the problem that has already been identified to determine the advantages and disadvantages of each one. The fourth stage is the one in which the best alternatives are selected (Abderrahim, 2007).

The importance of emotional intelligence in the present day is very significant because individuals face many problems related to the economic, cultural, social, and political fields. To overcome these problems, the individual needs, in addition to intellectual abilities, emotional and social skills to solve these problems and overcome crises experienced by individuals from time to time. Emotional intelligence develops the human ability to deal positively with oneself, and positively interact with others. The ability of human to face difficult challenges and critical situations helps the female head of household make right family decisions.

The female head of the household needs to think properly and make the right decisions in all matters related to family affairs. Therefore, in addition to good intellectual abilities, she must possess emotional skills which are integrated with intellectual skills to reach the best decisions to face different situations. Emotional intelligence plays an important role for success in life. The misunderstanding of the female head of the family of her own feelings and the feelings of her family members and their needs will hinder guiding her abilities and controlling her decisions and thus hinder the achievement of goals. Therefore, the importance of this study is to determine the nature of the relationship between emotional intelligence of the female head of household and family decision-making.

Based on the abovementioned, the problem of research is determined in answering the following questions: -

- 1- What is the level of emotional intelligence among female heads of household's research sample?
- 2 - What is the level of ability to make family decisions among female heads of household's research sample?
- 3 - Is there a statistically significant correlation between emotional intelligence of the female head of household and family decision-making?
- 4- Are there any statistically significant differences in emotional intelligence among female heads of household's research sample according to some variables of socio-economic level (marital status, age of male and female heads of household, educational level of male and female heads of household, job of male and female heads of household, monthly income level of the family)?
- 5- Are there any statistically significant differences in household decision-making among female heads of household's research sample according to some variables of socio-economic level (marital status - age of male and female heads of household)?

6- What is the educational level of the male and female heads of household- job of the male and female heads of household- the monthly income level of the family)?

- **Research Objectives:**

- 1- Determining the level of emotional intelligence among female heads of household.
- 2- View pointing the level of the ability to make family decisions among female heads of household's sample research?
- 3- Clarifying the relationship between emotional intelligence aspects (self-awareness - self-organization - motivation - empathy - social skill) for the female head of household and family decision-making.
- 4- Studying the relationship between emotional intelligence and family decision-making for the female head of household according to some variables of the social and economic level of the female head of household (marital status, age of the male and female heads of household, number of years of marriage, educational qualification of the male and female heads of household, job of the male and female heads of household, number of children and monthly family income).
- 5- Determining the differences of emotional intelligence in all its dimensions according to some variables of the social and economic level of the female head of household (marital status, age of the male and female heads of household, number of years of marriage, educational qualification of the male and female heads of household, job of the male and female heads of household, number of children and monthly family income).
- 6- Determine the differences in family decision-making according to some variables of the social and economic level of the female head of household (marital status, age of the male and female heads of household, number of years of marriage, educational qualification of the male and female heads of household, job of the male and female heads of household, number of children and monthly family income).

Research Importance:

- This study dealt with relationship between emotional intelligence of women and family decision-making because of the multiple social, cultural and psychological implications through which we can diagnose the society's assessment of the status of women according to right decisions that she takes.
- The importance of shedding light on one aspect of the personality of the female head of the family, i.e., her ability to make family decisions.
- To benefit from the results of this study in identifying the most important problems that hinder the ability of the female head of household to make decisions and thus try to find solutions to these problems based on these results.
 - This study attempts to contribute to add new tools for the library of home and institutions management.
 - The results of this study will help in designing some educational programs directed to the female heads of household to develop emotional maturity and gain decision making skills.
 - Results may contribute to improving and developing the skills of taking right decisions.

Research Method

First: Research Hypotheses:

- The first hypothesis: There is no correlation statistically significant between the degrees of the female heads of household in emotional intelligence in all its dimensions (self-awareness, self-organization, motivation, empathy, social skills, and emotional intelligence as a whole) and family decision-making.
- The second hypothesis: There is no statistically significant correlation between the components of emotional intelligence of the female heads of household and some variables of her socio-economic level (marital status, age of the male and female heads of household, number of years of marriage, educational qualification of the male and female heads of household, job of the male and female heads of household, number of children and monthly family income).
- The third hypothesis: There is no statistically significant correlation between the family decisions taken by the female heads of household accordingly and some of the variables of the socio-economic level (marital status, age of the male and female heads of household,

number of years of marriage, educational qualification of the male and female heads of household, job of the male and female heads of household, number of children and monthly family income).

- The fourth hypothesis: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decisions according to the social status: (married - divorced - widow).
- The fifth hypothesis: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decisions according to the age of the male and female heads of the household (less than 20, 21-30, 31-40, greater than 40).
- The sixth hypothesis: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decisions according to the number of years of marriage (less than 5 years, 6-10, 11-15, and 16-20, more than 21).
- The seventh hypothesis: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decisions according to the educational qualification of the male and female heads of the household (under graduate - graduate – post graduate).
- The eighth hypothesis: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decisions according to the profession of the male and female heads of household (government job - private sector - self-employment).
- The ninth hypothesis: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decisions according to the number of children (less than 3 - 3-6 - more than 6).
- The tenth hypothesis: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decisions according to the monthly family income (less than 5 thousand, 5-10 thousand, more than 10 thousand)

Second: Scientific Expressions and Procedural Concepts:

- Emotional Intelligence: The ability of the individual is to understand the emotions of others know and distinguish between them, control and deal with them positively and motivate oneself to manage emotions and relations with others effectively (Golman, 2004).

- Procedural emotional intelligence of the female head of the family: It is the self-awareness, self-organization, motivation, compassion and social skills of the head of household according to Goleman's theory, which will be reflected in the family decisions.
- Decision-making: The process of choosing from the alternatives of the solution proposed by the individual to face a particular situation or problem in order to reach the best solution (Shalaby et al., 2008).
- Procedural family decision-making: The method used by the female heads of household's research sample to make their family decisions. They think and act to face a certain situation to reach the best result by choosing among the alternatives available of the most appropriate ways compatible with family values and resources to achieve their goals.
- Procedural Head of Household: Each female head of household of this research sample from different economic and social levels and has children.

Third: Research Methodology:

The research paper follows the descriptive analytical approach which is based on the accurate and detailed description of the phenomenon, the subject of the study or the problem in question. It provides a quantitative or qualitative description. Thus, it aims first at collecting sufficient and accurate data and information on the phenomenon and then studying and analyzing what has been collected in an objective way to embrace the factors affecting this phenomenon (Al-Qadi, Bayati, 2008: 66).

Fourth: Research Limits: The research is framed as follows:

- Human Limits "Research Sample": A sample consisted of (174) female heads of households with children from different economic and social levels was taken.
- Spatial Limits: The sample is collected from Qassim region in a purely coincidental way.
- Time limits: Field application was made during 2015.

Fifth: constructing, preparing and codifying research tools:

First: Personal Data Form:

- Marital status: (married - divorced - widow)
- Age of the male and female heads of household: (less than 20, 21-30, 31- 40, greater than 40)
- Duration of marriage: (less than 5 years, 6-10, 11-15, 16-20, more than 21)
- Educational qualification of the male and female heads of household: (under graduate - graduate – post graduate)
- Profession of the male and female heads of household: (government job - private sector - self-employment - others)

- Number of children: (less than 3 - 3-6 - more than 6).
- Monthly family income: (less than 5 thousand, 5-10 thousand, more than 10 thousand)

Second: Emotional Intelligence Scale:

Goleman model in emotional intelligence: The researcher used the Goleman scale in emotional intelligence and he showed that emotional intelligence is composed of five basic areas, namely:

- Procedural self-awareness: The arithmetic averages of the responses of the female heads of household on the Goleman scale which measure the dimension self-awareness (1-8).
- Self-organization: It means the individual's management to his actions, thoughts, and feelings in a consistent and flexible manner under certain circumstances.
- Procedural self-organization: arithmetic averages of the responses of the female heads of household on the Goleman scale which measure the dimension of self-organization (9-16).
- Procedural Motivation: The arithmetic averages of responses of the female heads of household on the Goleman scale which measure the dimension of motivation (17-24).
- Procedural Empathy: The arithmetic averages of the responses of the female heads of household on the Goleman scale which measure the dimension of emotion (25-30).
- Procedural Social skill: The arithmetic averages of the responses of the female heads of household on the Goleman scale which measure the dimension of social skill (31-37).

Scale correction: The emotional intelligence scale was corrected by choosing one option from several choice (fully agree, agree, unsure, disagree, disagree completely) in each of the questionnaire statements. Correction is made on a weighing scale of (5, 4, 3, 2, 1) for positive statements, and a weighing scale of (1, 2, 3,4, 5) for negative statements. Thus, the lowest degree for the emotional intelligence scale is (32 degrees); whereas, the highest degree is (160).

Third: The Family Decision-Making Scale:

It is composed of 18 words that measure the style of the female head of household in making family decisions.

Correction of the questionnaire: The household decision-making questionnaire was corrected by choosing one option from several choices (fully agree, agree, unsure, disagree, disagree completely) in each of the questionnaire statements. Correction is made on a weighing scale of (5, 4, 3, 2, 1) for positive statements, and a weighing scale of (1, 2, 3,4, 5) for negative statements. Thus, the lowest degree for family decision making is (18 degrees) and the highest degree is (90).

Codifying tools: It means the calculation of the reliability and stability of the scales:

This research depends on two methods to examine validity metrics:

(a) Validity content:

To ensure the authenticity of the content, the two dimensions (emotional intelligence, and family decision making) were presented in their initial form to a number of judges of faculty members in the field of home and institutions management in order to identify their views on the two scales according to the accuracy of the language of the vocabulary, the statement included in each dimension, the integrity of the content, the adequacy of the statements contained in each dimension to achieve the goal for which it was set, and the appropriate range put for each statement, and the appropriateness of the dimensions. The researcher has made the aforementioned modifications referred to by restating some of the statements. Thus it has been subject to the sincerity of the content.

(b) Internal consistency:

To calculate the validity of the internal consistency of the scale (emotional intelligence), it was applied on a survey sample numbered (40). After checking the results, they were statistically processed. The Pearson correlation coefficient between (the dimensions and the total score) of the scale was calculated at a level of 0.01 which indicates the internal consistency of the scale statements and allows the researcher to use them in her current research as shown in table (1) below.

Table (1) validation of internal consistency using Kendall correlation coefficients for the dimensions of emotional intelligence n = (40)

The scale	The dimensions	correlation coefficient
Emotional intelligence	Self-awareness	**0.756
	Self-organization	**0.786
	Motivation	**0.798
	Sympathy	**0.784
	Social skills	**0.769

** Significant at level (0.01)

Second: Calculation of Reliability:

The researcher calculated the coefficients of the stability of emotional intelligence and family decision-making using the Alpha Cronbach method, and split-half as shown in table (2) below:

Table (2) is about Alpha-Cronbach stability coefficient and split-half of the study tools n = (40)

The scale	The dimension	Number of statements	Alpha coefficient	split-half	
				Spearman's coefficient	Getman coefficient
Emotional intelligence	Self-awareness	9	**0.742	**0.732	**0.742
	Self-organization	5	**0.732	**0.734	**0.732
	Motivation	7	**0.703	**0.739	**0.730
	Empathy	4	**0.731	**0.706	**0.799
	Social skills	7	**0.732	**0.741	**0.723
	Emotional Intelligence (as a whole)	32	**0.736	**0.736	**0.735
Making family decisions		18	**0.709	**0.741	**0.750

It is shown from table (2) that the values of the coefficients of stability (alpha, and split-half, which include Spearman's coefficient, and Getman coefficient) for the dimensions and scales as a whole are significant at (0.01). This confirms the stability of the two scales and their validity for application in this research.

Sixth: The statistical factor used in the research:

After data being collected and evaluated, statistical processing was carried out using SPSS21, arithmetic averages, standard deviations, Pearson correlation coefficient, Alpha Cronbach, and split-half to calculate honesty and stability. One Way Anova analysis and LSD test for various comparisons are used to determine the direction of significance.

Results its analysis and interpretation:

First: Descriptive results: A comprehensive description of the research sample is shown in Table (3) below.

First: Sample description:

The female heads of household consisted of (174) who were chosen by accidentally and purposefully from different social and economic levels. A comprehensive description of the selected sample is as the following:

Table 3: Proportional distribution of the research sample according to socio-economic variables (n = 174)

Statement	Category	The number	%	Statement	Category	The number	%
Marital status	Married	162	93.10	Number of children	Less than 3	49	28.16
	Divorced	8	4.60		From 3-6	93	53.45
	Widow	4	2.30		6less than	32	18.39
	Total	174	100		total	174	100
Age of the female head of household	20 less than	0	0.00	Age head of the family	20 less than	0	0.00
	30-21	14	8.05		3021-	8	4.60
	40-31	73	41.95		40 31-	38	21.84
	40 more than	87	50.00		40 More than	128	73.56
	Total	174	100		total	174	100
Educational qualification of the female head of household	Undergraduate	43	24.71	Educational qualification of the male head of household	Undergraduate	65	37.36
	Graduate	102	58.62		Graduate	85	48.85
	Post graduate	29	16.67		Post graduate	21	12.07
	Total	174	100		Total	174	100
Job of the house wife	Government job	124	71.26	Job of the husband	Government job	114	65.52
	Private sector	6	3.45		Private sector	31	17.82
	Free business	10	5.75		Free business	19	10.92
	Others	34	19.54		Others	10	5.75
	Total	174	100		Total	174	100
Duration of marriage	Less than 5 years	17	9.77	Monthly income	Less than 5 thousand	9	5.17
	From 6-10 years	25	14.37		From 5-10 thousand	41	23.56
	From 11-15 years	25	14.37		More than 10 thousand	124	71.26
	From 16-20 years	32	18.39		Total	174	100
	More than 31 years	75	43.10				
	Total	174	100				

The results in Table (3) showed that the majority of the research sample are married female heads of households with a proportion of 93.10%, and the proportion of heads of households have (3-6) sons is 53.45%. The majority of the sample individuals were aged from (21-30 years) with a proportion of 8.05%, while the highest proportion of the age of the male household is over 40 years of age with a proportion of 73.56%. It is also clear from table (3) that the highest proportion of the female heads of households with

university qualification was 58.62% compared to 48.85% of their equivalent male heads of households. It is also shown in the table that 71.26% of the female heads of households work in government jobs compared to 65.52% of their equivalent male heads of households. The highest proportion of years of marriage was 43.10% for women who are married for more than 21 years. The table also shows that the highest proportion of the female heads of households' research sample ranged from monthly income of more than 10 thousand riyals with a proportion of 71.26%.

Second: describing the sample in the light of responses to the research tools.

Table (4): Distribution of female heads of households according to the level of emotional intelligence and the relative weight of each dimension (n = 174).

Emotional intelligence	Level of intelligence	The number	%	Weight	Rank
Self-awareness	Level of intelligence is low (26 > 32)	14	8.05	0.810	Third
	Level of intelligence is average (32 > 38)	71	40.80		
	Level of intelligence is high (38 and more)	89	51.15		
	Total	174	100		
Self-organization	Level of intelligence is low (26 > 32)	9	5.17	0.830	Second
	Level of intelligence is average (15 > 20)	71	40.80		
	Level of intelligence is high (20 and more)	94	54.02		
	Total	174	100		
Motivation	Level of intelligence is low (19 > 24)	27	15.52	0.774	Fifth
	Level of intelligence is average (24 > 29)	64	36.78		
	Level of intelligence is	83	47.70		

	high (29 and more)				
	Total	174	100		
Empathy	Level of intelligence is low (11 > 14)	6	3.45	0.883	First
	Level of intelligence is average (14 > 17)	49	28.16		
	Level of intelligence is high (17 and more)	119	68.39		
	Total	174	100		
Social Skills	Level of intelligence is low (19 > 24)	16	9.20	0.808	Forth
	Level of intelligence is average (24 > 29)	68	39.08		
	Level of intelligence is high (29 and more)	90	51.72		
	Total	174	100		
Emotional Intelligence (as a whole)	Level of intelligence (120 < 100) is low	28	16.09	0.703	
	Level of intelligence is average (120 > 140)	99	56.90		
	Level of intelligence is high (140 and more)	47	27.01		
	Total	174	100		

The values shown in table (4) show the difference in the proportion of the levels of emotional intelligence. The priority was for those with average intelligence where their proportion was estimated at 56.90%. It was followed by those with high intelligence with a proportion of 27.01% and then followed by people with low intelligence. In general, only

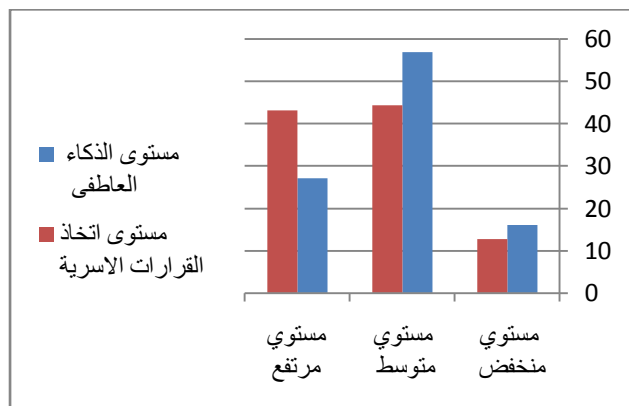
the dimension of empathy ranked first, followed by self-organization, followed by self-awareness, then social skills, followed by motivation.

In table (5): distribution of female heads of households according to the level of family decision-making and proportional weight (n = 174)

level of family decision-making	The number	%	weight
Low level (54) > (66)	22	12.64	0.768
Average level (66) > (78)	77	44.25	
High level) and more (78)	75	43.10	
Total	174	100	

The values shown in table (5) showed that the proportions of the family decision-making levels varied. The proportion of those with the average level of family decision-making was 44.25%, followed by the highest level of family decision-making at 43.10, followed by the lowest level of family decision-making at 12.64%.

- The following figure shows the distribution of female heads of household's research sample according to their level of emotional intelligence and family decision-making



This figure shows the distribution of female heads of household according to the level of emotional intelligence and family decision-making

Third: Results in light of the research hypotheses

The first hypothesis: There is no statistically significant correlation between the levels of heads of households in emotional intelligence in all its dimensions (self-awareness, self-organization, motivation, empathy, social skills, and emotional intelligence as a whole) and family decision-making.

To prove this hypothesis, the researcher used the Pearson correlation coefficient between variables as illustrated in table (6).

Table (6) shows the matrix of correlation coefficients between the dimensions of emotional intelligence aspects and family decision-making:

Statement	Self-awareness	Self-organization	Motivation	Empathy	Social skills	Emotional intelligent	Family decision-making
Self-awareness	1						
Self-organization	**0.569	1					
Motivation	**0.576	**0.427	1				
Empathy	**0.316	**0.243	**280.	1			
Social skills	**0.379	**0.408	**455.	**0.536	1		
Emotional intelligent	**0.800	**0.722	**792.	**0.572	**0.751	1	
Family decision-making	**0.554	**0.549	**526.	**0.428	**0.499	**0.696	1

*** Significant at 0.05 ** Significant at 0.01**

As shown in Table (6):

- There is a direct correlation statistically significant between the dimensions of emotional intelligence (self-awareness, self-organization, motivation, empathy, social skills) and emotional intelligence (as a whole).
- There is a direct correlation statistically significant between the dimensions of emotional intelligence (self-awareness, self-organization, motivation, empathy, social skills) and family decision-making.
- This is different from the findings of Alnaimat's study (2017) which claimed the absence of statistically significant differences in the relationship between the total levels of emotional intelligence and decision-making.
- This finding is consistent with the findings of Al-Ghamdi (2012), Abu-Afash (2011) and Al-Shehri (2009) who confirmed a statistically significant relationship between emotional intelligence and decision-making. It also agrees with the study of Oneil, John (1996) which assumes that emotional intelligence makes an individual control his emotions and make right decisions in his life.

Thus, the researcher can reject the third hypothesis of this research which states that there is no correlation statistically significant between the levels of the heads of households in emotional intelligence in all its dimensions (self-awareness, self-organization, motivation, empathy, social skills, and emotional intelligence as a whole) and family decision-making. The researcher accepts the alternative hypothesis that provides a statistically significant

correlation between the levels of the female heads of household in emotional intelligence in all its dimensions (self-awareness, self-organization, motivation, empathy, social skills, and emotional intelligence as a whole) and family decision-making.

The second hypothesis claims that there is no statistically significant correlation between the components of emotional intelligence of the female head of household and some variables of her socio-economic level (marital status, age of the male and female heads of the household, number of years of marriage, educational qualification of the male and female heads of household, job of the male and female heads of household, number of children and monthly family income.

To identify the most influential study variables on emotional intelligence, the Inter Regression equation was calculated by inserting the study variables into the multiple linear regression equation that had a statistically significant correlation with the overall degree of emotional intelligence awareness. The regression results showed that the explanatory power of the multiple linear regression model was strong with the value of F was (1.468) at a significant level (0.05), and that the correlation coefficients, i.e., the simple correlation coefficient R, was (0.290), the selection coefficient R² was (0.084) and the corrected selection coefficient R² was (0,027). The job of the female head of household variable was ranked first in its effect on emotional intelligence according to the "T" test. The monthly income came in the last ranking. The above mentioned variables were able to explain 29% of the variation in emotional intelligence, while 71% of the variation happened to emotional intelligence is attributed to other factors.

Table (7) Results of multiple linear regression to show the effect of independent variables on emotional intelligence

The variables in the regression equation	Regression coefficient	The value of T	Significance level	The order of the variable
Marital status	0.44	0.14	0.89	8
Age of the female head of the family	2.67	1.11	0.27	4
Age of the male head of the family	0.58	0.26	0.79	7
Duration of marriage	0.10	0.08	0.94	9
Educational qualification of the female head of the family	2.38	1.24	0.22	2
Educational qualification of the male head of the family	0.69	0.43	0.66	5
Job of the female head of the family	2.02	2.23	0.03	1
Job of the male head of the family	1.34	1.14	0.25	3
Number of children	0.84	0.42	0.68	6
Monthly income	0.15	0.07	0.94	10
Simple correlation coefficient R	0.290			
Selection coefficient R Square	0.084			
Adjusted R Square	0.027			
value F	*1.468			

Significant level 0,001***

- This finding is different from the findings of the study of Abu Afash (2011) which confirmed that there is no statistically significant relationship between emotional intelligence and each of (age - qualification - job).

Based on the aforementioned, the researcher could reject the second hypothesis of the research which states that there is no statistically significant correlation between the components of emotional intelligence of the female head of household in all its dimensions and some variables of her the socio-economic level (Marital status, age of the male and female heads of the household, number of years of marriage, educational qualification of

the male and female heads of household, job of the male and female heads of household, number of children and monthly family income). **The researcher supports the acceptance of an alternative hypothesis which states that there is a statistically significant correlation between the components of emotional intelligence of the female head of household in all its dimensions and some variables of her the socio-economic level (marital status, age of the male and female heads of the household, number of years of marriage, educational qualification of the male and female heads of household, job of the male and female heads of household, number of children and monthly family income).**

The third hypothesis: There is no statistically significant correlation between the decision of the female head of household according to some variables of the socio-economic level (Marital status, age of the male and female heads of the household, number of years of marriage, educational qualification of the male and female heads of household, job of the male and female heads of household, number of children and monthly family income).

To identify the most influential study variables on family decision-making, the Inter Regression equation was calculated by inserting the study variables into the multiple linear regression equation that had a statistically significant correlation with the overall degree of awareness of family decision making. The regression results showed that the explanatory power of the multiple linear regression model was strong with a value of F (1.08) at a significant level (0.05), and that the correlation coefficients, the simple correlation coefficient R, were (0.225), the selection coefficient R² was (0.063) and the corrected selection coefficient R² was (0,005). The age variable of the female head of the household was ranked first in his influence on family decision-making according to the "T" test. The social status came in the last ranking. The above variables were able to explain 25% of the variation in emotional intelligence, while 75% of the variability in family decision-making is due to other factors.

Table (8) explains results of multiple linear regression to show the effect of independent variables on family decisions

The variables in the regression equation	Regression coefficient	T Value	Significance level	The order of the variable
Marital status	0.09	0.04	0.97	10
Age of family female head	2.87	1.70	0.09	1
Age of family male head	1.14	0.73	0.47	5
Duration of marriage	0.88	0.95	0.34	4
Educational qualification of the female head of the family	2.22	1.64	0.10	2
Educational qualification of the male head of the family	0.76	0.68	0.50	6
Job of the female head of the family	1.05	1.64	0.10	3
Job of the male head of the family	0.53	0.65	0.52	7
Number of children	0.64	0.45	0.65	8
Monthly income	0.13	0.09	0.93	9
Simple correlation coefficient R	0.251			
Selection coefficient R Square	0.063			
Adjusted R Square	0.005			
value F	*1.08			

***** Significant level 0,001**

- This conclusion is consistent with the findings of the study of Al-Qamash (2003) that confirmed the existence of a statistically significant relationship between decision-making and educational level. It is also consistent with the findings of Mahmoud's study (2009) which assumed that there is an inverse relationship between decision-making and age. The study of al-Shahali (2007) found that there is an inverse correlated relationship between family size and decision making.

- This result is different from the findings of Al- Saqqa's study (2009) which confirmed the absence of a statistically significant relationship between decision-making and each of (age - number of family members - educational qualification - job - income).
- The results of this research are different from the findings of Abdul Samad's study (1991) which confirmed the absence of a statistically significant relationship between family decision-making and the age of the female heads of household.
- This research disagreed with what was confirmed by Wahba (2013) on the absence of a correlation between the level of education and decision-making.

Based on the aforementioned, the researcher could reject the third hypothesis of the research which states there is no statistically significant correlation between the decision of the female heads of household family decisions according to some variables of the socio-economic level (marital status, age of the male and female heads of the household, number of years of marriage, educational qualification of the male and female heads of household, job of the male and female heads of household, number of children and monthly family income). **The researcher supports the acceptance of an alternative hypothesis which states that there is a statistically significant correlation between the decision of the female heads of household family decisions according to some variables of the socio-economic level (marital status, age of the male and female heads of the household, number of years of marriage, educational qualification of the male and female heads of household, job of the male and female heads of household, number of children and monthly family income).**

The fourth hypothesis: There is no statistically significant difference between the average degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-making according to social status: (married - divorced - widow).

To verify the validity of this hypothesis, the researcher used both the method of one way analysis of variance, "ANOVA" to determine the significance of differences, and the application of LSD test to indicate the significance of the direction of differences, if any, as shown in table (9).

Table (9) shows the one way analysis of variance of the differences between the average of the female heads of households' emotional intelligence in all its dimensions and making family decisions according to marital status.

The scale	The dimension	Contrast source	Total of squares	Degrees of freedom	Average of squares	Value (F)	Significance level
Emotional intelligence	Self-awareness	Between groups	6.00	2	3.00	0.19	0.82
		Within groups	2639.49	171	15.44		
		Total	2645.49	173			
	Self-organization	Between groups	4.83	2	2.42	0.25	0.78
		Within groups	1686.53	171	9.86		
		Total	1691.36	173			
	Motivation	Between groups	19.72	2	9.86	0.56	0.57
		Within groups	3013.98	171	17.63		
		Total	3033.70	173			
	Empathy	Between groups	20.37	2	10.19	2.39	0.09
		Within groups	727.89	171	4.26		
		Total	748.26	173			
	Social skills	Between groups	0.27	2	0.13	0.01	0.99
		Within groups	2486.73	171	14.54		
		Total	2486.99	173			
Emotional intelligence (as a whole)	Between groups	2.57	2	1.28	0.01	0.99	
	Within groups	28075.69	171	164.19			
	Total	28078.26	173				
Family decision-making	Between groups	35.05	2	17.53	0.22	0.80	
	Within groups	13571.82	171	79.37			
	Total	13606.87	173				

As shown in Table (9):

- There is no statistically significant difference between the mean degrees of the female heads of household in the emotional intelligence dimensions (self-awareness, self-organization, motivation, empathy, social skills, and emotional intelligence (as a whole)) according to marital status where the values of (F) were not statistically significant.
- There is no statistically significant difference between the mean degrees of the female heads of household in making family decisions according to marital status where the values of (F) were not statistically significant.
- This varies with the results of Al-Shahry's study (2009) which concluded that there are statistically significant differences in decision making according to marital status.

Based on the abovementioned, the researcher can accept the fourth hypothesis of the research which states that there is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (self-awareness, self-organization, motivation, empathy, social skills, emotional intelligence as a whole) and decision-making depending on the variables of the social and economic level (of marital status).

The fifth hypothesis 5: There is no statistically significant difference between the average degrees of the female heads of household in the emotional intelligence in all its dimensions and family decision-making according to the age of the male and female heads of household (less than 20, 21-30, 31-40, and greater than 40).

In order to verify the validity of this hypothesis, the researcher used both the method of one way analysis of variance, "ANOVA" to determine the significance of differences, and the application of LSD test to indicate the significance of the direction of differences, if any, as shown in tables (10-11-12-13).

Table (10) shows the one way analysis of variance of the differences between the average of the female heads of households' emotional intelligence in all its dimensions and making family decisions according to the age of the female head of household.

The scale	The dimension	Contrast source	Total of squares	Degrees of freedom	Average of squares	Value (F)	Significance level
Emotional intelligence	Self-awareness	Between groups	97.24	2	48.62	3.26	0.04
		Within groups	2548.25	171	14.90		
		Total	2645.49	173			
	Self-organization	Between groups	131.36	2	65.68	7.20	0.00
		Within groups	1560.00	171	9.12		
		Total	1691.36	173			
	Motivation	Between groups	86.51	2	43.25	2.51	0.08
		Within groups	2947.19	171	17.24		
		Total	3033.70	173			
	Empathy	Between groups	11.82	2	5.91	1.37	0.26
		Within groups	736.44	171	4.31		
		Total	748.26	173			
	Social skills	Between groups	130.52	2	65.26	4.74	0.01
		Within groups	2356.47	171	13.78		
		Total	2486.99	173			
	Emotional intelligence (as a whole)	Between groups	1863.61	2	931.81	6.08	0.00
		Within groups	26214.65	171	153.30		
		Total	28078.26	173			
Family decision-making	Between groups	Between groups	2	324.80	4.29	0.02	
	Within groups	12957.27	171	75.77			
	Total	13606.87	173				

To determine the direction of the differences, the LSD test was applied as shown in the table above.

Table (11) shows the LSD test to identify the significance of the differences between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-taking in all its dimensions according to the age of the female head of household.

The scale	Age of family female head	21-30 years	31-40 years	Older than 40
Self-awareness	21-30 years m=35.00	-	*2.575	*2.828
	31-40 years m=37.58	-	-	0.25
	Older than 40 years m = 37.83	-	-	-
Self-organization	21-30 years = 17.64	-	1.59	*2.863
	31-40 years m=19.23	-	-	*1.273
	Older than 40 years m = 20.51	-	-	-
Motivation	21-30 years m=25.86	-	*2.458	*2.660
	31-40 years m=28.32	-	-	0.20
	Older than 40 years m = 28.52	-	-	-
Empathy	21-30 years m=26.07	-	*3.120	*3.227
	31-40 years m=29.19	-	-	0.11
	Older than 40 years m = 29.30	-	-	-
Social skills	21-30 years m=121.50	-	*10.747	*12.431
	31-40 years m=132.25	-	-	1.68
	Older than 40 years m = 133.93	-	-	-
Emotional intelligence (as a whole)	21-30 years = 69.57	-	*6.894	*7.233
	31-40 years m=76.47	-	-	0.34
	Older than 40 years m = 76.80	-	-	-

As shown in tables (10 and 11):

- There is a statistically significant difference between the mean degrees of the female heads of household in the emotional intelligence dimensions in all its dimensions (self-awareness, self-organization, motivation, social skills, and emotional intelligence (as a whole)) depending on the age of the female head of household where the values of (F) were statistically significant.
- There is no statistically significant difference between the mean degrees of the female heads of households in empathy according to the age of the female head of household where the values of (F) were not statistically significant.
- There is a statistically significant difference between the mean degrees of the female heads of household in making family decisions according to the age of the female head of household where the values of (F) were statistically significant.

Table (12) shows the one way analysis of variance of the differences between the mean of the female heads of households' emotional intelligence in all its dimensions and family decision making according to the age of the male head of household.

The scale	The dimension	Contrast source	Total of squares	Degrees of freedom	Average of squares	Value (F)	Significance level
Emotional intelligence	Self-awareness	Between groups	37.57	2	18.78	1.23	0.29
		Within groups	2607.93	171	15.25		
		Total	2645.49	173			
	Self-organization	Between groups	10.07	2	5.03	0.51	0.60
		Within groups	1681.29	171	9.83		
		Total	1691.36	173			
	Motivation	Between groups	79.30	2	39.65	2.29	0.10
		Within groups	2954.40	171	17.28		
		Total	3033.70	173			
	Empathy	Between groups	10.49	2	5.24	1.22	0.30
		Within groups	737.77	171	4.31		
		Total	748.26	173			
	Social skills	Between groups	80.30	2	40.15	2.85	0.06
		Within groups	2406.69	171	14.07		
		Total	2486.99	173			
	Emotional intelligence (as a whole)	Between groups	878.57	2	439.28	2.76	0.07
		Within groups	27199.69	171	159.06		
		Total	28078.26	173			
Family decision-making	Between groups	206.76	2	103.38	1.32	0.27	
	Within groups	13400.11	171	78.36			
	Total	13606.87	173				

To determine the direction of the differences, the LSD test was applied as shown in the table above.

In table (13), LSD test is used to identify the significance of the differences between the mean degrees of the female heads of household in emotional intelligence in all its dimensions, and family decision-taking in all its dimensions according to the age of the male head of the household.

The scale	Age of family female head	21-30 years	31-40 years	Older than 40
Social skills	21-30 years m=29.50	-	1.78	1.56
	31-40 years m=27.71	-	-	*1.63
	Older than 40 years m = 29.34	-	-	-
Emotional intelligence (as a whole)	21-30 years m=135.0	-	*6.97	1.73
	31-40 years m=128.03	-	-	*5.27
	Older than 40 years m = 133.30	-	-	-

As shown in Table (12 and 13):

- There is a statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (social skills, and emotional intelligence (as a whole)) depending on the age of the male head of the household where the values of (F) were statistically significant.
- There is no statistically significant difference between the mean degrees of the female heads of household in the emotional intelligence in all its dimensions (self-awareness, self-organization, motivation, and empathy) according to the age of the male head of the household where the values of (F) were not statistically significant.
- There is no statistically significant difference between the mean degrees of the female heads of household in decision-making according to the age of the male head of household where the values of (F) were statistically significant.

- This is consistent with the results of Al-Shahry's study (2009) which confirmed the existence of statistically significant differences between emotional intelligence and age. The results of the research are different from the findings of the study of Abu Afash (2011) which confirmed the absence of statistically significant differences between emotional intelligence and age.

- This is different from the results of the Rayhan's study (2009) which confirmed the existence of statistically significant differences between decision making and age. The results of the research is different from the findings of the studies of Al-Saqqa (2009) and Abdul Samad (1991) which confirmed the absence of statistically significant differences between decision making and age.

Based on the abovementioned, the researcher could reject the fifth hypothesis of the research which states that there is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-making according to the age of the male and female heads of the household (less than 20, 21-30, 31-40, and older than 40). **The researcher support the acceptance an alternative hypothesis which states that there is a statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-taking according to the age of the male and female heads of the household (less than 20, 21-30, 31-40, and older than 40).**

The sixth hypothesis 6: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision making according to the number of years of marriage (less than 5 years, 6-10, 11-15, 16-20, and more than 21).

In order to verify the validity of this hypothesis, the researcher used both the method of one way analysis of variance, "ANOVA" to determine the significance of differences, and the application of LSD test to indicate the significance of the direction of differences, if any, as shown in tables (14).

Table (14) shows the one way analysis of variance of the differences between the mean of the female heads of households' emotional intelligence in all its dimensions and family decision making according to the number of years of marriage.

The scale	The dimension	Contrast source	Total of squares	Degrees of freedom	Average of squares	Value (F)	Significance level
Emotional intelligence	Self-awareness	Between groups	97.11	4	24.28	1.61	0.17
		Within groups	2548.39	169	15.08		
		Total	2645.49	173			
	Self-organization	Between groups	86.46	4	21.61	2.28	0.16
		Within groups	1604.91	169	9.50		
		Total	1691.36	173			
	Motivation	Between groups	48.71	4	12.18	0.69	0.60
		Within groups	2984.99	169	17.66		
		Total	3033.70	173			
	Empathy	Between groups	17.44	4	4.36	1.01	0.40
		Within groups	730.82	169	4.32		
		Total	748.26	173			
	Social skills	Between groups	78.62	4	19.66	1.38	0.24
		Within groups	2408.37	169	14.25		
		Total	2486.99	173			
Emotional intelligence (as a whole)	Between groups	958.83	4	239.71	1.49	0.21	
	Within groups	27119.43	169	160.47			
	Total	28078.26	173				
Family decision making	Between groups	210.73	4	52.68	0.66	0.62	
	Within groups	13396.14	169	79.27			
	Total	13606.87	173				

As can be seen from Table (14):

- There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (self-awareness, self-organization, motivation, empathy, social skills, and emotional intelligence (as a whole)) according to the duration of marriage where the values of (F) were not statistically significant.

- There is no statistically significant difference between the mean degrees of the female heads of household in making family decisions according to the duration of marriage, where the values of (F) were not statistically significant.
- These are different from the results of the studies of Al-Shahry (2009) and Al-Otaibi (2009) which confirmed the existence of statistical differences between the decision and the number of years of experience.
- These are consistent with the results of the Al-Saqqa's study (2009) which confirmed that there are no statistically significant differences between decision making and the number of years of experience.

Based on the abovementioned, the researcher could accept the sixth hypothesis of the research which states that there is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision making according to the number of years of marriage (less than 5 years, 6-10, 11-15, 16-20, and more than 21).

The seventh hypothesis: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-making according to the educational qualification of the male and female heads of the household (secondary and below- graduate-post graduate).

In order to verify the validity of this hypothesis, the researcher used both the method of one way analysis of variance, "ANOVA" to determine the significance of differences, and the application of LSD test to indicate the significance of the direction of differences, if any, as shown in tables (15, 16, 17, and 18).

Table (15) shows the one way analysis of variance of the differences between the mean of the female heads of households' emotional intelligence in all its dimensions and family decision making according to the female head of household's educational qualification.

The scale	The dimension	Contrast source	Total of squares	Degrees of freedom	Average of squares	Value (F)	Significance level
Emotional intelligence	Self-awareness	Between groups	82.00	2	41.00	2.73	0.07
		Within groups	2563.50	171	14.99		
		Total	2645.49	173			
	Self-organization	Between groups	18.83	2	9.42	0.96	0.38
		Within groups	1672.53	171	9.78		
		Total	1691.36	173			
	Motivation	Between groups	29.23	2	14.62	0.83	0.44
		Within groups	3004.47	171	17.57		
		Total	3033.70	173			
	Empathy	Between groups	9.14	2	4.57	1.06	0.35
		Within groups	739.12	171	4.32		
		Total	748.26	173			
	Social skills	Between groups	17.31	2	8.66	0.60	0.55
		Within groups	2469.68	171	14.44		
		Total	2486.99	173			
	Emotional intelligence (as a whole)	Between groups	219.99	2	109.99	0.68	0.51
		Within groups	27858.27	171	162.91		
		Total	28078.26	173			
Family decision making	Between groups	283.60	2	141.80	1.82	0.17	
	Within groups	13323.28	171	77.91			
	Total	13606.87	173				

To determine the direction of the differences, the LSD test was applied as shown in the table above.

In table (16), LSD test is used to identify the significance of the differences between the mean degrees of the female heads of household in emotional intelligence in all its dimensions, and family decision-taking in all its dimensions according to educational qualification of the female head of the household.

The scale	educational qualification of the female head of the household	Secondary and above	Graduate	Post graduate
Self-awareness	Secondary and above m = 38.56	-	*1.607	0.731
	graduate m = 36.95	-	-	0.877
	post graduate m = 37.83	-	-	-

As can be seen from tables (15 and 16):

- The existence of a statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (self-awareness) according to the educational qualification of the female head of household where the values of (F) were statistically significant values, respectively.
- There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (self-organization, motivation, empathy, social skills, and emotional intelligence (as a whole)) according to the educational qualification of the female head of household where the values of (F) were not statistically significant.
- There is no statistically significant difference between the mean degrees of the female heads of household in making family decisions according to the educational qualification of the female head of household where the values of (F) were not statistically significant.

- Educational qualification of the head of the family:

Table (17) shows the one way analysis of variance of the differences between the mean of the female heads of households' emotional intelligence in all its dimensions and family decision making according to the male head of household's educational qualification.

The scale	The dimension	Contrast source	Total of squares	Degrees of freedom	Average of squares	Value (F)	Significance level
Emotional intelligence	Self-awareness	Between groups	134.96	2	67.48	4.58	0.01
		Within groups	2477.62	168	14.75		
		Total	2612.57	170			
	Self-organization	Between groups	25.79	2	12.90	1.33	0.27
		Within groups	1634.39	168	9.73		
		Total	1660.19	170			
	Motivation	Between groups	13.12	2	6.56	0.37	0.69
		Within groups	2945.87	168	17.53		
		Total	2958.99	170			
	Empathy	Between groups	3.62	2	1.81	0.41	0.66
		Within groups	733.38	168	4.37		
		Total	736.99	170			
	Social skills	Between groups	24.00	2	12.00	0.83	0.44
		Within groups	2417.91	168	14.39		
		Total	2441.91	170			
Emotional intelligence (as a whole)	Between groups	559.49	2	279.75	1.72	0.18	
	Within groups	27335.14	168	162.71			
	Total	27894.63	170				
Family decision making	Between groups	66.83	2	33.42	0.42	0.66	
	Within groups	13526.79	168	80.52			
	Total	13593.63	170				

To determine the direction of the differences, the LSD test was applied as shown in the table above.

In table (18), LSD test is used to identify the significance of the differences between the mean degrees of the female heads of household in emotional intelligence in all its dimensions, and family decision-taking in all its dimensions according to educational qualification of the male head of the household.

The scale	educational qualification of the male head of the household	Secondary and above	Graduate	Post graduate
Self-awareness	Secondary and above m = 27.57	-	0.722	*2.09
	graduate m = 36.85	-		*2.820
	post graduate m = 39.67	-	-	-

As shown in Table (17 and 18):

- There is a statistically significant difference between the mean degrees of the female heads of household in the emotional intelligence in all its dimensions (self - awareness) according to the educational qualification of the male head of the household where the values of (F) were statistically significant.
- There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (self-organization, motivation, empathy, social skills, and emotional intelligence (as a whole)) according to the educational qualification of the male head of household where the values of (F) were not statistically significant.
- There is no statistically significant difference between the mean degrees of the female heads of household in making family decisions according to the educational qualification of the male head of household where the values of (F) were not statistically significant.

- The results of the research are different from the findings of Mousily's study (2013) and the study of Al-Khalil (2005) which found the existence of differences in emotional intelligence and educational qualification. This is also consistent with the results of the studies off al- Naimat (2017), Baqqi (2010) and Al-Shehry (2009) which found statistically significant differences in emotional intelligence and educational qualification.
- This is consistent with the results of the studies of Wahba (2013), Al-Saqqa (2009) and Rihan (2009) which confirmed the absence of statistically significant differences between decision-making and educational qualification.
- This contrasts with the results of the studies of al-Shahali (2007), Abdul Rahim (2001), Shawqi (2000), Ayad (1992) and Abdul Samad (1991) which confirmed that the educational level affects decision-making.
- Based on the abovementioned, the researcher can reject the seventh hypothesis of the research which states that there is no statistically significant difference between the mean degrees of the heads of household in emotional intelligence in all its dimensions and family decision-making according to the educational qualification of the male and female heads of the household (secondary and below, graduate, and post graduate). **The researcher supports the acceptance of an alternative hypothesis which states that there is a statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-making according to the educational qualification of the male and female heads of the household (secondary and below, graduate, and post graduate).**

The eighth hypothesis: There is no statistically significant difference between the average degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-making according to the job of the male and female heads of the family (government job - private sector - self-employment).

In order to verify the validity of this hypothesis, the researcher used both the method of one way analysis of variance, "ANOVA" to determine the significance of differences, and the application of LSD test to indicate the significance of the direction of differences, if any, as shown in tables (19, 20, 21, 22).

Table (19) shows the one way analysis of variance of the differences between the mean of the female heads of households' emotional intelligence in all its dimensions and family decision making according to the job the female head of households.

The scale	The dimension	Contrast source	Total of squares	Degree of freedom	Average of squares	Value (F)	Significance level
Emotional intelligence	Self-awareness	Between groups	108.39	3	36.13	2.42	0.07
		Within groups	2537.11	170	14.92		
		Total	2645.49	173			
	Self-organization	Between groups	43.72	3	14.57	1.50	0.22
		Within groups	1647.64	170	9.69		
		Total	1691.36	173			
	Motivation	Between groups	178.59	3	59.53	3.54	0.02
		Within groups	2855.11	170	16.79		
		Total	3033.70	173			
	Empathy	Between groups	29.26	3	9.75	2.31	0.08
		Within groups	719.00	170	4.23		
		Total	748.26	173			
	Social skills	Between groups	39.18	3	13.06	0.91	0.44
		Within groups	2447.82	170	14.40		
		Total	2486.99	173			
Emotional intelligence (as a whole)	Between groups	1595.02	3	531.67	3.41	0.02	
	Within groups	26483.24	170	155.78			
	Total	28078.26	173				
Family decision making	Between groups	417.12	3	139.04	1.79	0.15	
	Within groups	13189.75	170	77.59			
	Total	13606.87	173				

To determine the direction of the differences, the LSD test was applied as shown in the table above.

In table (20), LSD test is used to identify the significance of the differences between the mean degrees of the female heads of household in emotional intelligence in all

its dimensions, and family decision-taking in all its dimensions according to the job of the female head of the household.

The scale	The job of the female head of the household	Governmental	Private sector	Self-employment	Others
Self-awareness	37.81governmental m =	-	*3.648	0.49	1.14
	34.17private sector m=	-	-	*4.133	2.51
	Self-employment m= 38.30	-	-	-	1.62
	Others m= 36.68	-	-	-	-
Motivation	Governmental m= 28.83	-	3.33	1.23	*2.184
	Private sector m= 25.50	-	-	2.10	1.15
	Self-employment m= 27.60	-	-	-	0.95
	Others m=26.65	-	-	-	-
empathy	Governmental m=17.98	-	*1.976	0.78	0.45
	Private sector m= 16.00	-	-	1.20	1.53
	Self-employment m=17.20	-	-	-	0.33
	Others m= 17.53	-	-	-	-
Emotional intelligent (as whole)	Governmental m= 133.77	-	*13.774	1.77	*4.980
	Private sector m= 120.00	-	-	12.00	8.79
	Self-employment m=132.00	-	-	-	3.21
	Others m= 128.79	-	-	-	-

As shown in tables (19 and 20):

- There is a statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (self-awareness, motivation, empathy, and emotional intelligence (as a whole)) according to the job of the female heads of household where the values of (F) were statistically significant.
- There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (self-organization, and

social skills) according to the job of the female heads of household where the values of (F) were not statistically significant.

- There is no statistically significant difference between the mean degrees of the female heads of household in making family decisions according to the job of the female head of household where the values of (F) were not statistically significant.

The job of the male head of the household:

Table (21) shows the one way analysis of variance of the differences between the mean degrees of the female heads of households' emotional intelligence in all its dimensions and family decision making according to the job the male head of household.

The scale	The dimension	Contrast source	Total of squares	Degrees of freedom	Average of squares	Value (F)	Significance level
Emotional intelligence	Self-awareness	Between groups	88.43	3	29.48	1.96	0.12
		Within groups	2557.06	170	15.04		
		Total	2645.49	173			
	Self-organization	Between groups	39.20	3	13.07	1.34	0.26
		Within groups	1652.17	170	9.72		
		Total	1691.36	173			
	Motivation	Between groups	172.39	3	57.46	3.41	0.02
		Within groups	2861.31	170	16.83		
		Total	3033.70	173			
	Empathy	Between groups	1.59	3	0.53	0.12	0.95
		Within groups	746.67	170	4.39		
		Total	748.26	173			
	Social skills	Between groups	45.17	3	15.06	1.05	0.37
		Within groups	2441.83	170	14.36		
		Total	2486.99	173			
	Emotional intelligence (as a whole)	Between groups	659.50	3	219.83	1.36	0.26
		Within groups	27418.76	170	161.29		
		Total	28078.26	173			
Family decision making	Between groups	291.44	3	97.15	1.24	0.30	
	Within groups	13315.43	170	78.33			
	Total	13606.87	173				

To determine the direction of the differences, the LSD test was applied as shown in the table above.

In table (22), LSD test is used to identify the significance of the differences between the mean degrees of the female heads of household in emotional intelligence in all its dimensions, and family decision-taking in all its dimensions according to the job of the male head of the household.

The scale	The job of the male head of the household	Governmental	Private sector	Self-employment	Others
Motivation	Governmental m= 28.72	-	*2.55	0.719	0.581
	Private sector m= 26.16	-	-	*1.83	*3.13
	Self-employment m= 28.00	-	-	-	1.30
	Others m= 29.30	-	-	-	-

As shown in tables (21 and 22):

-There is a statistically significant difference between the mean degrees of the female heads of household in (motivation) according to the job of the male heads of household where the values of (F) were statistically significant.

- There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in its dimensions (self-awareness, self-organization, empathy, social skills, and emotional intelligence (as a whole)) according to the job of the male heads of the household where the values (F) were not statistically significant.

- There is no statistically significant difference between the mean degrees of the female heads of household in taking family decisions according to the variables of socio-

economic level depending on the job of the male head of household where the values of (F) were not statistically significant.

- From the abovementioned, we find that the results of the research are consistent with the results of the studies of Al-naimat (2017), Mouseley (2013), Abu Afash (2011) and Al-Khalil (2005) which concluded that there are statistically significant differences in emotional intelligence according to the job.

- The results of the research are consistent with the results of Al- Saqqa's study (2009) which concluded that there are no statistically significant differences in decision making according to the job.

- Based on the abovementioned, the researcher can reject the eighth hypothesis of the research which states that there is no statistically significant difference between the mean degrees of the heads of household in emotional intelligence in all its dimensions and family decision-making according to the job of the male and female heads of the household (government job - private sector - self-employment). **The researcher support the acceptance of an alternative hypothesis which states that there is a statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-making according to the job of the male and female heads of the household (government job - private sector - self-employment).**

The ninth hypothesis: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-making according to the number of children (less than 3 - 3-6 - more than 6).

In order to verify the validity of this hypothesis, the researcher used both the method of one way analysis of variance, "ANOVA" to determine the significance of differences, and the application of LSD test to indicate the significance of the direction of differences, if any, as shown in tables (23, and 24).

Table (23) shows the one way analysis of variance of the differences between the mean degrees of the female heads of households' emotional intelligence in all its dimensions and family decision making according to the number of children

The scale	The dimension	Contrast source	Total of squares	Degrees of freedom	Average of squares	Value (F)	Significance level
Emotional intelligence	Self-awareness	Between groups	73.56	2	36.78	2.45	0.09
		Within groups	2571.93	171	15.04		
		Total	2645.49	173			
	Self-organization	Between groups	94.62	2	47.31	5.07	0.01
		Within groups	1596.74	171	9.34		
		Total	1691.36	173			
	Motivation	Between groups	65.75	2	32.88	1.89	0.15
		Within groups	2967.95	171	17.36		
		Total	3033.70	173			
	Empathy	Between groups	2.59	2	1.29	0.30	0.74
		Within groups	745.67	171	4.36		
		Total	748.26	173			
	Social skills	Between groups	40.81	2	20.41	1.43	0.24
		Within groups	2446.18	171	14.31		
		Total	2486.99	173			
	Emotional intelligence (as a whole)	Between groups	956.41	2	478.21	3.02	0.05
		Within groups	27121.85	171	158.61		
		Total	28078.26	173			
Family decision making	Between groups	172.45	2	86.22	1.10	0.34	
	Within groups	13434.42	171	78.56			
	Total	13606.87	173				

To determine the direction of the differences, the LSD test was applied as shown in the table above.

In table (24), LSD test is used to identify the significance of the differences between the mean degrees of the female heads of household in emotional intelligence in all its dimensions, and family decision-taking in all its dimensions according to the job of the number of children.

The scale	Number of children	Less than 3	From 3-6	More than 6
Self-awareness	Less than 3 m =37.02	-	0.259	*1.82
	From 3-6 m =37.28	-	-	*1.56
	More than 6 m =38.84	-	-	-
Self-organization	Less than 3 m =18.92	-	0.781	*2.20
	From 3-6 m =19.70	-	-	*1.42
	More than 6 m =21.13	-	-	-
Emotional intelligence (as a whole)	Less than 3 m =130.53	-	0.910	*6.56
	From 3-6 m =131.44	-	-	*5.65
	More than 6 m =137.09	-	-	-

As can be seen from tables (23 and 24):

- There is a statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (self-awareness, self-organization, and emotional intelligence (as a whole)) according to the number of children where the values of (F) were statistically significant.
- There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (motivation, empathy, and social skills) according to the number of children where the values of (F) were not statistically significant.
- There is no statistically significant difference between the mean degrees of the female heads of household in taking family decisions according to the socio-economic level variables depending on the number of children where the values of (F) were not statistically significant.

This finding is consistent with the results of the studies of Al- Saqqa (2009) and Rihan (2009) which concluded that the number of individuals does not affect decision-making.

Based on the abovementioned, the researcher can reject the ninth hypothesis of the research which states that there is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision making according to the number of children (less than 3 - 3-6 - more than 6). **The researcher supports the acceptance of an alternative hypothesis which states that there is a statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-making according to the number of children (less than 3, 3-6, more than 6).**

The tenth hypothesis: There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision taking according to the monthly family income (less than 5 thousand, 5-10 thousand, more than 10 thousand).

In order to verify the validity of this hypothesis, the researcher used both the method of one way analysis of variance, "ANOVA" to determine the significance of differences, and the application of LSD test to indicate the significance of the direction of differences, if any, as shown in table (25).

Table (25) shows the one way analysis of variance of the differences between the mean of the female heads of households' emotional intelligence in all its dimensions and family decision making according to the variables of the social and economic level depending on the monthly income.

The scale	The dimension	Contrast source	Total of squares	Degrees of freedom	Average of squares	Value (F)	Significance level
Emotional intelligence	Self-awareness	Between groups	6.09	2	3.05	0.20	0.82
		Within groups	2639.40	171	15.44		
		Total	2645.49	173			
	Self-organization	Between groups	14.97	2	7.48	0.76	0.47
		Within groups	1676.40	171	9.80		
		Total	1691.36	173			
	Motivation	Between groups	7.81	2	3.91	0.22	0.80
		Within groups	3025.89	171	17.70		
		Total	3033.70	173			
	Empathy	Between groups	1.77	2	0.88	0.20	0.82
		Within groups	746.49	171	4.37		
		Total	748.26	173			
	Social skills	Between groups	13.36	2	6.68	0.46	0.63
		Within groups	2473.64	171	14.47		
		Total	2486.99	173			
	Emotional intelligence (as a whole)	Between groups	85.51	2	42.75	0.26	0.77
		Within groups	27992.75	171	163.70		
		Total	28078.26	173			
Family decision making	Between groups	22.34	2	11.17	0.14	0.87	
	Within groups	13584.54	171	79.44			
	Total	13606.87	173				

As shown in Table (25):

- There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions (self-awareness, self-organization, motivation, empathy, social skills, and emotional intelligence(as a whole))

according to monthly income where the values of (F) were not statistically significant respectively.

- There is no statistically significant difference between the mean degrees of the female heads of household in family decision making according to the monthly income where the values of (F) were not statistically significant. This is consistent with the results of the studies of Al-Saq (2009) and Rihan (2009) which concluded that the monthly income of the family does not affect decision-making and this differs from the results of the Zaki's study (1991).

- Based on the abovementioned, the researcher can accept the tenth hypothesis which states that there is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence in all its dimensions and family decision-making according to the monthly family income (less than 5 thousand, 5-10 thousand, more than 10 thousand).

Summary of the main findings of the research:

1- There is a statistically significant correlation between the degrees of the female heads of household in emotional intelligence in all its dimensions (self-awareness, self-organization, motivation, empathy, social skills, and emotional intelligence (as a whole)) and family decision-making.

2 - There is a statistically significant correlation between the components of emotional intelligence in all its dimensions and the family decision taken by the female head of household and some of the socio-economic level variables of the female head of household (marital status, age of the male and female heads of household, number of years of marriage, educational qualification of the male and female heads of household, the job of the male and female heads of household, number of children and monthly family income).

3 - There is a statistically significant difference between the mean degrees of the female heads of household in emotional intelligence according to each of (age of the male and female heads of the household - the job of the female head of household - the number of children).

4 - There is no statistically significant difference between the mean degrees of the female heads of household in emotional intelligence according to each of (marital status - the number of years of marriage - the educational qualification of the male and female heads of household - the job of the male head of household - monthly family income).

5- There is no statistically significant difference between the mean degrees of the female heads of household in taking family decisions according to (marital status, age of the male head of household, number of years of marriage, educational qualification of the male and female heads of household, job of the male and female head of household, number of children, and monthly family income).

6 - There is a statistically significant difference between the mean degrees of the female heads of household in making family decisions according to (the age of the female head of household)

Research contributions:

- Conducting counseling programs by specialists in psychology and home and institutions management to develop emotional intelligence of the female heads of families to help them making family decisions in the right way. This will contribute into the success of family life and improve its quality.
- Presenting various media seminars and lectures to introduce individuals to emotional intelligence and its components, and its importance in life and social relations within and outside the family.
- Home management and institutions specialists hold workshops for the female heads of households to train them in scientific management skills, including making right decisions that improve the economic and social level of the family and society.

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