



## The Impact of social life in leading rehabilitation decision making between Omani and Bahraini Leaders

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### Abstract

*Leadership and decision making is considered as the brains and veins of an organization. The aim of this study is to investigate the impact of social life on the leading rehabilitation decision making, a comparison between Oman and Bahrain using the descriptive analytical approach. The results revealed factors such as the existence of parents during child hood, the standard of living, educational opportunities, and friends have very little influence and did not affect radically in the leading rehabilitation decision making. While findings confirm the lack of statistically significant differences between the average degree of social life affecting decision making leading rehabilitation due to family social circumstances during their social upbringing. This is attributed to the leaders' personalities' influence in their filed.*

**Keys words: decision making, leader, leadership, social factors, leading qualification, self construction**

### Introduction

leadership was infused into us by around one thousand and four hundred years ago, but it appeared as a science in the 19th century with the great man's Theory of 1840 (Carlyle, 2015). Leadership theories have evolved and other theories have emerged in the 20th century, specifically in 1920, the focus was on the strengths of the leader and describing qualities and behaviour. The social component and the ability to lead others and do a certain job appeared in the period (1920-1959). The theme of the decision-making process has been a focus for many researchers and thinkers in different fields; decision-making is defined as the choice of individual as a specific alternative among a range of alternatives available to achieve a particular goal (AlSuwaidan, 2001).

### RESEARCH QUESTIONS

1-What is the influence of educational opportunities that existed in childhood in leading rehabilitation decision making?



- 2- To what extent does the standard of living of the family influence leading rehabilitation decision making?
- 3- What is the effectiveness of having friends influence leading rehabilitation decision making?
- 4- How does self-development influence leading rehabilitation decision making?

**AIM OF THE STUDY**

The descriptive analytical study was used to understand the impact of social life in leading rehabilitation decision making. This study aimed at achieving the following objectives:

- 1. Understand the impact of the educational potential of the variable leadership qualification decision making during childhood.
- 2. Highlight the impact of having parents in childhood on the leadership qualification decision making.
- 3. Investigate the impact of the standard of living of the family on decision making leadership qualification.
- 4. Illustrate the impact of the influence of friends in leading rehabilitation decision making.
- 5. Reveal the power of self-development in leading rehabilitation decision making.

**METHODOLOGY**

The descriptive analytical method was followed in this study, using questionnaires targeted at a group of leading personalities in the Sultanate of Oman and Bahrain from various sectors and social backgrounds. The sample size was 120 for both, and the details of the sample are shown in Table 1 and Fig 1.

**Table 1 Detail of the sample size**

		Nationality			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	omani	70	57.9	57.9	57.9
	Bahraini	51	42.1	42.1	100.0
	Total	121	100.0	100.0	

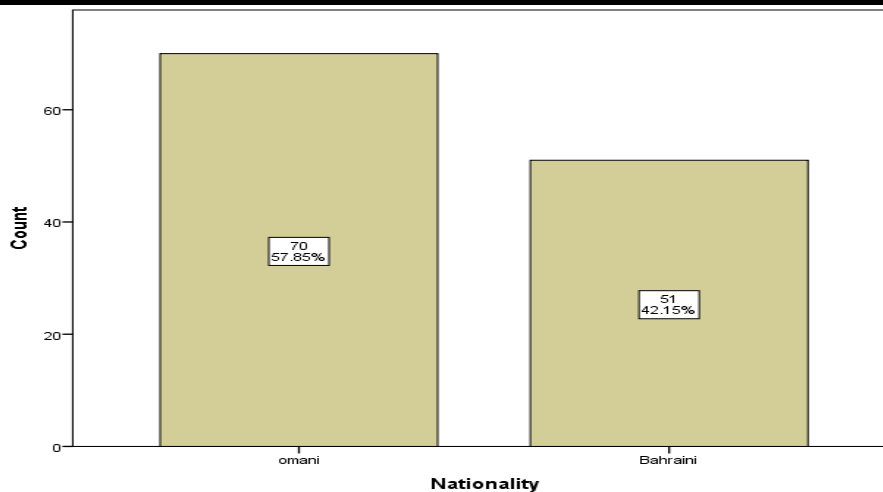


Fig 1 Summary of the sample



## LITERATURE REVIEW

Many aspects of social life exert pressure on the individual through situations, events that contain a lot of anxiety and danger and threat in all areas of life. As such, these attitudes are reflected in all aspects of individual's personality (Ali, 1990) and lead to success, as pointed out by Swain (2016) through his observations and interviews with prominent individuals such as Tony Blair and Madeleine Albright. Swain indicated that the success of individuals is a result of three broad categories: people, events and environments.

### *Social factors influencing the decision-making process*

There are many factors that affect the construction of individual personality and development as well as helping them makes appropriate decisions regarding their lives (Campbell & Campbell, 2011). In addition to all the factors surrounding the individual that influence and is influenced, and perhaps the most important of these factors is the social worker.

### *Presence of parents in childhood:*

The presence of parents in the early years of the individual enables some individuals in highlighting the aspects of self and social character, such as the case of Madeline Albright (former US secretary of state) it was her father who was a serious man (Swain, 2016). Their influence could be on the choices of a particular style of ambition, career, and other decisions. Research has shown that there are individuals who do not have the presence of the parents during childhood or experienced an unstable childhood and yet they managed to become successful such as the motivational speaker Tony Robbins, who came from a broken family when his parents divorced at an early age (O'Keefe, 2014).

### *Educational possibilities:*

Education has a major impact on the development and personal growth of individuals and their ability to make decisions, where the children are preschool upbringing and development of their personality through the family, then the second level school in the social and psychological development of the child and outfitted for life Future, since their role depends not only on providing knowledge and information for students but also contribute to the growth of children and their upbringing, as it provides them with social values and attitudes which are essential to adapt and deal with life, the school must, therefore, help Students in academic, social and psychological growth and behavior therapy (Rawashda,2013). Swain (2016) brings the example of Condeleeza Rice and how the love of reading and education was passed down through her family starting from her great-grandmother.

### *Influence of friends*

Some individuals are influenced by people around them such as friends, whether at school or College (Kittaneh,2015).Friends inspire each other, this is because individuals consider themselves as part of the group and aspire to imitate the group and be influenced by them and tend to make comparisons with regards to his/her performance with the group, placing targets as a base and be consistent with the level of the group (AITwaigery, 2002).

### *The Standard of Living*

The family's economic situation are important factors in shaping the character of individuals their development and help them make decisions, because it affects the level of physical development of children and the level of intelligence and success at school, as well being able to adapt to the social environment surrounding, the family, in turn, gives sufficient financial requirements in a manner contrary to other families that are not able to provide as such to its children. Therefore, this lack and deprivation may adversely affect the psyche and personality of the child, leading to theft and hatred towards the society, and may not have any motive in making decisions or setting goals to reach (Watfa, 2001).



***Self-Development of the individual:***

In order to understand self-build, we need to have an understanding of ourselves in terms of our strengths and weaknesses, understanding ourselves in a realistic manner and improving and developing our deficiencies. This would enable the individual to become more positive and accept oneself, which would then increase one’s experience and knowledge, enabling the individual to solve problems and take appropriate decisions (AlOtaibi, 2012). Zimmerman & Kanter (2012) along with AlHashemi (2017) have also added that the experience of the leader plays a major role in shaping his personality and effective decision making.

Swain (2016) identifies other factors that influence individuals especially in shaping their success, such as events and environments. Through an interview he did with 100 prominent individuals, 40% indicated events such as failure, injury as the turning points in their lives. Whereas fifteen percent identified environments such as place, time or developing experience as the most powerful influence in their lives.

**ANAYLSIS & RESULTS**

Are there any statistical differences at ( $\alpha= 0.05$ ) between the means of the most important social life potential which affect making the Omani and Bahraini leaders according to nationality, Gender, Qualification, Age, Original home, The standard of living of the family at the young age, The physical condition of the family, The social status of the family during socialization and Educational level of parents? The answer is that analyzing data to elicit means and deviation for all questioner fields and compare these means using (T) test and analyze of Variance (ANOVA) to check the statistical differences according to study variables

***"Nationality"***

The means and deviation of the study sample of the most important social life potential which affect making the Omani and Bahraini leaders according to Nationality as illustrated in Table (2).

**Table (2)The means and deviation of the study sample according to Nationality**

	Nationality	N	Mean	Std. Deviation	F	Sig.
The focus of parents availability when young	Omani	70	3.79	0.51	0.024	0.878
	Bahraini	51	3.78	0.53		
The center of educational potential	Omani	70	3.37	0.79	0.420	0.518
	Bahraini	51	3.36	0.77		
Affected by friends	Omani	70	3.01	0.80	13.577	0.000
	Bahraini	51	2.90	0.52		
Axis of self-construction	Omani	70	4.12	0.44	0.163	0.687
	Bahraini	51	3.96	0.43		

Table (2) indicates that there are no differences in terms of statistics at a level of (0.05) according to Nationality for all of the factors in the study except for the variable “Affected by friends” and the differences are in the means for the Omanis sample, which may indicate that Omanis’ decision making may be more influenced by friends than Bahraini leaders, however, the difference is small and is below 1 which indicates that all of the factors play a minor role in shaping the leader’s decision making.

Looking at the variables, Table 3 shows the variables for the Bahraini leaders, the mean of all the scales is about (3.50) and Std. The deviation is (0.36) with mid-grade. Field no (1) expresses that “Axis of self-construction” with a high mean which is about (3.96) and Std. The deviation is the amount (0.43). The second grade (1) is about



“The focus of parents availability when young” scores (3.78) mean and (0.53) Std. Deviation. The third grade (2) is about “The center of educational potential” scores (3.36) mean and (0.77) Std. Deviation Finally, the field no (3) of “Affected by friends” is the lowest ones. It comes with (2.90) mean and (0.52) Std. Deviation.

**Table (3) The means and Std. Deviations Scopes of the study (Bahrain Sample)**

Series	N	study fields	Mean	Std. Deviation
4	4	Axis of self-construction	3.96	0.43
1	1	The focus of parents availability when young	3.78	0.53
2	2	The center of educational potential	3.36	0.77
3	3	Affected by friends	2.90	0.52
All scale			3.50	0.36

As for the Omani leaders, Table (4) shows that the mean of all scales is about (3.57) and Std. The deviation is (0.42) with mid-grade. Field no (4) expresses that “Axis of self-construction” with a high mean of (4.12) and Std. Deviation (0.44). The second grade (1) is about “The focus of parents availability when young” scores (3.79) mean and (0.51) Std. Deviation. The third grade (2) is about “The center of educational potential” scores (3.37) mean and (0.79) Std. Deviation. Finally, the field no (3) of “Affected by friends” is the lowest ones. It comes with (3.01) mean and (0.80) Std. Deviation. Since the Standard deviation is less than 1, this indicates that all the factors play a minor role in the leader’s decision making; perhaps education may have more influence than the other factors but still plays a minor role.

**Table (4) The means and Std. Deviations Scopes of the study (Omani Sample)**

Series	N	study fields	Mean	Std. Deviation
1	4	Axis of self-construction	4.12	0.44
2	1	The focus of parents availability when young	3.79	0.51
3	2	The center of educational potential	3.37	0.79
4	3	Affected by friends	3.01	0.80
All scale			3.57	0.42

By comparing both tables 3 and 4, we find that self-construction and friends for Omanis have a higher mean, and the other factors have similar results which indicate that both cultures are influenced by similar factors, but there are narrow differences and this would be attributed to the cultural and environmental factors in Oman (AlHashemi, 2017).

There is a correlation between the individual who initiates work and the individual who carries it out. As such there are two distinguished roles: the first is someone who takes the responsibility of being a leader and issue commands; the second role is that of persons and individuals who work and implement the command (Alotaibi, 2010). The decision-making process is one of the most important functions performed by the administrative, where the amount of success achieved depends on the administrative efficiency in understanding the decision-making process and ways of creating it. They are considered as steps to look into the problem and determine the best solutions and alternatives that ensure a result. Add to that, it is the process of organization that involves many factors (psychological, economic, political, social, economic), within this process is the element of value and circumstances for the specified problem, in addition to the considerations of the decision maker (AlHashemi, 2017).





We will start with the first factor: Focus on parents’ availability when young. Referring to Table 5, the overall results reveal that the four factors have very little influence in the leader’s decision making and that can be seen in the high mean (3.79) and low standard deviation (.51). Some factors may play a role and impact the leader but to a low degree.

**Table (5) the means and Std. Deviations Texts of the focus of parents’ availability when young**

Series	N	Texts	Bahrain		N	Oman	
			Mean	Std. Deviation		Mean	Std. Deviation
1	2	The presence of both father and mother raised in me a reassurance.	4.88	0.33	2	4.59	0.84
2	1	The presence of my father or mother in childhood permanently.	4.82	0.52	1	4.57	0.96
3	11	My mother is anxious to meet my psychological needs.	4.29	0.97	11	4.27	0.98
4	8	My father or mother is reluctant to pursue my educational affairs.	4.16	1.07	10	4.13	0.92
5	3	The presence of my father and mother always made me observe their actions and try to imitate them.	4.06	0.86	8	4.04	1.14
6	12	My mother is interested in forming my personality of independence.	4.04	1.08	12	3.97	1.13
7	10	My father is keen to have controls and rules in the house binding to family members.	3.98	0.81	6	3.94	1.10
8	13	My mother is keen to practice my favorite hobbies.	3.90	1.17	3	3.86	1.20
9	7	My father cares about giving freedom of expression and choice.	3.67	1.07	7	3.86	1.13
10	6	My father is keen to provide alternative and new ways to solve problems.	3.47	1.07	13	3.61	1.25
11	5	Both parents of my father or mother are allowed to share their decision-making.	3.22	1.10	5	3.54	1.19
12	4	The lack of father or mother make other external incentives affect my decision-making	2.59	1.25	4	2.64	1.14
13	9	My father objects to school activities.	2.02	1.24	9	2.24	1.21
All scales			3.78	0.53		3.79	0.51

**The center of educational potential**

**Table (6) The means and Std. Deviations Texts of the center of educational potential**

Series	N	Texts	Bahrain		N	Oman	
			Mean	Std. Deviation		Mean	Std. Deviation
1	20	There were high schools and universities that matched my skills and future directions.	3.86	1.04	19	4.27	0.96
2	21	The secondary school environment encouraged me to make decisions that contribute to building my personality.	3.80	0.96	20	3.81	1.16
3	19	In the middle school there were various school activities such as radio, scouting and many more.	3.61	1.13	21	3.76	1.16
4	18	I was inspired and encouraged by the duties and burdens of school in the junior high school.	3.51	1.07	16	3.59	1.19
5	16	I was inspired and encouraged by the school environment in the junior high school.	3.37	1.23	18	3.54	1.22
6	22	School activities contributed to my character formation	3.33	1.19	22	3.54	1.26
7	17	Teachers in the middle school helped me overcome many problems and were always close to me.	3.20	1.18	17	3.23	1.29
8	14	I attended pre-primary kindergarten	2.96	1.88	15	2.73	1.47
9	15	I have attended summer or training courses at a young age	2.61	1.60	14	1.81	1.55
All scales			3.36	0.77		3.37	0.79



Table (6) shows reveals an overall low influence of educational potential during upbringing on the leader’s decision-making process. This can be attributed to that education plays a role in success but partially, and this can be seen in many famous people around the world that have success stories yet they were not highly educated such as Steve Jobs of Apple (Blotz, 2011; Hart, 2010).

***Influence of Friends***

Having friends during childhood and upbringing may have an influence on the leader’s decision making the process to a minimum degree as can be seen from Table (7).

**Table (7)The means and Std. Deviations of the focus “Affected by friends”**

Series	N	Texts	Bahrain		N	Oman	
			Mean	Std. Deviation		Mean	Std. Deviation
1	26	I was influenced by the opinions of my friends in decision-making.	3.43	4.31	31	3.63	1.07
2	33	My friends gave me protection and support in many situations.	3.37	0.89	33	3.50	1.07
3	28	My friends and groups around me were experienced, educated and wise.	3.33	0.82	32	3.49	0.99
4	31	I have done and performed many roles and tasks in the service of my friends	3.31	1.12	28	3.47	1.18
5	32	My friends share a lot of interests and tendencies	3.18	0.87	27	3.13	1.18
6	24	I was constantly comparing my performance and my friends' performance.	2.94	1.09	24	3.09	1.40
7	27	My friends helped me develop my skills.	2.90	0.78	26	2.69	1.17
8	29	I set my goals in line with the goals of my friends.	2.55	1.03	25	2.61	1.30
9	25	I imitated the actions of my friends, and I took them.	2.53	0.95	23	2.57	1.44
10	23	I lacked the right number of friends in my life	2.31	1.32	29	2.53	1.28
11	30	Loyalty and devotion to my friends and my group gave up on many goals, tendencies and orientations.	2.06	1.09	30	2.37	1.45
All scales			2.90	0.52		3.01	0.80

**The focus of Self-construction axis**

**Table (8) the means and Std. Deviations Texts of The focus of Self-construction axis**

Series	N	Texts	Bahrain		N	Oman	
			Mean	Std. Deviation		Mean	Std. Deviation
1	47	I take responsibility for making my decisions.	4.59	0.61	47	4.70	0.62
2	48	I try to benefit from my experiences and experiences of others.	4.43	0.67	48	4.63	0.71
3	43	I believe in my ability to successfully perform various tasks.	4.33	0.65	43	4.51	0.74
4	44	I am proud of my achievements and my abilities and qualities.	4.33	0.84	44	4.40	0.92
5	38	I make my decisions after careful examination of the issue, analyzing its aspects and evaluating the information available to me.	4.27	0.67	37	4.36	0.80
6	41	I am a person who is in harmony with the people around me.	4.25	0.69	41	4.33	0.65
7	37	Look at issues and issues realistically.	4.18	0.84	34	4.31	0.88
8	40	I am interested in sharing my feelings and thoughts when communicating with others.	4.18	0.82	38	4.29	0.80
9	34	I am able to distinguish strengths and weaknesses in myself	4.10	0.70	51	4.19	0.87



10	42	I can organize my time and manage it effectively.	3.88	0.91	42	4.11	0.93
11	45	I set specific time-frames for development with specific and realistic objectives.	3.84	0.99	45	4.06	0.93
12	51	Keeping reading and seeing everything new is my priority	3.80	1.17	36	3.94	0.88
13	36	I can adjust my own emotions in difficult situations.	3.75	0.82	35	3.91	1.00
14	35	I accept the negative criticism of others for myself	3.63	0.96	50	3.90	0.82
15	50	I experiment and test new ideas and analyze their results and impact	3.63	1.02	40	3.86	0.92
16	39	I made my decisions based on my sense and my inner sense	3.57	0.99	49	3.71	1.14
17	46	I am very reluctant to seek help and asylum for others.	3.31	1.09	39	3.59	0.96
18	49	I participate in various educational activities	3.18	1.14	46	3.27	1.23
All scales			3.96	0.43		4.12	0.44

## CONCLUSION

The study examined the impact of social life on the decision-making in the Sultanate of Oman and the Kingdom of Bahrain, the influence of social life factors and the circumstances and upbringing of the individual. Decision makers may be influenced by certain aspects of life in general and the qualities they acquire from the surroundings and the environment in which they live. The purpose of the research is to extrapolate the reality from the study sample and generalize the results it has produced, and investigate the social factors that influence leadership rehabilitation decision making in both countries and draw on similarities and differences between the two cultures. The most important social life potential which affects making the Omani and Bahraini leaders has the same effect except for “Axis of self-construction” which had a high mean. In second place came the variable “The focus of parent’s availability when young”. The third place was “The center of educational potential” and the lowest was the variable “Affected by friends.” There are no differences in terms of statistics at a level of (0.05) according to Nationality in the study scopes except Affected by friends and the differences in the means for Omanis sample.

## RECOMMENDATIONS & PROPOSALS

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