



مجلة جامعة ذي قار لعلم التربية البدنية
مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة



The Degree of Emotional Intelligence of Handball Coaches in Sports Clubs and Institutions in Basra Governorate from the Perspective of Their Players

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ABSTRACT

This study aimed to identify the degree of emotional intelligence among handball coaches in sports clubs and institutions in Basra Governorate from the point of view of their players, and a random sample consisting of (81) players was selected, and the questionnaire of the Modified Emotional Intelligence Scale of Samia Saber (2011) consisting of (15) items was distributed, and the study concluded that the degree of emotional intelligence of coaches came to a high degree relative to the level of the scale as a whole, and the study showed that there are statistically significant differences in the responses of the coaches. The members of the study sample are attributed to the variable of years of training experience, and the researcher recommended the need to hold workshops and trainings for handball coaches in sports clubs and institutions in Basra Governorate on the different training situations in the cases of play or training in order to increase the identification of the different areas of emotional intelligence.

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Keywords:
Emotional Intelligence, Handball Coaches, Sports Clubs and Institutions.

1- Introduction to the research

1 – 1 Introduction and importance of the research

Emotional or emotional intelligence is one of the modern concepts and it has clear effects on the lives of individuals and groups, it affects their way of thinking, relationships and emotions, and this is manifested through the fruitful interaction between feelings, sensations and thought, which highlights the importance of thinking and intelligence through the ability to think properly and reach wise and correct decisions, "Emotional intelligence is a set of traits that some may call personal traits that are very important in our destiny as individuals, as emotional life is a field that can be dealt with like mathematics Studies are of varying degrees of skill and also require a set of unique abilities" (2,57).

Therefore, the process of emotional intelligence in these institutions is the cornerstone of the new generation in the field of sports, as it is an important and effective process in building society, so all possible conditions and capabilities must be taken into account that help improve the training process, enhance its interaction and communicate its information to the players in those sports institutions. This leads to the creation of a sports environment that helps develop and activate the management of the youth and athletes segment and reach them to the maximum limits in the training process, so "there are distinctive qualities of competent leaders from others, for example, in relation to physical characteristics such as weight, appearance, and height, in addition to cultural characteristics such as education, status, and social. Some of them are related to intelligence and personal knowledge, such as self-confidence, alertness, and attention to what is outside the self, in addition to some social characteristics such as being a leader, having a social status, and diplomacy." (16, 206)

The importance of the study lies in the ability to control and control psychological emotions, alleviate and solve problems, and turn those negative emotions into positive emotions, and try to reveal the degree of emotional intelligence of handball coaches in sports clubs and institutions in Basra Governorate from the point of view of their players, and highlight its role in the progress of these sports institutions and its contribution to creating a cohesive youth and sports environment dominated by love and cooperation among its members, and the extent of its impact on the progress of training work and achieving satisfaction among players through Stimulate their motivation and appreciate their feelings.

1.2 Study Problem

Emotional intelligence is one of the modern concepts that has begun to emerge as an indicator for the development of managerial skills, so the importance of using it in administrative jobs has increased, as these jobs require a sense of the importance of responsibility, and its

effective impact on individual performance in particular and collective performance in general, as emotional intelligence enhances the ability of trainers to solve problems, and the way to deal with the threats and risks that they face and face their teams during the training period or competitions, and it also increases their ability to employ the level of positive emotions to raise efficiency. In light of the above, and through the researcher's feeling of the problem of low level of emotional intelligence among many coaches of sports teams, due to the lack of emotional knowledge and the inability to control, manage and organize the rhythm of emotions in a way that serves the management of youth teams, so this study came to identify the degree of emotional intelligence of handball coaches in sports clubs and institutions in Basra Governorate from the point of view of their players.

1.3 Objective of the study:

The aim of the study was to identify the degree of emotional intelligence among handball coaches in sports clubs and institutions in Basra Governorate from the point of view of their players.

1.4 Research Areas

1.4.1 Human Field: Players of youth and educational institutions and sports clubs in Basra Governorate.

1 – 4 – 2 Time Range: From 12/5/2024 to 4/7/2024.

1.4.3 Spatial Field: Buildings of Youth and Educational Institutions and Sports Clubs in Basra Governorate.

2- Previous Studies

Al-Momani, 2010 conducted a study that aimed to identify the level of emotional intelligence among high school students in Jordan, and to find out the impact of the variables of academic achievement, type of education, and gender on emotional intelligence, and the study sample consisted of (405) students, including (176) students and (229) female students from the secondary stage in Irbid governorate, and to achieve the objectives of the study, the researcher applied the emotional intelligence scale. He concluded that the performance of students on the emotional intelligence scale and on the dimensions of emotional intelligence falls at the intermediate level, except for the empathy dimension. The students' performance was at the high level, and the researcher found statistically significant differences in students' scores at the empathy dimension attributed to females.

3 - Research Methodology

The researcher has used the descriptive method due to its suitability to the nature and objectives of the study, "which is a method of studying scientific phenomena or problems by describing in a scientific way, and then reaching a logic that has evidence and proofs that give

the researcher the ability to develop specific frameworks for the problem, and this is used to determine the results of the research." (6, 69), the study sample was randomly selected and a questionnaire consisting of (15) paragraphs was distributed to them, and Table (1) shows this.

Table (1) Distribution of the study sample members

Percent age	Issue	Enterprise	t
30.86%	25	Oil Club Players	1.
25.93%	21	Basra Municipality Club Players	2.
23.46%	19	Al-Ahly Club Players	3.
19.75%	16	Basra Education Team Players	4.
100%	81	4	Total

It is clear from Table (1) that the total number of research sample reached (81) players distributed among clubs and educational and youth institutions, as the number of players of Al-Naft Club reached (25) players with a percentage of (30.86%), while the number of players of the Basra Municipality Club reached (21) players with a percentage of (25.93%), while the number of players of Al-Ahly Club reached (19) players with a percentage of (23.46%), and the number of players of the Basra Education Team reached (16) players with a percentage of (19.75%)

3.1 Methods used in the research

A set of emotional intelligence scales such as the (Goleman: 1995) scale, (Mayer & Salovey: 1996) scale, (Farouk Othman & Mohamed Abdel Samie, 2001) and other scales were reviewed, and the researcher concluded by adopting the emotional intelligence scale of Samia Saber (2011) consisting of (15) items, after adjusting it according to the requirements of the current research. The Likert Triple Scale was determined to answer the paragraphs of the scale (yes, sometimes, no) so that a high score indicates a high level of emotional intelligence and vice versa.

3.2 Field Procedures

3.2.1 Design, Construction and Field Procedures

The researcher presented the paragraphs of the scale to specialists and experts who confirmed that it measures the field for which it was designed, and thus the truthfulness of the content was verified, and the questions of the scale were analyzed to know the extent to which they represent the behavior to be measured and to ensure that the questions cover all aspects of the intended behavior in the research, and the researcher also applied the predictive and

correlational test and found them to be identical to the behavior of the examinees. The researcher also confirmed the apparent truthfulness of the test, as its appearance indicated its honesty and ease of use, and its paragraphs indicated its relationship with the behavior to be measured, and for the purpose of confirming the truthfulness of the test, the researcher calculated the stability of the test by the retest method and the half-segmentation method, and the results showed that the value of the stability coefficient was high and reached (0.87), which indicates an appropriate and acceptable degree of stability.

3.2.2 Preparation of the Preliminary Formula of the Scale

The researcher prepared the initial version of the scale based on the Emotional Intelligence Scale of (Samia Saber: 2011), and it was modified according to the requirements of the research, interviews conducted with experts and specialists, and how the paragraphs were formulated with some similar scales, and then the terms of the scale consisting of (15) items were formulated, and before the final application of the scale, the researcher conducted his exploratory experiment, by applying it to a sample of (7) handball players in sports and educational clubs and institutions They are from outside the research sample, and thus the scale is ready to be applied to the construction sample of (81) players, then the researcher applied the main experiment and analyzed the paragraphs statistically, and the statistical program (SPSS) was used, where the arithmetic averages and standard deviations of the answers of the sample members were adopted and the dimensional comparisons were used to know the significance of the differences between the arithmetic averages.

4. Presentation and discussion of the results

Table (2) shows the arithmetic mean, standard deviation, and grade level of the research sample.

Grade	Standard deviation	Arithmetic Average	Ferry	t
High	0.918	3.708	My coaches have a good awareness and awareness of his feelings and feelings	1.
High	0.898	3.825	He can turn his negative emotions into positive emotions	2.
High	0.907	3.754	Has the ability to face and overcome difficulties and challenges	3.
High	0.832	3.876	Others share their pleasant and sad feelings	4.
High	0.859	3.756	He has no difficulty in making and maintaining friendships	5.

Medium	0.948	3.672	Has the ability to express his feelings and feelings easily	6.
High	0.914	3.739	It can overcome feelings of anxiety, depression, and anger	7.
High	0.828	3.801	Seeks and perseveres to achieve its goals, hopes and ambitions	8.
High	0.706	3.952	Understand others through facial expressions, tones of voice, and body movement	9.
High	0.851	3.708	Has the ability to positively influence others	10.
High	0.916	3.982	He is fully aware of the strengths and weaknesses of his personality	11.
Medium	0.856	3.669	Calmly deals with the problems and crises that face him	12.
High	0.944	3.960	He's always excited.	13.
High	0.834	3.818	Listens attentively to other people's problems and tries to find a solution to them	14.
High	0.837	3.798	Treats others with kindness, appreciation and respect	15.
High	0.871	3.809	Scale as a whole	

Table (2) shows that all arithmetic averages ranged between (3.669-3.982), as paragraph (11) (fully aware of the strengths and weaknesses of his personality) came in the first place with a high degree and the highest arithmetic average and a standard deviation of (0.916), and paragraph (12) (calmly deals with the problems and crises facing him) came in the last place with a medium degree and the lowest arithmetic average and a standard deviation of (0.856).

The results were generally in agreement with the study of Al-Burini (2006), Al-Momani (2010), Al-Raqqad and Abou Dayeh (2012), in which the results concluded that there is a high degree of emotional intelligence, while this study differed from the result of Al-Handasi's (2008) study, which found that there is a moderate degree of emotional intelligence.

The result of paragraph (1) was identical to (trainers have a good awareness and awareness of their feelings and feelings). They are in line with what they said (Othman & Rizk, 2002) in defining emotional intelligence as "the ability to pay attention to and well perceive one's emotions and feelings, understand and formulate them clearly and organize them according to careful observation and awareness of the emotions and feelings of others to enter into positive emotional

and social relationships with them that help the individual to develop mentally and professionally and learn more positive life skills". (8, 36).

As for the result of paragraph (2) (he can convert his negative emotions into positive ones), it was in line with what she pointed out (Al-Borini, 2006) by saying, "Emotional intelligence is one of the variables of social effectiveness and sufficiency, which is behind the high level of performance of leaders in the tasks assigned to them, and the consequent improvement in the performance of the working individuals in their roles and its positive reflection on their productivity." (3, 17).

As for the result of paragraph (3) (having the ability to face and overcome difficulties and challenges), it was in line with what Saleh, Al-Azzawi and Ibrahim (2010) pointed out by them that "emotional intelligence represents the mind of management as one of the main tributaries of the theory of (sources of knowledge) reached by Fidler (1986), which imposes the possibility of predicting the performance of the group, and embodies the driving force of the resources, energies, capabilities and preparations of organizations, for the purpose of dealing with challenges for survival, development, transformation and transition from a subordinate position to a unified position and then to a leader position. in the sector to which he belongs." (1, 22).

As for the result of paragraph (4) (Others share their pleasant and sad feelings) was in line with what they pointed out (Othman and Rizq: 2002) by saying that emotional intelligence is "the ability to pay attention to and well perceive emotions and feelings of subjectivity, understand, formulate them clearly and organize them according to careful observation and awareness of the emotions and feelings of others in order to enter into positive emotional and social relationships with them". (8, 36).

The result of paragraph (5) (does not find it difficult to form and maintain friendships) was consistent with what Cooper & Sawaf (1997) pointed out: "Individuals with sustained emotional intelligence are healthier and more successful, have strong interpersonal relationships, have effective leadership skills, and have more professional success than their counterparts with limited emotional intelligence abilities." (19, 109)

It also coincided with what Othman (2000) pointed out by saying that emotional intelligence means "the ability to pay attention and be well aware of emotions and self-feelings, and to understand them, to formulate them clearly and organize them according to accurate observation and awareness of the emotions and feelings of others, to enter into positive emotional and social relationships with them that help the individual to develop mentally, emotionally, and professionally, and to learn more positive life skills." (9, 28)

The result of paragraph 6 (having the ability to express one's feelings and feelings easily) was consistent with what Goleman (1995) referred to about emotional intelligence: "It is our ability to know our own feelings and the feelings of others, to actualize ourselves, to manage our emotions and our relationship with others in general." (21, 271)

As for the result of paragraph (7) (can overcome the sensation of anxiety, depression and anger) was in line with what Hussain (2007) pointed out by saying that "we need to learn from a young age to recognize our feelings and call them correctly, so that we do not confuse anxiety, depression, anger, loneliness and hunger, as this objective awareness of self makes us more efficient in managing them and makes our decisions closer to the right one." (13, 64)

The result of paragraph (8) (striving and persevering to achieve his goals, hopes and ambitions) was identical with what was pointed out by Fawqia Abdel Fattah and Mohamed Hussein (2006) by saying: "Quality of life is the enjoyment of material conditions in the external environment, the sense of well-being, the satisfaction of needs, and satisfaction with life, as well as the individual's perception of aspects of his life and his sense of the meaning of life, in addition to positive physical health and its compatibility with the prevailing values in society, and in the quality of life, the enjoyment of things requires a cumulative enjoyment of things by understanding the human himself and his abilities, and he achieves his interests and ambitions in interaction and engagement that enables him to overcome life's problems and define a meaning and a goal that he always seeks to achieve." (10, 77)

The result of paragraph 9 (Understanding others through facial expressions, tones of voice, and body movement) was identical with Goleman, D. 2002) by stating: "There is no doubt that human emotions are rarely expressed in words, because they are often translated through gestures and gestures, and we can know the feelings of others intuitively by being able to read illegible emotions such as the ringtone, gesture, facial expression, and the like." (20, 144)

The result of paragraph (10) (having the ability to positively influence others) was identical with what (Hajar Ahmed Al-Sayed Issa: 2012) indicated by stating that emotional intelligence is "a set of emotional traits, social skills, and internal competencies that enable an individual to manage oneself, pay good attention to, manage, control, and direct emotions, and the ability to lead others, extrapolate their feelings, and understand their emotions to enter into positive social emotional relationships with them." (17, 827)

Emotional intelligence is "the ability to pay attention to and well perceive emotions and self-feelings, understand, formulate them clearly, and organize them according to careful observation and perception of the emotions and feelings of others to enter into positive emotional

and social relationships with them that help the individual to develop mentally and professionally and learn more positive life skills." (8, 36)

The result of paragraph (11) (he is fully aware of the strengths and weaknesses of his personality) is identical with what he (Hussain, 2007) pointed out by saying that "self-awareness is the basis of self-confidence and good management; we always need to know our strengths and weaknesses objectively, and we take this knowledge as the basis of our abilities." (13, 64)

The result of paragraph (12) (calmly deals with the problems and crises that face him) is identical to what Saleh, Al-Azzawi and Ibrahim (2010) pointed out: "When a leader feels calm, he calms everyone around him, and when he feels confident, he makes it prevail for everyone around him, and he gives what he is able to offer." (1, 197)

The result of paragraph 13 (he is always an enthusiastic person) is identical with what Robbins and Scott (2000) believe that "this awareness of emotions and emotions is the basic emotional competence on which other personal competencies such as self-control are based, as emotions play a fundamental role in the conduct of life and the personal decisions that accompany it, and to the extent that we are driven by feelings of enthusiasm and enjoyment of our work as well as feelings of positive balanced anxiety, we achieve many achievements in our lives." (4, 47)

It was also in line with what Goleman (1995) said that "a leader who deals effectively with emotions and emotions can deal with the needs of others, succeed in shaping their feelings, motivating them, instilling in them the values of trust, cooperating with each other and guiding them in a constructive way, which makes them more committed and supportive of the goals of the organization." (21, 271)

She also matched what Mervat Dehlavi (2006) pointed out by saying, "The power of emotions on their influence is the ability to think and plan to continue training to achieve a distant goal, as this is represented in the ability to determine the level of ability to use the innate energy of the mind, and then decide the appropriate way to conduct life, and to what extent emotions, enthusiasm, joy, and actions push forward or to extreme levels of stress." (14, 27)

The result of paragraph 14 (listening attentively to the problems of others and trying to find a solution to them) was consistent with what Goleman (1995) asserted that "managers who do not have emotional intelligence skills have great difficulty in building and establishing good social relationships between themselves and their peers, between themselves and their employees, assistants, supervisors, and customers, and are therefore unable to make the right decisions about the problems they face." (21, 271)

Mayer, J., & Salovey, P.: 1996 also said that emotional intelligence is "a set of abilities that accurately explain an individual's changing emotions because of their importance in solving emotional problems in an individual's life." (22, 197)

The result of paragraph 15 (treating others with kindness, appreciation and respect) was identical to the conclusion of Myers & Tucher (2005) that "emotionally intelligent people work well with others, and are valued and respected, because they promote and activate emotional intelligence in their organizations and workplaces." (23, 71) Breston also referred to it as "the ability to express oneself confidently, to be committed to one's needs and desires, and to respect others." (12, 38), and as Taylor (2007) explained, "self-confidence depends on a number of factors, the most important of which is the value of respect enjoyed by others." (24, 79) As explained by (Al-Qaisi: 2022) it is "the ability of the individual to interact with others in the social and natural environment through bonds of cooperation and affection or competition while facing difficulties in an atmosphere of trust, understanding and mutual respect to satisfy their natural, psychological and social needs. (11, 116)

The researcher attributes the achievement of these positive results to the nature of the prevailing feelings among the members of the research sample with each other as players and with their coaches, and these feelings depend on the size of the interactive ability of coaches in how to deal with the players within the social and sports environment that unites them, which increases the bonds of cooperation, affection and love between them, and gives a state of impulse and challenge while facing the opposing team. Thus, it works to raise the level of individual and collective feelings and feelings that the group possesses, and leads to its positive development, especially if the appropriate incubator is prepared for it, which gives each member of the group the ability to control his emotions and feelings, which plays its role in directing his thinking and actions in an appropriate and correct way that serves to achieve good results at the level of both training and playing.

Conclusions and recommendations

Conclusions

- 1- The results showed that there is a positive correlation between all the paragraphs of the Emotional Intelligence Scale in the study sample, which is statistically significant.
- 2- Urging officials in the field of sports to intensify training programs and materials related to the development of personal skills and qualifying coaches in the use of emotional intelligence.
- 3- Urging administrators in the field of sports to create an attractive environment that aims to make emotional intelligence a general feature of all coaches in the game of handball.

- 4- Paying attention to the development of the emotional aspect in sports institutions because of its impact on creating an incubating and facilitated atmosphere and environment for coaches and players.
- 5- Conducting studies on emotional intelligence in other activities such as football, basketball, and other games.

Recommendations

In light of the results of the study, the researcher recommends the following:

- 1- The necessity of holding training workshops for handball coaches in sports clubs and institutions in Basra Governorate on the different training situations in the cases of play or training, for the purpose of identifying the different areas of emotional intelligence, and focusing on developing their intelligence aspects.
- 2- The need to emphasize the importance of taking the psychological aspects of the players into consideration by the coaches and dealing with them properly.
- 3- Emphasizing the cultivation of self-confidence in the trainers and overcoming their lack of emotional balance.
- 4- The need for coaches to pay attention to teamwork to avoid the stressful situations that players go through during training and competitions.
- 5- Designing training programs on emotional intelligence skills for trainers to develop their training abilities and capabilities.

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Accessories

Emotional Intelligence Scale

No	Once in a while	Yes	Ferry	t
			My coaches have a clear awareness and awareness of his feelings	1.
			He can turn his negative emotions into positive emotions	2.
			Has the ability to face and overcome difficulties and challenges	3.
			Others share their pleasant and sad feelings	4.
			He has no difficulty in making and maintaining friendships	5.
			Has the ability to express his feelings and feelings easily	6.

		It can overcome feelings of anxiety, depression, and anger	7.
		Seeks and perseveres to achieve its goals, hopes and ambitions	8.
		Understand others through facial expressions, tones of voice, and body movement	9.
		Has the ability to positively influence others	10.
		He is fully aware of the strengths and weaknesses of his personality	11.
		Calmly deals with the problems and crises that face him	12.
		My coaches are always motivated	13.
		Listens attentively to other people's problems and tries to find a solution to them	14.
		Treats others with kindness, appreciation and respect	15.