

EMOTIONAL INTELLIGENCE IN UNRWA BASED ON EMPLOYEES GENDER, EDUCATIONAL LEVEL AND INCOME LEVEL

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ABSTRACT:

Leadership positions are usually associated with men, especially for administrative positions. The gender parity policy must be adopted by United Nations agencies on leadership skills that are not based on gender where the effectiveness of emotional intelligence is the main driver of leadership. The purpose of this study was to examine Emotional Intelligence between males and females among UNRWA headquarter employees based on demographic variables collected using a survey. The independent variable includes gender, income level and educational level, while the dependent variable is the emotional intelligence with its five dimensions. This research adopted descriptive and explanatory research design. Emotional Intelligence questionnaire consists of 50 questions was distributed among 140 UNRWA employees who were selected randomly. Data analysis was conducted using SPSS. The results indicated for this purpose, a random sample of 300 employees from different departments was selected. The results of the study showed whether gender, income level, and educational level had any significant effect on emotional intelligence. Consequently, UNRWA's Human Resources Department can use these results to adjust the recruitment selection process. In

addition, the basic criteria and criteria that UNRWA uses to assess the performance of its staff can be changed based on the results of this study. This study can benefit the administration in building a common sense of good practices in UN agencies in general and UNRWA in particular. In which emotional intelligence is tested on the basis of Goleman's Five Dimensions; Management in the Training Division of the UNRWA Human Resources Department can use the results to improve staff weaknesses by conducting specific exercises for vulnerable areas.

Keywords: Emotional Intelligence; Gender Parity; UNRWA Headquarters; UNRWA Senior Positions; Emotional Intelligence Five Dimensions

INTRODUCTION:

Emotional intelligence (EI) is a term created in 1990 by two researchers. John Mayer and Peter Salovey who first provided the concept in an article on the topic published at the University of New Hampshire. Prior to that time, IQ testing had dominated IQ as a benchmark for excellence in life. A big question has been revealed whether intelligence is a collection of genes or is it the result of life experience. Next, a new way of thinking about the ingredients for life's success was soon explored. The term emotional intelligence was popularized by

Goleman through the widespread use of his book Emotional Intelligence, which discussed why emotional intelligence is more important than IQ. Like Mayer and Salovey, Goleman created a wide range of scientific findings, and a variety of other exciting scientific developments that explored how emotions are regulated in the brain as his book spread and became a bestseller worldwide [1]–[3]. Emotional Intelligence it's the ability to recognize, understand and manage own emotions, in addition to recognize and understand the influence of the emotions on others. In practical terms, this means being aware that emotions can impact people in both positive and negative manners, can drive behaviors, and learn how to manage these emotions especially under pressure [4]. EI has increasingly become popular as a measure to identify the potential effective leaders. In addition to that it is a tool to develop effective leadership skills. Despite popularity, there is a little of empirical research that proves the efficacy of emotional intelligence in effective leadership. It is to appropriately distinguish between different feelings, and use emotions as information to guide the way of thinking and change behaviors accordingly. EI is used to adjust emotions in order to adapt the environments and eventually to achieve the goals [5].

Emotional intelligence takes many definitions, with each definition seeking to form a clearer understanding of one and the feelings of others. This makes emotional intelligence a part of social intelligence so that it can monitor the feelings and emotions of self and others in order to distinguish between them and use this information as a guide for thinking and actions. This definition was used in the beginning only, and then the concept of emotional intelligence developed into the ability to perceive, adapt, express feelings, and understand the underlying causes of feelings in addition to the ability to control emotions in the self and others. Based on

a review of previous studies that dealt with the concept of artificial intelligence, Goleman found that it is the capabilities in self-control and the ability to motivate oneself to include the feelings of the self and others, and Bar-On found that the emotional quotient parallels the intelligence quotient to confirm that emotional intelligence is a set of cognitively unearned skills that affect how Dealing with the surrounding environment, such as pressures and requirements, and this is in agreement with Martinez, who confirms that emotional intelligence deals with non-cognitive skills that affect a person and support him in dealing with the surrounding environment Most researchers talked about the competencies in perception of emotions. These competencies consist of the recognition of facial and voice signs for others, and the awareness of body positions that relate to emotions. These competencies involve knowing the causes behind and the consequences of different emotions. In addition to that they involve the ability to differentiate between changing emotions. This concept of having effective competencies of perception, awareness and controlling emotions, in self and others, is the core of EI [4].

One of the very important things in the profession is the acquisition of emotional intelligence skills, which are considered the most important of intellectual abilities because these skills affect the work environment. When expanding further, we find that employees with emotional intelligence master social skills in dealing with others, in addition to self-awareness and management with motivation capabilities in the work environment, so having emotional intelligence is a different method of intelligence. Accordingly, organizations must put emotional intelligence skills one of the basics of developing leaders so that they will have permanent habits in the work environment. There are many organizations specialized in training leaders on emotional intelligence skills, which confirms their importance at work as they help managers

to assess the situation and the ability to make decisions so that They have an awareness and understanding of the feelings of others, since feelings play an important role with social processes to reach correct decisions that achieve positivity [6], [7] To measure emotional intelligence, many methods can be relied upon so that the concept of emotional intelligence is guided within the limits of measurement and there is a reliable model in measuring emotional intelligence, which measures what is outside human perception, skills and competencies that lead to performance so that it measures emotional and social competence and can also evaluate intelligence [8]–[10] while The two dimensions related to others are the empathy and the relationship management. Empathy is to sense what others are feeling and be able to understand their perspectives. Having the ability to cultivate relationships and bonds with wide range of diversity of people is a sign of empathy. Relationship management demonstrates in reading the social situations and networks, handling the emotions in relationships well and interacting smoothly in the teamwork tasks [11]–[14]The skills to persuade and negotiate and settle disputes are signs for having this dimension. These dimensions of emotional intelligence are critical in human resources recruitment process[15], [16] Leadership positions have usually been associated with men, at least in the senior levels of managerial jobs [17], [18] Based on the previous discussion, the adoption of Gender Parity policy by UN agencies should be based on leadership skills not based on gender. Many studies prove that the effectiveness of emotional intelligence is effectiveness in leadership. This research is going to argue that it is necessary to discuss the whole idea of gender leadership importance and suggest that UN organizations should begin to require their leaders to demonstrate EI skills in order to be hired or promoted to the senior level regardless of gender. They should be aware of

the consequences of using gender labels. In addition, they should be able to strength the weaknesses areas of their employees that will appear after analyzing the results of the test.

GENDER PARITY IN THE UN SYSTEM:

Many organizations and institutions seek to set goals that achieve equality between women and men in employment opportunities According to the official website of the United Nations (UN), the Secretary-General, Mr. António Guterres, in his oath of office in 2016, said a clear statement that achieving gender parity in the UN agencies employment is a top priority to him So that there is equality between the sexes in employment opportunities To reflect the vision of the organization as it is in line with the work strategy at the United Nations, which established in 2017 a special section to follow up the implementation of equality with work so that there is an actual realization of this vision. It has been noticed through the work teams and the leaders distributed among the groups of organizations, a real improvement in achieving equality of job opportunities between women and men [19].

UN Agencies, including UNRWA, the United Nations Relief and Works Agency for Palestine Refugees in the Near East, aimed to apply the policy of gender equality in all sectors through using tools to support personnel and leaders from both genders alike. It is about modernizing the organizational culture so that it can capitalize its full potentials. According to the official website of UNRWA, applying equality in gender is not only critical in schools amongst the students; it is about the equality in enjoyment all human rights for all Palestine refugees. Gender equality is an important part of the commitment to the welfare, and therefore, gender equality is a reason to reduce poverty and achieve the human development and protection of Palestine refugees. Thus, the Agency actions articulate this

goal into reality through services and advocacy provided [20], [21]

In 2016, aligned with the UN secretariat action plan for Gender Parity, UNRWA adopted a new Gender Strategy for Equality to be achieved between 2016 and 2021. The title of this strategy is "Integrating Gender, Improving Services, and Impacting Lives". This strategy relies on the mainstreaming strategy for UNRWA gender and is aligned with the Agency's Medium Term Strategy (MTS). It includes drivers of change, a theory of change, concrete actions to improve the quality of services and integrating gender mainstreaming in management processes. However, and based on statistics from the human resources department at the HQ of UNRWA; the percentage of the senior positions held by women in the Headquarter is only %27.27 in between international staff and 26.04 between area staff [22]-[25]

LITERATURE REVIEW:

Some signs or behaviors that show that someone lacks emotional intelligence if someone gets stressed easily, has difficulty asserting him or herself or has limited emotional vocabularies that mean this person lacks emotional intelligence. If someone makes assumptions quickly and defend them intensely and always make complaints that mean this person lacks the emotional intelligence. The low emotional intelligence people always feel misunderstood most of the time and they don't let go of mistakes. They don't know their triggers. Emotional intelligence is not about being nice; it's about managing emotions in order to achieve the best possible outcomes. This leads to show others the real emotions of being upset, frustrated, or sad without masking. Emotionally intelligent people do not blame others for how they make them feel, but take responsibility for their emotions, and do not feel offended easily. Unlike IQ, the EQ is highly flexible approach. It is about to train the brain by repeatedly practice

the requested behaviors to have the new emotionally intelligent behaviors. It aims to build pathways to make these behaviors new habits without even having to think about it and some barriers to build the EQ skills. He started by the understanding of the importance of building high emotional intelligence. Then the desire or interest, the lack of self-awareness about needs or the fear of going through psychotherapy are some other barriers. Emotional intelligence training is not psychotherapy; it focuses practical skills that anyone can use to improve personal and professional lives. Exercises usually begin with a self-assessment, and then cover self-awareness, self-management, social awareness and relationship management. When individuals explore their capabilities, they can work on specific areas on their minds to apply these skills. After learning EQ skills, individual should practice the new behaviors for enough time in order to make them habitual. According to Talent Smart Inc. statistics, about 40 percent of employees' turnover is a result of disagreement between employees and their supervisors. That could be translated into job dissatisfaction and disengagement with work atmosphere. Chaos appears when communication skills and emotional intelligence decrease in the workplace. Responding to covert and overt workplace conflicts demands high emotional intelligence skills. One of the most common problems is the communication style that may weaken retention and create stimulates disengagement and conflicts. In addition to that the leader who has low- developed emotional intelligence skills has less ability to chase the needs and the expectations of their employees. That means these individual can focus more on their tasks and communicate in an appropriate manner [26].

Gardner and Stough, (2002) study showed that emotional intelligence has the ability to predict the required leadership styles, so that emotional intelligence has a clear effect

on leadership, which gives us an indication that the higher leadership that possesses emotion has a more comprehensive vision, Rozell, Pettijohn and Parker, (2004) study looked at emotional intelligence and directed selling and showed an effect between emotion and customer orientation, and accordingly the study emphasized the importance of choosing employees who have emotional intelligence because of its impact on customers and increasing sales, Harrod and Scheer, (2005) study examined levels of emotional intelligence compared to demographic characteristics and showed that emotional intelligence correlates positively with females, the economic level, and the academic level, According to some researchers [30]–[33] emotional intelligence has become influential and important in all areas of life, taking into account the difference in levels of emotion between women and men, and the fact that women express feelings more than men because they are more emotional than men. Based on the study of Ugoani and Amu, (2015), who dealt with the relationship between emotional intelligence and educational level, he emphasized that there is a direct relationship between education and the level of emotion and that people who possess emotion have different features and skills than other people. Izadirad and Zareban, (2015) interested in the importance of emotional intelligence for leaders and team performance in health institutions and the study showed that emotional intelligence increases with work experience, which confirms that those with expertise have high levels of emotional intelligence, A study of Meshkat and Nejadi, (2017) was conducted on university students in Iran to find out the extent of the difference in the level of emotional intelligence with different races, and the study showed that the level of self-awareness and emotional awareness differs according to gender and that females are more emotional than males. Humphrey et al., (2007) emphasized in his study

that enabling emotional intelligence in children in elementary schools enhances their academic creativity and can reduce health problems for them so that emotional intelligence has a prolonged effect.

According to many studies on leadership about whether gender plays a role in effective leadership or not [37]–[39][2], it is clear that gender has no role in this area. It is the Emotional Intelligence of this person which influences the leadership skills not the gender. Studies show a significant relationship among dimensions of EI and in-role behavior and dimensions of organizational behavior. It has also been found that personal competencies and emotional that should be identified and measured if the manager wants to predict performance at the workplace. Therefore, in order to achieve effectiveness leadership, management needs to invest in the human capital, and use EI as a soft tool to enhance the competencies.

The Goleman model is a set of skills that deal with aspects of professional life, and we find through this model that emotional intelligence is acquired, not by nature. Therefore, it is necessary to identify dimensions of emotional intelligence in order to develop it among individuals and reach excellence in giving. The model suggests that these five dimensions are self-awareness, self-regulation, and motivation. , Empathy, and relationship management, Self-awareness is the ability of the individual to realize what he is feeling at the moment, and use these feelings to guide for making a decision. Having a realistic assessment of own abilities and self-confidence ranked as high self-awareness. Self-regulation dimension involves controlling the emotions, so that they facilitate task handled rather than interfere with the task. Having conscientious, recovering from emotional distress and delaying gratification are signs for self-regulation. The third dimension of emotional intelligence is the motivation. This dimension

involves using available deepest preferences to move and guide the individual toward desired goals, to help in taking initiative and striving, to improve, and to persevere in the face of setbacks and frustration [3], [40], [41]

Emotional intelligence must be linked with self-motivation, which is the main catalyst in overcoming crises so that the individual has the ability to perform difficult tasks at the most difficult times in addition to his ability to identify important work activities, which provides distinctive capabilities in the performance of work where sympathy is associated with the ability to feel the feelings of others This gives managers an indication in making decisions so that the individual can see things from the perspective of the person opposite him, so he has knowledge and the ability to balance and there is a social dimension that is very important in emotional intelligence. Social skills, which works to manage the feelings of individuals, so that you can measure social relationships through questions about listening skills, mixing abilities and adapting them to a variety of people, and caring for people. If the respondent likes to meet new people and know what makes them enthusiastic, and views working with difficult people as a challenge to gain them, and has the ability to reconcile differences with others, and the ability to build strong relationships with colleagues at work, these are questions measuring the dimension of social skills. This dimension is essential for successful teamwork and leadership [42].

RESEARCH MODEL:

This study sought to find differences between the sexes based on emotional intelligence testing and the significance of these differences in leadership at UNRWA headquarters as part of UN agencies. To achieve the study objectives, a general question was formulated: Is there a difference in

EI between UNRWA staff based on their gender, educational level and income level?

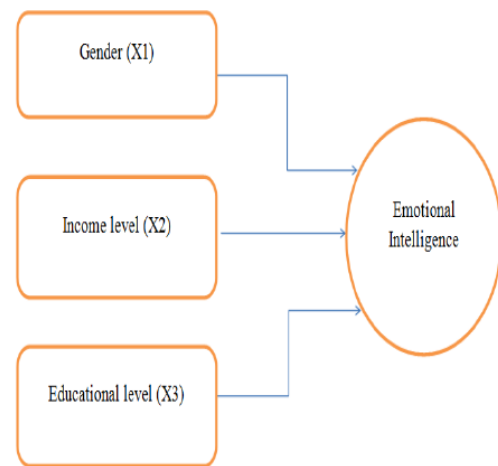


Figure 1: Research model
Source: Developed by the researcher

H01: There is no significant impact for gender on the emotional intelligence

H02: There is no significant impact for income level on the emotional intelligence

H03: There is no significant impact for educational level on the emotional intelligence

RESEARCH METHODOLOGY:

This research discussed the score of testing Emotional Intelligence based on Goleman five dimensions model as a dependent variable. The independent variables were the gender, the income level of the respondents and their educational level. The population of this study is the international and area staff in the headquarters of United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) in Amman. The total respondents were 140 out of 300 employees from Arab and many other nationalities. Data was collected through 5 - point Likert-type questionnaire based on Goleman Mixed Model. Primary data was collected from n=140 employees from different departments in the organization through distributing an online questionnaire via official email. After two weeks of distributing the

questionnaire and encouraging people to fill it, this number had been reached [43]–[46] Ratings were based on the five dimensions of emotional intelligence that previously discussed. In order to get good responses, the questions were put randomly for each dimension. For example, self-awareness dimension questions have the following questions serial numbers: 1,6,11,16,21,26,31,36,41 and 46. While managing emotions dimension questions had the following serial: 2,7,12,17,22,27,32,37,42, and 47. Some secondary data was collected from internal documents in UNRWA about the number and percentage of males and females and the number and percentage of senior employees and junior level employees from both genders. Please find the questionnaire that distributed by email using survey monkey link in Annex one and in this link: <https://www.surveymonkey.com/r/SRXWJX> The results that collected through Survey Monkey website were entered to the SPSS and examined. T-test was used as a statistical tool to analyze the collected data regarding gender to find the correlation between gender and emotional intelligence. The analysis of the coding was qualitative basis. ANOVA test was used for the income and educational level variables analysis to find the correlation between income and educational level and emotional intelligence.

5.1 Reliability and Validity:

Cronbach's alpha is a statistically significant test for estimating the internal consistency and reliability of the combination result, and it is preferred that the Cronbach alpha results be a number from 0 to 1, so that there is no error in the data [47]–[49].

Table I: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N. of Items
.880	.892	50

In this research the value of Cronbach's alpha was 0.880 and its value based on standardized items was 0.892 which indicates strong correlation between the items of the questionnaire in all its big dimensions, please see Table I. That high score means that Goleman's 50 items in the questionnaire are associated with each other and the results can be highly relied on. The fair sample size as well influenced the results for better. As well, the Pearson correlation between EI big five dimensions performed high scores as per Table II

5.2 Sample Description:

The first pie chart of frequency shows that the number of males in the sample was 62 equals to %44.3 of the total. The number of females was 78 out of 140, which is %55.7.

Table II : Pearson Correlations

	EQ TOT	SA	ME	MO	E	SS
EQ_TOT	1.000	.775	.622	.785	.820	.740
Self-Awareness (SA)	.775	1.000	.307	.495	.620	.534
Managing Emotions (ME)	.622	.307	1.000	.407	.335	.228
Motivating Oneself (MO)	.785	.495	.407	1.000	.562	.440
Empathy (E)	.820	.620	.335	.562	1.000	.580
Social Skills (SS)	.740	.534	.228	.440	.580	1.000

One hundred out of 140 are married, and only forty are not in their marital status description. People in the sample who were less than 25 years old were only five[50], [51] The reason behind this small number of respondents from this category is that UNRWA tends to hire high experienced employees; therefore, the number of young employees is not high. Age group between 26-32 years old was %18.6, between 33-39 years old was 24.3% and the highest group was more than 40 years for %53.6. Please see figure II.

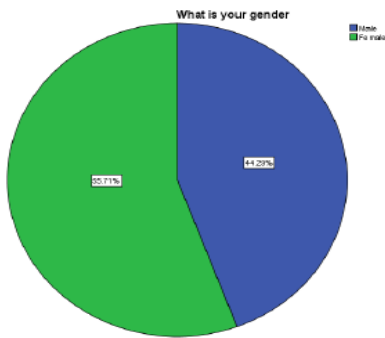


Figure II: Sample Description; Gender. (Source: SPSS)

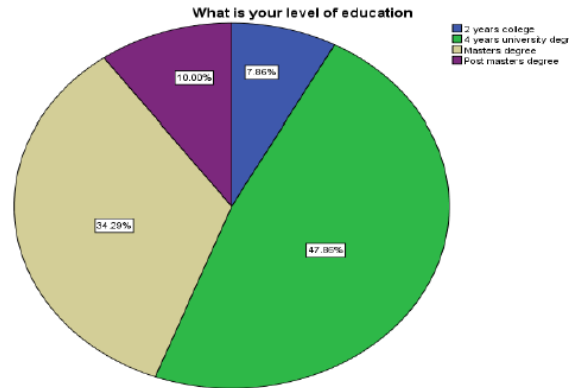


Figure IV: Level of Education. (Source: SPSS)

The income as an independent variable measured to check if there is a correlation with Emotional Intelligence. The monthly income of %4.3 of the sample was less than JD500. Forty two respondents' monthly income was between JD 501-1000. Twenty nine had income between JD 1001-1500. Twenty-two had between JD 1501-2000 as monthly income. As same as the second category percentage; %29.3 of the sample had above than JD 2000 as monthly income. Please see figure III.

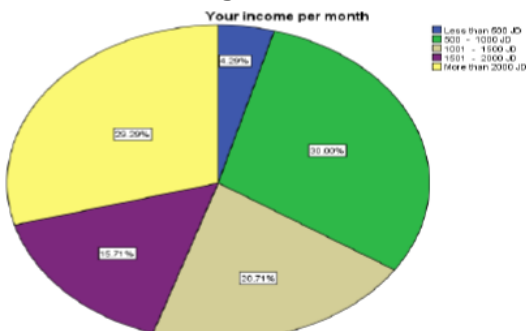


Figure III: Sample Description; income. (Source: SPSS)

Regarding the level of education, as shown in the chart IV; there were eleven respondents who are around %7.9 of the sample. University graduate employees were 67 of the total who represent %47.9 of the sample. Masters degrees holders represent %34.3 and PhD holders were %10. More than half of the sample had more than 8 years of experience in UNRWA for %54.3. While the other half distributed equally between 1-3 years category and 4-7 years category. %40 of the sample was in senior level while the rest were in junior level.

The research discusses differences in emotional intelligence level of UNRWA headquarters employees based on their gender, educational level and income level. Around the half of the population answered the five dimension questionnaire from various sectors and departments. The outcomes of the study showed first of all that the questions are valid and the questionnaire is reliable. The study proved that there are no differences in emotional intelligence based on gender. The income level of the respondents has no impact on their level of emotional intelligence. However, the educational level has significant impact into the emotional intelligence level of the employees. The demographic questions in the questionnaire went around gender, age group, level of education, years of experience, level of seniority, income and marital status. The standard deviations of all dimensions were relatively reasonable. The lowest mean was for Managing Emotions (ME) dimension. The highest mean was Self Awareness dimension amongst the headquarters employees

Table III: Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
Self-Awareness (SA)	140	27.00	50.00	40.4357	4.07345
Managing Emotions (ME)	140	17.00	46.00	33.6286	4.77455
Motivating Oneself (MO)	140	26.00	50.00	39.5857	4.81154
Empathy (E)	140	28.00	48.00	38.6429	4.34331
Social Skills (SS)	140	23.00	47.00	37.0786	4.55513
Valid N (list wise)	140				

5.3 Hypotheses Testing:

As a statistical method to analyze experimental data; hypotheses testing are parameters used to make decisions based on the results. The three hypotheses in this research tested through ANOVA.

H01: There is no significant impact for gender on the emotional intelligence

As the gender is only two components variable; a T-test was running to verify the hypothesis. The result showed the number of males was N=62 and the females was N= 78. The mean for males was 187.93 and the mean for females was 190.51. This showed minor superiority for the mean score for females than the mean score for males.

Table IV: Group Statistics

What is your gender	N	Mean	Std. Deviation	Std. Error Mean
EQ TOT Male	62	187.9355	16.84731	2.13961
Female	78	190.5128	16.84748	1.90760

T-test was conducted to check if the difference between the two components is significant. The result revealed that Sigma for the test was 0.370 and t=-0.899. This result indicates that null hypothesis is accepted and there is no significant difference between males and females in relation to emotional intelligence.

t-test for Equality of Means						
t	df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
-.899	138	.370	-2.57734	2.86651	-8.24530	3.09063
-.899	130.964	.370	-2.57734	2.86651	-8.24799	3.09332

Meshkat and Nejati, (2017) had a research in three Iranian Universities to check whether the emotional intelligence depends on gender. The sample was selected from Khatam University, Allameh Tabatabaee University, and

Shahid Rajaei Training University in Tehran. They used the Emotional Quotient Inventory based on Bar-On model. The questionnaire was distributed for more than four hundred undergraduate students. The items were analyzed using MANOVA test. Results showed as well that there was no significant difference between the genders in their emotional intelligence total scores. The results also showed that males and females tended to differ in their emotional self-awareness with females scoring higher than males. The same result appeared in the sample of research.

Table VI: Self Awareness Dimension for Genders Report

Gender	Mean	N
Male	3.9288	62
Female	4.1368	78
Total	4.0449	140

T-test was conducted to check if the difference between the two components is significant. The result revealed that Sigma for the test was 0.003 and t=-0.305. This result indicates that the difference between males' and females' self-awareness is significant as a dimension of emotional intelligence

Table VII: T-Test for Self Awareness Dimension

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
-3.050	136	0.003	-0.20805	0.06822
-3.012	122.004	0.003	-0.20805	0.06906

H02: There is no significant impact for income level on the emotional intelligence

To check if there is any impact for the income level on emotional intelligence, one way ANOVA test was running to answer the second hypothesis. The Levene homogeneity of variances results showed that the sample was homogeneous with regard to income level. The sigma value, per table VIII, for the income five groups was 0.305. The assumption of homogeneity of variance indicates that all

comparison groups have the same variance. In case the group sizes are widely unequal or homogeneity of variance is poor, the significance level could be underestimated. That can cause a falsely rejection for the null hypothesis [49].

Accordingly to ANOVA test that was conducted, the value of sigma between groups was 0.027 which means the null hypothesis can't be rejected. The null hypothesis is accepted. There is no significant impact for income level on level of emotional intelligence. The results also showed that there were significant differences between employees who grant less than JD 500 per month, and who grant between 1500-2000 employees in regard the emotional intelligence level

Table VIII: Levene homogeneity of variances

Levene Statistic	df1	df2	Sig.
1.221	4	135	.305

Table IX: ANOVA for Income Level statistics

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3051.986	4	762.997	2.834	.027
Within Groups	36346.699	135	269.235		
Total	39398.686	139			

H03: There is no significant impact for educational level on the emotional intelligence

One-way ANOVA was conducted to answer the third research question. The test was running in order to check the differences of scores in the sample according to educational level. The main differences were between 4 years university degree holders and Master degree holders. Also, there is a difference between the Master degree holders and PhD degree holders who had the highest scores. The lowest scores were for the Master degree holders amongst the sample which was 183.02.

Table X: Descriptive table for educational statistics

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2 year s colle ge univ ersit y degr ee	11	195.9091	16.22624	4.89240	185.0082	206.8100	171.00	223.00
Master degr ee	67	190.9701	17.54731	2.14375	186.6900	195.2503	159.00	231.00
PhD degr ee	48	183.0208	14.40964	2.07985	178.8367	187.2050	149.00	219.00
Total	140	189.3714	15.13329	4.04454	189.6194	207.0948	174.00	230.00

(Ebinagbome and Nizam, (2016) conducted a study on the impact of emotional intelligence on the academic performance. The independent variable was the first dimension of Goleman's model, while the depended variable was the academic performance. This research concluded that self- awareness has a strong influence on academic performance of these students. These findings support the results of this research that educational level has significant impact on emotional intelligence. Therefore, here we reject the null hypothesis.

DISCUSSION AND RECOMMENDATIONS:

Given the above discussion; Emotional Intelligence level of employees plays a significant role in the work place, performance and it directly affects the manager-employee relationship. Though, this study tried to assess the level of the five dimensions: self-awareness, managing emotions, motivation, empathy and social skills in the headquarters of UNRWA to improve the work environment. Also, these results give the chance to evaluate the decision of the Secretary-General, Mr António Guterres, regarding gender parity in the UN agencies.

In general, emotional intelligence played a significant role in the success of employees in the workplace. This argument, despite its popularity, remains elusive. Although few studies have

provided evidence to support this argument, there is not enough and empirical investigation. The results of this study suggest that there are no significant differences between males and females. In theory this result supports parity decision to have similar percentages of males and females in the UN agencies especially in the senior level. The implication of this result does not have any financial impact; such decisions empower women in the society and have positively impact to the whole work well-being atmosphere. This result proves that the gender parity decision was studied and not randomly taken.

The literature suggests that the high level of income to the family has a significant impact on the level of individual's emotional intelligence. However, the income of the individual does not affect the emotional intelligence. In this research the null hypothesis was accepted, i.e. there was no impact for the income on emotional intelligence. It was assumed that high income level might allow people to improve their self-awareness, managing emotions or social skills and have higher motivation and empathy. However, research results proved the opposite. The individuals who had grown up in rich families have usually greater control over their minds, bodies and health than individuals who grown in less families' households. This can be interpreted because of the opportunities of better education, travel chances and interactive communication chances for rich people in their childhood [29].

As previously discussed in Table III; mean scores orders amongst the five dimensions from the highest to the lowest was as the following: self-awareness, motivating oneself, empathy, social skills and finally managing emotions as the lowest means scores. This result can provide new and important insights into the way the management thinks about UNRWA employees. They need to concentrate their training

division expenses on improving the lowest two dimensions: social skills and managing emotions. In addition to that it is recommended for this division to offer advice for the managers to develop and to maintain a positive emotional climate in the organization. Music lessons, physical exercises, stress relieving activities, and different types of trainings proved to decrease stress in the workplace.

Managing emotions defined as the ability to stay focused during experiencing strong emotions. When employees are trained to speed of reframe the bad situations or mood. Learn to communicate what are their feelings and how they feel, learn to control anger and any other bad feeling while dealing with difficult people, improve the level of caring about work. Learn how to overcome emotions. Social Skills, defined as the ability to manage and influence emotions and to inspire others. Social skills trainings could be about handling emotions, learning the listening skills and know how to adapt abilities with a variety of people. As well, trainings on how to deal with difficult people and about the ability to reconcile differences with others are essential to success teamwork and leadership in the workplace [42].

Many previously mentioned literature proved that trained participants gain scored higher than untrained participants in the IE Composite scores. This superiority for the trained group was evident even when gender, family income and level of education, were constant. These groups performed higher scores of emotional intelligence when they were associated to music lessons and visual text-based tests [53] It is recommended that UNRWA management takes these results into consideration and conduct trainings on managing emotions. Regression analysis proved that managing emotions had the lowest mean amongst the five dimensions which was 33.6.

Regarding the results of educational level, it is proved that PhD holders in the headquarters gained the highest mean scores in general. This can be interpreted that these high qualified employees were hired already in a leadership and high management positions, which grant them the high skills in all five dimensions of emotional intelligence. The second higher mean scores were for employees who had two years college degrees. This result can be interpreted that college degree holders entered the market earlier than others, and started their career from the entry level. They were gradually upgraded the way that grant them higher emotional intelligence than others. This suggests the importance of hiring this category in the organization.

CONCLUSION:

The purpose of this research is to examine the differences between males and females among UNRWA headquarter employees based on their emotional intelligence competencies. The research also studies the relation between educational level and income from one side and the emotional intelligence from the other side of the population. It is argued here that females are encouraged by the Secretary General of the United Nations to be in the senior positions to reach gender parity in all UN agencies. The results confirmed that there is no significant relationship between gender and emotional intelligence amongst the employees, the result that supports the decision of Gender Parity. Also, there is no significant relationship between income level and emotional intelligence. However, there is a relationship between parent's income the level of emotional intelligence. Finally, the PhD degree holders and Diploma degree holders had the highest level of emotional intelligence amongst the sample categories. Consequently, UNRWA's Human Resources Department can use these

results to adjust the recruitment selection process. In addition, the basic criteria and criteria that UNRWA uses to assess the performance of its staff can be changed based on the results of this study. This study can benefit the administration in building a common sense of good practices in UN agencies in general and UNRWA in particular. In which emotional intelligence is tested on the basis of Goleman's Five Dimensions; Management in the Training Division of the UNRWA Human Resources Department can use the results to improve staff weaknesses by conducting specific exercises for vulnerable areas.

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