T.R.N.C

NEAR EAST UNIVERSITY

INSTITUTE OF HEALTH SCIENCES

LEADERSHIP BEHAVIOR AND ITS RELATIONSHIP WITH THE EMOTIONAL INTELLIGENCE FOR THE KARATE ATHLETICS: THE CLUBS OF KURDISTAN REGION OF IRAQ

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PROF. DR. HÜSNÜ CAN BAŞER

Director of the Institute of Health Sciences

GIFING

DEDICATED TO MY FAMILY SPECIALLY
MY BROTHER KAMERAN

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ABSTRACT

YOUSIF RASHEED SAEED. Leadership behavior and its relationship with the emotional intelligence for the karate athletics in the clubs of the Kurdistan region of Iraq, Near East University, Institute of Health Sciences, School of physical education and Sports, Master Thesis, Nicosia, 2017.

This study was designed to investigate the correlation between leadership behavior of coaches and emotional intelligence of karate athletics in Kurdistan region of Iraq. The study is aimed at identifying the correlation between the leadership behaviors of coaches and emotional intelligence of karate athletics of various clubs and teams located at Kurdistan region of Iraq. The study sample consists of 200 participants of advanced category age; 100 coaches and 100 athletics. Amongst this participants are 26 karate sport clubs in Kurdistan region of Iraq, which consists of cities like Duhok, Erbil, Kirkuk and Sulaymanyah all were sampled and were participants in the karate championship which was held in the year 2015-2016 championship year in Kurdistan region of Iraq. A descriptive research method was used and employed for the collection of data. The research was conducted questionnaire base research. Leadership Behavior scale for coaches by (Alkawaz, 2010) and Emotional Intelligence scale for athletics which was prepared by (Alsaeed, 2012), the researcher asked two Arabic language specialists, to translate the questionnaire to Kurdish language to ensure the validity of the scale, and the reliability of the questionnaire, (Cronbach's alpha) in this study for Leadership Behavior Scale: 0.87 and Emotional Intelligence Scale: 0.94 was attained.

The data was collected, computed and analyzed by the use of SPSS program. The findings of the study showed that there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletics of clubs in the Kurdistan region of Iraq. The results also showed similarities in clubs and a significant correlation between the leadership behavior of coaches and emotional intelligence for karate athletics of all clubs Duhok, Erbil, Kirkuk, Sulaymaniyah. Also, the results of these study are consistent with the concept of hypothesis; that there is a significant correlation between the

leadership behavior of coaches and emotional intelligence of karate athletics in clubs Kurdistan region of Iraq.

Conclusively, the study finds a connection between moral connection and relationship between leadership behavior of coaches and emotional intelligence of karate athletics clubs in the Kurdistan region.

Key words: Leadership Behavior, Emotional intelligence.

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CHAPTER 1

INTRODUCTION

We live in a time were athlete's progress in an exponential growth, it is very necessary to keep up with, follow and keep up the pace of this development, highlights our ability to innovate, in terms of renewal, invention, broken repetitive routine, generate new ideas to serve as a substitute as a more accurate and developmental information which can be used to support and enhanced the sports movement. Moreover, the athletic institutions and organizations have a better and positive impact on community and individuals, as one of the most important area for real investment in human wealth, characterized by all the other areas being having more space for inaction and participation which concentrate on personal behavior and trying to modify the aim towards the mean goal; to create good citizens by preparing suitable environment to work and forming positive attitudes among individuals. The athlete as an entity is a social movement which comes at the top of every social organizations to breed qualified leaders who are capable to lead as proving scientifically, in terms of behavior, intellectually and socially. With the rise in demand for great athlete's roles both in the social and national issues, all this together with the athletic role on the global arena. The athletic progress-level is linked to pretty much every level of their team leaders and the development of sport is highly related to the leadership behavior of the sport coaches. Also, athletes are required to consistently cope with the stress of hard training and competitive pressure, which includes understanding, regulating their emotions and that of the other individuals (teammates, opponents, coaches, referees, and spectators). In terms of leisure-time physical activity, people require high levels of motivation to continue participating and most forms of physical activity involve some measures of interpersonal interaction; gymnasium attendees, fitness instructors, behavior can be governed, at least in some cases, by emotional intelligence. Improving body size proves to be an important role in sport performance and physical activity, a critical understanding of this concept is specifically important to consultants or practitioners who are targeting the implementation of evidence-based interventions that enhance sport performances or exercise adherence among athletes. Our aim in this composition is to systematically review the current trends base on sport and physical activity (Magnusen & Perrewé, 2016).

The most important skill to a coach is how to deal with people properly in order to make then have a sense of belonging in an organization in which they work so that this

method can be imposed on team leaders who are meant to be familiar with the basic concepts of behavior on the part of its principles so that he can be aware of the dimensions of the humanitarian roles imposed on him and his investment. This knowledge focus on how to accommodate the most important humanitarian aspects of all collective actions for a leader which is to encourage and motivate subordinates to deal with groups and team building, considered the leadership an educational and social process which is necessary for every group that is in need of social contribution which leads to success among their members, regarded as the sport's mode for the coach and the most integral aspect which leads to the success or loss as well. This is because it has a very important role in the members of the group and in finding the right atmosphere either in training or in competition as well as encouraging the staff which are working with the coach like players and administrators which can help in achieving their goals, gaining achievement in athletics.

The leader is the one who takes on the responsibility and takes charge of management and encourage those who are working with him as a team to take part in activities which can help to achieve the desired goals (Ted, 1965). In this process, attitude, beliefs, hopes, aspiration, incentives and conducts of the administration, are directly or indirectly observed by the managers and which is been used by team members, material and moral means, put at their disposal to achieve their desired goals, the methods and techniques which are adopted for the organization is the most important and the most dangerous and critical term as it reflects the administrative behavior which leaves an effective positive or negative mark. The word behavior and actions are not synonymous but internal behavior itself is that the activity of the team members as a result of his relationship with certain environmental conditions which are constantly evolving, amending and dealing with these circumstances even bring out the best of the team members, a series of choices among a range of possible responses, and represents the importance of human conduct in getting the best the results of investment in human resources and the use of the energies of individuals. The outcome of the group behavioral values and attitudes in the community, such as the characteristic behavior of the group pressure on individual, where the group is trying to make its members compatible with them accepting them in their membership, also a notable behavior of leadership behavior is of great significance to express the leaders' behavior in athletic activities and sports, The leadership behavior varies from one game to another, according to gender and from coach

to coach in respect to the kind and privacy of each game. Researchers pointed that the nature of the game affects the developing leadership behavior directly or indirectly as individual or team games. There are games which needs comparison between partner or competent, while there are games which need contact with some instruments. As discussed comparing the athletes if they are single players or team games (Chantal et al., 2003).

The emotional intelligence is vital topics in psychology in general and sports in particular, studies have indicated similarity between the study of emotional intelligence in the sporting side and other studies in general psychology, emotional intelligence varies from one person to another and from a player to another, from an activity to another depending on the nature of it, according to the individual differences among the players, it describes adaptive emotional functioning as an individual difference characteristic in emotional processing Individual responses to interpersonal emotional information which encompasses the identification, expression, understanding and regulation of personal or others' emotions, and permeate successful performance and physical activity behavior in sport, the concept of emotional intelligence involve processes which presumes emotion in various adaptive ways, through perception, emotion involves accurately in recognizing emotions oneself and others, overarching level that reflects emotional dispositions of the individual, harnessing emotion involves using emotional factor to achieve relationships and well-being, and potential to influence human performance, refers to the effective regulation of emotions in one's self and others, emotional intelligence comprises of emotional competencies like harnessing emotions effectively, understanding of perception (Mayer, Salovey, & Caruso, 2008), the light of the change in various athletic situation that require individual emotions, caused anger, aggressive behavior and mental stress, has shown the importance of emotional intelligence in the best situations to act in stressful situations resulting from competition, with regard to emotional reactions to the athletes (Meyer & Fletcher, 2007), the players capabilities in competition without tension and emotional intelligence in the components, whether in the field of education or sports, are different in the field of application in real life (Jaber, 2013).

The personal attitude of the coach plays a very important role in reaching the desired goal and in order to achieve those objectives and tasks, the coach must act as the field commander, as sports development is significantly affected by the sense of the player towards the coach (sinjer, 1972), the karate sport is considered an individual game that requires the player to depend on his own potentials in order to win. Karate is not only an

effective means of self-defense, but it also gives those who practice it the opportunity to acquire healthy-balanced lifestyle derived from body building, Karate also helps humans to acquire discipline and it increases human's capacity to focus and create self-awareness. Regular training provides Karate trainee an interactive nature and appropriate environment to learn and practice the skills needed in real life pursuits such as humility, respect, and loyalty, as well as acting positively when dealing with different situation of these skills, integrity of any behavioral discipline represents key principle to which the art of Karate is built on. Besides, a good Karate player can increase his strength, his inner-balance, sympathy towards others and helping them.

Karate player seeks to make the right decision in all situations because of devotion, loyalty, and honesty is the essence of Karate and the biggest challenge for anybody is to control his inner self when facing difficulties (Smith, 2014).

The researcher believes that emotional intelligence is a way to recognize emotions and to express them appropriately and expressed effectively by athletes in light of this and because of sports competitions form the position of the opposition on the athletes, and this type of stress, requires a high degree of emotional balances, which requires a high degree of sportsmanship, emotional intelligence and good behavior in the positions without tension, they're supposed to be there when a significant correlation between the leadership behavior of coaches and emotional intelligence for karate players at clubs Kurdistan region of Iraq. As discussed by Chalak is his research, he showed that there is a correlation between levels of fighting for groups and leadership mastery, he argued also showed that players with Karate advanced, advanced level – Intermediate level, advanced level – modest level, possess a high level in leadership mastery, modest level – Intermediate level does not have high level in levels fighting (Chalak, 2013).

1.1 Statement of the Problem

The study subject; leadership behavior and the emotional cleverness are very important and modern athletic subject. Chalak's study in (2013) indicate that leadership and leadership behavior, are crucial and must be present with karate instructors, and the most important of these characters is being a leader of the of his subordinates, as a leader, they must possess behaviors such as knowing when they are prevented to act in a way or manner and freedom to act responsibly and hit the ground to produce running results in

outstanding performance, higher quality and affiliation to work. It is important to know the levels of leadership behavior and emotional intelligence of the karate athletes and coaches who played Karate , and the relationship between them through the experience of the researcher being a karate athletes, coach and referee, contained the research problem by the below query:

* Does the leadership behavior have a relation with emotional cleverness for the karate athletes in Kurdistan region – Iraq?

1.2 Importance of this study

The importance of this study includes:

1. Constructing an argument as to the extent leadership behavior and its relationship with the emotional intelligence of karate players with club's teams in Iraq's Kurdistan region as case studies.

2. Differences in leadership behavior and its relationship with the emotional intelligence of player's karate clubs teams in Iraq's Kurdistan region

1.3 Research hypotheses

There is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athlete at clubs of Kurdistan region of Iraq.

1.4 Research aims

The research aims to identify the leadership behavior of coaches and emotional intelligence relationship with karate athlete team's clubs in Kurdistan region of Iraq.

1.5 Restrictions

1. The human sphere: the karate players in clubs Kurdistan region of Iraq.
2. Field time: the academic year 2015- 2016.
3. Spatial field: the headquarters of Iraq's Kurdistan Karate clubs.

CHAPTER 2
GENERAL INFORMATION

2.1 The Concept of Leadership Behavior

The evolution of the concept of leadership behavior found in the last decades where confirmed by researchers, the evolution of leadership conceptions created different theories like the trait, the behavioral and the situational leadership approaches (Feher & Reich, 2016). Team leaders were described as empowering if they used coaching and communicative support behaviors. Coaching and communicative support has been proven to be the core facet of leadership behaviors to achieve the goals or the behaviors in trying to organize work (Georgianna, 2016). Similarly, entrepreneurs who show leadership behaviors may be perceived as helpful coaches, facilitators of communication and role models for their employees that lead the leadership efforts of other humans and direct them and the ability to affect others in order to achieve the goals at the specific time (Laschinger, Wong & Grau, 2012). The term leadership as described by (Vecchio, Justin & Pearce, 2010) is a behavior commonly shared within the organization and widely allocated among the entire workforce and his try to encourage the followers and help them to work easily the way to connect with specific procedures. Research results have revealed various types or styles of leadership implemented in different organizations, cultures and working frames, and every leader is characterized by their own style, which is influenced by organizational culture and is likely to produce a management style that prevails and represents a standard of conduct for other leaders. Some leaders incorporate leadership styles depending on the situation or their feelings at a given moment, while others adhere to the same style regardless of the situation they have to face (Zahari & Shurbagi, 2012) as such, recent studies confirmed that coaching and communicative support was a distinct dimension of leadership in autonomous work teams as well as in more centralized structured work settings. As documented by these studies, leadership was practiced within entrepreneurial teams as well as in firms led by single entrepreneurs. When leaders used coaching and communicative support, employees reported greater organizational commitment and felt empowered to lead themselves toward the set goals (Černe, Jaklič & Škerlavaj, 2013).

Leadership depends on certain aspects of an individual and their ability and capabilities and particular in the field of sports which the sports leadership tries in achieving the ability to work in different atmospheres which require different levels of capability which are dependent on the coaches individual aspects and their ability and strengths in dealing with the task based on the personal experience and the type of the activity and other factors (Clark & Waldron, 2016).

2.1.1 Definition of Leadership Behavior

Leadership behavior is defined as the ability to get people along towards the achievement of a given task or the achievement a common goal without coercion (Soriano & Estrada, 2016). And considered an effective instrument by which a manager can establish a feeling of mutual objective and unity in a group, thereby ensuring maximum efficiency of the group. To achieve this, the manager has to have special skill in understanding individual and group behavior, developing social interaction, understanding the environment outside and inside and cooperation. Any organization weather profitable or non-profitable are required to be competent and sustainable depending on the quality of leadership style that will practiced. Leaders adopt behavioral processes to influence individual and groups towards set goal (Girma, 2016). Also leadership behavior is about influencing, motivating, and enabling others to contribute toward the effectiveness and success of the organization of which they are members who can determine the effectiveness of the organization (Gebert, Heinitz & Buengeler, 2016).

2.1.2 Qualities of Leadership Behavior Administratively

Character traits is a central pool of a being a leader and good morals, calm and balance in dealing with things and sobriety and prudence when making decisions, physical strength and health, and safety, self-control when necessary, respect for one's self, respect for others, positive at work (House et al., 2013).

 Capacity for innovation, good conduct and personal qualities that the administrative leader must possess which qualifies him for this leadership are; activity, ambition and interest in the work, open-mindedness, and must be a leader in practice, the forces of personal thoughtful ideal patient and certainty of himself, nice, interested in the conditions of his subordinates (Castaño et al., 2015).

Leading director skills are special abilities such as producing knowledge, information and the actual practices in addition to the individual personal willingness and availability to divide the required technical skills, humanitarian skills, cognitive skills and administrative skills (Campbell, 2015).

Artistic skills is the ability to use the tools, methods and procedures which help to perform a specialized task and skilled technical rise in the first administrative level, where it focuses on the ways and methods of work, and less technical skill; higher we go in the administrative level.

Human skill focused on the ability of the director to work effectively with individuals, and some believe that managers spend more than half their time in the interaction with individuals and focus on leadership skills, motivation of individuals and communicate effectively with those around him (Northouse, 2014).

Managerial skill and cognitive skills includes the ability of the manager to recognize complex and dynamic issues, and examine multiple conflicting factors influencing the problems in addition to the ability to deal with the situations in order to achieve the goal of the organization (Groves, 2016).

2.1.3 Styles leadership behavior

The leadership behavior styles are specific styles and specific for the leader behavior, we can easily notice under the leadership process, the studies classification of the leaders' behavior as follows:

Authoritarian leadership is a style where by the leader dominates his relationship with his subordinates and keeps most of the authorities to himself. Put the plans, specifies the politics, give the decisions and practice a great ability to direct and interfere the common affairs to limit all the work and do it by his knowledge or direct leading way from his heart, the authorized leader takes from the negative motivation, intimidation as a basic weapon to control subordination. When we make deference between the authoritarian leadership and authoritarian athletic trainer we will see that the trainer match to authoritarian leadership. For example, the basketball trainer want to make a training plan he will focus on the physical fitness 10%, tactic and skills 30% in his plan, one of the player will suggest to start attention on the skills and plans 50% physical fitness and 50% to skills and plans. It can be noted that stricter trainers don't let them to take part in his

decision and Identify the training plans as he sees that it is appropriate and do not listen to the opinions of the players.

Autocratic leadership is the authoritarian leadership particularly at the centralization of authority and subordinates are not given a chance or the followers are not given chance to take part in the leadership process but the autocratic behavior character motivation and movement and do a lot of accomplishment rapidly, and can also make decisions and planning, organizing and the subordination. Form the autocratic leadership style because the individual should be allowed to make decisions (Leban, & Zulauf, 2004).

Democratic leadership is the common principles where by the leader take decisions to allow other members of the organization participate in planning. He seeks the opinion and advice from the group which eventually form a number of suggestions or exchange of opinion, and leave freedom to choose the suitable exchange and this develop the spirit of innovation and invention with subordinates having a say and then lead to the production and development. This depends on the leader to motivate lobbying persuasion and keep the unity of the group and its coherence in the way to control all appearance of contact struggle and disagreement that comes between subordinations (Burke & Collins, 2001).

Unite ferrous leadership, this is the kind of leadership that leaves the complete freedom to limit and put their goals and take decisions that relates this and the leadership characterized in this style with excessive expand to authorize the power where the group organs have complete freedom to take decisions that relates to the groups' goals and limitation and then decides a way to achieve and choose the type of the work in time. when the leader process is unable to find an equipment and materials, or helpless to achieve the individual goals, here we can say that this kind of leadership leave the unleashed authority to the followers in condition that warrant them to take decisions this type of success depends on individual that has high level of intelligence and knowledge in the institution of scientific university of researches and studies (Eagly & Johannesen, 2001).

2.1.4 Coach Leader Style

Training behavior that aims at improving the level of players in the way that directs them and increase the repetition of the training, democratic behavior of athletic trainer in which a player is allowed to share or limit the goals of the team and training ways, autocratic behavior that put him in the position away from players and issued the orders

individually without consideration to any player in the team, social support behavior the trainer with the team organs and tries care and hide common positive feeling with them, rewarding behavior that gives the player more consolidation rewarding and reinforcement in the way that always confessing their work and rewarding them (Austin, 2016).

2.1.5 Theories of Leadership Behavior

Explanatory theories of Leadership Behavior and methods of responses are as follows:

2.1.5.1 Series of Leadership Behavior Theory

Determine which of the leadership model by two; the amount of power possessed by the leader and the amount of freedom given to the followers or subordinates. There are seven patterns in identification of leaders:

Leader who makes the decision, know the problem and puts alternative solutions and choose the solution without reference to one of his relations with his subordinates rigid and cruel.

Leader who sells his decision, it puts the appropriate solutions, but it differs from the previous pattern of trying to convince his subordinates to accept the resolution, and resort to the style of cooperation, rather than impose a decision and that decision lists the features and its importance to the organization.

Leader offers his thoughts and calls for questions, the decision taken by him but lets his subordinates to understand his thoughts and his goals by working to achieve. This is an opportunity for decision-leader and his subordinates to discover the goal of the resolution.

Leader displays a final decision which is subjected to changes, it identifies the problem and puts alternative solutions and choose the one he deems appropriate solutions initially and after that his subordinates will meet to exchange views.

Leader displays the problem, and gets to share in the work of the decision, leader here differs from previous patterns and because it meets his subordinates after that fixes the problem and by the decision-making process to allow them to participate in proposing solutions to choose is finally the right solution.

Leader knows why and he is trying to ask the group to manufacture the decision, authorizing subordinates the right to take the decision which eventually fixes the problem, according to organization possibilities available.

Leader allows subordinates to know that within the limits defined for them whereby, allowing his subordinates freedom in decision-making, which in turn would accept if they approved it, where is this pattern utmost freedom in the conduct of subordinates and the only limitation is the limits of the possibilities available to solve the problem (Meuser et al., 2016).

2.1.5.2 Effective Leadership Theory

Showing Fiedler two important types of leaders are: Dictatorial leader commander found in traditional systems and the military, and the commander here focuses on decision-making by himself and the rest only receive orders and how to do the implementation. The Democratic leader is a new model of leadership where the leader focuses on his relations with the community and the use of human resources through participation. Fiedler pointed out three factors and how each has an impact under certain circumstances to make leadership effectiveness, these are; fore site of the leader, the construction or installation task and personal relations leader (Beenen, 2016).

2.1.5.3 Life-Cycle Theory of Leadership

Blanscherd and Hersey gave life leadership cycle theory and the theory are trying to provide the leaders with some understanding of the relationship between effective leadership model and the level of maturity of the followers and the focus of this theory on the followers, because the personnel is very vital element in any leadership position. Life-cycle theory of the so-called defined by the ability of the relative independence in the following matters: Take responsibility and attainment and motivation of the individual and the group. The theory suggests that the behavior of leader must move from, high interest in the job, a low interest in relationships, high interest in the job, a high interest in relationships, low interest in the job, a high interest in relationships and low interest in the job, a low interest in relationships (Tam & Gray, 2016).

2.1.5.4 The Way to Target Theory

Mitchell and Hugs argued that the way to goal theory of leadership, which aims at effective leadership and effectiveness in personnel by recognizing the means and the roads that lead to the achievement of goals, business and personal goals of life (Northouse, 2012).

-This theory explains that there are four types of leadership namely;

The first, leadership guiding gives specific guidance and arrange to work in order of priority and then ask the officers to abide by the laws and instructions that drive the process of achievement and be a positive relationship between satisfaction and personnel between the direct commander of the functions of the mysterious and negative relationship in obvious tasks (Cassidy, 2015).

The second, supporting leadership characterized here is the leaders' affectionate terms of giving attention to social status and living conditions of belonging and the leader makes little action for a comfortable work atmosphere for employees from the psychological point of view and treat everyone equally, suitable for those who work under pressure and frustration (Magnusen & Perrewé, 2016).

The third, leadership participation is characterized by leaders who would consults officers and take their suggestions before placing the decision should be made, and the specific characteristics of each personnel and attitudes that lead to the participation and for leadership effective delivery (Nahavandi, 2016).

The fourth, accomplishment leadership emphasizes the achievement distinguished at the same time puts his trust in the personnel and what they have to do to live up to this trust and strive to reach the completion of a high and get a high level of confidence in the ability to meet the challenges and achieve goals, standards, and through studies found that there is a positive relationship between the amount of achievement and expectations of personnel and whenever the leader is interested in achievement whenever officers are confident in their achievement, but a substantial relationship between the interested leadership and achievement among followers expectations that no efforts will lead them to the effective achievement (Pearce, Wassenaar & Manz, 2014).

2.1.6 Categorizing the Coaching Principles

Researchers have struggled in categorizing the theories the behavior of the leader based on the fact that there are different dimensions of leader's behavior. It can be observed in an easy manner in the process of leadership. The studies categorize the behavior of the leader in the following different categories:

Categorization based on the process of decision making, the imposing leader is a type of leadership which depends on imposing the leader opinion using this paradigm for scaring and motivating others to do the things whether they are willing or not undertaking these decisions (Magnusen & Perrewé, 2016).

The democratic leader this type depends on contribution from everyone in forming opinions and distributing the roles, and everyone is required to deal with the problems of the work in a team-like manner and the leader participates via supporting their members to express their opinions. This creates a sort of balance and congruity between the different conflicting opinions in a way that none of the opinions is imposed on the other and expressing respect for those who do not agree with the leader (Cassidy, 2015).

The unguided leadership this type of leadership, the leader does not interfere or merge with other only in the case they are required or asked to in case where disorganization occurs and riot is a consequence and time consumption and as a result the team will be bounded to be dissolved. The leader leaves the rope on the ship and leaves their members with full responsibility and also this type does not allow the potential of other individuals to appear (Cotterill & Fransen, 2016).

Categorization based on the source which the leader takes their authority from the official leadership or the unofficial, based on the incentives from the positive leadership and the negative leadership, according to the leader method of working the leader who depends on individuals, the organized leader and the plan-taking leader, Mesh and Person from the participating leader and the suppressing leader. Categorization from imposing behavior is the leader who is mostly interested in the individuals and less in the work, and the unorganized behavior is the leader who is interested in the work more than the individuals, and leading the team is the leader who is interested in both the work and the individuals, the balanced is the leader who balances both the individual and the work, the humanitarian is the leader who is not taking care of the work and the individuals, the

directed leadership or humanitarian leadership participating and leadership w0hich strives to success (Kim, Wells & Kim, 2016).

2.1.7 The Basic Principle to the Leadership for Athletic Training

Control principle of the basic principles of time management and planning to respect all the things, should control over our lives or control choices, but do not control the results of those choices, Efficiency is a wonderful thing and it supposed to speed up what is best, Independence of accomplishment focused on the traditional time management achievement, and access to what you want, and the removal of anything that hinders it from the road, the ability and time management are inherently a range of capacities and have some capacity to become a master of improving the quality of life, the efficiency achieved in personal capacity and personal administration is usually through the model, but leadership is the model to be followed. Usually, administration is working within the system or leadership they are operating above the system (Magnusen & Perrewé, 2016).

2.2 The Concept of Emotional Intelligence

The pioneers of emotional intelligence suggested that problem solving and wise decision making required both thought and feelings or logic and intuition. Through the current development in intelligence concept and its types and contents, it's no longer wise to look back the term success as distinctive performance in testing intelligence. They further asserted that certain individuals possess the ability to carry out sophisticated information processing of emotions and use the emotions as a guide for thinking and behaving more effectively than others (Husin et al., 2013). ability to think with numbers may be great, while giving seven different patterns referring to intelligence, which are lingual intelligence, athletic intelligence and body motion intelligence amongst individuals which means the ability to comprehend the others feeling, and the cleverness of the individuals inner sides, which refers to ability of understanding feelings and its static motivations (Salovey & Mayer, 1990). Intelligence varies according to the life situations on which it works. For ordinary practical purposes, however, it suffices to examine for intelligences which may be mechanical intelligence, social intelligence, and abstract intelligence. The definition was published after they tried to develop scientific method to measure the differences between individuals within sentimental ability. Social intelligence is the ability to understand and manage men and women, boys and girls to act wisely in

human relations (Brady, 2016). Abstract intelligence is the ability to understand and manage ideas and symbols, such as words, numbers, chemical or physical formulae, legal decisions, scientific laws and principles and the like. This measurement discovered that there are people that have a higher capability than others to determine all of their feelings especially the feelings of others, and solve the problems relating to sentimental issues, they made a scientific development for this concept and attempting to establish measurement tools for it. Their developed definition is closer to be real intelligence as an emotional intelligence in which expresses group of real sentimental capabilities for an individual (Petrides, 2016).

According to Goleman 1996, rational intelligence is not enough to succeed in life, evidence of which is the fact that emotional intelligence rather than intellectual quotient has recently captured the public attention. Studies today have shown that indeed emotional intelligence is cognitive and it is crucial for success as other types of intelligence. Research has also shown that IQ is no longer considered a good predictor of how effective an employee will be in work and life, rather suggesting that emotional intelligence is a better predictor in determining employee outcomes such as authentic leadership, organizational productivity, management of job stress and mental health (Petrides, 2017).

2.2.1 Definition of Emotional Intelligence

There are many special definitions regarding emotional intelligence and varied amongst scientist and researchers on sentimental intelligence. Firstly, some scientists shared the idea and came up with the concept of social intelligence, and Strindberg who presented the concept of self-intelligence where they smoothed the path to determine the idea of sentimental and emotional intelligence, or an active intelligence as they named it. Recently, researchers vastly interested in the definition of emotional or sentimental intelligence say that, it has a big interest to foretell individual qualifications in their fields and their lives especially (Pool, 2017). That emotional intelligence as described consists of unidentified capabilities and the skills that affect the ability of individual to adapt with the environmental requirements and its pressures (Holt & Wood, 2017). Also Mayer and Salovey defines the emotional intelligence as the ability to comprehend the emotions and expressing them, to attain and generate the emotions to help thinking, and to understand the emotion and emotional realization (Salovey & Mayer, 1990). And the ability to

comprehending the emotions of others, that this may lead to organizing and developing the growth of emotion that is in connection with those emotions through self-awareness and managing the emotions, motivations, sentimental and social skills (Boyatzis, Rochford & Cavanagh, 2017). And individual will be able to monitor the feelings and emotions of the other people's inner sides, and express those feelings, distinguish them, and utilize these information to direct the thinking and self-organizing (Ferudenthaler & Neubauer, 2005). Golman also defines the emotional intelligence as the capability to understand our feelings and other people's feelings and stimulate ourselves to manage our emotions and our relations with other people actively (Bacon & Corr, 2017).

2.2.2 Emotional Intelligence Components

Goleman believes that emotional intelligence consists of five dimensions which are: self-awareness where the person realizes strengths and weaknesses, and takes this knowledge as a basis for decision-making, and handling emotions. One generally knows how to deal with the feelings, on the basis of emotional intelligence, and he motivate a state of internal arousal that occur within the individual because of the lack of balance resulting from the need of the individual direction towards achieving its objectives and has the enthusiasm and perseverance of continuing the quest, and empathy to read the feelings of others through their voices or changes in their faces. The knowledge of the feelings of others as a basic human ability, Goleman Emotional Intelligence confirms that the learner and the learning starts since the first years of life and continue throughout the life of the individual, and social skills it means the ability to read other people's feelings, and see their reactions through the out-come of their signals or different overtones (Asiegbu, 2016).

2.2.3 The Scope of Emotional Intelligence

May researcher mentioned multiple scopes for emotional intelligence that generally focus on three kinds of abilities, which are: the ability to recognize the emotions, the capability to control the emotions and the ability to apply emotional thinking skills. Mayer and Salovey mentioned that the emotional intelligence consists of three scopes; Realizing emotions which indicates the ability of an individual to realize the emotional features and attitudes, and this includes recognizing and evaluating the emotions and demonstrating

them, the awareness of an individual about emotions, related philosophy to emotions and the ability to differentiate between them with proper express, emotional comprehension means understanding the scope and the truth behind certain emotion, and distinguish between synchronized and corresponding emotions. Managing emotions is the ability to self-soothe and alleviate the emotions of others after facing strong shipments of feelings. Emotional facilitating of thought is the use of feelings within the thinking process with the aims of improving, thus to give chance to the emotions in order to take our attentions, utilizing emotions to attain a particular goal is significant for selective and self-motivation (Karimi et al., 2014).

Bar On, 2002 classified the emotional intelligence into five scopes, they are; personal scope, social scope, adaption, pressure management and general mood (Asha & Krishnan, 2016).

Mayer and Salovey, 2002 sets emotions of the same person or the emotions of others, but has the ability to express emotion in a precise and flawless way that will prevent misunderstanding by others (Coetzee & Harry, 2014).

This model is considered as the mixed models like Baron models and what distinguishes it from Mayer and Salovey is that Golman theory specializes on emotional intelligence in the working field, aimed at the development of his model to work on social and emotional competencies and performance theory, while Mayer and Salovey theory and the theory of Baron are considered as public theories for emotion and social intelligence (Martin-Raugh, Kell & Motowidlo, 2016).

2.2.4 Theories of Emotional Intelligence

Explanatory theories of Emotional Intelligence and methods of responses are as follows:

2.2.4.1 Emotional Reflex Theory

Mayer and Salovery, 1997 confirmed emotional reflex as a group of mental abilities likened to the supplying and processing the emotional reflex, leading the thinking and emotional understanding besides organizing and managing the emotional and mental reflex as a supplier for the emotional reflex needs three mental activities, recognition of other self emotional and expression, organizing self emotional of others, Using the adaptive emotional to achieve self-goals (Pertegal-Felices et al., 2014).

Mayer and Salovery, 2000 states that the sample of the emotional intelligence as ability evolves from emotion which contains information about relation, the other samples focuses on the core of self-relation with other and thoughts, but the importance in this theory is the information linked to this relation. Remind able and imagination. These relations are composed of a group of emotional indicators, for this the emotional intelligence is the ability on remembering the meaning of emotional and the relation between them, and suing these emotional as a base to deduce and solving problems (Moradi, 2016). The Mayer and Salovery theory, 2002 are composing of four internally linked abilities, contributing in generally in the logic thinking, this can be linked to the general mental ability, and arranged pyramidal on the basic psychological processes to more complex or complicated operations, it supposed to grow and develop during aging and gaining expertise in a way which is very much like development and progress in the acquired mental abilities (Bowen, 2014).

The basic level in pyramidal arrangement to the intelligence emotion is recognized by emotional awareness which is formed and developed in the early stage of childhood, the followed level is a supply and process of the emotional information, which compose of the ability to coordinate between the emotional experience and the general intelligence. In the third level, the person will be more capable to understand the emotional and recognize them, this include the "who and why" develop and progressed the emotional, the last level include the highest degree of emotional capabilities from the perspective of progress, which is the ability to control and regulate emotions, for example, the ability to control the anger and anxiety inside person or community (Barndon, 2001).

The summary of these four abilities is to determine the emotional effect for the self and for others, using emotional in leading thinking, understanding emotional operation, managing emotional and self-situation which are composed of emotional challenge. These abilities are important in keeping balance in self-psychological health, any disruption in these abilities is accompanied by defect emotionally and socially (Lopes et al., 2006).

2.2.4.2 Social Intelligence Theory

Bar-On 2006, presented sample of the emotional intelligence called mixed integration, the intelligence emotion according to this theory is to expand emotional intelligence understanding. This theory considers the emotional intelligence as group of un-skillfulness, which are linked to self and social composition and understanding self and other, together with building relation adapting with environmental changes and managing emotion (Dikkers, 2016).

Bar-On refers to the understanding of emotional intelligence social in basic composition, it is the ability to recognize, understand and excreting the feelings and emotions, the ability to understand and link other's emotion, the ability to control emotions and lead feelings, the ability to manage the changes and adapt with problem and solving them, the ability to produce positive feelings and stimulate self-motivation (Fakhreldin & Hattab, 2015).

Dawda and Hart indicate that emotional and social intelligence has the ability to understand and express his self actively, understand others and gain the ability to face life challenges and daily pressure. Initially, this depends on the self- internal ability, so as to realize his self and abilities, express his self in a proper way. Has determined fifteen basic compositions the emotional intelligence: self-regard, self-respect, interpersonal relationship, impulse control, etc (Dawda & Hart, 2000). Also, there are groups of indicators to improve the emotional intelligence such as, Improve relations, Improve communications with others, forming emotional skills, act honorably, being respectable, Improving the occupation, managing the changes with confidence, power in work, feeling trust and positive, decreasing the tension levels (Delahanty et al., 2007).

2.2.4.3 Multiple Intelligences Theory

Gardiner 1983, sees that convinced evidences indicate mental skills relatively independent (human intelligences) to the limits of effect of each mental intelligence is not clear or the present quantity skills, also sees that it is difficult to ignore that some skills are relatively independents from each other, the person in an environment can formulate and manipulate many ways, although the understanding of intelligence has another concepts which gives them a general meanings. The intelligence is the ability to produce a perfect and useful or consists of providing precise service to culture and human. also emotions are

group of skills that makes the person capable to solve his own problems (Sachathep & Lynch, 2016).

2.3 Literature Review

There are some studies regarding emotional intelligence and leadership behavior regarding the coaches and players in clubs and these includes a study by Sozyk and Mejirian, in the tested the relationship between emotional intelligence and transformational leadership. Where amounted 63 sample individuals, and the results showed that emotional intelligence positively associates with transformational leadership, and that this link the degree of self-awareness commander (Sosik & Megerian, 1999). Also, in the study of Ducket and EcForlan, shows the way the leadership's behavior, and leading with psychological and social skills correlate with the mental processes of the sentimental intelligence of players as well (Ducket & EcForlan, 2003). and a study of Gould et al, the results indicates that there is a positive influence of the coaching efficacy on leadership styles, and lack of investigation on the relationship between emotional intelligence and coaching efficacy, it seems that emotional intelligence components is related to coaching efficacy, the relationship between emotional intelligence and coaching efficacy can be justified via the relationship between coaching efficacy and leadership style (Gould et al., 2002).

The study conducted by Huang et al, in mediating role of coaching efficacy in the relationship between emotional intelligence and leadership style among 323 US basketball coaches, the results indicated that leadership style can be predicted by emotional intelligence and coaching efficacy, and coaching efficacy played partial mediating role in the relation between emotional intelligence and leadership style (Huang et al., 2013). and the study conducted by Jose, that reduction in path coefficient between emotional intelligence and leadership style after inclusion of coaching efficacy was significant, suggesting relative mediating role of this variable and that the a significant correlation on all of them between coaches and Athlete (Jose, 2013).

A study of Higgs and Aitken, an exploration of the relationship between emotional intelligence and leadership potential and study aimed to explore the importance of emotional intelligence, the possibility of leadership and the study was conducted in the development of leaders in the New-Zealand center and study sample consisted of 40

director working in the public service center and they have to answer to the emotional intelligence scale and the results showed that there is a relationship between emotional intelligence and the possibility of Leadership (Higgs & Aitken, 2003).

The study by Palmer and Wales, the study addressed the relationship between emotional intelligence and effective leadership, the sample consisted of 43 participant, the study results showed that there was a significant relationship between the specific component of the transformational leadership and emotional intelligence, and in particular to encourage the creative individual and appreciation, which are linked to a moral capacity the self-management of emotions and the others (Palmer & Walls, 2001). Also a study by Rosete and Ciarrochi, the correlation between emotional intelligence and effective leadership, the results showed that elevated emotional intelligence they have no conflicts, the mood positive activates creativity and contribute positively in solving problems, and that there is a significant correlation between the effective leadership and emotional intelligence (Rosete & Ciarrochi, 2005).

The study by Okasha, in the improve the quality of training programs on leadership behavior skills training to avoid mistakes with the leaders the results showed that a significant correlation between leadership behavior skills of leaders and training programs (Okasha, 2000). also a study of Barling et al., in the relationship between the leadership and intelligence Emotional, and included sample (60) as director, the results show that emotional intelligence is compatible with the three dimensions of leadership Manufacturing (the impact of role models, encouraging creative, and attention to individual considerations) and that Compatible with one dimension of leadership and reciprocity is the (conditional penalty), and interfere with emotional intelligence, revealed that there is a significant correlation between the leadership behavior and emotional intelligence (Barling et al., 2000).

CHAPTER 3
METHODOLOGY

3.1 Research Method

This descriptive and correlative study was used to measure the prevalence of leadership behavior, emotional intelligence and correlation rate, and relationship with for the karate athletics the clubs of Kurdistan region of Iraq.

3.2 Research Population and Sample

Research population was determined through the intentional as a way of including players and coaches of clubs, in Kurdistan region, of the participated advanced category in the karate championship in Kurdistan region of Iraq for the season 2015- 2016. The total number are 150 players and 127 coaches distributed among thirty clubs. The research sample consists of 100 players and 100 coaches, as shown in Table 1 and 2.

Table 1. Sample distribution karate athletics on provinces in Kurdistan Region

Provinces	Total number of athletics	Final number of athletics	Number of clubs for each province
Duhok	40	28	6
Erbil	30	22	4
Kirkuk	30	17	5
Sulaymaniyah	50	33	11
Total	150	100	26

Table 2. Sample distribution Coaches on provinces in Kurdistan Region

Provinces	Total number of Coaches	Final number of Coaches	Number of clubs for each province
Duhok	35	28	6
Erbil	27	22	4
Kirkuk	25	17	5
Sulaymaniyah	40	33	11
Total	127	100	26

3.3 Research Instruments

The researcher has two instruments which were used in the current study as follows:

3.3.1 Leadership Behavior Scale

The researcher has prepared a questionnaire for the leadership behavior scale by Alkawaz, 2010, including 40 questions that characterized for coaches, and five alternatives next to each questions, scoring was as follows: 5 Always, 4 Often, 3 Sometimes, 2 Rarely, 1 Never, thus the highest value of the scale is 200 and the lowest value of the scale is 40, and reliability Cronbach's alpha for leadership behavior scale: 0.87 (see Appendix 13).

3.3.2 Emotional Intelligence Scale

The researcher has prepared a questionnaire for the emotional intelligence scale by Alsaeed, 2012, including 58 questions that characterized of karate athletes, and five alternatives next to each questions, scoring was as follows: 5 Always, 4 Often, 3 Sometimes, 2 Rarely, 1 Never, thus the highest value of the scale is 290 and the lowest value of the scale is 58, and reliability Cronbach's alpha for emotional intelligence scale: 0.94 (see Appendix 14).

3.4 Validity of (leadership behavior) and (emotional intelligence) Questionnaire

Leadership behavior scale and emotional intelligence scale is originally in Arabic language and subjects of the study were Kurds so the researcher translated the scale into Kurdish language and English language, to verify the accuracy of the translation, the researcher asked two English language specialists, who are Kurds Huzan Abdullah Yousif and Aveen Sarma, the qualifications are assistant lecturer in Duhok University/ Iraq, Master in English language (see Appendix 16) to translate the scale to English back the Kurdish to ensure the validity of the scale.

3.5 Procedure of the Study

The questionnaire of the study was distributed "Leadership Behavior" and "Emotional Intelligence", 40 and 58 questions respectively to the players and coaches of clubs in Kurdistan region of the participated advanced category age in the karate championship in Kurdistan region of Iraq for the season 2015- 2016, which consisted of 200 participants 100 players and 100 coaches because the proportion of players is 50% and coaches is 50% of clubs Kurdistan region of Iraq. Eventually, the data were collected from the participants. Finally, 200 questionnaires were collected. Completed questionnaires were reviewed and recorded for analysis according to the assigned codes for anonymity.

3.6 Data Collection

Data were collected by the researcher with the help of the work team on the research sample which consist of 100 coaches, and 100 players, in the days 15- 16/05/2016 (see Appendix 15), in the internal hall of the Chamchamal club in Sulaymaniyah for the advanced category in the karate championship. Finally, 200 questionnaires were collected. Completed questionnaires were reviewed and recorded for analysis according to the assigned codes for anonymity.

3.7 Data Analysis

After collecting the data from each of the participants in the sample, frequency and descriptive statistic by "Likert Method", arithmetic mean and standard deviation in SPSS statistical method were used to find out the results of the present study and Pearson Correlation Coefficient between paired scores.

CHAPTER 4
RESULTS

4.1 Analysis of the questionnaire

The results of the regional answers for coaches and karate athletes are given in Appendix, factor structure of Leadership behavior scale of coaches and Emotional Intelligence scale of karate athletes, analysis of the questionnaire was conducted on 40 items in the leadership behavior of coaches karate clubs in Duhok, Erbil, Kirkuk, Sulaymaniyah and Kurdistan region of Iraq, the results for each region are shown in the Appendix 3, 5, 7, 9, 11 respectively. Also, analysis of the questionnaire was conducted on the 58-item in the Emotional Intelligence of karate athletes karate clubs in Duhok, Erbil, Kirkuk, Sulaymaniyah and Kurdistan region of Iraq, the results for each region are shown in Appendix 4, 6, 8, 10, 12 below. The mean of the coaches and karate athletes are given also.

4.2 The results of relationship between the leadership behavior of coaches and emotional intelligence of karate athletes of Duhok karate clubs.

Arithmetic mean and standard deviation was used for calculating the leadership behavior of coaches and emotional intelligence of karate athletes in Duhok clubs can be seen in the table below.

Table 3. Relationship between the Leadership Behavior of coaches and Emotional Intelligence Of karate athletes of Duhok Karate Clubs

Statistical Monuments	$\bar{x}$	S.d	r	P
Coaches	2.26	0.16		
			0.85	0.01*
Athletes	2.24	0.16		

*P < 0.05

As the table 3 shows that; the mean score of coaches 2.26±0.16 and karate athletes 2.24±0.16, and are correlated r=0.85, p<0.05. There are significant correlations between the leadership behavior of coaches and emotional intelligence of karate athletes of Duhok karate clubs, this means that there is a significant correlation between the leadership

behavior of coaches and emotional intelligence of karate athletes of Duhok karate clubs. The results showed that there is a significant correlation between coaches and Athlete for Duhok clubs; it was also found that these results are consistent with the concept of hypothesis.

4.3 The results of relationship between the leadership behavior of coaches and emotional intelligence of karate athletes of Erbil karate clubs.

Arithmetic mean and standard deviation was used to calculate the leadership behavior of coaches and emotional intelligence of karate athletes in Erbil karate clubs and can be seen in the table below.

Table 4. Relationship between the leadership behavior of coaches and emotional intelligence of karate athletes of Erbil karate clubs

Statistical Monuments	$\bar{x}$	S.d	r	P
Coaches	2.11	0.16	0.90	0.02*
Athletes	2.09	0.15		

*P < 0.05

As the table 4 shows that the mean score of coaches 2.11±0.16 and karate athletes 2.09±0.15, are correlated r=0.90, p<0.05 and there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Erbil karate clubs, this means there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Erbil karate clubs. The research shows that there is a significant correlation between coaches and Athlete in Erbil clubs; it was also found that these results are consistent with the concept of hypothesis.

4.4 The results of relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs.

Arithmetic mean and standard deviation was used to calculate the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs can be see in the table below.

Table 5. Relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs

Statistical Monuments	$\bar{x}$	S.d	r	P
Coaches	2.17	0.10		
			0.70	0.00*
Athletes	2.18	0.09		

*P < 0.05

As the table 5 shows that, the mean score of coaches 2.17±0.10 and karate athletes 2.18±0.09 are correlated r=0.70 p<0.05 and there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs, this means there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs. The researcher interpreted that there is a significant correlation between coaches and athlete in Kirkuk clubs, it was also established that this result is consistent with the concept of hypothesis.

4.5 The results of relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs.

Arithmetic mean and standard deviation was used to calculate the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs which can see in the table below.

Table 6. Relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs.

Statistical Monuments	$\bar{x}$	S.d	r	P
Coaches	2.10	0.13		
			0.84	0.01*
Athletes	2.10	0.10		

*P < 0.05

As the table 6 shows that, the mean score of coaches 2.10±0.13 and karate athletes 2.10±0.10, are correlated r=0.84, p<0.05 and there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs, this means there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs. The research interpreted that there is a significant correlation between coaches and athlete in Sulaymaniyah clubs; it was also found that this result is consistent with the concept of hypothesis.

4.6 The results of relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Kurdistan region of Iraq karate clubs.

Arithmetic mean and standard deviation was used for calculate the leadership behavior of coaches and emotional intelligence of karate athletes in karate clubs in the Kurdistan region of Iraq can see in the table below.

Table 7. Relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Kurdistan region

Statistical Monuments	$\bar{x}$	S.d	r	p
Coaches	2.17	0.17		
			0.88	0.02*
Athletes	2.16	0.14		

*P < 0.05

As the table 7 shows that, the mean score of coaches 2.17±0.17 and karate athletes 2.16±0.14, are correlated r=0.88, p<0.05 and there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in clubs Kurdistan region of Iraq karate clubs, this means there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes at Kurdistan region of Iraq karate clubs. The research interpreted that there is a significant correlation between coaches and athlete at clubs Kurdistan region of Iraq; it was also found that this result is consistent with the concept of hypothesis.

The research interpretation

The research found that there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Duhok karate clubs, it also found that this result is consistent with the concept of hypothesis, there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Erbil karate clubs, it was found that this result is consistent with the concept of hypothesis, there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs, it is found that this result is consistent with the concept of hypothesis, there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs, it was found that this result is consistent with the concept of hypothesis, there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Kurdistan region of Iraq karate clubs, research shows that this result is consistent with the concept of hypothesis.

CHAPTER 5
DISCUSSION

Discussion

This study was aimed at finding the correlation between the leadership behaviors of coaches and emotional intelligence of karate players in clubs teams Kurdistan region of Iraq. The leadership behavior scale and emotional intelligence scale is originally in Arabic language and subjects of the study were Kurds, so the research was translated into Kurdish language and English languages. To verify the accuracy of the translation, the questionnaire was presented to two English language specialists, who are of Kurdish descent (Huzan Abdullah Yousif and Aveen Sarma) who are qualified and proficient in English language, assistant lecturer in Duhok University/ Iraq and Master in English language respectively (see Appendix 16) to translate the scale to English back the Kurdish to ensure the validity of the scale.

The result of the hypothesis in this study is finding the relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Duhok karate clubs. According to the findings of the study, it shows that there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Duhok clubs, it also found that the results are consistent with the concept of the hypothesis. The result of the coaches is 2.26±0.16 and karate athletes is 2.24±0.16. Results from Ducket and EcForlan, shows relationship between the leadership behavior, psychological and social skills correlate with the mental processes of sentimental intelligence of players (Ducket & EcForlan, 2003). Research conducted by Gould et al, the results indicated that there is positive influence between the coaching efficiency and leadership styles, and lack of investigation on the relation between emotional intelligence and coaching efficacy, it seems that emotional intelligence components is related to coaching efficacy, the relation between emotional intelligence and coaching efficacy can be justified via the relation between coaching efficacy and leadership style (Gould et al., 2002).

The result of the hypothesis in this study relates the relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Erbil karate clubs. According to the findings of the study revealed that there is a significant correlation

between the leadership behavior of coaches and emotional intelligence of karate athletes in Erbil clubs, it was also found that this result is consistent with the concept of hypothesis. The result of coaches 2.11±0.16 and karate athletes 2.09±0.15. Such as the study conducted by Huang et al, in mediating role of coaching efficacy in the relation between emotional intelligence and leadership style among 323 US basketball coaches, the results indicated that leadership style can be predicted by emotional intelligence and coaching efficacy, and coaching efficacy played partial mediating role in the relation between emotional intelligence and leadership style (Huang et al., 2013). and the study conducted by Jose on reduction in path coefficient between emotional intelligence and leadership style after inclusion of coaching efficacy was significant, suggesting relative mediating role of this variable and that there is a significant correlation on all of them between coaches and Athlete (Jose, 2013).

The result of the hypothesis in this study is relationship between leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs. According to the finding of the study it was revealed that there is a significant correlation between the leadership behavior of coaches and emotional intelligence for karate players for Kirkuk clubs. The results in the current study revealed that there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes of Kirkuk clubs, it was also found that this result is consistent with the concept of hypothesis. The result of coaches 2.17±0.10 and karate athletes 2.18±0.09. Also a study by Higgs and Aitken, on exploration of the relationship between emotional intelligence and leadership potential, and study aimed to explore the importance of emotional intelligence, the possibility of leadership and the study was conducted in the development of leaders in the New Zealand center and study sample consisted of 40 director working in the public service center and they have to answer to the emotional intelligence scale and the results showed that there is a relationship between emotional intelligence and the possibility of Leadership (Higgs & Aitken, 2003). And a study conducted by Sozyk and Mejirian, the relationship between emotional intelligence and transformational leadership, amounted 63 individuals, and the results showed that emotional intelligence positively associated with transformational leadership, and that this link the degree of self-awareness commander (Sosik & Megerian, 1999).

The result of the hypothesis in this study is relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs. According to the findings of the study revealed that there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes of Sulaymaniyah clubs, it was also found that this result is consistent with the concept of hypothesis. The result of coaches 2.10±0.13 and karate athletes 2.10±0.10. reported a study by Palmer and Wales, the study addressed the relationship between emotional intelligence and effective leadership, the sample consisted of 43 participant, the study results showed that there was a significant relationship between the specific component of the transformational leadership and emotional intelligence, and in particular to encourage the creative individual and appreciation, which are linked to a moral capacity the self-management of emotions and the others (Palmer & Walls, 2001). Also a study by Rosete and Ciarrochi, the correlation between emotional intelligence and effective leadership, the results showed that elevated emotional intelligence they have no conflicts, the mood positive activates creativity and contribute positively in solving problems, and that there is a significant correlation between the effective leadership and emotional intelligence (Rosete & Ciarrochi, 2005).

The result of the hypothesis in this study is relationship between the leadership behavior of coaches and emotional intelligence of karate athletes of karate clubs in the Kurdistan region of Iraq. according to the finding of the study revealed that there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes for clubs in the Kurdistan region of Iraq, it was also found that this result is consistent with the concept of hypothesis. The result of coaches 2.17±0.17 and karate athletes 2.16±0.14. The study by Okasha,is in the improvement of quality training programs on leadership behavior skills training to avoid mistakes with the leaders, the results showed that a significant correlation between leadership behavior skills of leaders and training programs (Okasha, 2000), also a study of Barling et.al, in the relationship between the leadership and intelligence Emotional, and included sample 60 as director, the results show that emotional intelligence is compatible with the three dimensions of leadership Manufacturing the impact of role models, encouraging creative, and attention to individual considerations and that Compatible with one dimension of leadership, reciprocity is the conditional penalty and interfere with emotional intelligence,

revealed that there is a significant correlation between the leadership behavior and emotional intelligent (Barling et al., 2000).

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

This study measured the correlation between the leadership behavior of coaches and emotional intelligence for karate players for clubs in the Kurdistan region of Iraq, The total number of all participants of the study was 200. The total for players was 100 and coaches 100, the proportion of players is 50% and coaches 50% in the clubs Kurdistan region of Iraq. All the participants had been selected in the internal hall of the Chamchamal club in Sulaymaniyah for the advanced category in the karate championship. Participants answered the questionnaire of the study; Leadership Behavior scale and Emotional Intelligence scale which was prepared by (Alkawaz, 2010 & Alsaeed, 2012), to collect the data, SPSS statistical methods was used to analyze the descriptive data. The data is given in the appendix related to regional evaluation of the coaches and karate athletes (see Appendix 2-12).

The results of this study as shown in the table 3, the score of coaches' 2.26 ± 0.16 and karate athletes 2.24 ± 0.16 and they are correlated ($r=0.85$, $p<0.05$) there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes of Duhok karate clubs. The result in the table 4, the score of coaches 2.11 ± 0.16 and karate athletes 2.09 ± 0.15, and are correlated ($r=0.90$, $p<0.05$) a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes of Erbil karate clubs was found. The result in the table 5, the score of coaches 2.17 ± 0.10 and karate athletes 2.18 ± 0.09 and they are correlated ($r=0.70$ $p<0.05$) and there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs. The result in the table 6, the score of coaches 2.10 ± 0.13 and karate athletes 2.10 ± 0.10, and they are correlated ($r=0.84$, $p<0.05$) there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs. Finally, the result of the table 7, the score of coaches 2.17 ± 0.17 and karate athletes 2.16 ± 0.14, and they are correlated ($r=0.88$, $p<0.05$) a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes of clubs in Kurdistan region of Iraq karate clubs was found.

6.2 Recommendations

Further studies on vision in life is necessary because of the limitations whether it was theoretically or empirically as mentioned above, there is a need for further studies on the elimination of these limitations, we therefore offer our recommendations as follow.

This study focused on the relationship between the leadership behavior and emotional intelligence for coaches and players of karate clubs. We recommend a further procedure to study and investigate the relationship between the leadership behavior and emotional intelligence for coaches and players at others clubs like fighting arts.

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Appendix (1)

Statistics for descriptive of Leadership behavior of coaches at Kurdistan region of Iraq karate clubs

karate clubs	N	$\bar{x}$	S.d	p.
Duhok	28	2.26	0.16	0.01
Erbil	22	2.11	0.16	0.02
Kirkuk	17	2.17	0.10	0.00
Sulaymaniyah	33	2.10	0.13	0.01
Total	100	2.17	0.17	0.02

Appendix (2)

Statistics for descriptive of Emotional Intelligence of karate athletes at Kurdistan region of Iraq karate clubs

karate clubs	N	$\bar{x}$	S.d	p.
Duhok	28	2.24	0.16	0.01
Erbil	22	2.09	0.15	0.02
Kirkuk	17	2.18	0.09	0.00
Sulaymaniyah	33	2.10	0.10	0.01
Total	100	2.16	0.14	0.02

Appendix (3)
The leadership behavior of coaches of Duhok karate clubs

#	Question	Always	Often	Sometimes	Rarely	Never	N	S.d	$\bar{x}$	%
1	I make sure that each player does what he can	0	3	5	12	8	28	2.11	0.94	42.2
2	I explain the plan and style of the game for each player	2	4	3	12	7	28	2.36	1.2	47.2
3	I give attention to correct every players' mistake	1	3	4	8	12	28	2.04	1.15	40.8
4	I have to be sure that players understand the role and duties of the coach toward the team	3	1	8	7	9	28	2.36	1.26	47.2
5	Give individual instructions about karate skills	4	2	5	10	7	28	2.5	1.32	50
6	Determine what to be done	2	2	5	10	9	28	2.21	1.18	44.2
7	Make it clear for every player his responsibilities	2	4	5	10	7	28	2.43	1.21	48.6
8	I expect that every player bear his responsibilities till the end	1	4	9	5	9	28	2.39	1.18	47.8
9	I point out the weak and strength point of each player.	2	1	4	13	8	28	2.14	1.09	42.8
10	I give limited instruction to each player on what to do in every circumstance	7	5	7	6	3	28	3.25	1.33	65
11	I care about cooperation between players	3	7	0	9	9	28	2.5	1.43	50
12	I explain how individual effort is important to the team	0	4	5	10	8	27	2.19	1.02	43.8
13	I determine what is expected and requested from each player	4	3	7	6	8	28	2.61	1.37	52.2
14	I take players opinions on playing strategy in limited competitive games.	3	1	6	9	9	28	2.29	1.25	45.8
15	I take the group approve about the important ideas before (training , game)	2	4	5	6	11	28	2.29	1.31	45.8
16	I give a chance to the players to be a part of the decision	4	5	3	8	8	28	2.61	1.42	52.2
17	I encourage the player to rise suggestions on practicing methods	2	2	1	10	13	28	1.93	1.19	38.6
18	I allow the team to determine goal	0	4	5	10	9	28	2.14	1.03	42.8
19	I allow the players to implement their way even	3	3	6	7	9	28	2.43	1.32	48.6

	if it is wrong.									
20	I take players opinion on important subject in training	0	0	4	12	12	28	1.71	0.7	34.2
21	I allow the players to work according to their speed	2	3	3	11	9	28	2.21	1.21	44.2
22	I allow the players to pick the plan for the game	6	6	7	6	3	28	3.21	1.29	64.2
23	I work almost independently from players	0	6	4	8	10	28	2.21	1.15	44.2
24	I do not explain my work or decision	3	0	7	9	9	28	2.25	1.21	45
25	I keep my decision	0	0	1	12	15	28	1.5	0.57	30
26	I have the right to make it easy for me	4	1	1	10	12	28	2.11	1.37	42.2
27	I speak in a way which does not give a chance for a question	1	1	5	10	11	28	1.96	1.02	39.2
28	I help players to solve their personal issues	0	3	0	14	11	28	1.82	0.89	36.4
29	I support the players to solve issues between them	0	4	3	12	9	28	2.07	1	41.4
30	I keep the interests of players	0	4	1	12	11	28	1.93	1	38.6
31	I do a favor to the players	2	4	6	8	8	28	2.43	1.24	48.6
32	I express my feelings toward the players	6	0	0	12	10	28	2.29	1.48	45.8
33	I encourage the players to trust me	0	0	6	14	8	28	1.93	0.7	38.6
34	I encourage non formal relations between players and me	0	0	1	17	10	28	1.68	0.54	33.6
35	I invite the players to my home	0	0	1	18	9	28	1.71	0.52	34.2
36	I praise the good players in front of other players	1	3	7	8	9	28	2.25	1.12	45
37	I tell the player when he does a good job	1	1	5	11	10	28	2	1	40
38	I make sure that a good player receive a reward	2	4	5	8	9	28	2.36	1.26	47.2
39	I appreciate the good player	3	3	9	8	5	28	2.68	1.2	53.6
40	I give my trust to the trustable player.	8	6	5	7	2	28	3.39	1.32	67.8

Appendix (4)
The emotional intelligence of karate athletes of Duhok karate clubs

#	Questions	Always	Often	Sometimes	Rarely	Never	N	S.d	$\bar{x}$	%
1	My negative feeling helps me in my personal life	2	2	6	10	8	28	2.29	1.16	45.8
2	My true feeling leads me to success	2	2	5	9	10	28	2.18	1.2	43.6
3	I can control my negative thinking	0	2	5	12	9	28	2	0.89	40
4	After any disturbance I can control my self	4	1	4	11	8	28	2.36	1.32	47.2
5	I can control my attitude and feelings	2	3	7	9	7	28	2.43	1.18	48.6
6	I keep calm at any circumstances	3	2	3	11	9	28	2.25	1.27	45
7	I can easily forget my negative feelings	4	2	9	6	7	28	2.64	1.32	52.8
8	I can easily convert my feelings to positive	3	2	5	10	8	28	2.36	1.26	47.2
9	At any danger I can control my feelings	0	0	5	14	9	28	1.86	0.69	37.2
10	By my willing I can do what I need emotionally	1	0	6	9	12	28	1.89	0.98	37.8
11	I can bring to the surface positive reflexes like joyful and fun	2	0	6	8	12	28	2	1.13	40
12	During equity I lose time sense when I do duties	3	5	4	11	5	28	2.64	1.26	52.8
13	My feeling helps me to make critical decisions	1	4	5	9	9	28	2.25	1.15	45
14	I stay optimistic and hopeful when I got defeated	3	3	3	11	8	28	2.36	1.29	47.2
15	I find it difficult to face life struggles and my anxiety and frustrate feeling	1	1	4	12	10	28	1.96	0.98	39.2
16	I am sensitive toward others needs	3	3	4	11	7	28	2.43	1.27	48.6
17	I am a good listener to other people's problems	3	2	7	7	9	28	2.39	1.29	47.8
18	I understand people's feelings	2	3	5	10	8	28	2.32	1.2	46.4
19	I can read people feeling from their faces	7	3	5	6	7	28	2.89	1.52	57.8
20	I am sensitive toward others emotional needs	3	1	6	8	10	28	2.25	1.27	45
21	I feel harmonizing with other feelings	2	2	8	7	9	28	2.32	1.2	46.4
22	I can easily understand peoples' feelings	4	2	6	8	8	28	2.5	1.35	50
23	I am capable to feel the emotional site of the others	2	2	8	7	9	28	2.32	1.2	46.4
24	I feel people emotion even if they do not appear it	3	2	8	8	7	28	2.5	1.24	50
25	My strong sense for others feeling, makes me empathy for them	4	1	6	9	8	28	2.43	1.32	48.6
26	I can read the group feeling even if they do not reveal it	2	2	4	12	8	28	2.21	1.15	44.2
27	I am capable to reward myself after negative events	2	4	4	10	8	28	2.36	1.23	47.2
28	Even if I do not make a rapid success, I am still patient	1	4	5	11	7	28	2.32	1.1	46.4
29	When I do a boring activity but I still enjoy it.	0	3	4	12	9	28	2.04	0.94	40.8

30	With life challenges, I try to be creative	2	1	5	9	11	28	2.07	1.16	41.4
31	I keep calm when I do a job	1	2	8	9	8	28	2.25	1.06	45
32	I can do important job with my all strength	5	5	6	8	4	28	2.96	1.32	59.2
33	I can execute duties with a high activity and concentration	1	2	6	8	11	28	2.07	1.1	41.4
34	During pressure I rarely feel tired	2	2	5	4	15	28	2	1.28	40
35	I can gain success under pressure	4	4	4	9	7	28	2.61	1.37	52.2
36	I can focus on duties , when challenges are present	0	1	7	11	9	28	2	0.85	40
37	I can focus on what is required from me	1	3	3	12	9	28	2.11	1.08	42.2
38	I put my feeling a side when I perform duties	5	4	6	7	6	28	2.82	1.39	56.4
39	I can contain the stress feeling that harden my job	2	1	7	7	11	28	2.14	1.19	42.8
40	I can control the negative and positive emotions to lead my life	4	1	6	9	8	28	2.43	1.32	48.6
41	The negative feeling helps me to change my life	2	2	8	7	9	28	2.32	1.2	46.4
42	I can confront my negative feelings when it comes to the decision making related to me	2	3	3	9	11	28	2.14	1.25	42.8
43	My negative feeling guides me to treat the others	0	3	2	12	11	28	1.89	0.94	37.8
44	Always I can sense my sincere feeling	2	2	1	7	16	28	1.82	1.23	36.4
45	I can express my feeling	3	2	5	8	10	28	2.29	1.31	45.8
46	I am responsible for the feeling of others	2	2	6	9	9	28	2.25	1.18	45
47	I don't care the negative emotions	4	4	6	8	6	28	2.71	1.33	54.2
48	I understand that I have sensitive feeling	3	2	5	10	8	28	2.36	1.26	47.2
49	I am full with bad mood	1	3	8	7	9	28	2.29	1.13	45.8
50	I rarely be angry when people harass me with their questions	0	3	6	9	10	28	2.07	1	41.4
51	I am aware of the social signs that others express them	2	5	5	7	9	28	2.43	1.29	48.6
52	I can easily speak with foreigners	3	3	2	9	11	28	2.21	1.35	44.2
53	I can influence others	4	2	6	7	9	28	2.46	1.38	49.2
54	I consider myself as trustworthy	6	3	1	12	6	28	2.68	1.47	53.6
55	I can give response to others needs and emotions	3	5	6	9	5	28	2.71	1.25	54.2
56	I have a big influence on others to determine their goals	4	2	6	7	9	28	2.46	1.38	49.2
57	People see that I am active towards others feeling	2	3	7	7	9	28	2.36	1.23	47.2
58	When I get angry, my appearance cannot be noticed.	1	1	5	9	12	28	1.93	1.03	38.6

Appendix (5)
The leadership behavior of coaches of Erbil karate clubs

#	Question	Always	Often	Sometimes	Rarely	Never	N	S.d	$\bar{x}$	%
1	I make sure that each player does what he can	2	1	3	9	7	22	2.18	1.19	43.6
2	I explain the plan and style of the game for each player	2	1	4	6	9	22	2.14	1.25	42.8
3	I give attention to correct every players' mistake	1	3	2	10	6	22	2.23	1.13	44.6
4	I have to be sure that players understand the role and duties of the coach toward the team	4	1	3	6	8	22	2.41	1.47	48.2
5	Give individual instructions about karate skills	4	2	2	7	7	22	2.5	1.47	50
6	Determine what to be done	2	2	4	5	9	22	2.23	1.31	44.6
7	Make it clear for every player his responsibilities	3	0	3	9	7	22	2.23	1.28	44.6
8	I expect that every player bear his responsibilities till the end	1	0	3	6	12	22	1.73	1.01	34.6
9	I point out the weak and strength point of each player.	2	1	3	8	8	22	2.14	1.22	42.8
10	I give limited instruction to each player on what to do in every circumstance	5	2	2	6	7	22	2.64	1.55	52.8
11	I care about cooperation between players	3	0	0	10	9	22	2	1.28	40
12	I explain how individual effort is important to the team	0	4	0	10	8	22	2	1.04	40
13	I determine what is expected and requested from each player	4	3	2	5	8	22	2.55	1.53	51
14	I take players opinions on playing strategy in limited competitive games.	3	1	3	9	6	22	2.36	1.3	47.2
15	I take the group approve about the important ideas before (training , game)	2	2	2	6	10	22	2.09	1.31	41.8
16	I give a chance to the players to be a part of the decision	3	0	3	8	8	22	2.18	1.3	43.6
17	I encourage the player to rise suggestions on practicing methods	2	2	1	4	13	22	1.91	1.35	38.2

18	I allow the team to determine goal	0	4	2	7	9	22	2.05	1.11	41
19	I allow the players to implement their way even if it is wrong.	3	3	3	8	5	22	2.59	1.34	51.8
20	I take players opinion on important subject in training	2	1	4	6	9	22	2.14	1.25	42.8
21	I allow the players to work according to their speed	2	3	3	5	9	22	2.27	1.35	45.4
22	I allow the players to pick the plan for the game	3	2	2	9	6	22	2.41	1.34	48.2
23	I work almost independently from players	0	3	3	8	8	22	2.05	1.02	41
24	I do not explain my work or decision	3	0	4	8	7	22	2.27	1.29	45.4
25	I keep my decision	0	0	4	8	10	22	1.73	0.75	34.6
26	I have the right to make it easy for me	1	1	2	6	12	22	1.77	1.08	35.4
27	I speak in a way which does not give a chance for a question	1	1	3	10	7	22	2.05	1.02	41
28	I help players to solve their personal issues	0	3	0	8	11	22	1.77	1	35.4
29	I support the players to solve issues between them	2	3	2	9	6	22	2.36	1.26	47.2
30	I keep the interests of players	2	1	2	9	8	22	2.09	1.2	41.8
31	I do a favor to the players	2	2	2	8	8	22	2.18	1.27	43.6
32	I express my feelings toward the players	2	0	1	10	9	22	1.91	1.12	38.2
33	I encourage the players to trust me	0	0	0	14	8	22	1.64	0.48	32.8
34	I encourage non formal relations between players and me	0	0	1	12	9	22	1.64	0.57	32.8
35	I invite the players to my home	0	0	1	5	16	22	1.32	0.55	26.4
36	I praise the good players in front of other players	1	0	3	9	9	22	1.86	0.97	37.2
37	I tell the player when he does a good job	1	1	0	11	9	22	1.82	0.98	36.4
38	I make sure that a good player receive a reward	2	1	3	7	9	22	2.09	1.24	41.8
39	I appreciate the good player	3	3	2	9	5	22	2.55	1.34	51
40	I give my trust to the trustable player.	0	6	2	6	8	22	2.27	1.21	45.4

Appendix (6)
The emotional intelligence of karate athletes of Erbil karate clubs

#	Questions	Always	Often	Sometimes	Rarely	Never	N	S.d	$\bar{x}$	%
1	My negative feeling helps me in my personal life	2	2	4	9	5	22	2.41	1.19	48.2
2	My true feeling leads me to success	2	2	3	6	9	22	2.18	1.3	43.6
3	I can control my negative thinking	0	2	5	8	7	22	2.09	0.95	41.8
4	After any disturbance I can control my self	2	1	4	7	8	22	2.18	1.23	43.6
5	I can control my attitude and feelings	2	3	4	7	6	22	2.45	1.27	49
6	I keep calm at any circumstances	3	1	3	6	9	22	2.23	1.38	44.6
7	I can easily forget my negative feelings	2	2	4	6	8	22	2.27	1.29	45.4
8	I can easily convert my feelings to positive	3	2	3	6	8	22	2.36	1.4	47.2
9	At any danger I can control my feelings	0	0	4	7	11	22	1.68	0.76	33.6
10	By my willing I can do what I need emotionally	2	0	2	9	9	22	1.95	1.15	39
11	I can bring to the surface positive reflexes like joyful and fun	4	0	4	8	6	22	2.45	1.37	49
12	During equity I lose time sense when I do duties	3	2	4	8	5	22	2.55	1.3	51
13	My feeling helps me to make critical decisions	1	4	5	5	7	22	2.41	1.23	48.2
14	I stay optimistic and hopeful when I got defeated	3	2	3	6	8	22	2.36	1.4	47.2
15	I find it difficult to face life struggles and my anxiety and frustrate feeling	2	1	4	7	8	22	2.18	1.23	43.6
16	I am sensitive toward others needs	1	3	4	7	7	22	2.27	1.17	45.4
17	I am a good listener to other people's problems	3	2	3	5	9	22	2.32	1.43	46.4
18	I understand people's feelings	2	3	4	5	8	22	2.36	1.33	47.2
19	I can read people feeling from their faces	2	3	5	5	7	22	2.45	1.3	49
20	I am sensitive toward others emotional needs	3	1	6	7	5	22	2.55	1.27	51
21	I feel harmonizing with other feelings	2	2	4	5	9	22	2.23	1.31	44.6
22	I can easily understand peoples' feelings	1	2	6	6	7	22	2.27	1.14	45.4
23	I am capable to feel the emotional site of the others	2	2	4	7	7	22	2.32	1.26	46.4
24	I feel people emotion even if they do not appear it	3	2	3	7	7	22	2.41	1.37	48.2
25	My strong sense for others feeling, makes me empathy for them	4	1	5	4	8	22	2.5	1.47	50
26	I can read the group feeling even if they do not reveal it	2	2	4	9	5	22	2.41	1.19	48.2
27	I am capable to reward myself after negative events	2	3	4	8	5	22	2.5	1.23	50
28	Even if I do not make a rapid success, I am still patient	1	4	5	7	5	22	2.5	1.16	50
29	When I do a boring activity but I still enjoy it.	0	3	3	9	7	22	2.09	1	41.8

30	With life challenges, I try to be creative	2	4	2	6	8	22	2.36	1.37	47.2
31	I keep calm when I do a job	1	1	8	5	7	22	2.27	1.09	45.4
32	I can do important job with my all strength	5	5	3	6	3	22	3.14	1.39	62.8
33	I can execute duties with a high activity and concentration	1	2	3	8	8	22	2.09	1.12	41.8
34	During pressure I rarely feel tired	2	2	5	4	9	22	2.27	1.32	45.4
35	I can gain success under pressure	1	2	4	9	6	22	2.23	1.08	44.6
36	I can focus on duties , when challenges are present	0	1	6	6	9	22	1.95	0.93	39
37	I can focus on what is required from me	1	3	3	6	9	22	2.14	1.22	42.8
38	I put my feeling a side when I perform duties	2	4	6	4	6	22	2.64	1.3	52.8
39	I can contain the stress feeling that harden my job	2	1	4	7	8	22	2.18	1.23	43.6
40	I can control the negative and positive emotions to lead my life	4	1	3	6	8	22	2.41	1.47	48.2
41	The negative feeling helps me to change my life	2	2	3	6	9	22	2.18	1.3	43.6
42	I can confront my negative feelings when it comes to the decision making related to me	2	1	3	9	7	22	2.18	1.19	43.6
43	My negative feeling guides me to treat the others	0	2	2	11	7	22	1.95	0.88	39
44	Always I can sense my sincere feeling	2	2	2	7	9	22	2.14	1.29	42.8
45	I can express my feeling	1	2	3	8	8	22	2.09	1.12	41.8
46	I am responsible for the feeling of others	2	2	3	8	7	22	2.27	1.25	45.4
47	I don't care the negative emotions	4	5	3	4	6	22	2.86	1.49	57.2
48	I understand that I have sensitive feeling	1	2	4	9	6	22	2.23	1.08	44.6
49	I am full with bad mood	1	3	4	4	10	22	2.14	1.25	42.8
50	I rarely be angry when people harass me with their questions	0	4	6	5	7	22	2.32	1.1	46.4
51	I am aware of the social signs that others express them	2	5	5	3	7	22	2.64	1.37	52.8
52	I can easily speak with foreigners	4	0	2	9	7	22	2.32	1.39	46.4
53	I can influence others	4	2	2	5	9	22	2.41	1.53	48.2
54	I consider myself as trustworthy	6	3	1	7	5	22	2.91	1.56	58.2
55	I can give response to others needs and emotions	3	4	6	4	5	22	2.82	1.34	56.4
56	I have a big influence on others to determine their goals	2	2	2	7	9	22	2.14	1.29	42.8
57	People see that I am active towards others feeling	2	3	6	2	9	22	2.41	1.37	48.2
58	When I get angry, my appearance cannot be noticed.	1	1	5	9	6	22	2.18	1.03	43.6

Appendix (7)
The leadership behavior of coaches of Kirkuk karate clubs

#	Question	Always	Often	Sometimes	Rarely	Never	N	S.d	$\bar{x}$	%
1	I make sure that each player does what he can	0	1	2	6	8	17	1.76	0.88	35.2
2	I explain the plan and style of the game for each player	1	1	1	9	5	17	2.06	1.06	41.2
3	I give attention to correct every players' mistake	1	0	2	8	6	17	1.94	1	38.8
4	I have to be sure that players understand the role and duties of the coach toward the team	4	1	1	6	5	17	2.59	1.54	51.8
5	Give individual instructions about karate skills	2	1	2	7	5	17	2.29	1.27	45.8
6	Determine what to be done	2	2	0	5	8	17	2.12	1.41	42.4
7	Make it clear for every player his responsibilities	3	0	2	5	7	17	2.24	1.44	44.8
8	I expect that every player bear his responsibilities till the end	1	0	3	6	7	17	1.94	1.06	38.8
9	I point out the weak and strength point of each player.	2	1	4	5	5	17	2.41	1.29	48.2
10	I give limited instruction to each player on what to do in every circumstance	0	2	2	6	7	17	1.94	1	38.8
11	I care about cooperation between players	1	0	2	6	8	17	1.82	1.04	36.4
12	I explain how individual effort is important to the team	0	1	0	8	8	17	1.65	0.76	33
13	I determine what is expected and requested from each player	1	3	2	5	6	17	2.29	1.27	45.8
14	I take players opinions on playing strategy in limited competitive games.	3	1	3	4	6	17	2.47	1.46	49.4
15	I take the group approve about the important ideas before (training , game)	0	1	2	6	8	17	1.76	0.88	35.2
16	I give a chance to the players to be a part of the decision	0	0	3	6	8	17	1.71	0.75	34.2
17	I encourage the player to rise suggestions on practicing methods	2	2	1	5	7	17	2.24	1.39	44.8

18	I allow the team to determine goal	1	1	2	5	8	17	1.94	1.16	38.8
19	I allow the players to implement their way even if it is wrong.	3	3	1	5	5	17	2.65	1.49	53
20	I take players opinion on important subject in training	2	1	3	6	5	17	2.35	1.28	47
21	I allow the players to work according to their speed	2	1	1	5	8	17	2.06	1.35	41.2
22	I allow the players to pick the plan for the game	0	2	2	7	6	17	2	0.97	40
23	I work almost independently from players	0	2	1	6	8	17	1.82	0.98	36.4
24	I do not explain my work or decision	3	0	0	7	7	17	2.12	1.41	42.4
25	I keep my decision	1	0	2	7	7	17	1.88	1.02	37.6
26	I have the right to make it easy for me	1	0	1	6	9	17	1.71	1.02	34.2
27	I speak in a way which does not give a chance for a question	1	1	1	7	7	17	1.94	1.11	38.8
28	I help players to solve their personal issues	0	3	0	8	6	17	2	1.03	40
29	I support the players to solve issues between them	1	1	2	9	4	17	2.18	1.04	43.6
30	I keep the interests of players	0	1	1	7	8	17	1.71	0.82	34.2
31	I do a favor to the players	1	0	1	8	7	17	1.82	0.98	36.4
32	I express my feelings toward the players	2	0	1	6	8	17	1.94	1.26	38.8
33	I encourage the players to trust me	0	0	0	10	7	17	1.59	0.49	31.8
34	I encourage non formal relations between players and me	0	0	1	9	7	17	1.65	0.59	33
35	I invite the players to my home	0	0	1	6	10	17	1.47	0.61	29.4
36	I praise the good players in front of other players	1	1	1	5	9	17	1.82	1.15	36.4
37	I tell the player when he does a good job	1	1	3	7	5	17	2.18	1.1	43.6
38	I make sure that a good player receive a reward	2	1	3	7	4	17	2.41	1.24	48.2
39	I appreciate the good player	1	2	2	7	5	17	2.24	1.16	44.8
40	I give my trust to the trustable player.	0	2	1	6	8	17	1.82	0.98	36.4

Appendix (8)
The emotional intelligence of karate athletes of Kirkuk karate clubs

#	Questions	Always	Often	Sometimes	Rarely	Never	N	S.d	$\bar{x}$	%
1	My negative feeling helps me in my personal life	0	0	6	3	8	17	1.88	0.9	37.6
2	My true feeling leads me to success	1	0	4	6	6	17	2.06	1.06	41.2
3	I can control my negative thinking	0	1	2	7	7	17	1.82	0.86	36.4
4	After any disturbance I can control my self	0	1	3	5	8	17	1.82	0.92	36.4
5	I can control my attitude and feelings	0	0	4	7	6	17	1.88	0.76	37.6
6	I keep calm at any circumstances	1	0	3	5	8	17	1.88	1.08	37.6
7	I can easily forget my negative feelings	0	0	4	6	7	17	1.82	0.78	36.4
8	I can easily convert my feelings to positive	1	0	3	5	8	17	1.88	1.08	37.6
9	At any danger I can control my feelings	0	0	2	7	8	17	1.65	0.68	33
10	By my willing I can do what I need emotionally	1	0	2	5	9	17	1.76	1.06	35.2
11	I can bring to the surface positive reflexes like joyful and fun	1	0	1	9	6	17	1.88	0.96	37.6
12	During equity I lose time sense when I do duties	0	2	2	8	5	17	2.06	0.94	41.2
13	My feeling helps me to make critical decisions	1	0	4	5	7	17	2	1.08	40
14	I stay optimistic and hopeful when I got defeated	0	2	0	6	9	17	1.71	0.96	34.2
15	I find it difficult to face life struggles and my anxiety and frustrate feeling	0	0	2	7	8	17	1.65	0.68	33
16	I am sensitive toward others needs	1	0	1	8	7	17	1.82	0.98	36.4
17	I am a good listener to other people's problems	0	2	1	5	9	17	1.76	1	35.2
18	I understand people's feelings	1	1	2	5	8	17	1.94	1.16	38.8
19	I can read people feeling from their faces	2	1	2	5	7	17	2.18	1.34	43.6
20	I am sensitive toward others emotional needs	3	1	1	7	5	17	2.41	1.42	48.2
21	I feel harmonizing with other feelings	1	0	2	5	9	17	1.76	1.06	35.2
22	I can easily understand peoples' feelings	1	3	0	6	7	17	2.12	1.28	42.4
23	I am capable to feel the emotional site of the others	1	0	1	7	8	17	1.76	1	35.2
24	I feel people emotion even if they do not appear it	0	2	1	7	7	17	1.88	0.96	37.6
25	My strong sense for others feeling, makes me empathy for them	0	1	4	4	8	17	1.88	0.96	37.6
26	I can read the group feeling even if they do not reveal it	2	2	0	9	4	17	2.35	1.28	47
27	I am capable to reward myself after negative events	1	0	3	8	5	17	2.06	1	41.2
28	Even if I do not make a rapid success, I am still patient	1	0	5	6	5	17	2.18	1.04	43.6
29	When I do a boring activity but I still enjoy it.	0	1	2	7	7	17	1.82	0.86	36.4

30	With life challenges, I try to be creative	2	0	1	6	8	17	1.94	1.26	38.8
31	I keep calm when I do a job	1	2	0	7	7	17	2	1.19	40
32	I can do important job with my all strength	5	0	3	6	3	17	2.88	1.49	57.6
33	I can execute duties with a high activity and concentration	1	0	0	8	8	17	1.71	0.96	34.2
34	During pressure I rarely feel tired	2	0	0	6	9	17	1.82	1.25	36.4
35	I can gain success under pressure	1	0	1	9	6	17	1.88	0.96	37.6
36	I can focus on duties , when challenges are present	0	1	2	5	9	17	1.71	0.89	34.2
37	I can focus on what is required from me	1	0	3	4	9	17	1.82	1.1	36.4
38	I put my feeling a side when I perform duties	6	2	0	4	5	17	3	1.71	60
39	I can contain the stress feeling that harden my job	1	1	0	7	8	17	1.82	1.1	36.4
40	I can control the negative and positive emotions to lead my life	0	1	3	5	8	17	1.82	0.92	36.4
41	The negative feeling helps me to change my life	2	0	3	6	6	17	2.18	1.25	43.6
42	I can confront my negative feelings when it comes to the decision making related to me	0	1	0	9	7	17	1.71	0.75	34.2
43	My negative feeling guides me to treat the others	0	2	0	8	7	17	1.82	0.92	36.4
44	Always I can sense my sincere feeling	2	1	2	3	9	17	2.06	1.39	41.2
45	I can express my feeling	1	0	0	8	8	17	1.71	0.96	34.2
46	I am responsible for the feeling of others	0	2	0	8	7	17	1.82	0.92	36.4
47	I don't care the negative emotions	4	0	3	4	6	17	2.53	1.54	50.6
48	I understand that I have sensitive feeling	1	0	0	10	6	17	1.82	0.92	36.4
49	I am full with bad mood	0	3	0	4	10	17	1.76	1.11	35.2
50	I rarely be angry when people harass me with their questions	0	1	3	6	7	17	1.88	0.9	37.6
51	I am aware of the social signs that others express them	2	0	0	9	6	17	2	1.19	40
52	I can easily speak with foreigners	0	0	1	9	7	17	1.65	0.59	33
53	I can influence others	4	0	2	2	9	17	2.29	1.64	45.8
54	I consider myself as trustworthy	1	0	1	10	5	17	1.94	0.94	38.8
55	I can give response to others needs and emotions	3	4	0	5	5	17	2.71	1.52	54.2
56	I have a big influence on others to determine their goals	0	0	1	7	9	17	1.53	0.61	30.6
57	People see that I am active towards others feeling	2	3	0	3	9	17	2.18	1.5	43.6
58	When I get angry, my appearance cannot be noticed.	1	1	5	4	6	17	2.24	1.16	44.8

Appendix (9)

The leadership behavior of coaches of Sulaymaniyah karate clubs

#	Question	Always	Often	Sometimes	Rarely	Never	N	S.d	$\bar{x}$	%
1	I make sure that each player does what he can	1	2	5	11	14	33	1.94	1.04	38.8
2	I explain the plan and style of the game for each player	2	2	6	10	13	33	2.09	1.16	41.8
3	I give attention to correct every players' mistake	0	2	5	14	12	33	1.91	0.87	38.2
4	I have to be sure that players understand the role and duties of the coach toward the team	4	6	4	8	11	33	2.52	1.42	50.4
5	Give individual instructions about karate skills	2	2	7	10	12	33	2.15	1.16	43
6	Determine what to be done	3	3	5	13	9	33	2.33	1.22	46.6
7	Make it clear for every player his responsibilities	4	2	8	7	12	33	2.36	1.34	47.2
8	I expect that every player bear his responsibilities till the end	3	6	5	11	8	33	2.55	1.28	51
9	I point out the weak and strength point of each player.	0	0	5	16	12	33	1.79	0.69	35.8
10	I give limited instruction to each player on what to do in every circumstance	1	1	6	13	12	33	1.97	0.97	39.4
11	I care about cooperation between players	2	0	6	10	15	33	1.91	1.08	38.2
12	I explain how individual effort is important to the team	3	5	4	16	5	33	2.55	1.18	51
13	I determine what is expected and requested from each player	1	5	5	9	13	33	2.15	1.18	43
14	I take players opinions on playing strategy in limited competitive games.	3	3	6	13	8	33	2.39	1.2	47.8
15	I take the group approve about the important ideas before (training , game)	1	1	6	12	13	33	1.94	0.98	38.8
16	I give a chance to the players to be a part of the decision	2	1	4	11	15	33	1.91	1.11	38.2
17	I encourage the player to rise suggestions on practicing methods	3	2	7	12	9	33	2.33	1.2	46.6

18	I allow the team to determine goal	2	2	5	16	8	33	2.21	1.07	44.2
19	I allow the players to implement their way even if it is wrong.	6	6	5	9	7	33	2.85	1.42	57
20	I take players opinion on important subject in training	4	1	9	8	11	33	2.36	1.3	47.2
21	I allow the players to work according to their speed	2	2	12	8	9	33	2.39	1.13	47.8
22	I allow the players to pick the plan for the game	4	4	7	10	8	33	2.58	1.3	51.6
23	I work almost independently from players	2	2	4	12	13	33	2.03	1.14	40.6
24	I do not explain my work or decision	4	2	8	12	7	33	2.52	1.23	50.4
25	I keep my decision	4	3	6	8	12	33	2.36	1.37	47.2
26	I have the right to make it easy for me	2	2	9	12	8	33	2.33	1.09	46.6
27	I speak in a way which does not give a chance for a question	1	4	4	14	10	33	2.15	1.08	43
28	I help players to solve their personal issues	1	4	8	14	6	33	2.39	1.01	47.8
29	I support the players to solve issues between them	0	5	6	12	10	33	2.18	1.03	43.6
30	I keep the interests of players	1	1	5	15	11	33	1.97	0.94	39.4
31	I do a favor to the players	3	2	8	12	8	33	2.39	1.18	47.8
32	I express my feelings toward the players	5	5	12	8	3	33	3.03	1.17	60.6
33	I encourage the players to trust me	1	2	4	12	14	33	1.91	1.03	38.2
34	I encourage non formal relations between players and me	2	2	5	3	21	33	1.82	1.24	36.4
35	I invite the players to my home	4	4	2	13	10	33	2.36	1.34	47.2
36	I praise the good players in front of other players	0	0	4	11	18	33	1.58	0.7	31.6
37	I tell the player when he does a good job	1	3	2	12	15	33	1.88	1.07	37.6
38	I make sure that a good player receive a reward	4	4	8	8	9	33	2.58	1.33	51.6
39	I appreciate the good player	2	1	5	14	11	33	2.06	1.07	41.2
40	I give my trust to the trustable player.	4	1	8	12	8	33	2.42	1.23	48.4

Appendix (10)
The emotional intelligence of karate athletes of Sulaymaniyah karate clubs

#	Questions	Always	Often	Sometimes	Rarely	Never	N	S.d	$\bar{x}$	%
1	My negative feeling helps me in my personal life	1	2	5	11	14	33	1.94	1.04	38.8
2	My true feeling leads me to success	2	2	6	10	13	33	2.09	1.16	41.8
3	I can control my negative thinking	0	2	5	14	12	33	1.91	0.87	38.2
4	After any disturbance I can control my self	4	6	4	8	11	33	2.52	1.42	50.4
5	I can control my attitude and feelings	2	2	7	10	12	33	2.15	1.16	43
6	I keep calm at any circumstances	3	3	5	13	9	33	2.33	1.22	46.6
7	I can easily forget my negative feelings	4	2	8	7	12	33	2.36	1.34	47.2
8	I can easily convert my feelings to positive	3	6	5	11	8	33	2.55	1.28	51
9	At any danger I can control my feelings	0	0	5	16	12	33	1.79	0.69	35.8
10	By my willing I can do what I need emotionally	1	1	6	13	12	33	1.97	0.97	39.4
11	I can bring to the surface positive reflexes like joyful and fun	2	0	6	10	15	33	1.91	1.08	38.2
12	During equity I lose time sense when I do duties	3	5	4	16	5	33	2.55	1.18	51
13	My feeling helps me to make critical decisions	1	5	5	9	13	33	2.15	1.18	43
14	I stay optimistic and hopeful when I got defeated	3	3	6	13	8	33	2.39	1.2	47.8
15	I find it difficult to face life struggles and my anxiety and frustrate feeling	1	1	6	12	13	33	1.94	0.98	38.8
16	I am sensitive toward others needs	2	1	4	11	15	33	1.91	1.11	38.2
17	I am a good listener to other people's problems	3	2	7	12	9	33	2.33	1.2	46.6
18	I understand people's feelings	2	2	5	16	8	33	2.21	1.07	44.2
19	I can read people feeling from their faces	6	6	5	9	7	33	2.85	1.42	57
20	I am sensitive toward others emotional needs	4	1	9	8	11	33	2.36	1.3	47.2
21	I feel harmonizing with other feelings	2	2	12	8	9	33	2.39	1.13	47.8
22	I can easily understand peoples' feelings	4	4	7	10	8	33	2.58	1.3	51.6
23	I am capable to feel the emotional site of the others	2	2	4	12	13	33	2.03	1.14	40.6
24	I feel people emotion even if they do not appear it	4	2	8	12	7	33	2.52	1.23	50.4
25	My strong sense for others feeling, makes me empathy for them	4	3	6	8	12	33	2.36	1.37	47.2
26	I can read the group feeling even if they do not reveal it	2	2	9	12	8	33	2.33	1.09	46.6
27	I am capable to reward myself after negative events	1	4	4	14	10	33	2.15	1.08	43
28	Even if I do not make a rapid success, I am still patient	1	4	8	14	6	33	2.39	1.01	47.8
29	When I do a boring activity but I still enjoy it.	0	5	6	12	10	33	2.18	1.03	43.6

30	With life challenges, I try to be creative	1	1	5	15	11	33	1.97	0.94	39.4
31	I keep calm when I do a job	3	2	8	12	8	33	2.39	1.18	47.8
32	I can do important job with my all strength	5	5	12	8	3	33	3.03	1.17	60.6
33	I can execute duties with a high activity and concentration	1	2	4	12	14	33	1.91	1.03	38.2
34	During pressure I rarely feel tired	2	2	5	3	21	33	1.82	1.24	36.4
35	I can gain success under pressure	4	4	2	13	10	33	2.36	1.34	47.2
36	I can focus on duties , when challenges are present	0	0	4	11	18	33	1.58	0.7	31.6
37	I can focus on what is required from me	1	3	2	12	15	33	1.88	1.07	37.6
38	I put my feeling a side when I perform duties	4	4	8	8	9	33	2.58	1.33	51.6
39	I can contain the stress feeling that harden my job	2	1	5	14	11	33	2.06	1.07	41.2
40	I can control the negative and positive emotions to lead my life	4	1	8	12	8	33	2.42	1.23	48.4
41	The negative feeling helps me to change my life	2	2	6	13	10	33	2.18	1.11	43.6
42	I can confront my negative feelings when it comes to the decision making related to me	2	3	3	14	11	33	2.12	1.15	42.4
43	My negative feeling guides me to treat the others	0	3	2	17	11	33	1.91	0.87	38.2
44	Always I can sense my sincere feeling	2	2	1	7	21	33	1.7	1.17	34
45	I can express my feeling	3	3	8	8	11	33	2.36	1.27	47.2
46	I am responsible for the feeling of others	2	2	9	11	9	33	2.3	1.11	46
47	I don't care the negative emotions	4	4	8	11	6	33	2.67	1.25	53.4
48	I understand that I have sensitive feeling	3	2	2	15	11	33	2.12	1.2	42.4
49	I am full with bad mood	1	4	4	9	15	33	2	1.15	40
50	I rarely be angry when people harass me with their questions	0	3	8	12	10	33	2.12	0.95	42.4
51	I am aware of the social signs that others express them	3	5	5	11	9	33	2.45	1.28	49
52	I can easily speak with foreigners	3	3	0	16	11	33	2.12	1.22	42.4
53	I can influence others	4	2	6	12	9	33	2.39	1.28	47.8
54	I consider myself as trustworthy	6	3	1	20	3	33	2.67	1.29	53.4
55	I can give response to others needs and emotions	2	5	7	15	4	33	2.58	1.07	51.6
56	I have a big influence on others to determine their goals	4	2	6	12	9	33	2.39	1.28	47.8
57	People see that I am active towards others feeling	2	2	7	13	9	33	2.24	1.1	44.8
58	When I get angry, my appearance cannot be noticed.	1	4	7	12	9	33	2.27	1.08	45.4

Appendix (11)
The leadership behavior of coaches at Kurdistan region of Iraq karate club

#	Question	Always	Often	Sometimes	Rarely	Never	N	S.d	$\bar{x}$	%
1	I make sure that each player does what he can	14	29	20	13	24	100	2.96	1.39	59.2
2	I explain the plan and style of the game for each player	20	22	20	26	12	100	3.12	1.32	62.4
3	I give attention to correct every players' mistake	10	28	39	15	8	100	3.17	1.06	63.4
4	I have to be sure that players understand the role and duties of the coach toward the team	6	27	22	26	19	100	2.75	1.21	55
5	Give individual instructions about karate skills	18	26	31	13	12	100	3.25	1.24	65
6	Determine what to be done	15	25	35	16	9	100	3.21	1.15	64.2
7	Make it clear for every player his responsibilities	18	34	29	11	8	100	3.43	1.14	68.6
8	I expect that every player bear his responsibilities till the end	12	27	28	14	19	100	2.99	1.28	59.8
9	I point out the weak and strength point of each player.	12	25	28	26	9	100	3.05	1.16	61
10	I give limited instruction to each player on what to do in every circumstance	19	29	25	15	12	100	3.28	1.27	65.6
11	I care about cooperation between players	11	29	38	9	13	100	3.16	1.15	63.2
12	I explain how individual effort is important to the team	9	36	34	14	7	100	3.26	1.04	65.2
13	I determine what is expected and requested from each player	16	25	30	11	18	100	3.1	1.31	62
14	I take players opinions on playing strategy in limited competitive games.	12	33	23	12	20	100	3.05	1.31	61
15	I take the group approve about the important ideas before (training , game)	14	28	36	13	9	100	3.25	1.13	65
16	I give a chance to the players to be a part of the decision	20	22	24	15	19	100	3.09	1.39	61.8
17	I encourage the player to rise suggestions on practicing methods	11	36	33	16	4	100	3.34	1	66.8

18	I allow the team to determine goal	13	29	31	17	10	100	3.18	1.16	63.6
19	I allow the players to implement their way even if it is wrong.	10	27	23	17	23	100	2.84	1.32	56.8
20	I take players opinion on important subject in training	11	29	37	19	4	100	3.24	1.01	64.8
21	I allow the players to work according to their speed	12	31	33	13	11	100	3.2	1.15	64
22	I allow the players to pick the plan for the game	9	35	29	16	11	100	3.15	1.13	63
23	I work almost independently from players	13	28	34	15	10	100	3.19	1.15	63.8
24	I do not explain my work or decision	11	31	35	13	10	100	3.2	1.11	64
25	I keep my decision	11	29	38	14	8	100	3.21	1.07	64.2
26	I have the right to make it easy for me	9	27	22	23	19	100	2.84	1.26	56.8
27	I speak in a way which does not give a chance for a question	12	31	29	20	8	100	3.19	1.13	63.8
28	I help players to solve their personal issues	20	24	33	9	14	100	3.27	1.27	65.4
29	I support the players to solve issues between them	15	31	33	19	2	100	3.38	1.02	67.6
30	I keep the interests of players	12	32	33	17	6	100	3.27	1.07	65.4
31	I do a favor to the players	17	29	30	18	6	100	3.33	1.13	66.6
32	I express my feelings toward the players	11	33	31	16	9	100	3.21	1.12	64.2
33	I encourage the players to trust me	12	28	35	14	11	100	3.16	1.15	63.2
34	I encourage non formal relations between players and me	11	27	29	20	13	100	3.03	1.2	60.6
35	I invite the players to my home	12	29	28	18	13	100	3.09	1.21	61.8
36	I praise the good players in front of other players	13	28	36	13	10	100	3.21	1.13	64.2
37	I tell the player when he does a good job	9	31	34	16	10	100	3.13	1.1	62.6
38	I make sure that a good player receive a reward	12	29	33	13	13	100	3.14	1.18	62.8
39	I appreciate the good player	10	36	29	16	9	100	3.22	1.11	64.4
40	I give my trust to the trustable player.	11	34	29	17	9	100	3.21	1.13	64.2

Appendix (12)
The emotional intelligence of karate athletes at Kurdistan region of Iraq karate clubs

#	Questions	Always	Often	Sometimes	Rarely	Never	N	S.d	$\bar{x}$	%
1	My negative feeling helps me in my personal life	13	33	29	17	8	100	3.26	1.13	65.2
2	My true feeling leads me to success	11	30	31	16	12	100	3.12	1.17	62.4
3	I can control my negative thinking	14	29	29	13	15	100	3.14	1.25	62.8
4	After any disturbance I can control my self	18	25	35	15	7	100	3.32	1.14	66.4
5	I can control my attitude and feelings	13	22	39	12	14	100	3.08	1.19	61.6
6	I keep calm at any circumstances	18	33	27	13	9	100	3.38	1.18	67.6
7	I can easily forget my negative feelings	17	29	28	14	12	100	3.25	1.24	65
8	I can easily convert my feelings to positive	17	28	30	19	6	100	3.31	1.14	66.2
9	At any danger I can control my feelings	12	34	36	14	4	100	3.36	1	67.2
10	By my willing I can do what I need emotionally	11	29	28	20	12	100	3.07	1.19	61.4
11	I can bring to the surface positive reflexes like joyful and fun	13	25	35	17	10	100	3.14	1.15	62.8
12	During equity I lose time sense when I do duties	18	28	33	15	6	100	3.37	1.12	67.4
13	My feeling helps me to make critical decisions	17	29	30	17	7	100	3.32	1.15	66.4
14	I stay optimistic and hopeful when I got defeated	11	31	37	14	7	100	3.25	1.05	65
15	I find it difficult to face life struggles and my anxiety and frustrate feeling	20	30	29	15	6	100	3.43	1.14	68.6
16	I am sensitive toward others needs	19	33	27	14	7	100	3.43	1.15	68.6
17	I am a good listener to other people's problems	18	31	30	13	8	100	3.38	1.16	67.6
18	I understand people's feelings	11	38	29	11	11	100	3.27	1.14	65.4
19	I can read people feeling from their faces	12	33	25	12	18	100	3.09	1.28	61.8
20	I am sensitive toward others emotional needs	18	28	33	14	7	100	3.36	1.14	67.2
21	I feel harmonizing with other feelings	15	30	29	15	11	100	3.23	1.2	64.6
22	I can easily understand peoples' feelings	14	34	33	12	7	100	3.36	1.08	67.2
23	I am capable to feel the emotional site of the others	15	35	30	12	8	100	3.37	1.12	67.4
24	I feel people emotion even if they do not appear it	10	29	38	18	5	100	3.21	1.01	64.2
25	My strong sense for others feeling, makes me empathy for them	11	31	30	20	8	100	3.17	1.11	63.4
26	I can read the group feeling even if they do not reveal it	9	29	31	22	9	100	3.07	1.11	61.4
27	I am capable to reward myself after negative events	17	31	27	18	7	100	3.33	1.16	66.6

28	Even if I do not make a rapid success, I am still patient	12	29	28	20	11	100	3.11	1.18	62.2
29	When I do a boring activity but I still enjoy it.	13	31	30	16	10	100	3.21	1.16	64.2
30	With life challenges, I try to be creative	14	19	39	20	8	100	3.11	1.12	62.2
31	I keep calm when I do a job	11	29	31	15	14	100	3.08	1.2	61.6
32	I can do important job with my all strength	20	33	30	12	5	100	3.51	1.09	70.2
33	I can execute duties with a high activity and concentration	15	35	33	13	4	100	3.44	1.02	68.8
34	During pressure I rarely feel tired	12	31	31	18	8	100	3.21	1.12	64.2
35	I can gain success under pressure	13	33	25	20	9	100	3.21	1.17	64.2
36	I can focus on duties , when challenges are present	15	29	36	9	11	100	3.28	1.16	65.6
37	I can focus on what is required from me	10	35	30	20	5	100	3.25	1.04	65
38	I put my feeling a side when I perform duties	9	28	31	26	6	100	3.08	1.06	61.6
39	I can contain the stress feeling that harden my job	14	27	32	17	10	100	3.18	1.17	63.6
40	I can control the negative and positive emotions to lead my life	13	32	28	15	12	100	3.19	1.2	63.8
41	The negative feeling helps me to change my life	11	35	27	17	10	100	3.2	1.15	64
42	I can confront my negative feelings when it comes to the decision making related to me	9	28	29	25	9	100	3.03	1.12	60.6
43	My negative feeling guides me to treat the others	17	30	31	16	6	100	3.36	1.12	67.2
44	Always I can sense my sincere feeling	20	28	34	11	7	100	3.43	1.13	68.6
45	I can express my feeling	12	30	30	22	6	100	3.2	1.1	64
46	I am responsible for the feeling of others	14	31	30	18	7	100	3.27	1.12	65.4
47	I don't care the negative emotions	15	33	29	13	10	100	3.3	1.17	66
48	I understand that I have sensitive feeling	13	35	27	16	9	100	3.27	1.15	65.4
49	I am full with bad mood	17	28	32	11	12	100	3.27	1.22	65.4
50	I rarely be angry when people harass me with their questions	10	35	33	7	15	100	3.18	1.18	63.6
51	I am aware of the social signs that others express them	11	34	29	18	8	100	3.22	1.11	64.4
52	I can easily speak with foreigners	14	30	28	19	9	100	3.21	1.17	64.2
53	I can influence others	12	29	31	17	11	100	3.14	1.17	62.8
54	I consider myself as trustworthy	13	33	29	13	12	100	3.22	1.19	64.4
55	I can give response to others needs and emotions	10	35	30	15	10	100	3.2	1.12	64
56	I have a big influence on others to determine their goals	9	36	35	9	11	100	3.23	1.09	64.6
57	People see that I am active towards others feeling	18	25	33	15	9	100	3.28	1.18	65.6
58	When I get angry, my appearance cannot be noticed	14	30	33	12	11	100	3.24	1.17	64.8

Appendix (13)
Leadership behavior Scale of coaches

Dear coach.

This is a Questionnaire form to measure the leadership behavior that is used by karate trainer team for the sport clubs in Kurdistan region- Iraq. We ask your kind cooperation by answering accurate and logically for each question by putting (X) in the front of what you believe is the best answer. Looking forward to meet your efforts, in purpose of serving the athletic movement in Kurdistan region-Iraq.

The Researcher; Yousif .R. Saeed

The club/ city:

Signature:

Date:

Leadership Behavior Scale

#	Question	Always	Often	Sometimes	Rarely	Never
1	I make sure that each player does what he can					
2	I explain the plan and style of the game for each player					
3	I give attention to correct every players' mistake					
4	I have to be sure that players understand the role and duties of the coach toward the team					
5	Give individual instructions about karate skills					
6	Determine what to be done					
7	Make it clear for every player his responsibilities					
8	I expect that every player bear his responsibilities till the end					
9	I point out the weak and strength point of each player.					
10	I give limited instruction to each player on what to do in every circumstance					
11	I care about cooperation between players					
12	I explain how individual effort is important to the team					
13	I determine what is expected and requested from each player					
14	I take players opinions on playing strategy in limited competitive games.					
15	I take the group approve about the important ideas before (training , game)					
16	I give a chance to the players to be a part of the decision					
17	I encourage the player to rise suggestions on practicing methods					
18	I allow the team to determine goal					
19	I allow the players to implement their way even if it is wrong.					
20	I take players opinion on important subject in training					
21	I allow the players to work according to their speed					
22	I allow the players to pick the plan for the game					
23	I work almost independently from players					
24	I do not explain my work or decision					

25	I keep my decision					
26	I have the right to make it easy for me					
27	I speak in a way which does not give a chance for a question					
28	I help players to solve their personal issues					
29	I support the players to solve issues between them					
30	I keep the interests of players					
31	I do a favor to the players					
32	I express my feelings toward the players					
33	I encourage the players to trust me					
34	I encourage non formal relations between players and me					
35	I invite the players to my home					
36	I praise the good players in front of other players					
37	I tell the player when he does a good job					
38	I make sure that a good player receive a reward					
39	I appreciate the good player					
40	I give my trust to the trustable player					

Appendix (14)

Emotional Intelligence Scale of karate athletes

Dear players.

This is a Questionnaire form to measure the leadership behavior that is used for karate mal team for the sport clubs in Kurdistan region- Iraq. We ask your kind cooperation by answering accurate and logically for each question by putting (X) in the front of what you find is best answer. Looking forward to meet your efforts, in purpose to serve the athletic movement in Kurdistan region-Iraq

The researcher; Yousif. R Saeed

The club/ city:

Signature:

Date:

Emotional Intelligence Scale

#	Questions	Always	Often	Sometimes	Rarely	Never
1	My negative feeling helps me in my personal life					
2	My true feeling leads me to success					
3	I can control my negative thinking					
4	After any disturbance I can control my self					
5	I can control my attitude and feelings					
6	I keep calm at any circumstances					
7	I can easily forget my negative feelings					
8	I can easily convert my feelings to positive					
9	At any danger I can control my feelings					
10	By my willing I can do what I need emotionally					
11	I can bring to the surface positive reflexes like joyful and fun					
12	During equity I lose time sense when I do duties					
13	My feeling helps me to make critical decisions					
14	I stay optimistic and hopeful when I got defeated					
15	I find it difficult to face life struggles and my anxiety and frustrate feeling					
16	I am sensitive toward others needs					
17	I am a good listener to other people's problems					
18	I understand people's feelings					
19	I can read people feeling from their faces					
20	I am sensitive toward others emotional needs					
21	I feel harmonizing with other feelings					
22	I can easily understand peoples' feelings					
23	I am capable to feel the emotional site of the others					
24	I feel people emotion even if they do not appear it					
25	My strong sense for others feeling, makes me empathy for them					
26	I can read the group feeling even if they do not reveal it					
27	I am capable to reward myself after negative events					
28	Even if I do not make a rapid success, I am still patient					
29	When I do a boring activity but I still enjoy it.					
30	With life challenges, I try to be creative					
31	I keep calm when I do a job					
32	I can do important job with my all strength					
33	I can execute duties with a high activity and concentration					
34	During pressure I rarely feel tired					
35	I can gain success under pressure					
36	I can focus on duties , when challenges are present					
37	I can focus on what is required from me					

38	I put my feeling a side when I perform duties					
39	I can contain the stress feeling that harden my job					
40	I can control the negative and positive emotions to lead my life					
41	The negative feeling helps me to change my life					
42	I can confront my negative feelings when it comes to the decision making related to me					
43	My negative feeling guides me to treat the others					
44	Always I can sense my sincere feeling					
45	I can express my feeling					
46	I am responsible for the feeling of others					
47	I don't care the negative emotions					
48	I understand that I have sensitive feeling					
49	I am full with bad mood					
50	I rarely be angry when people harass me with their questions					
51	I am aware of the social signs that others express them					
52	I can easily speak with foreigners					
53	I can influence others					
54	I consider myself as trustworthy					
55	I can give response to others needs and emotions					
56	I have a big influence on others to determine their goals					
57	People see that I am active towards others feeling					
58	When I get angry, my appearance cannot be noticed.					

Appendix (15)

The names of the team who helped the researcher

N0	Team Names	Character	Work places
1.	DR.KHALEED MHAMMAD SHABA	Professor. Dr	University of Duhok
2.	DR.DIYAR TAYB	Doctor	Director of veterinary
3.	DR.NATHEM AL WATAR	Professor. Dr	University of Mosel
4.	MR.FALAH HASAN	Teacher	University of Duhok
5.	MR.CHALAK AL ATROSHI	Teacher	University of Duhok
6.	MR.BELAL KHAIREI	Teacher	University of Duhok
7.	MR.HARMAN MHMMED SALH	Teacher	University of Duhok
8.	MR.SARKAFT RASHEED	Teacher	University of Duhok
9.	MR.BURHANULDEEN ISSA	Teacher	Hospital of Duhok
10	MR.SIZAR SULAIMAN ESHAQ	Teacher	Young's Sports Duhok
11	MR.SAIF AL AMORY	Teacher	University of Duhok
12	MR. MIJBEER MOHAMMD	Teacher	School of Duhok

Appendix (16)

The following list that help me for translation and corrections in this study:

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