

The Role of Emotional Intelligence in Enhancing the Contents of Organizational Culture: An Exploratory Study of the Opinions of a Sample of Faculty Members at the University of Fallujah

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Abstract: One of the key aspects toward enhancing the work environment and the attainment of the objectives of academic institutions is the organizational culture. In this regard, emotional intelligence position overlaps institutional culture in driving overall performance. The study seeks to investigate how emotional intelligence can increase the contents of the organizational culture in the University of Fallujah, using an exploratory research based on a sample of the faculty members of the university. The study employed a survey approach that involved a survey questionnaire that was meant to address the aspects of emotional intelligence and its influence on organizational culture factors. The data obtained were examined with the help of proper statistical techniques. The findings indicated that emotional intelligence has a strong and positive correlation with the elements of organizational culture in the university. It was discovered that the faculty members that possess higher emotional intelligence levels are more likely to provide a cultural environment that is transitional, cooperative, and motivational. The paper also reported that emotional intelligence helps in enhancing relations among staff members and enhancing organizational dedication, which results in a general positive change in academic achievement. The research suggested to enhance the level of emotional intelligence development programs among staff members of the university to enhance the culture of the organization and the creation of academic work environment that can be able to solve the modern problems.

Key words: emotional intelligencem, organizational culture, academic institutions, faculty development, university culture, leadership and decision-making, workplace relationship



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INTRODUCTION

The Research Problem

EI is a significant factor in the development of the organizational culture due to its different components. The research was carried out in the University of Fallujah which was the research location. The population under study was comprised of the faculty members in the Colleges of Science and Administration and Economics, whereas the group of professors of the Colleges of Science and Administration and Economics became the study sample.

The professions of teaching have been marked with the fact that demand of admission and employment are usually beyond the capacity of the educational institutions thus posing a real challenge in availing of teaching and educational services of high quality that match the type of services delivered by the highly established and developed global universities. Closely connected to human life is education as it is both the source and the final aim of the development and the real engine of the progress in any country.

As the process of making decisions in the educational sphere is left mostly in the hands of the faculty members belonging to different disciplines, this paper concentrates on emotional intelligence and organizational culture. The importance of the studied variables and the chosen research context is that this research contributes to the introduction of the theoretical frameworks of emotional intelligence and organizational culture which are both perceived as strategic requirements to make progress in the sphere of academic sector, enhance relationships, and create positive culture in the environment of the employees.

One of the key areas that should be considered is the emotional intelligence of the members of the faculty, as they are the core of the teaching and educational service. Based on the above, the research problem is based on the following central question:

What does emotional intelligence play in the culture of an organization?

The main question gives rise to the following sub-questions:

1. How does the studied organization compare in terms of the extent of emotional intelligence?
2. What is the extent of the presence of organizational culture in the investigated organization?
3. Is emotional intelligence a factor in the shaping of the organizational culture of the organization under study?
4. What are the tendencies of the connection between emotional intelligence and the organizational culture in the organization under study?
5. How does emotional intelligence impact the way the organization culture of the studied organization is formed?
6. Are there differences in the dimensions of emotional intelligence that affect the development of the organizational culture within the organization under the study?

Second: The Significance of the Study

This study derives its importance from the following points:

1. The relevance of the study can be seen through the critical role of the faculty members who hold important competencies that define the level of academic performance of the students and solve challenges affecting the students enrolled in the colleges.
2. The teaching and educational service is defined as a complicated service a series of works which starts with attendance of students, then lectures given by professors, examination, and services of the university. This sequence has a great impact on the pattern of human and social interaction among the members of the faculty.
3. The study variables and dimensions are mirrored in the educational organization in that they serve to produce and hone the skills of the faculty members throughout the stages of their academic career.
4. In the recent literature on the current management, it has become apparent that the current ideas on organizational behavior like emotional intelligence and organizational culture are essential in improving the performance of all organizations including educational institutions especially considering the high pace of changes that are occurring within the education sector.
5. The research gives a practical guideline toward modeling a modern model of decision making among the faculty members which could lead to improving the status of Iraqi educational institutions, improve their image in the society, and attract more talent in academics and contribute to good relationship which defines the nature of human and social interactions.

Third: The Objectives of the Study

According to the research problem and its importance, the primary goal of the current research is to present educational organizations with the role played by emotional intelligence in improving the organizational culture. Also, the research aims at fulfilling the following specific objectives:

1. To determine the degree of emotional intelligence in employees in the organization that is being studied.
2. To investigate the kind of correlation that exists between emotional intelligence and organizational culture.
3. To identify the level at which schools integrate the philosophy of emotional intelligence and the influence on the corporate culture.
4. To confirm the quality of the relationship between the combined dimensions of emotional intelligence and their contribution towards improving organizational culture using theoretical and conceptual outlooks.
5. To draw attention and diagnose the prevailing condition of emotional intelligence and its contribution to the propagation of organizational culture in the University of Fallujah, which is the subject of this study.
6. To envision and enforce the culture of the society to be aware of the strategic plans of emotional intelligence and organizational culture among educational institutions in general, and University of Fallujah in particular, in a manner that helps in the provision of better education facilities.

Fourth: The Study Hypotheses

1. First Hypothesis: The correlation between each dimension of emotional intelligence and the organizational culture is statistically significant in the organization under study.
2. Second Hypothesis: Emotional intelligence has a role in development of relationships in the organizational culture.
3. Third Hypothesis: The sizes of emotional intelligence are different in the organization under study.
4. Fourth Hypothesis: The organizational culture dimensions are not the same in the organization that is being studied.
5. Fifth Hypothesis: The effect between each dimension of the emotional intelligence and the organizational culture is statistically significant in the organization under study.
6. Sixth Hypothesis: The effect between emotional intelligence and organizational culture is statistically significant in either of its dimension (organizational trust, organizational commitment, and organizational citizenship).
7. Seventh Hypothesis: The mean responses of the study sample towards emotional intelligence will be statistically different depending on the variables of (gender, age and job title).
8. Eighth Hypothesis: The mean responses of the study sample towards organizational culture are statistically different based on the variables of (gender, age and job title).

Fifth: The Study Limits

1. Human Limits: The sample population was a sample of the faculty members in the University of Fallujah (150) lecturers.
2. Spatial Limits: The research was narrowed down geographically to the University of Fallujah which is in the municipalities of the Al-Anbar Governorate.
3. Temporal Limits: The temporal range of the study was January 3, 2023 to March 10, 2023.

4. Cognitive Limits: The study had a cognitive limitation as the study was limited to two variables, emotional intelligence and organizational culture and their respective sub-dimensions.

Section Two: Theoretical Framework

The purpose of this section is to establish the theoretical framework for the study variables.

1. Emotional Intelligence

First: The Historical Development of Emotional Intelligence

Emotional intelligence has its origins and roots that can be traced back to some two and a half millennia ago. Hippocrates (460377 B.C.) and Plato (427347 B.C.) touched upon the issues connected with the notion of emotional intelligence and acute mental illnesses. Hippocrates emphasized that emotions and mental conditions can influence the state of health, and Plato has mentioned emotional intelligence in his well-known quote: To be angry is easy, to be angry with the right person, and with the right amount of anger is hard. (Jokhab, 2009, p. 23).

Memory and problem solving were the cognitive aspects that define intelligence in the beginning of the twentieth century. Nevertheless, scholars started to investigate the non-cognitive nature of intelligence and its significance. Such effect of non-intellectual factors on intelligent behavior was explained by Wechsler in 1940 when he observed that intelligence tests would be incomplete without identification of these non-intellectual factors accurately (Abdul Karim, 2010, p. 32).

One of the recent concepts that have emerged in the academic and scientific circles regarding intelligence is emotional intelligence which deals with the feelings of an individual and personal emotions. It is said to be the main contributor of success in life. The origin of emotional intelligence is normally attributed to the work of Thorndike who in his study, mentioned human abilities in contrast with the mental capabilities. He proved that people have many intellectual capacities which can be either powerful in one and weak in another (Al-Ayasrah & Al-Ajmi, 2017, p. 6).

The idea emerged in United States in the mid 1980s where psychologists noted that intellectual intelligence alone was not the determinant of human happiness or success in life but rather, traits, skills and abilities that can or cannot be found in people possessing intellectual intelligence. Mayer and Salovey, Goleman, Bar-On and Gardner were some of the most notable researchers who tried to find out more about emotional intelligence (Mansour & Al-Abed, 2016, pp. 4–5).

As the emotional intelligence is one of the new notions in the psychological tradition, its origins can be dated back to the time, when theorists started to focus on the role of non-cognitive factors in defining the notion of intelligence. In this understanding, emotional intelligence is quite consistent with such a notion as social intelligence proposed by Joudeh (2000, p. 702).

Second: The Concept of Emotional Intelligence

The issue of emotional intelligence has drawn a lot of attention among scholars in different areas of education and psychology. One can explain this rising interest with the numerous opportunities that emotional intelligence gives an individual to succeed in his life. Emotional intelligence involves emotional and social qualities that determine the variability of emotional reactions of people and their capability to approach and comprehend issues. The better one is aware of their emotions, the better placed they are to handle well, the problems they face in their day to day life (Al-Fizi, 2015, p. 10).

The emotional intelligence is regarded as a comparatively new phenomenon, but it has a definite and fundamental influence on the life of any person, his/her thoughts, feelings, relations. The interdependence of the mind and the heart and the thought and the feeling brings out the significance of emotional intelligence in bringing out clear and even balanced thinking. It helps a person to make sound judgments, bearing in mind that emotions when not handled might interfere with good judgment and lead to failure to make good judgments (Sabar, 2015, p. 158).

Emotional intelligence assists people to reason creatively by looking at the problems in a multi-faceted manner, coming up with new ideas and solutions. It also strengthens interpersonal relationships as people can influence other people, establish trust and empathize (Mansour & Al-Abed, 2015, p. 6). Emotional intelligence is not restricted to the learning process, but it also helps in adjustment, success, adaptation, and emotional balance. High emotional intelligence helps such individuals to adjust to changes in the environment and form stable, positive relationships with others. Moreover, emotional considerations are one of the key elements of determining social relationships among people (Jokhab, 2009, p. 31).

With the above said and done, the researcher refers to emotional intelligence as a collection of capabilities, skills and competencies that help a person to be aware of their emotions as well as those of other people and make good use of the acquired information based on these emotions to effectively meet the demands of life and environmental pressures present in organization context with the aim of succeeding in both personal and professional life.

Third: Types of Intelligence

The scholar Gardner (1983), in his book *Frames of Mind*, presented the Multiple Intelligences Model, in which he identified seven types of intelligence, as illustrated in Table (1) below:

Types of Intelligence	What It Represents	Where It Is Found
Linguistic Intelligence	Sensitivity of individuals to sounds, syllables, words, and linguistic meanings.	Found among writers, poets, and intellectuals.
Logical-Mathematical Intelligence	The ability to reason mathematically, process logical-mathematical relationships, and master numerical tasks.	Present in specialists in mathematics, physics, and other scientific subjects.

Musical Intelligence	The ability to produce and create musical rhythms and melodies, as well as to appreciate and listen to musical compositions.	Available among musicians, composers, and singers.
Spatial Intelligence	The ability to perceive space, location, shapes, and perform spatial transformations related to visual-spatial perception.	Found in engineers, architects, sculptors, and artists.
Bodily-Kinesthetic Intelligence	The ability to control various bodily movements and master fine motor skills.	Present among athletes, dancers, and performers.
Intrapersonal Intelligence	Awareness of one's own emotions and the ability to identify personal capabilities.	Found in working individuals and organizational groups.

Fourth: The Importance of Emotional Intelligence

Emotional intelligence is deemed to be a success factor in the work life. It helps people to adapt and relate well with other people at the workplace. The absence of emotional intelligence may be accompanied by rigidity and bias that is a bad kind of emotional learning whose outcomes are unconscious reactions that are hard to eradicate and may negatively affect the performance of an individual in a harmonious work team (Salem & Ahmed, 2012, p. 379).

In this context, Al-Ghalabi and Ali (2014, p. 13) summarize the importance of emotional intelligence as follows, in order to understand responsibilities and roles more practically:

1. It is able to streamline the decision making processes and make them better.
2. It aids in matching multifaceted and numerous goals with each other.
3. It improves and promotes collaboration within employees, helps in the acquisition of negotiation skills, creates quality work teams, provides leadership skills, and assists in problem solving.

Abu Al-Khair and Abu Shu'airah (2018, p. 200) summarized the importance of emotional intelligence as follows:

1. Emotional intelligence can be used to predict that the overall success of a person in life more than general intelligence, which is more predictive of professional success. Having high emotional intelligence means that a person is more likely to achieve success in his or her own decision making in life.

2. Emotional intelligence helps to influence the personality of a person, as well, making him or her more successful and experiences life to its full extent.

3. Compared to general intelligence, emotional intelligence is better because it is important in enhancing human motivations to reach an objective and lead them to success.

Based on the above, the researcher concludes that the importance of emotional intelligence can be summarized as follows:

1. EI helps in accomplishing organizational objectives in a better way.
2. It assists in the development of several options to difficult situations among employees in healthcare institutions.
3. It presents data that facilitates effective decision-making as far as medical and healthcare facilities are concerned.
4. It helps to integrate and adjust with other people by embracing emotional intelligence ideas by the healthcare organizations.

Fifth: Characteristics of Emotional Intelligence

Jokhab (2009, p. 35) identified the characteristics of emotional intelligence as follows:

1. Emotional intelligence resembles most forms of intelligence that are referred to as non-professional or non-objective intelligence.

2. Emotional intelligence is one of the traits that can be acquired at any point in the lives of an individual.

3. It is at the ages of 1314 that emotional intelligence is started crystallizing and it can be taught, trained and developed. People can be taught to control their feelings, like compassion, depression, and anger.

Abu Odeh (2014, p. 36) identified the characteristics of emotional intelligence as follows:

1. There are favorable social and personal variables that relate to emotional intelligence. It has a positive correlation with the quality of life and life satisfaction.

2. It is also associated with the quality of social relationships of people including friendships.

3. People who possess a high level of emotional intelligence can socialize and adjust socially. They are more physically and psychologically healthy, find emotional balance, bring about change in the organization, improve team performance, and show better administration performance.

2. Organizational Culture

During the last twenty years, scholars working on the topic of organizational culture have conducted a vast debate concerning the research approaches that can be implemented in the research area. This interest cuts across all forms and sizes of organizations because of the high role and influence that organizational culture plays in dictating how employees behave and how an organization should work to attain certain outcomes to ensure organizational effectiveness and achieve desired results.

It is on this that organizations have aimed at nurturing and operating their own culture in a manner that improves their effectiveness. To address the subject of organizational culture, this section will be segmented into two major segments:

First: Organizational Culture (Concept, Importance, Levels)

a. Concept and Dimensions

b. Importance of Organizational Culture

c. Levels of Organizational Culture

Second: Organizational Culture (Formation, Types)

a. Formation and Preservation of Organizational Culture

b. Types of Organizational Culture

c. The Relationship between Strategic Thinking and Organizational Culture

First: Organizational Culture (Concept, Importance, Levels)

A. Concept of Organizational Culture

Language Perspective:

The roots of the word “culture” are derived from the verb, which means to master or understand something quickly (Ibn Manzur, 1308 AH, p. 362). *Thaqaf* is the source of culture, and its verb *thaqafa* refers to mastering or learning quickly. For example, *thaqafa al-shay’* indicates rapid learning, and a person described as *fatā thaqaf* is someone quick to learn and comprehend (Al-Farahidi, n.d., Vol. 5, p. 139). Additionally, *thaqafa al-rajul* means that the person became skilled or adept (Al-Razi, 1995, p. 90).

Terminological Perspective:

Though, the culture can be traced back to the very initial establishment of the human being and how they managed to earn their livelihoods by carefully taking care of their activities (Al-Azzawi, 2009, p. 41), the first time the term was formally discussed was in the eighteenth century in a book by E. Taylor (1871) under the title *Primitive Culture* when he defined the term as:

"That compound whole comprising of knowledge, beliefs, arts, morals, laws, customs, and any other abilities and habits during which people become members of the society " (Al-Atiyah, 1993, p. 41).

From this, it is clear that culture represents a manifestation of human elevation and success in reaching value-based levels (Jawad, 2010, p. 27). It consists of three fundamental elements (Al-Omayan, 2010, p. 309):

1. Values, ideas and principles that are crystallized in individuals.
2. The experiences that are gained by individuals as a result of constant interaction with the surrounding environment be it internal or external.
3. The skills and abilities related to the field of technology that the person develops during his/her lifetime.

In order to comprehend the notion of organizational culture in all its perceptions and enjoy its advantages in organizational life, one should refer to the history of organizational culture treated by scholars and researchers, which differed in their approaches to the definition of the notion. Others put it in its parts, like that suggested by Dager and Saleh (2000, p. 486) as follows:

1. **Material Culture:** This is a reflection of everything humankind has created in an industrial way. Such items can either be entirely man-made or can be a modification/ adoptions of the natural form or state of such elements to meet the needs of the human beings, via the utilization of the appropriate cultural knowledge.

2. **Non-Material Culture:** This is a part of the organizational culture that defines all beliefs, values, customs and symbols commonly used by the organization members. Though these elements cannot be physically expressed, they may be sensually expressed and perceived.

B. Importance of Organizational Culture:

The significance of organizational culture is based on its functions in the organization. It is regarded as a major contributor to organizational behavior as the driver that governs and controls individual behavior of employees that results in coordination and cohesion with other employees (Al-Zaidi, 2000, p. 9).

The following figure illustrates the functions of organizational culture:

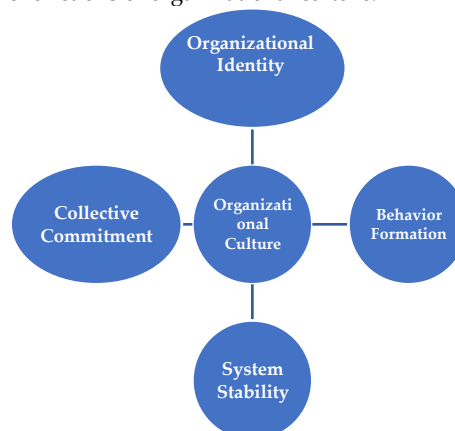


Figure (1): Functions of Organizational Culture

As shown in the figure above, the functions performed by organizational culture within an organization are as follows (Hareem, 2010, pp. 260–261):

1. It gives the organizational members an organizational identity and leads to a sense of self-awareness.

2. It enables group commitment and forms the core element of developing devotion and loyalty to the staffs, by virtue of being an element that holds them together (Barakat, 2007, p. 54).

3. Organizational culture helps in bringing about stability in the organization by strengthening its presence as a social system and encouraging the employees to feel that they are citizens of their organization (Al-Janabi, 2008, p. 42).

4. It influences behavior in that it makes people cognizant of their environment; it is a source of common meanings which unconsciously explain why things take place in a specific manner. That is, it reinforces and explains attitudes of behavior in the organization. This role can be relevant especially to new employees (Greenberg and Baron, 2004, p. 630).

Furthermore, Mohanty (2003), as cited in Al-Rubaie (2007, p. 55), illustrates the significance of cultural influence on behavior through Figure (2).

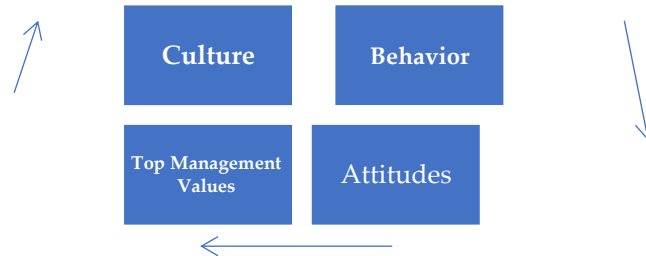


Figure (2): The Influence of Culture on Behavior according to Mohanty (2003)

C. Levels of Organizational Culture:

Daft (2001, p. 315) divided organizational culture into two levels:

1. Visible Level: This is the behavioral manifestation that can be seen like dress code, personal actions, common narratives, and organizational symbols that are peculiar to members of an organization.

2. Invisible Level: The visible factors are the reflection of the underlying values embedded in the minds of the organization members as an expression of their assumptions, beliefs and values that are the real culture of the organization.

These two levels are also called by some researchers as the iceberg, and are examined by organizational development pioneers to find out the deeper thought processes that underlie organizational thought, comprehension and behavior. This view is supported by Bowman (1990, p. 318), Al-Zaidi (2000, p. 12), Al-Shukrji (2001, p. 46), McShane & Glinow (2007, p. 254), and Williams & Kinicki (2008, p. 244).

Hellriegel et al. (2001, p. 513) further divided organizational culture into four levels:

1. Shared Assumptions: these are assumptions regarding human nature that are shared and assumed like the assumption that employees are inherently unmotivated and that a supervisory system is necessary to improve performance.

2. Cultural Values: A system of beliefs, assumptions, and perceptions regarding things in terms of their being good, natural, rational, or valuable. Organizations have different values; in one, emphasis may be made on financial returns whereas some may value creativity.

3. Shared Behaviors: It incorporates norms which are more observable and can be altered as compared to values.

4. Cultural Symbols: Slogans, images, words, or even physical objects that have a certain meaning within the organizational culture.

Second: Organizational Culture (Formation, Types)

The literature on organizational culture is very varied and deep, a larger part of which is embodied in what scholars allege about the correlation between the organizational culture and the organizational performance.

A. Formation and Preservation of Organizational Culture:

It is the values, ideals, standards and traditions that dominate in an organization that are usually traced to the founders or the leaders of the organization. These leaders have a delicate position and tend to have a certain image or mission of what an organization is and how this mission can be accomplished, due to their presence in the life of the organization (Hareem, 2010, p. 264).

Crayson (2002), as cited in Al-Janabi (2008, p. 48), identified two prominent stages in the formation of organizational culture:

First Stage: This represents the mental perceptions desired by the founders and the initial period of the organization's entry into its environment. It includes:

- Individual stimuli emotions and feelings.
- Standards and control systems and organizational foundations.
- Punishments, rewards, and mechanisms of resources exploitation.

- Expected performance under emergency and critical conditions.
- Review and audit of performance of the employees by senior management, recruitment, testing and training of new employees.

Second Stage: This stage refers to the methods adopted during the stabilization and development of culture:

- Defining organizational structures, processes, policies, and potential outcomes.
- Determining the timing and setting of rituals, traditions, stories, and other components of organizational culture.
- Preparing official documents and records outlining the organization's philosophy, values, mission, and strategic vision.

B. Types of Organizational Culture:

The kinds of organizational culture are different since literature in organizational thought indicates the extent of relationship and power that different types of organization culture have. The organizational culture is defined as the set of values, norms, and principles that are held by leaders and employees and direct their actions and define the acceptable ways and options to pursue the goals. This is why the organizational effectiveness is based on the possibilities to create the organizational culture which corresponds to the ambitions and the goals of its members and directs the behavior of the people towards the unique aim. This type of culture promotes the employees to follow the standards, values, and ethics set by the strategic leadership.

Some scholars specializing in organizational behavior and organizational culture note that culture differs across sectors and organizations (Al-Dosari, 2007, p. 46). Hareem (2010, p. 263) broadly classifies organizational culture into two main types:

1. Strong/Coherent Culture (Thick/Strong)
2. Weak/Fragile Culture (Thin/Weak)

From the above, there are two main factors that determine the strength of the prevailing culture (Al-Amyan, 2010, p. 316):

- Consensus: This is concerned with the mutual involvement of the employees in similar values and beliefs in the organization. Consensus relies on exposing employees into the established values of the organization that is being discussed and the rewards and incentives to those who believe in the values.

- Intensity: This factor denotes the level of strength upon which the organizational members believe in the shared values and beliefs.

Al-Amyan adds that a good culture exists among the employees of high performing and efficient organizations. This kind of culture will minimize the use of formal systems, instructions and rules because working employees know what should be done. Conversely, in weak cultures, employees engage in uncertain courses, conflicting orders, and as such, they are not able to make decisions that conform to their values and orientations.

According to some scholars, there are two broad types of organizational culture in their capacity to adapt to the environment surrounding and developments arising around them (Al-Murabba, 2008, p. 57):

1. Flexible Culture: In this type measures are implemented to make the organization adjust to the environmental changes and motivate employees to recognize and exploit new opportunities.

2. Immobile Culture (Rigid Culture): Organizations which practice this type have many strategic challenges, the greatest of which is that organizational leadership has no ability of changing its strategic direction in response to this environment and the entry of new competitors, or even new technologies that require new strategic direction.

Based on the above, organizational cultures vary, and each organization has its own distinct culture. Researchers agree that this variation is influenced by several key factors (Bin Habtour, 2004, p. 199; Al-Qasimi, 2008, p. 15):

- Business environment and nature of the sector: An example is where the electronic industries sector is highly focused on a culture of creativity when compared to a religious sector that strictly applies a culture of religion.
- Administrative leadership: Leader thoughts and assumptions, which are made based on the previous experience, guide the structures on which leaders work at all administrative levels.
- Experience of the organizational members: The experience of the employees in solving problems and addressing organizational issues.

The organizational culture that is currently considered to be the most effective in the current study is the one that brings about the organizational effectiveness. According to earlier deliberations, there is redundancy and duplication of the kind of organizational cultures outlined in the literature on organizational thought and behavior. An example is that bureaucratic culture is analogous to rigid culture, procedure culture, and role culture, at least; creative, supportive and adaptive cultures are related to flexible culture.

Therefore, the current study suggests that, depending on the nature of the research field, organizational culture types can be classified as follows:

1. Conservative Culture:

This kind of culture is concerned with the internal environment of the organization due to the assumption that the external environment is stable. The organizations practicing this culture focus on work procedures, policies and practices in order to deliver organizational goals (Jallab, 2011, p. 610). The adherence to the instructions, clear procedures and formal rules, a high hierarchical structure, the clearly defined employee selection procedures, highly structured and organized work, the emphasis on authority, reservedness, the lack of trust between the leaders and the employees characterizes this culture, and rigidity (Al-Dulaimi, 1998, p. 48). Al-Murabba (2008, pp. 208-209) summarized the main features of conservative culture as follows:

- a. Highlight on rules and regulations in work management.
- b. Concentrate on the daily administrative activities.
- c. Authority structure that is hierarchical.
- d. Clear responsibilities are followed strictly.

- e. Clear-cut definition of authority.
 - f. Tight control over employees.
 - g. Resistance to change.
 - h. Failure to take environmental changes into consideration.
2. Innovative Culture:

This is a dynamic culture that is conducive to creativity, employees are motivated to work and responsibility is promoted (Hussein, 2007, p. 128). It is common within organizations that have a challenging and risky work, entail motivating factors and are result-oriented with creativity and innovativeness (Al-Azzawi, 2009, p. 102). It attracts ambitious administrative individuals to an environment dominated by this type of culture (Akasha, 2008, p. 22). Al-Murabba (2008, p. 208) identified the key features of innovative culture as follows:

- a. Making work distribution just.
 - b. Increasing the organizational loyalty of employees.
 - c. Development of a clear working atmosphere.
 - d. Mistakes are to be treated as learning.
 - e. It should offer an environment that promotes innovation and creativity.
 - f. Promoting risks and challenge among the employees.
 - g. In the quest to excel in performance.
 - h. Helping teams work problem-solving.
- Hypotheses Testing

In this section, the research hypotheses are tested as follows:

Main Hypothesis 1: There is a statistically significant correlation between emotional intelligence and the components of organizational culture.

The findings indicated in Table (1) show correlation analysis between the two research variables at overall indicators level. It was established that the independent variable (emotional intelligence) and the dependent variable (elements of organizational culture) exhibit a high level of positive and significant correlation. The value of the correlation coefficient was also high (0.61) and the correlation coefficient significantly greater as the calculated p-value value (0.003) is lower than the level of significance (0.05). Moreover, the positive correlation between the variables under consideration is justified by the 95% confidence interval as the lower and upper limits were similar in terms of sign at the significance level (0.05) and had the values of (0.470, 0.704), respectively.

Table (1): Correlation between Emotional Intelligence and Components of Organizational Culture

First Variable	Direction of Relationship	Second Variable	Correlation Value	95% Confidence Interval		Probability Value (P-value)
				Lower	Upper	
Emotional Intelligence	↔	Components of Organizational Culture	0.61	0.470	0.704	0.003

Source: Prepared by the researcher based on the outputs of AMOS V.24.

The correlation between the variable Emotional Intelligence and the variable Components of Organizational Culture can be observed in Figure (1):

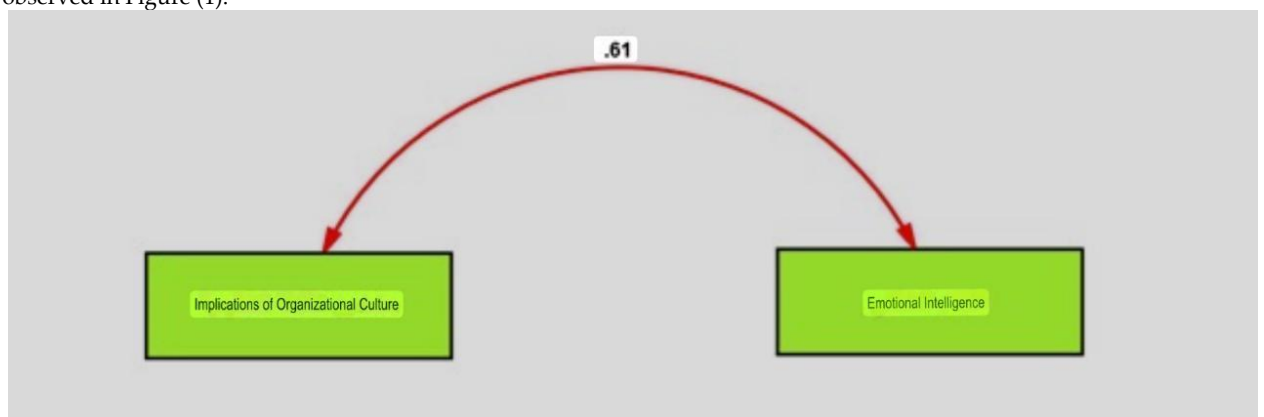


Figure (1): Correlation between Emotional Intelligence and Components of Organizational Culture

Source: Prepared by the researcher based on the outputs of AMOS V.24.

From the main hypothesis, the following two sub-hypotheses are derived:

1. Emotional Intelligence and Conservative Culture dimension exhibit statistically significant correlation.
2. Emotional Intelligence and the Innovative Culture dimension have a statistically significant correlation.

The above hypotheses were tested, and the results are shown in Table (2) as follows:

- There exists a high positive correlation between Emotional Intelligence and the Conservative Culture dimension with correlation coefficient of 0.55 and the statistical significance of $P = 0.003$ that is lower than the conventional significance level of

0.05. Moreover, the lower and upper limit of the 95% Confidence Interval were also congruent in terms of the sign at the level of 0.05, indicating positive significance of the correlation between the two variables, of 0.392 and 0.669 respectively.

- The Emotional Intelligence has a significant positive correlation with the Innovative Culture dimension with a correlation coefficient of 0.57 and a statistical significance of $P = 0.002$ which is lower than the standard significance of 0.05. In addition, the lower and upper limits of the 95% Confidence Interval were similar in both being positive at the 0.05 significance level with a value of 0.445 and 0.686 respectively indicating positive significance of the relationship between the two variables.

Table (2): Correlation between Emotional Intelligence and the Dimensions of Organizational Culture Components

First Variable	Direction of Relationship	Second Variable	Correlation Coefficient	95% Confidence Interval		Probability Value (P-value)
				Lower	Upper	
Emotional Intelligence	↔	Conservative Culture	0.55	0.392	0.669	0.003
	↔	Innovative Culture	0.57	0.445	0.686	0.002

Source: Prepared by the researcher based on the outputs of AMOS V.24. The correlation between the variable Emotional Intelligence and the two dimensions of the Organizational Culture Contents variable can be observed in Figure (2):

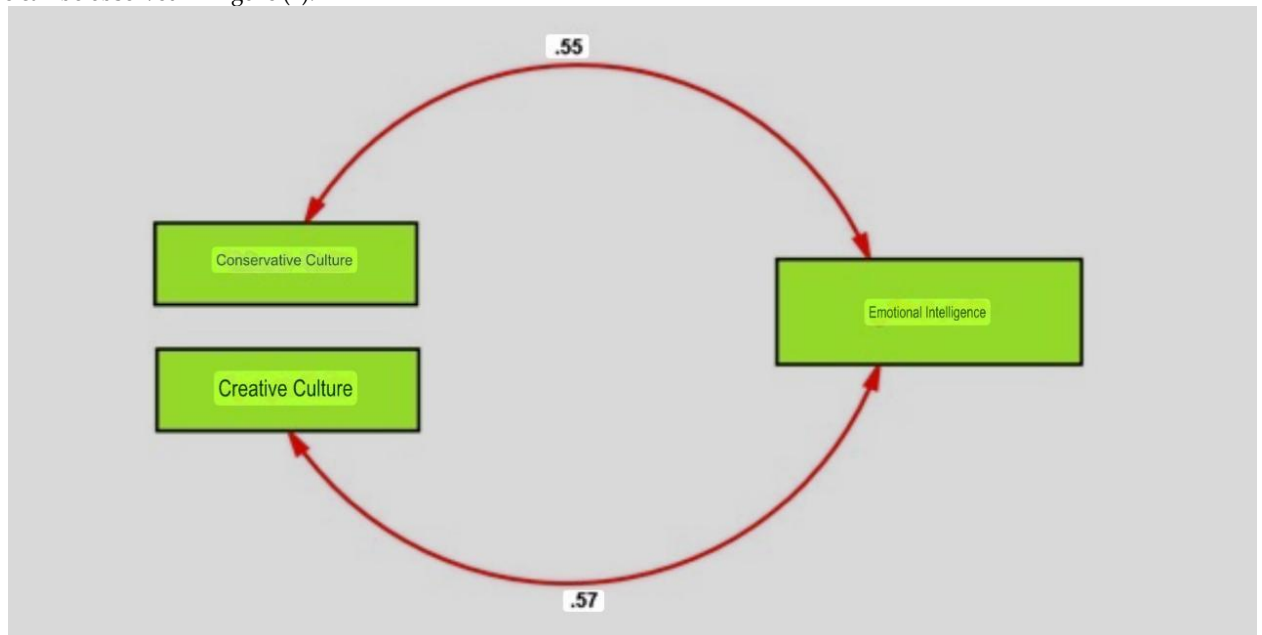


Figure (2) The Correlation between the Emotional Intelligence Variable and the Two Dimensions of the Organizational Culture Contents Variable

Source: Prepared by the researcher based on the outputs of AMOS V.24

Main Hypothesis Two: There is a statistically significant effect of emotional intelligence on the contents of organizational culture.

The regression analysis showed the influence of the independent variable (Emotional Intelligence) on the dependent variable (Organizational Culture Contents), which is presented in Table (3). The value of the regression coefficient (Estimate) was (0.667) and the estimated standard error (S.E) was (0.082) which is a significant positive impact. This is affirmed by the P-value (0.002) which is lower than (0.05). Moreover, the 95 percent Confidence Interval indicated a measure of consistency with both lower and upper limits of (0.500, 0.833) respectively.

Table (3)

The Effect of Emotional Intelligence on Organizational Culture Contents

Independent Variable	Direction of Effect Relationship	Dependent Variable	Regression Coefficient (Estimate)	Standard Error (S.E)	95% Confidence Interval		Probability Value (P-value)
					Lower	Upper	
Emotional Intelligence	←	Organizational Culture Contents	0.696	0.078	0.532	0.835	0.002

Source: Prepared by the researcher based on the outputs of the AMOS V.24 program. The effect relationship of the *Emotional Intelligence* variable on the *Organizational Culture Contents* variable can be observed through Figure (3).

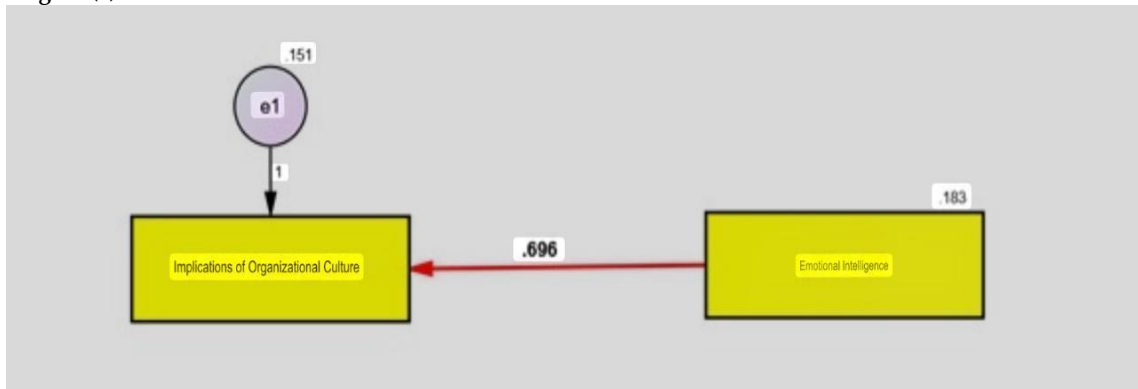


Figure (3) The Effect Relationship of the Emotional Intelligence Variable on the Organizational Culture Contents Variable

Source: Prepared by the researcher based on the outputs of the AMOS V.24 program.

The second main hypothesis branches into the following two sub-hypotheses:

1. The effect of emotional intelligence on the dimension of conservative culture is statistically significant.
2. The emotional intelligence has a statistically significant impact on the innovative culture dimension.

The first sub-hypothesis was tested, and the results were as follows:

The findings of the regression analysis of the impact of the independent variable (emotional intelligence) on the dependent variable in the form of the conservative culture dimension, as in Table (4), indicated that the regression coefficient estimate (Estimate) was 0.696, with a standard error (S.E) of 0.096 and the positive impact is significant as the P-value was 0.003 less than 0.05. Besides this the 95 percent Confidence Interval limits were all positive with lower and upper limits of (0.493, 0.867) respectively.

Table (4) The Effect of the Emotional Intelligence Variable on the Conservative Culture Dimension

Independent Variable	Direction of Relationship	Dependent Variable	Regression Coefficient (Estimate)	Standard Error (S.E.)	95% Confidence Interval		Probability Value (P-value)
					Lower	Upper	
Emotional Intelligence	→	Conservative Culture	0.696	0.096	0.493	0.867	0.003

Figure (4) The Effect of Emotional Intelligence on the Conservative Culture Dimension

Source: Prepared by the researcher based on the outputs of AMOS V.24

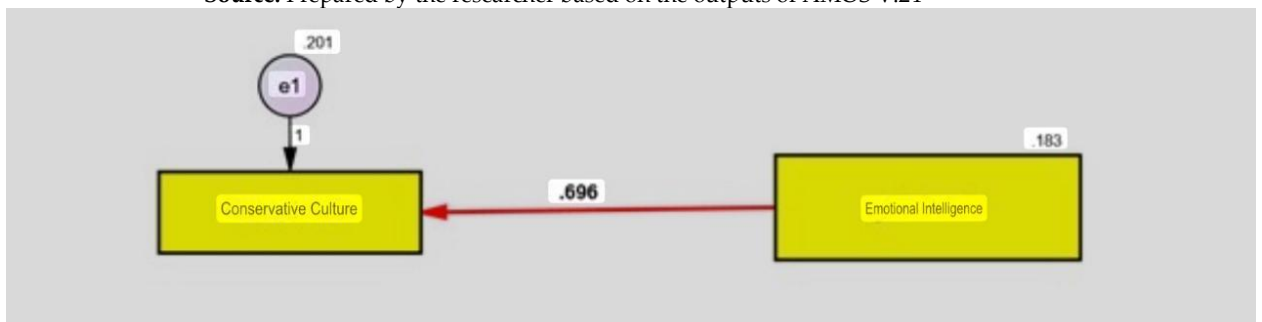


Figure (4) The Effect of Emotional Intelligence on the Conservative Culture Dimension

Source: Prepared by the researcher based on the outputs of AMOS V.24

The second sub-hypothesis was also tested, and the results were as follows:

The outcome of the regression analysis of the effect of the independent variable (Emotional intelligence) on the dependent variable defined by the dimension of (Innovative Culture) presented in Table (5), revealed that the estimated regression coefficient (Estimate) is 0.695 with the estimated standard error (S.E) was 0.088. This shows a major positive impact as seen by the P-value value of 0.002 that is lower than 0.05. Also, the 95% Confidence Interval gave although the same patterns and the lower and upper limits were 0.519 and 0.867 respectively.

Table (5) The Effect of Emotional Intelligence on the Innovative Culture Dimension

Independent Variable	Direction of Relationship	Dependent Variable	Regression Coefficient (Estimate)	Standard Error (S.E)	95% Confidence Interval		Probability Value (P-value)
					Lower	Upper	
Emotional Intelligence	→	Innovative Culture	0.695	0.088	0.519	0.867	0.002

Source: Prepared by the researcher based on the outputs of AMOS V.24.

The effect of the variable Emotional Intelligence on the Innovative Culture dimension can be observed in Figure (5).

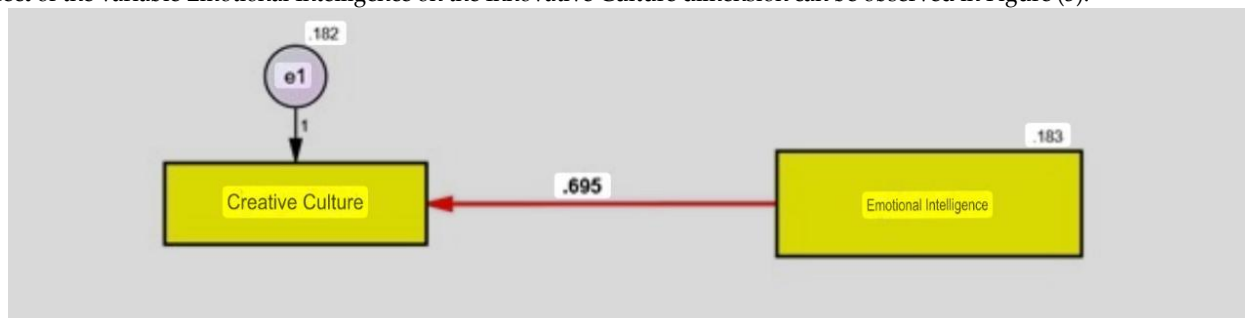


Figure (5) The effect of the variable Emotional Intelligence on the Innovative Culture dimension

Source: Prepared by the researcher based on the outputs of AMOS V.24

Chapter Four

Conclusions and Recommendations

Conclusions

1. The correlation analysis showed that there was a strong relationship between Emotional Intelligence variable and Organizational Culture Contents variable.
2. The correlation analysis revealed that the relation of the variable Emotional Intelligence is significant with the two dimensions of the Organizational Culture Contents variable.
3. The analysis of the effect showed that the variable of Emotional Intelligence had a huge influence on the Organizational Culture Contents variable.
4. The analysis of the effect revealed that the variable Emotional Intelligence had a significant effect on the dimension Conservative Culture.
5. The analysis of the effect showed that the variable Emotional Intelligence had a significant effect on the dimension of the Innovative Culture.

Recommendations

1. Companies ought to come up with initiatives aimed at improving the emotional intelligence of employees since it has a positive influence on both the conservative and creative dimensions of organizational culture.
2. Emotional intelligence training must be included in HR policies to enhance decision-making, solving problems, and teamwork.
3. Emotional intelligence skills should be developed in leadership training programs to help inculcate organizational commitment, trust, and proper communication among the workplace employees.
4. Strategies that support emotional intelligence should be embraced by health organizations especially as they bring about a high degree of adaptability, work satisfaction, and the overall effectiveness of organization.
5. The culture of organizations must be measured and corrected on a regular basis, making sure that it is in tandem with the needs of employees and the objectives of the organization, using emotional intelligence as a means to achieve the same.

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