

Emotional Intelligence and its Relationship to Ethical Thinking Among Elected Provincial Council Members (Decentralization) Case Study: Central Region*

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ABSTRACT:

Objectives: The current study aimed to explore the relationship between emotional intelligence and ethical thinking among members of elected provincial councils (Decentralization) in the central region of Jordanian society.

Methodology: The study employed a descriptive analytical approach due to its suitability for the research objectives. The sample consisted of a purposive selection of 110 participants who responded to the study questionnaire.

Results: The results indicated that both emotional intelligence and ethical thinking levels were high among the participants. Moreover, the findings revealed a statistically significant positive correlation between emotional intelligence and ethical thinking within the study sample.

Conclusion: Based on these results, the study recommended the promotion of a culture of emotional intelligence and ethical thinking among employees in social and developmental institutions. It also emphasized the importance of organizing workshops aimed at applying emotional intelligence and ethical thinking skills in everyday life contexts.

Keywords: Emotional Intelligence, Ethical Thinking, Elected Provincial Council Members, Decentralization..

Introduction:

Given the challenges and pressures facing societies today, understanding and rationally managing emotions has become crucial for personal and social success. This underscores the importance of emotional intelligence and its role in enhancing individual capabilities, enabling

interaction with others in the social environment, and adapting to diverse life situations.

Emotional intelligence skills are a cornerstone in developing an individual's social behavior and interaction with others. Self-awareness and the ability to regulate emotions are key determinants of behavior and success in building healthy social relationships. This means that individuals with

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high emotional intelligence tend to be more successful in life, build stronger interpersonal relationships, and achieve greater professional success than their counterparts with lower emotional intelligence. The basic idea of emotional intelligence is that success in social and professional life depends not only on an individual's cognitive abilities, but also on their emotional and moral competencies, especially in contexts such as community work, which require the presence of individuals who are competent in cognitive and emotional aspects. Given the importance of emotional intelligence and its impact on levels of moral thinking, this study focused on identifying the level of emotional intelligence among the study sample. Emotional intelligence is particularly important in light of the challenges posed by the continuous and rapid changes that societies are experiencing. This type of intelligence acts as a self-help tool for addressing problems related to understanding emotions and feelings, thereby enhancing the ability to make sound moral decisions.

Problem of the study:

The research problem of this study centers on elucidating the intricate details of the relationship between emotional intelligence and ethical reasoning among the study participants. The study focuses on emotional intelligence and its role in achieving personal and social success, recognizing its importance alongside cognitive intelligence. Emotional intelligence is considered a key factor that significantly influences an individual's social, professional, and psychological success. At the same time, ethical reasoning, serves as a fundamental tool for guiding behavior and decision-making in accordance with ethical standards. Therefore, it becomes essential to examine this relationship to understand how emotional capabilities can support ethical reasoning, thereby enhancing an individual's social and professional performance.

Importance of the study:

This research holds both theoretical and practical significance.

Theoretical Significance

The importance of the study lies in addressing a critical topic on related to emotional intelligence and its role in the moral development of social and political elites. The study is concerned with emotional intelligence as a scientific construct subject to research and analysis, particularly in a context where personal development has become essential for individuals to acquire the skills and knowledge that bring them personal and social successes and a means to achieve the required social and professional performance. The study also derives its importance from the reciprocal relationship between emotional intelligence and moral thinking, and thus an attempt to reach a culture of sustainability in social and professional performance, which promotes a more comprehensive and sustainable approach to achieving social adaptation and leadership development.

Practical Significance

This study aims to provide a clear understanding of the relationship between emotional intelligence and ethical reasoning among social and political elites, based on its expected findings. The study also focuses on fostering a culture of emotional intelligence and developing ethical reasoning within this group. In the long term, these findings may contribute to creating social and professional environments that support more effective interactions and promote the personal and professional growth of political and social elites. This, in turn, could have a positive impact on society as a whole.

Finally, this study provides research findings that can serve as a reliable foundation for future research on the variables studied (emotional intelligence and moral reasoning), which will contribute to improving social and professional performance in diverse social environments.

Purpose of the Study:

The purposes of this study are as follows:

1. Identify the levels of emotional intelligence among members of the central region's (decentralized) provincial councils.

2. To identify the ethical thinking level of members of provincial councils in the central region (decentralization).
3. To identify the level of personal and social success among the members of the study sample.
4. To determine the relationship between emotional intelligence and ethical thinking among provincial council members in the central region (decentralization) and their impact on the personal and social success of the sample individuals.
5. Analyzing the impact of differences in some basic variables (gender, educational qualification) on the study sample's attitude in the relationship between emotional intelligence and ethical thinking.

Questions of the Study:

The study aims to answer the following questions:

1. What is the level of emotional intelligence among members of the central region's (decentralized) provincial councils?
2. What is the level of ethical thinking among the members of the central region's provincial councils (decentralization)?
3. What is the level of personal and social success from the perspective of the study sample?
4. Is there a statistically significant relationship between emotional intelligence and ethical thinking in terms of their impact on the personal and social success among provincial council members (decentralization) in the central region at the level of significance ($\alpha = 0.05$)?
5. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the relationship between the level of emotional intelligence and ethical thinking according to the variables (gender, educational qualification)?

Research Scope:

- 1- Objective scope: Identifying the relationship between emotional intelligence and ethical thinking and their impact on the personal and social success of the study sample.

- 2- Human scope: All elected decentralization members in the central region of Jordanian society.
- 3- Spatial scope: The study targets the central region of Jordanian society, which includes four governorates (the capital governorate of Amman, the governorate of Madaba, the governorate of Zarqa, and the governorate of Al-Balqa).
- 4- Temporal scope: The study targets the first provincial council in Jordan, which was approved in 2017 through local elections in Jordanian society.

6. Operational Definition of Terms:

- **Emotional intelligence** is defined as the ability to comprehend one's own emotions as well as the emotions of others, to distinguish between them, and to use this emotional information to guide one's thinking and behavior in ways that enhance personal development (Mayer & Salovey, 2004; Goleman, 1995). For the purposes of this study, emotional intelligence is operationally defined as an individual's ability to understand and regulate their own emotions and feelings in order to achieve specific goals. It is measured using the emotional intelligence scale adopted in this study.

- **Ethical thinking** is a mode of thought related to how an individual understands moral judgment, including the evaluation of objects and the comparison of two or more values (Kalhout, 2004) (Weiner, 2006). For the purposes of this study, ethical thinking is operationally defined as the respondent's ability to analyze moral and ethical situations to which they are exposed, breaking them down into their fundamental components in order to achieve the intended ethical goals. This ability reflects the individual's level of moral development and is assessed through the ethical thinking scale applied to the study sample.

- **Personal and social success** are two key concepts in social interactions that require advanced skills to achieve individual goals and ambitions. They also reflect an individual's positive ability to contribute to society and build strong, effective relationships with others,

thereby playing a role in the advancement of the community (Arqoub, 2013).

Theoretical framework and previous studies:

First: Theoretical Framework

Emotional Intelligence:

Goleman's theory of emotional intelligence is grounded in his research and medical studies on the human brain, particularly his discovery of what is referred to as the "emotional brain," which explains the impact of emotions on human cognition within emotional contexts (Al-Khafaf, 2011). Goleman's theory reflects an individual's ability to control self-awareness, understand others' emotions, and manage successful relationships in the workplace (Salamy, 2016).

According to Goleman (2008), emotional intelligence emphasizes the use of emotional information to guide thought and behavior, accurately identify and classify various emotions, and regulate emotional responses to adapt to different environments.

Studies indicate that emotional intelligence consists of four core components, as proposed by Goleman (2008):

- 1- Self-awareness: The ability to understand one's own feelings and emotional reactions, as well as their impact on behavior and thinking.
- 2- Emotional regulation: The ability to control and appropriately direct one's emotions, enabling objective responses to various situations.
- 3- Emotional flexibility: The ability to adapt to changes in emotional states and respond to them appropriately.
- 4- Social communication: The ability to build positive social relationships and communicate effectively with others, thereby understanding their emotions and interacting with them efficiently.

It should be noted that emotional intelligence reflects the ability to integrate cognitive intelligence, empathy, and emotions to enhance thinking and understanding of interpersonal dynamics (Mayer et al., 2008). Furthermore, emotional intelligence encompasses a set of

competencies and skills that inspire and motivate others to perform leadership tasks. Academic, personal, and professional success cannot be achieved without acquiring emotional and social competencies (Goleman, 2023).

As a result of scientific and technological advancement, the concept of emotional intelligence has evolved significantly in the modern era. At the same time, materialism has come to dominate the ethical framework governing individuals' interactions with the social values of society, leading to the spread of violence and violations of rights. In response, researchers have emphasized the importance of individuals paying attention to themselves, understanding others, and being able to regulate their own feelings and emotions through self-awareness and empathy for the emotions of others (Al-Sawalhi, 2016). Moreover, scholars regard emotional intelligence as a key factor for success in social life and for achieving overall life satisfaction (Atto et al., 2017).

As we possess two minds—one that thinks and one that feels—both work together to guide our lives. However, scientists argue that mental (cognitive) intelligence alone is insufficient for achieving success or excellence. This has led to discussions about various forms of intelligence, such as verbal intelligence, practical intelligence, and social intelligence. Emotional intelligence, in particular, is founded on the premise that an individual's success in social and professional life depends not only on cognitive abilities, but also on the emotional and social skills that constitute this type of intelligence (Al-Atoum, 2014). It is worth noting that emotional intelligence is an absolute necessity in our daily lives. as it aligns with the needs and emotions of those around us, we must first be able to understand our own feelings and then express them appropriately. This, of course, requires emotional awareness and an understanding of how feelings and emotions influence mental and cognitive processes (Al Dala'a & Sawalha, 2015).

In general, emotional intelligence is a component of social intelligence as it involves using knowledge to guide behavior and thinking. In

addition, emotional intelligence reflects the competence that an individual possesses in dealing with situations and emotions that encountered in daily life, which contributes to enhancing the quality of human relationships (Al-Ghazo et al., 2020)

The process of interpersonal and social communication, as well as success in both, can be better understood by viewing communication as an ongoing process with no fixed boundaries. It does not begin at a specific point nor end at another, but rather constantly evolves and adapts to the development of social interactions. Furthermore, communication cannot be replicated in the same way every time, as it is influenced by multiple factors, including individual characteristics, the temporal and spatial contexts, skills, attitudes, past experiences, and emotional states at any given moment. Consequently, individuals with high emotional intelligence tend to manage communication more effectively and achieve better outcomes in both personal and social contexts (Arqoub, 2013).

Ethical thinking:

Ethics is a significant topic that has been the focus of numerous studies and research efforts, particularly in the field of psychology, which has emphasized three main components of ethics: the cognitive element, the behavioral element, and the emotional element.

Jean Piaget was one of the earliest scholars to examine this issue through his theory of cognitive development. He proposed that moral behavior is shaped by a set of underlying principles that guide individuals' judgments and actions. To explore this idea, Piaget observed children between the ages of four and twelve while they were engaged in play, and later presented them with a range of situations. He followed this by asking structured questions aimed at introducing core moral notions—such as honesty, theft, punishment, and fairness—in order to gain insight into how children interpret and understand moral rules (Majid, 2009).

The focus on moral judgment is a significant topic, as morality is a fundamental element of human existence. No society can survive or

remain stable without rules and laws that govern it, regulate relationships among its members, and guide their behavior, ultimately contributing to the highest levels of ethical conduct. Moral judgment is the process through which decisions that affect oneself and others are made (Swanson, 2009). (Al-Huwailah, 2023)

Moral development refers to the process by which individuals acquire moral values and principles, and thereby develop the ability to distinguish between right and wrong. This concept was central to Kohlberg's theory of moral development (1984), which categorized moral development into distinct stages and proposed three different levels: pre-conventional, conventional, and post-conventional. Kohlberg emphasized the importance of making moral judgments based on moral reasoning, which is shaped by an individual's experiences, interactions, and cognitive and behavioral maturity (Kohlberg, 1984).

Kohlberg's theory of moral development is considered an extension of Piaget's work, as his ideas build upon Piaget's views on moral development. Kohlberg adopted Piaget's clinical method to assess the development of moral thinking, aiming to determine the level of moral reasoning maturity. He utilized stories that presented hypothetical moral dilemmas to encourage individuals to make ethical decisions. However, he believed that a simple "yes" or "no" answer to such dilemmas was insufficient. Therefore, his focus shifted toward understanding the reasoning behind the answers, by uncovering the justifications that led to a particular moral judgment (Musharraf, 2009).

Studies that have examined the concept of ethical thinking confirm that it falls within the framework of normativity. In other words, ethical thinking is a normative concept, concerned with what we ought to do and how we ought to think in order to arrive at what is ultimately right. In this context, studies show that psychology describes and explains behavior, but does not judge it, either to justify or condemn, since such judgment belongs to the domain of ethical thinking (Laila, 2000).

It is evident from the above that the study of moral reasoning is situated within a unified theoretical framework that emphasizes the interaction between cognitive and emotional aspects. This occurs through a set of processes responsible for the production of moral behavior. Furthermore, moral reasoning—as a psychological construct—cannot be separated from its social context.

The Relationship between Emotional Intelligence and Ethical Thinking:

The relationship between emotional intelligence and ethical thinking has become a central topic in the fields of psychology and education. Numerous psychological and educational studies and theories highlight the impact of emotional intelligence skills on the ability to think positively and make sound decisions. One of the most prominent studies supporting this is Goleman's (1995), which demonstrates that emotional intelligence plays a key role in achieving personal, professional, and academic success. It also contributes significantly to building positive social relationships, thereby fostering the development of moral judgment and the promotion of noble human values in individuals.

Other research further suggests that emotional intelligence can contribute to moral development by enhancing an individual's capacity for empathy, understanding the emotions of others, and establishing healthy and constructive relationships with those around them.

Individuals with high emotional intelligence tend to possess a sense of social responsibility, self-awareness, emotional regulation, the ability to resolve problems peacefully, focus and clear thinking, emotional stability, and the capacity to easily build a network of social relationships. They are also guided by self-governed morals and principles and are able to balance the influence of intense emotions with rational thinking when carrying out life tasks (Ghaith, & Al-Halh, 2014).

In general, there is a positive correlation between emotional intelligence, ethical thinking, and personal and social success. In other words, the relationship between them is both strong and

essential. Emotional intelligence encompasses the ability to understand, analyze, and manage emotions, which enables individuals to make wiser ethical decisions. Likewise, ethical thinking becomes more clearly defined when a person is capable of empathizing with others and understanding their emotions—thus becoming more inclined to make decisions aligned with principles of fairness and objectivity (Ali et al., 2022).

Second: Previous studies

Research exploring the association between emotional intelligence and ethical attributes in general—and ethical reasoning in particular—has gained increasing attention, as reflected in a number of empirical studies addressing this relationship.

One notable example is the study conducted by Afroj (2025), which sought to investigate the link between emotional intelligence and moral values among secondary school students. The study adopted a descriptive survey approach and was based on a sample of 100 male and female students from the ninth and tenth grades, selected through a stratified random sampling method. The findings indicated a strong positive relationship between emotional intelligence and moral values, as well as between empathy and moral values. In addition, statistically significant differences were found based on gender, with female students scoring higher in both emotional intelligence and moral values compared to their male counterparts. The results also showed that students residing in rural areas outperformed those in urban settings in terms of emotional intelligence and moral values.

Similarly, the study by Ibrahim and Ibrahim (2025) focused on the concept of moral sense and its role in ethical decision-making among a sample of 300 nurses working in teaching hospitals in Mosul Governorate, Iraq. The researchers utilized several instruments, including an emotional intelligence scale, the Jefferson Empathy Scale, and a specially developed measure for assessing moral sense. Various statistical techniques—such as correlation analysis, multiple regression, and median-based

analysis—were applied to address the research objectives. The results demonstrated that both emotional intelligence and empathy were positively associated with moral sense among the participants. Moreover, the study emphasized the value of training programs aimed at enhancing emotional intelligence and empathy within educational and clinical contexts, given their significant contribution to improving ethical decision-making.

Chung et al. (2025) conducted a study that focused on the importance of ethical behavior in the practice of the nursing profession and its impact on the quality of service and healthcare. The study aimed to examine the relationship between moral sensitivity and the practice of ethical behavior among a sample of (465) nurses in three hospitals in Zhengzhou City, China. The study used a research methodology and statistical methods appropriate to the study's objectives and questions. The results of the study showed that ethical sense can partially influence ethical behavior by enhancing moral courage.

Elhihi et al. (2025) conducted an important study that focused on the ethical dimension of nursing practice in the Kingdom of Saudi Arabia, specifically in the Makkah region. The study addressed the critical issue of medical error reporting behavior in the nursing profession, as this is considered a successful ethical practice. The study sample consisted of (259) nurses in four specialized medical centers affiliated with King Abdullah Medical City in the Makkah region. Data were collected through an electronic questionnaire, and statistical methods appropriate to the study objectives were used. The study concluded that ethical leadership has a significant positive impact on error reporting behavior, which is reflected positively on the quality of medical care during the practice of the profession.

Niamori's study (2024) aimed to explore Exploring the Relationship Between Ethical Decision-Making and Emotional Intelligence, employed a desk research methodology, relying on previously published studies, reports, statistics, electronic journals, and library

resources. The findings revealed both contextual and methodological gaps in the existing literature regarding the relationship between ethical decision-making and emotional intelligence. Moreover, the study showed that individuals with higher emotional intelligence demonstrated greater emotional awareness, regulation, and empathy compared to those with lower emotional intelligence, which enabled them to address ethical dilemmas more effectively.

Poddar (2024), conducted a descriptive study aimed at identifying the relationship between emotional intelligence and ethical behavior in diverse professional environments. This literature review study employed a conceptual framework through a comprehensive analysis of relevant literature, gathering data from electronic journals, newspapers, and reliable databases. The findings revealed that emotional intelligence has a significant impact on ethical behavior in professional settings. Specifically, emotional intelligence traits such as self-awareness and empathy play a crucial role in upholding ethical standards within the workplace. The study also demonstrated that professionals with higher levels of emotional intelligence tend to exhibit more ethical behavior, as they incorporate emotional awareness into their decision-making processes.

Hassouna et al. (2023) conducted an experimental study to determine the effectiveness of flipped learning using the social network "Edmodo" in developing media writing skills and emotional intelligence among eighth-grade female students. The results showed a significant improvement in the emotional intelligence level of the students in the experimental group after the implementation of flipped learning.

The study by Al-Zubi & Al-Adamat (2022) aimed to examine the predictive power of emotional intelligence and its relationship to academic passion among a sample of students at Al-Balqa Applied University in the Balqa Governorate. The study sample consisted of 527 male and female students. Appropriate statistical measures were used, and the study concluded that

emotional intelligence has a strong influence on students' academic passion.

Torain (2018), focused on the issue of ethical decision-making by examining the relationship between emotional intelligence and ethical reasoning among school leaders; a quantitative study. was quantitative in nature. It utilized an emotional intelligence scale, an issue identification test to measure ethical thinking, a decision-making efficiency test for adults, and a demographic questionnaire. The sample included school principals and their assistants from nine educational districts located in a small state on the Atlantic coast of the United States. The study focused on addressing two main research questions:

- 1) To what extent is there a relationship between emotional intelligence and ethical decision-making?
- 2) To what extent is there a relationship between moral reasoning and ethical decision-making?

The study concluded that the null hypotheses for each question were accepted. In other words, there is a strong relationship between emotional intelligence and moral reasoning on the one hand, and between emotional intelligence and ethical decision-making on the other.

Jeffries & Lu (2018), focused on the importance of linking emotional intelligence to ethical behavioral choices. In other words, the study provided sufficient evidence to support the claim that the impact of emotional intelligence on ethical decision-making warrants further research. It emphasized the need for large-scale experiments involving behavioral challenges that more directly reflect ethical thinking. The study also revealed that academic institutions have not yet succeeded in developing curricula specifically focused on emotional intelligence and ethical thinking—curricula that would have a lasting impact after students graduate. In light of these findings, the study suggests that universities should support students in cultivating stronger emotional intelligence skills. Enhancing these abilities during their academic years can improve students' capacity for ethical decision-making

and contribute to better overall performance in professional settings.

The current study is distinguished from previous studies in the following ways:

- The current study is unique in that it collectively examines the variables of emotional intelligence, moral reasoning, and personal and social success, aiming to explore the interrelationships among them.
- It also differs from previous studies in terms of the sample, as it focused on a group of social and political elites, whereas earlier studies primarily targeted university and school students.
- The current study added value by emphasizing the importance of personal and social success as a variable that contributes to the ability to make sound moral decisions.

The Practical Framework of the Study:

This section of the study focuses on the key methodological procedures that were followed, in addition to presenting and discussing the findings, leading to the conclusion and recommendations. The main procedures are as follows:

- Research Methodology:

It is essential for every study to define the methodology it employs in order to establish its identity and nature. For the purposes of the current study, the descriptive-analytical method was used, as it is appropriate for the study's objectives. The researcher described the study variables and the relationships among them without altering or interfering with them.

- Population and Selected Sample:

The population of the current study comprises a highly significant social segment—namely, the social and political elite. Specifically, the study population consisted of elected members of the governorate councils in the Central Region of Jordan, which includes four governorates: Amman (the capital), Zarqa, Balqa, and Madaba. A purposive sample of (110) participants was selected to respond to the questionnaire. The researcher distributed the questionnaire in person

and collected participants' responses regarding the subject under investigation.

Table 1: The gender and educational qualification distributions of the study sample

Variable	Level	Frequency	%
Gender	Male	102	97.2
	Female	8	2.8
	Total	110	100
Educational qualification	Intermediate diploma or less	9	8.1
	Bachelor's	67	60.9
	Postgraduate	34	31.0
	Total	110	100

- **Instrument of the study:** The researcher used Three scales to meet the study's objectives:

1) **Emotional intelligence scale:** This instrument was the first tool developed for the current study and includes four main dimensions: Self-awareness (measured by 5 items), Emotional regulation (measured by 5 items), Empathy (measured by 5 items), and Social communication (measured by 5 items). Responses to the scale items were rated using a five-point Likert scale as follows: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

2) **Ethical thinking scale :** This instrument was developed to measure the level of moral reasoning among members of the study sample. It consists of 10 items answered using a five-point Likert scale. It is worth noting that the researcher adapted elements from the Moral Reasoning Scale for Adults, developed by Abdel-Fattah (2001), which is based on Kohlberg's theory of moral development. Accordingly, ten items relevant to the study topic were formulated.

3) **Personal and Social Success Scale :** This instrument was developed to measure the level of personal and social success among the study sample. It consists of 10 items that assess the extent to which individuals achieve their personal and professional goals, adapt effectively to their social environment, manage personal and financial resources, maintain a climate of positive

relationships, demonstrate time commitment, self-appreciation, and other related aspects.

Validity of the Study Instrument:

It is essential that the instruments used in the study accurately measure what they are intended to assess. To ensure this, the study tools were reviewed by a panel of experts and professors specialized in the fields of human sciences, educational psychology, social psychology, and giftedness and creativity. The researcher distributed the instruments to a group of eight reviewers, who provided appropriate feedback and revisions. These revisions included deletions, additions, and linguistic modifications, resulting in the final form of the instruments used in the study. Regarding the construct validity of the data collection instruments, the researcher administered the instruments to a pilot sample of 25 participants who were not part of the main study sample. Pearson's correlation coefficient test was used as an indicator to assess the extent to which each item was associated with its respective subscale, prior to distributing the final version of the questionnaire to the study sample. According to Pallant (2005), any item with a correlation coefficient greater than 0.30 with its subscale is considered acceptable and demonstrates good discriminative validity, indicating that the item belongs to its intended subscale. Furthermore, statistical significance levels ranging between 0.01 and 0.05 can be relied upon to determine item discrimination, as shown in Table (2).

Table 2: presents the construct validity using Pearson correlation coefficient (n = 25).

Self-Awareness		Emotional Regulation		Empathy		personal and social success		Ethical thinking	
#	Correlation with Subscale	#	Correlation with Subscale	#	Correlation with Subscale	#	Correlation with Subscale	#	Correlation with Subscale
1	.362**	1	.673**	1	.601**	1	.588**	1	.686**
2	.572**	2	.742**	2	.791**	2	.622**	2	.715**
3	.485**	3	.802**	3	.462**	3	.808**	3	.592**
4	.570**	4	.769**	4	.768**	4	.755**	4	.582**
5	.674**	5	.764**	5	.774**	5	.764**	5	.625**
								6	.802**
								7	.720**
								8	.616**
								9	.842**
								10	.752**

"Statistically significant at the 0.01 level"

By examining the data in Table (3), it is observed that the Pearson correlation coefficients exceeded the acceptable threshold for item discrimination, which is (.30), with a statistical significance level of less than (0.01). This indicates that the measurement instruments exhibit acceptable levels of construct validity, and that the items are appropriately associated with

their respective domains. The statistical significance at less than (0.01) further supports the acceptance of the questionnaire and its suitability for statistical analysis.

The researcher verified the reliability of the study instruments on the pilot sample, which consisted of 25 participants, by using the Cronbach's Alpha test. The results were as follows:

Table3: Cronbach's Alpha Coefficients to Verify the Reliability of the Measurement Instruments

Dimension	Number of Items	Cronbach's Alpha
self-conscious	5	0.74*
Emotion regulation and management	5	0.79*
Empathy	5	0.83*
personal and social success	5	0.86*
Emotional intelligence as a whole	20	0.91*
Ethical thinking	10	0.76*

*Statistically significant at the significance level ($\alpha = 0.05$).

Cronbach's alpha values are considered high and acceptable when they approach (1.00), according to Hair et al. (2010). It is observed that the Cronbach's alpha values are indeed high and acceptable, ranging between (0.74 and 0.86), with an overall reliability score of (0.91) for the Emotional Intelligence Scale. Meanwhile, the Cronbach's alpha value for the Moral Thinking Scale was (0.76). These results indicate consistency in respondents' answers and suggest that the measurement tools are statistically reliable, suitable for analysis, and can be applied not only to the current study sample but also to other individuals in different settings.

Appropriate Statistical Procedures for Answering the Study Questions:

The researcher utilized the Statistical Package for the Social Sciences (SPSS) to conduct statistical analyses based on the data collected from the participants. The current study employed several appropriate statistical tests to answer its main research questions, including the following:

- Calculating frequencies and their percentages to identify the demographic characteristics of the participants.
- Using Pearson correlation coefficient to verify the construct validity of the study instrument.

- Using Cronbach's alpha coefficient to assess the reliability of the study instrument.
- Computing means and standard deviations to determine the level of participants' responses to the study items and its main dimensions.
- Employing Pearson correlation coefficient to explore the relationship between emotional intelligence, moral thinking, and personal-social success among the study participants.

Results Analysis and Discussion

The results of the study were discussed based on the study questions, as follows:

- 1) Results related to the First Question, which states: **"What is the level of emotional intelligence among members of the central region's (decentralized) provincial councils?"** To answer the first question and extract its results, means and standard deviations were calculated, the items were ranked according to their level of importance, and the responses were evaluated to determine the level of emotional intelligence among the study sample, as shown in Table (4).

Table 4: Emotional Intelligence Levels among the Study Sample Members, Arranged in Descending Order

No.	Item	Mean	Standard Deviation	Importance Rank	Evaluation
1	self-conscious	4.18	0.77	4	High
2	Emotion regulation and management	4.05	0.94	2	High
3	personal and social success	3.90	0.95	1	High
4	Empathy	3.59	1.03	3	Moderate
	Emotional intelligence as a whole	3.93	0.77		High

Table 4 shows that the level of emotional intelligence among the study sample members is high, with arithmetic means ranging between

(4.18 – 3.59). It is observed that self-awareness ranked first with a mean of (4.18) and a standard deviation of (0.77). Emotional regulation came in

second place with a mean of (4.05) and a standard deviation of (0.94), also indicating a high level personal and social success ranked third with a mean of (3.90) and a standard deviation of (0.95), also reflecting a high level. Finally, empathy came in fourth place with a mean of (3.59) and a standard deviation of (1.03), indicating a moderate level.

Tables (5–8) present the levels of the emotional intelligence items among the targeted respondents in the study.

- Self- conscious Domain

To identify the level of self- conscious among the study sample, means and standard deviations were calculated. The results were as follows:

Table 5: Shows the level of Self- Conscious Items among the Study Sample, Arranged in Descending Order

Item	Mean	Standard Deviation	Importance Rank	Evaluation
I can easily express my emotions toward others	4.08	1.16	1	High
I am able to recognize my true feelings	3.99	1.26	2	High
I am highly sensitive to the needs of others	3.96	1.25	3	High
I can talk about my emotions with ease	3.94	1.30	4	High
I am fully aware that I have tender feelings	3.56	1.44	5	Moderate
Total	3.90	1.28		High

The results presented in Table 5, indicate that the respondents' self-awareness responses were high, suggesting that they possess a strong ability to

express their emotions. All items of the Self- Conscious dimension obtained a high mean score (3.90) and a standard deviation of (1.28).

- Emotion regulation and management Domain

Table 6: Shows the level of Emotion regulation and management Items among the Study Sample, Arranged in Descending Order

Item	Mean	Standard Deviation	Importance Rank	Evaluation
I enjoy accomplishing the tasks required of me	4.27	1.17	1	High
I am able to complete my work with high energy and focus	4.26	1.16	2	High
I remain patient when I do not achieve quick results	4.02	1.28	3	High
I can achieve results under pressure	3.94	1.24	4	High
I consider myself responsible for my emotions	3.82	1.28	5	Moderate
Total	4.06	1.22		High

Based on the results presented in Table 6, respondents' answers regarding the Emotion

regulation and management dimension were high, indicating that they are able to enjoy

performing the tasks required of them. All items of the Emotion regulation and management

dimension obtained a high mean score (4.06) and a standard deviation of (1.22).

- **Personal and Social Success Domain**

Table 7: Shows the level Personal and Social Success Items among the Study Sample, Arranged in Descending Order

Item	Mean	Standard Deviation	Importance Rank	Evaluation
I have the ability to cooperate with others	4.42	1.08	1	High
I find it difficult to talk to strangers	4.38	1.10	2	High
I can influence and persuade others	4.06	1.19	3	High
Building friendships and social relationships is important to me	4.02	1.34	4	High
I consider myself a trustworthy person among others	3.96	1.28	5	High
Total	4.16	1.19		High

Based on the results presented in Table 7, it is evident that respondents' answers regarding the personal and social success dimension were high. The results indicated that members of the study sample are cooperative with others and value building social relationships and friendships. In

addition, they possess the ability to influence and persuade others within the context of social interactions. Finally, all items of the personal and social success dimension obtained a high mean score (4.16) and a standard deviation of (1.19).

- **Empathy Domain**

Table 8: Shows the level Empathy Items among the Study Sample, Arranged in Descending Order

Item	Mean	Standard Deviation	Importance Rank	Evaluation
I have the ability to recognize the feelings and emotions of my friends	3.71	1.40	1	High
I can understand the emotions of the people around me well	3.60	1.31	2	Moderate
I am able to detect others' emotions even without them telling me	3.44	1.38	3	Moderate
I compliment others when they deserve it	3.38	1.42	4	Moderate
I have the ability to identify my friends' emotions through their behavior	3.30	1.42	5	Moderate
Total	3.48	1.38		Moderate

Based on the results presented in Table 8, it is evident that respondents' answers regarding the empathy dimension were of a moderate level, with particular emphasis on their ability to recognize the feelings and emotions of those around them. This item obtained a mean score of

(3.71) and a standard deviation of (1.40). In addition, the remaining items related to the empathy dimension received an overall moderate mean score of (3.48) and a standard deviation of (1.38).

The results of the preceding tables revealed that the participants had a high level of emotional intelligence, meaning they possessed the ability to manage their own feelings and emotions in a balanced way, as well as to understand and respond positively to the emotions of others. This can be explained by several factors, particularly the nature of the participants' tasks, which demanded strong communication abilities in professional settings. Moreover, the participants had practical experience that allowed them to participate actively in social and political activities, demonstrating their capacity to regulate emotions, interact effectively with others, and uphold ethical standards in their social environment. These results are consistent with

earlier research indicating a positive relationship between emotional intelligence, adaptability to changing conditions, and the ability to make ethical decisions.

2) Results related to the Second Question which states: "What is the level of Ethical thinking among the members of the central region's provincial councils (decentralization)?" To answer the second question and derive its results, arithmetic means and standard deviations were calculated, the items were ranked according to their level of importance, and these responses were evaluated to determine the level of moral thinking among the study sample, as presented in Table (9).

Table 9: Indicates the level of Ethical thinking among the Study Sample, Arranged in Descending Order

Item	Mean	Standard Deviation	Importance Rank	Evaluation
I strive to be flexible with others	4.42	1.08	1	High
I seek to be fair in my dealings with others	4.38	1.10	2	High
I treat others with kindness and genuine affection	4.27	1.17	3	High
I show appreciation and respect to both the young and the elderly	4.26	1.16	4	High
I adhere to the teachings of my religion when interacting with others	4.06	1.19	5	High
I am keen to maintain my friendships with others.	4.02	1.34		High
I excuse my friends if they fail to keep their promises to me	3.96	1.28		High
I keep the promises I make to others	3.94	1.24		High
I forgive friends in the event they make a mistake	3.82	1.28		High
I consistently respect laws and regulations	3.71	1.40		High
Total	4.08	1.22		High

The results presented in Table 9 indicate that the study's target sample provided responses reflecting a high level of moral thinking. All items within the moral thinking dimension achieved a high mean score for each statement. Overall, the mean score was (4.08) with a standard deviation of (1.22), confirming that the respondents demonstrate the ability to cooperate with others and consistently adhere to laws and regulations. The results in Table 9 clearly show that the participants possessed a high level of ethical

reasoning. This indicates their ability to distinguish between right and wrong behaviors and, consequently, their capacity to make ethical decisions based on clear and firmly established moral standards and values. This is attributed to the nature of their work in elected local councils, which necessitates adherence to the principle of ethical responsibility and a commitment to the public good, as well as working within social environments that promote ethical values in public affairs. Furthermore, the direct

involvement of council members in addressing citizens' issues and concerns contributes to strengthening their sense of ethical responsibility and increases their awareness of the impact of their decisions on society.

3) Results related to the third Question which states: "What is the level of personal and social success from the perspective of the study sample?" To answer the third question and derive its results, arithmetic means and standard deviations were calculated, the items were ranked according to their level of importance, and these responses were evaluated to determine the level of personal and social success among the study sample, as presented in Table (7). In addition, the respondents demonstrated skills indicative of personal and social success in various aspects during conversations held with them while completing the questionnaire. I also posed an open-ended question regarding their personal and social

communication skills, and the respondents showed that they possess abilities that help them convey their ideas clearly, as well as the ability to listen attentively to others. They also reported having skills in initiating conversations with people they have recently met.

4) Results related to the third Question which states: "Is there a statistically significant relationship between emotional intelligence and ethical thinking in terms of their impact on the personal and social success among provincial council members (decentralization) in the central region at the level of significance ($\alpha = 0.05$)?" To answer the fourth question and obtain its results, Pearson's correlation test was employed to examine the nature of the relationship between emotional intelligence, moral thinking, and personal and social success among the study sample, as presented in Table (10).

Table 10: The Relationship between Emotional Intelligence, Ethical Thinking, and Personal and Social Success among the Study Sample

Domain	Emotional Intelligence	Ethical thinking	Personal and Social Success
Emotional Intelligence	-	0.668**	0.772**
Ethical thinking	0.668**	-	0.655**
Personal and Social Success	0.772**	0.655**	-

"Statistically significant at the 0.01 level"

The results presented in Table 10 show a statistically significant positive correlation of (.668) between emotional intelligence and moral thinking. They also indicate a statistically significant positive correlation of (.672) between emotional intelligence and personal and social success. Furthermore, the data in the table reveal a statistically significant positive correlation of (.655) between moral thinking and personal and social success.

Table 10 indicates that the study participants demonstrate high levels of personal and social success skills. This suggests that they are capable of maintaining a balance between the demands of personal and professional life while also fostering positive and effective social relationships. This

outcome can be linked to the nature of the work performed by elected local council members, which requires strong communication abilities, rational problem-solving, and ethical decision-making. Such skills positively influence the social dynamics within their professional environment. Moreover, possessing these competencies enhances participants' self-confidence and reinforces their social standing. Their ongoing involvement in community activities and regular engagement with citizens further contribute to the development of robust social support networks, enabling them to navigate challenges and achieve their objectives. These results are consistent with previous findings highlighting the connection between interpersonal skills, social

engagement, and professional effectiveness. with previous studies that have confirmed that emotional intelligence and ethical reasoning form a solid foundation for achieving personal and social success.

5) Results related to the fifth Question which states:” **Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the relationship between the level of emotional intelligence and ethical thinking according to the variables (gender, educational qualification)?**” To test the validity of this hypothesis, the following equation was used to compare the differences in the correlation coefficients between emotional intelligence as a whole and ethical thinking based on demographic variables (gender, educational qualification):

$$Z = \frac{Z_1 - Z_2}{\sqrt{\left(\frac{1}{n_1 - 3}\right) + \left(\frac{1}{n_2 - 3}\right)}}$$

Whereas:

Z1: is the (Z) value of the first-level correlation coefficient.

Z2: the (Z) value of the second-level correlation coefficient.

n1: the number of first-level sample members.

n2: The number of second-level sample members.

The results of using the equation are shown in Table No. (11):

Table 11: The results of using equation (Z) to check for differences in the correlation coefficients between emotional intelligence and esthetical thinking as a whole and the variables (gender, educational qualification)

Variable	Level	Correlation coefficient	No.	Z	Calculated (Z)			
Gender	Male	0.53*	102	0.54	Male	Female		
	Female	0.53*	8	0.54		0.00		
Variable	Level	Correlation coefficient	No.	Z		Intermediate diploma or less	Bachelor	Postgraduate
Educational qualification	Intermediate diploma or less	0.46*	9	0.47		0.34-	0.42-	0.06
	Bachelor	0.50*	67	0.51			0.13-	0.28
	Postgraduate	0.52*	34	0.53				

*Z Tabular Value = 1.97

Table (11) shows that the demographic variables (gender, educational qualification), where all calculated (Z) values were less than the tabular (Z) value, have no statistically significant differences in the relationship between emotional intelligence as a whole and ethical thinking at the significance level ($\alpha = 0.05$). Therefore, there is no difference in the levels of emotional intelligence and ethical thinking among elected (decentralized) provincial council members based on gender or educational qualification. This result

can be explained by the fact that both males and females have equal opportunities for learning and social integration, enabling them to develop psychological and emotional harmony with themselves and others, which in turn fosters personalities characterized by strong ethical thinking and emotional intelligence.

The results of the statistical analysis using the Z-test, as shown in Table 11, indicated no statistically significant differences at the significance level ($\alpha = 0.05$) in the relationship

between general emotional intelligence and moral reasoning attributable to gender or educational level. All calculated Z-values were below the critical threshold, suggesting that the relationship between the two primary variables—emotional intelligence and moral reasoning—remains consistent across participants, irrespective of their gender or educational background. This consistency can be attributed to the participants' educational qualifications, which enable them to actively engage in social and political roles and to perform their responsibilities effectively. Their accumulated practical experience further reinforces these abilities. In addition, the surrounding cultural and social context provides a supportive environment for developing communication and life skills, equipping them to achieve ethical objectives, succeed professionally, embrace shared values, and encourage cooperative behavior. Consequently, this reduces the likelihood of observing statistically significant differences in emotional or moral decision-making among the participants. These findings align with previous research indicating that professional and social factors tend to exert a

stronger influence than demographic characteristics in shaping emotional intelligence and moral reasoning, particularly in settings that demand collaborative work and decision-making for the public good.

Recommendations

Based on the study's findings, the researcher recommends the following:

- 1) Conduct further research and studies on provincial council members regarding emotional intelligence and ethical thinking, taking into account new variables and comparing the results with those of the current study.
- 2) Encourage community members to express their feelings in a civilized manner, which contributes to the development of their personalities and social skills, enabling them to interact positively with others.
- 3) Organize seminars and discussion sessions with newly elected members of provincial councils to share their personal experiences and insights gained from working with others during their term in office.

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