

Emotional confidence among graduate students

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Abstract

The current research aims to identify the emotional confidence of graduate students, and for the purpose of achieving this goal, the researchers selected a sample of (356) graduate students in the universities of the Middle Euphrates for the academic year (2021-2022), where the researchers built the measure of emotional confidence based on the theory of Lindenfield, (2014)). The researchers also selected a statistical analysis of the paragraphs and verified the psychometric properties of (validity, stability), as he extracted the apparent validity by presenting it to a group of arbitrators and specialists in the field of psychology and psychometry to express their views on the validity of the paragraphs, while the stability was extracted in two ways, namely the method of retesting, which was (0.79), and the method of Cronbach's Alpha, which reached its value (0.83), and after verifying the validity of the tools through the indicators of validity and stability, and applying these tools to the research sample and then collecting and processing them statistically. The results of the research have been obtained, which is the highest level of confidence now, and in light of this result, which was reached in the current research set of recommendations and proposals.

Keywords: emotional confidence, graduate students, psychology and psychometry.

INTRODUCTION

First: The research problem

Graduate students face multiple and different pressures and challenges represented by the large number of academic assignments, their complexity, the difficulty of preparing the required course of study, the quantity and quality of information, the diversity of scientific sources and references, and the limited time available for that, which causes pressure on them, especially in the first academic year (preparatory). The epidemiological situation as a result of the outbreak of the novel coronavirus and the resulting electronic education confused the cognitive, emotional, and social abilities of students, as this situation requires elaborate abilities characterized by confidence and efficiency from students and misled the

emotional system of students, which makes some students unable to regulate their emotions and feelings and their academic status and the integration between in-person and e-learning, as education and scientific lectures are sometimes in attendance and other electronic forms depending on the epidemiological situation and the number of infections with this epidemic, which made them pessed and amused by this bad situation.

These stressful conditions affect the emotional level by provoking anxiety and tension resulting from the failure to perform tasks properly and fear of academic failure (Abdali, 2009 : 120). This makes stress, anxiety and fear concerns essential features in the characters of these students throughout this period. This reduces the ability to solve their emotional problems in constructive ways. Therefore, they feel lack of confidence in their

emotional abilities in the organization and management of emotions, which constitutes negative thoughts in some of them (2018 :37 Konstantions), such as fear of failing or withdrawing from the postgraduate seat or at least postponing the academic year to get rid of the impact of bad feelings. This loses their positive beliefs regarding their emotional experiences in becoming the student in this case unable to organize and manage his emotional thoughts during stressful attitudes, loss of emotional confidence, emotional image and good belief regarding his emotional characteristics and effectiveness, which help him to control his emotions and his interaction with others, etc. (71): Deniz

Do graduate students have emotional confidence? .

Second: The importance of research

Emotional confidence helps to show maximum performance in high-skilled stressful situations in controlling negative emotions such as anger, suspicion, hesitation, and fear of failure. It focuses on positive emotions such as calm, balance, and a sense of emotional confidence, which in turn helps to improve the individual's beliefs in his ability to control himself and his environment (2017: 284 Emrah Wajid &) Emotional confidence in turn increases the individual's ability to manage emotional situations, and provides the opportunity to use emotional feelings appropriately to achieve personal goals and endeavors Stankov, 2016 : 153). From this perspective, Hiro Heiro, 2016) believes that emotional confidence is of great importance in several axes, the most important of which is the achievement of psychological compatibility, as emotional confidence begins with beliefs in response to self-interest followed by complacency and acceptance of self-satisfaction to crystallate this belief into actions and apparent behavioral movements that express confidence in the individual's abilities and skills, especially emotional ones (Loki, 2017 : Michelle & Michelle: 451).

The importance of the current research lies in the following: -

1- The present study is the first at the local level (to the researchers' knowledge).

2- This research is based on the importance of emotional confidence among graduate students and the advantage of this characteristic of making the student with a high ability to control and control his behaviors in difficult situations by using areas of emotional confidence to achieve the desired goal.

Research objectives: The current research aims to identify:

1- Emotional confidence among graduate students.

Fourth: The Limits of Research

The current research is determined by graduate students at the Middle Euphrates Universities (Babylon , Kufa , Karbala) for the academic year (2021-2022).

Fifth: Definition of terms

Define emotional confidence: -

- Lindenfield,2014): The individual's belief and full reliance on his abilities to control his feelings and strive to improve and develop the emotional and behavioral aspects in a way that ensures the maintenance of a perceptive image and its promise as a criterion to judge his emotions and its good management and sustainability (10-9 :2014,Lindenfield).

- Theoretical definition: From the previous definitions, the researchers adopted the definition of Lindenfield (Lindenfield, 2014) as the theoretical definition of emotional confidence in the current research.

- Procedural definition: The total score obtained by the respondent through his procedural response to the paragraphs of the scale used in the current research.

Theoretical Framework

Emotional Confidence: Emotional Confidence

Introduction:

Emotional confidence is one of the concepts that emerge from the emotional field of the self. It takes the positive character without the negative because it expresses the positive sense of the ability to control the individual's emotions and emotions, organize and control them in the witty circumstances and interesting life situations. It also has the advantage of making the individual able to adapt psychologically and socially to accomplish tasks with high confidence loving life (Wang & Huang, 2015 :147). Birumal et al. (Perumal et al., 2013) indicate that emotional confidence constitutes the tendency of the individual towards his emotional adequacy and his tendency towards his ability to achieve his needs and face the requirements of the environment and achieve good adaptation to shocks, threats and other stressful events in different ways (122 : Parker, 2016 Stottlemey &).

- Lindfield's Emotional Confidence Theory , 2014:

You see that life experiences have an impact, but not too great, on the emotions of the individual ,and that any view of human nature that ignores the impact of emotions is a limited-minded view because emotions have a very large impact on the life of the individual and that there are several factors that play an important role in shaping the emotional experiences of the individual, the most important of which is the social upbringing and cultural environment in which the individual lives as well as the strength of the personality of the individual and the various situations that he experiences throughout his life (2014:13, Lindenfield). In contrast, emotional confidence contributes to the formation of a strong personality in the individual and to be more appreciative and self-respecting, as Emotional confidence has a great role in helping individuals to make the appropriate decision to get rid of obsessive ideas and compulsive actions against them (Lindenfield & Saltali, 2017:37)). The individual's expectation about what emotions can do or are not important factors that constitute the nature of the individual's emotions comes in the first place from what we learn from life experiences. For

example, when a teacher asks students to choose a future profession, their answers depend on what they have learned from life experiences and link it to what is appropriate for them, i.e. the student expects, as well as that the religion that the individual espouses has an important role in influencing the way in which the individual expresses his emotions. Emotions help to adapt at work and motivate the individual, i.e. their impact Effective on behavior, it helps in generating new ideas and plans, and according to the experiences of individuals' lives, emotions are the most effective influencer in guiding the individual's ideas and behaviors, and that whatever they mean the value of the individual's IQ, it will not achieve anything if you curb emotion , and individuals learn the method of expressing emotions by noting the habits of the vast majority of the members of the society in which they live, and the most important is the role of parents and the pattern of their personality, and that each of the indicators of behavior can have a role to give a different opportunity to practice behavior that expresses the individual's emotional style (Lindenfield, 2014 :31-32).

Areas of Emotional Confidence:

First : Taming printing: It refers to the individual's awareness that he has emotional knowledge that enables him to confront various life situations in order to ensure emotional stability and control the management of feelings with confidence , and when he is exposed to emotional damage, he is able to repair this damage quickly and efficiently .

Second : Calming emotional sensitivity: The ability of the individual to know the negatives and pros of emotional harm and to confront emotional pain effectively .

Third : Harnessing habits: The ability of the individual to regain control over his intense and highly repetitive emotions by controlling unwanted emotional responses and then controlling negative emotions such as guilt, shame, anger, jealousy, envy and fear .

Fourth : Perpetuity of Emotional Confidence: : To be able to use one's emotional knowledge

and skills with more sensitivity and less rigidity in judging others' emotional mistakes (Lindenfield, 2014: 91 - 99).

Research Methodology and Procedures

First : The research method: The researchers used the descriptive approach, which is based on monitoring the phenomenon and its interpretation, as it is appropriate to the nature

of the objectives of the current research, as it is based on describing, interpreting and analyzing the relationships that exist between the phenomena (Van Dalen, 1985 : 312)

Second: The research community: The current research community is determined by graduate students in the Middle Euphrates universities (Babylon, Karbala and Kufa) for the academic year (2021-2022), their number is (4891) male and female students, as shown in Table (1) .

Table (I) *Research community:*

| Specialization | scientific | | | | Forget me. | | | | Total |
|----------------|------------|---------|--------|-----|------------|---------|--------|-----|-------|
| | Gender | | Stage | | Gender | | Stage | | |
| | Males | Females | Master | PhD | Males | Females | Master | PhD | |
| Babylon | 281 | 355 | 414 | 222 | 142 | 178 | 232 | 88 | 956 |
| Karbala | 354 | 358 | 603 | 109 | 169 | 91 | 143 | 117 | 972 |
| Kufa. | 828 | 710 | 1205 | 333 | 588 | 837 | 976 | 449 | 2963 |
| Total | 1,463 | 1423 | 2,222 | 664 | 899 | 1106 | 1351 | 654 | 4891 |

Second: The research sample: The sample of statistical analysis consisted of (356) male and female students and a percentage of (7.2%)

from the original research community, as shown in Table (2).

Table (2) *Statistical Analysis*

| Specialization | scientific | | | | Forget me. | | | | Total |
|----------------|------------|---------|--------|-----|------------|---------|--------|-----|-------|
| | Males | Females | Master | PhD | Males | Females | Master | PhD | |
| Babylon | 20 | 26 | 30 | 16 | 10 | 13 | 17 | 6 | 69 |
| Karbala | 26 | 26 | 44 | 8 | 12 | 7 | 10 | 9 | 71 |
| Kufa. | 60 | 52 | 88 | 24 | 43 | 61 | 71 | 33 | 216 |
| Total | 106 | 104 | 162 | 48 | 65 | 81 | 98 | 48 | 356 |

The final application sample was (400) male and female students, representing (8.1%) of the

original research community, as shown in Table (3) .

Table (3) It shows the final application sample distributed by university, specialization, gender and stage

| Specialization | scientific | | | | Forget me. | | | | Total |
|----------------|------------|------------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Gender | | Stage | | Gender | | Stage | | |
| | Males | Females | 1st Master | PhD | Males | Females | 1st Master | PhD | |
| Babylon | 23 | 28 | 33 | 18 | 12 | 15 | 20 | 7 | 78 |
| Karbala | 29 | 29 | 49 | 9 | 14 | 8 | 12 | 10 | 80 |
| Kufa. | 68 | 58 | 99 | 27 | 48 | 68 | 79 | 37 | 242 |
| Total | 120 | 116 | 182 | 54 | 74 | 90 | 110 | 54 | 400 |
| Total | 235 | | | | 165 | | | | |

Fourth : Research Instruments

Emotional Confidence Scale:

To achieve the objectives of the current research, it was necessary to have tools that have the characteristics of psychological measures. After reviewing the theoretical literature and previous studies of the research variable, the researcher decided to build the research scale, as will be explained in detail :

Allen & Yen (2001) indicate that there are a set of basic steps that must be met in the process of building educational and psychological standards, as follows :

- Define the concept and its areas according to the adopted theory.
- Formulation of paragraphs for each area of the scale .
- Presenting the standard in its initial form to a group of arbitrators with jurisdiction .
- Applying the scale to the construction sample, provided that it is representative of the research community.
- Conducting statistical analysis of the paragraphs (Allen & yen, 2001,182).

First : Emotional Confidence Scale

1. Define the concept of emotional confidence and its areas :

After reviewing the literature related to this concept, the researcher adopted the theory of emotional confidence (Lindenfield, 2014)), which defined emotional confidence as (the belief of the individual and his full reliance on his ability to control his feelings and seek to improve and develop the emotional and behavioral aspects in a way that ensures the maintenance of a model image that is aware and counted as a criterion for judging his emotions, good management and sustainability, which identified four areas of emotional confidence, namely (taming the print, calming emotional sensitivity, harnessing habits, and perpetuating emotional confidence)

Formulation of the paragraphs of the Formulation Scale Items:

After setting the the theoretical definition of emotional confidence, identifying the four areas that make up the concept, and informing the researchers of the relevant measures of emotional confidence, if they were used in choosing some ideas, and in light of the theoretical definitions of each of the four fields and the nature of the target community for measurement, initial paragraphs were formulated in a manner consistent with the sample of the current research, as the

researchers drafted (36) paragraphs, distributed over four areas in their initial form by (9, 9, 9, 9) paragraphs and according to the four areas mentioned above.

3. Response Alternative:

The researcher adopted that Likert's method of determining the alternatives to the answer, which is an important scientific method because of the advantages and disadvantages of this method (Hopkins , 1998 , 170) .

Accordingly, five alternatives have been developed to estimate the responses to the scores of the scale paragraphs, which are (always apply to me, often apply to me, sometimes apply to me, apply to me, Nada, never apply to me). The paragraphs that are in the direction of the concept (5 , 4 , 3 , 2 , 1) are taken, while the weights are reflected in the inverse paragraphs. Therefore, the lowest score of the scale and its highest score range from (36-180) to one scale, Table (4) shows this :

Table (4) *Emotional Confidence Scale Correction Key*

| Emotional Confidence | Degree of response | | | | |
|-----------------------|--------------------------|--------------------------|-----------------------------|-----------------------|-----------------------------|
| | It always applies to me. | It applies to me mostly. | It applies to me sometimes. | Applies to me rarely. | Doesn't apply to me at all. |
| Positive paragraph | 5 | 4 | 3 | 2 | 1 |
| Reverse paragraph | 1 | 2 | 3 | 4 | 5 |
| Minimum end of grades | 36 | | | | |
| Maximum Grading End | 180 | | | | |

Positive and opposite paragraphs were identified and Table (5) shows this

Table (5) *Positive and inverse paragraphs of the Emotional Confidence Scale*

| Paragraphs | Paragraph Numbers |
|--------------------|---|
| Positive paragraph | (32,33,34,36,31,30,29,28,27,25,24,23,22,21,20,19,17,16,15,14,13,12,12,11,10,9,8,6,5,3,2, 1) |
| Reverse vertebra | (35 , 26 , 18 , 4). |

4. Scale Instructions:

The instructions of the scale are considered to be the guide that shows how to answer the paragraphs, so the researcher made sure that the instructions of the scale are clear, as he asked the respondent to be honest and objective and not to leave any paragraph without an answer, and that the answers are confidential and for the purposes of scientific research only, and there is no need to mention the name with an example that shows how to answer .

5. Validity of Emotional Confidence Scale paragraphs:

Although the logical analysis of the paragraphs of the scale may be misleading because of its reliance on the subjective opinions of the arbitrators, it is necessary in the numbers of the paragraphs of the scale because it shows the extent to which the paragraph is apparently related to the attribute that it was prepared to measure (Al-Kubaisi , 2010 , 17) .

And to verify the validity of the paragraphs of the Emotional Confidence Scale in its initial

form, which consists of (36) paragraphs of the Appendix (3) presented to a group of arbitrators specialized in educational and psychological sciences, measurement and psychological evaluation, and their number is (30) arbitrators attached to (2) to show the validity of the paragraphs to measure what they are prepared to measure and amend what they deem appropriate and the suitability of the

alternatives , and to analyze the opinions of the arbitrators, a Ki square has been adopted for good conformity and percentage, and each paragraph is considered valid when the value of the Ki square calculated is a statistical function at the level of significance (0.05) and degree of freedom (1) , and as a result of this procedure, no paragraph of the scale has been deleted and as shown in Table (6) .

Table (6): *The arbitrators agreed on the validity of the paragraphs of the Emotional Confidence Scale using the K-square and the percentage*

| SCOPE | Paragraphs | Number of arbitrators | | centage of agreement. | Value (K^2) | | Significance |
|--------------------------------|-----------------|-----------------------|----------|-----------------------|--------------------|---------|--------------|
| | | All in favor. | Disagree | | Calculated | tabular | |
| Taming of impressions | (1.3.6.7.8.9) | 30 | 0 | 100% | 30 | 3.84 | 0.05 |
| | 2.5 | 29 | 1 | 96.6% | 26.13 ^a | | |
| | 4 | 27 | 3 | 90% | 19.2 ^a | | |
| Soothe emotional sensitivity | (13.14.18) | 30 | 0 | 100% | 30 | | |
| | 12.17 | 28 | 2 | 93.3 | 22.53 ^a | | |
| | (11.15.16) | 27 | 3 | 90% | 19.2 ^a | | |
| | (10) | 25 | 5 | 83.3% | 13.33 ^a | | |
| Harnessing habits | 20.22.24.26.27) | 28 | 2 | 93.3 | 22.53 ^a | | |
| | (19) | 27 | 3 | 90% | 19.2 ^a | | |
| | 21.23.25)) | 26 | 4 | 86.6% | 16.13 ^a | | |
| Perpetual Emotional Confidence | (28.29.30.34) | 30 | 0 | 100% | 30 | | |
| | (35, 32) | 29 | 1 | 96.6% | 26.13 ^a | | |
| | .36 31 | 27 | 3 | 90% | 19.2 ^a | | |
| | (33) | 24 | 6 | 80% | 10.8 ^a | | |

6. Experience the clarity of instructions and paragraphs for the scale of emotional confidence:

The psychometric literature stressed the importance of verifying the clarity of the paragraphs of the scale and its instructions to the respondent so that their answers are not random or deviate from the content of the paragraph (Faraj , 1980 , 160) .

The purpose of experiencing the clarity of the paragraphs and instructions of the scale is to identify the clarity of the paragraphs of the scale -language and content - and its

alternatives, and the time required to answer as well as the instructions for answering it in order to know its readiness to apply. The scale was applied to a sample of (40) male and female students from the University of Karbala and from the humanitarian and scientific disciplines selected in a random way with an equal distribution, and table (7) shows this. After conducting the experiment, it became clear that the paragraphs of the scale, its alternatives and instructions were clear. The time taken to answer the scale ranged between (6 – 10) minutes and the average time taken was (13 7) minutes .

Table (7) *Sample clarity of instructions broken down by gender, specialty and stage*

| Specialization | scientific | | | | Forget me. | | | | Total |
|----------------|-------------|-------------|-------------------|-----|------------|-------------|---------------|-----|-------|
| collage | Engineering | | | | Law | | | | |
| Variables | Gender | | Stage | | Gender | | Stage | | |
| | Males | Femal es | 1st Maste r | PhD | Males | Femal es | 1st Master | PhD | |
| Total | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 |

7. Statistical analysis of the paragraphs of the Emotional Confidence Scale:

This procedure is one of the basic requirements for building the scale in the psychological sciences and aims to reveal the discriminatory strength of the paragraphs and their validity coefficients, because the logical analysis of the paragraphs may not reveal their accuracy accurately, while the statistical analysis of the scores empirically reveals the accuracy of the paragraphs in measuring what was set to measure (Ebel, 1972 , 405) .

In order to conduct the statistical analysis of the paragraphs of the scale, the scale was applied to a sample of (356) male and female students and they were chosen in a stratified randomized manner with a proportional distribution and from both scientific and humanitarian specialties and from both the master's and doctoral stages shown in Table (2) .

a. Discriminatory Strength of Emotional Confidence Scale Paragraphs:

Discriminatory power was extracted in a way that :

- The method of the two terminal groups (Groups Contrasted) :

The primary objective of calculating the discriminatory power of paragraphs is to exclude paragraphs that do not discriminate between respondents and to retain those that discriminate between them (Ebel & Frisbie, 2009 , 294).

(1957 Kelley) believes that (27%) is the best percentage to determine the number of members of the upper and lower groups in large samples with normal distribution. (Anastasi , Uren , 2015 , 344) . To do this, the researcher followed the following :

- Determine the total score of each of the Emotional Confidence Scale forms that were applied to the statistical analysis sample.
- Arrange the forms from the highest to the lowest (descending) .
- The percentage of (27%) of the forms that obtained the highest scores was selected after it was followed by a higher group and the percentage of (27%) of the forms that obtained the lowest scores after it was a lower group, as the number of forms in each group reached (96) forms , meaning that the number of forms that were subject to statistical analysis is (192) forms.
- The researcher applied the T-test for two independent samples to test the significance of the difference between the upper and lower groups, because the calculated T-value represents the discriminatory strength of the paragraph between the two groups. The T-value is an indicator to distinguish each paragraph by comparing it to the tabular value of (96,1) with a degree of freedom (190) and a level of significance (0.05). It was found that all paragraphs are distinctive, and Table (8) shows this

Table (8) *Arithmetic mean, standard deviation, and calculated T-value of the Emotional Confidence Scale paragraphs*

| No. | Upper and lower | Arithmetic mean | standard deviation | Calculated T | Significance |
|-----|-----------------|-----------------|--------------------|--------------|--------------|
| S1 | Upper | 4.06 | 1.024 | 6.938 | Function |
| | lower | 3.02 | 1.056% | | |
| S2 | Upper | 4.42 | .790 | 9.307 | Function |
| | lower | 3.05 | 1.200 | | |
| P3 | Upper | 4.45 | .806 | 10.083 | Function |
| | lower | 3.11 | 1.014 | | |
| P4 | Upper | 4.16 | .977 | 5.329 | Function |
| | lower | 3.35 | 1.105 | | |
| P5 | Upper | 4.43 | .880 | 5.999 | Function |
| | lower | 3.53 | 1.169 | | |
| F6 | Upper | 3.59 | 1.411 | 8.520 | Function |
| | lower | 2.00 | 1.170 | | |
| F7 | Upper | 4.64% | .796 | 3.855 | Function |
| | lower | 4.10 | 1.090 | | |
| F8 | Upper | 4.41 | .815 | 8.489 | Function |
| | lower | 3.39 | .851 | | |
| F9 | Upper | 4.46 | .710 | 7.786 | Function |
| | lower | 3.45 | 1.055 | | |
| F10 | Upper | 8.5 pounds | 1.151 | 6.842 | Function |
| | lower | 2.71 | 1.169 | | |
| F11 | Upper | 4.26 | .987 | 8.797 | Function |
| | lower | 2.90 | 1.156 | | |
| F12 | Upper | 4.27 | .814 | 6.612 | Function |
| | lower | 3.31 | 1.164 | | |
| F13 | Upper | 4.38 | .861 | 7.297 | Function |
| | lower | 3.33 | 1.102 | | |
| F14 | Upper | 4.38 | .715 | 10.924 | Function |
| | lower | 3.00 | 1.005 | | |
| F15 | Upper | 4.06 | 1.122 | 7.984 | Function |
| | lower | 2.68 | 1.277 | | |
| F16 | Upper | 4.58 | .627 | 9.092 | Function |

| | | | | | |
|-----|-------|------|-------|---------|----------|
| | lower | 3.56 | 904 | | |
| F17 | Upper | 4.33 | 879 | 8.196 | Function |
| | lower | 3.25 | 951 | | |
| F18 | Upper | 4.25 | 940 | 3.850 | Function |
| | lower | 3.67 | 1.149 | | |
| F19 | Upper | 4.26 | 1.233 | 3.472 | Function |
| | lower | 3.68 | 1.091 | | |
| F20 | Upper | 4.60 | 640. | 12.310 | Function |
| | lower | 2.82 | 1.265 | | |
| F21 | Upper | 4.60 | 672** | 7.223 | Function |
| | lower | 3.76 | 926 | | |
| F22 | Upper | 3.82 | 1.273 | 6.617 | Function |
| | lower | 2.57 | 1.344 | | |
| P23 | Upper | 4.48 | 680 | 8.660 | Function |
| | lower | 3.42 | 991. | | |
| F24 | Upper | 4.70 | 583 | 8.982 | Function |
| | lower | 3.42 | 1.270 | | |
| F25 | Upper | 4.66 | 577 | 8.986 | Function |
| | lower | 5.52 | 1.095 | | |
| P26 | Upper | 4.07 | 1.190 | 4.572 - | Function |
| | lower | 3.29 | 1.178 | | |
| F27 | Upper | 4.45 | 663 | 8.973 | Function |
| | lower | 3.41 | 924 | | |
| F28 | Upper | 3.75 | 1.214 | 3.886 | Function |
| | lower | 3.09 | 1.125 | | |
| F29 | Upper | 4.39 | 838,0 | 6.471 | Function |
| | lower | 3.50 | 1.046 | | |
| F30 | Upper | 4.40 | .747 | 7.458 | Function |
| | lower | 3,44 | 1.014 | | |
| F31 | Upper | 4.38 | 1.008 | 4.902 | Function |
| | lower | 3.59 | 1.193 | | |
| P32 | Upper | 4.29 | 1.187 | 6.233 | Function |
| | lower | 3.22 | 1.198 | | |

| | | | | | |
|-----|-------|-------|-------|-------|----------|
| F33 | Upper | 4.52 | 680 | 7.506 | Function |
| | lower | 3.59 | 1.001 | | |
| F34 | Upper | 4.36 | 850. | 6.142 | Function |
| | lower | 3.58 | .902 | | |
| F35 | Upper | 4.35 | 833 | 4.069 | Function |
| | lower | 3.88 | 798. | | |
| F36 | Upper | 838,0 | 4.26 | 5.096 | Function |
| | lower | 3.82 | 3,44 | | |

B. Consistency Internal:

The importance of this method lies in finding the correlation between each paragraph and its field and the total score, as well as the degree of the field with the total degree, which helps in knowing the homogeneity of the paragraphs of the scale and thus determining the attribute to be measured, as proving this correlation is an indicator that this scale is true in what it measures (129, 1997 , Urbina & Anastasi) .

Internal consistency was verified by :

- The relationship of the paragraph score to the total score of the scale and the degree of the field to which the paragraphs belong:

The researcher used the Pearson correlation coefficient to extract the correlation between the degree of each paragraph of the scale and the total degree of the scale and the relationship of each paragraph of the field with the total degree of the field and the relationship of the degree of each field with the total degree of the scale and the degree of each field with the other areas of the concept , as well as tested by the T-test of the significance of the correlation coefficient. All paragraphs achieved a statistically significant correlation at the level of significance (0.01) and degree of freedom (355), where the tabular value is (2.58) and as shown in Table (9)

Table 9 The correlation coefficients between each paragraph and the field to which it belongs and the significance of the test that measures emotional confidence

| SCOPE | PARA. | 'Her relationship 'condensate pipi | Test Values Correlation T | Relationship to Gra A Total | Test Values Correlation T |
|-----------------------------------|-------|---------------------------------------|------------------------------|--------------------------------|------------------------------|
| Taming impressions | 1 | .449* | 9.512 | .384** | 7.871 |
| | 2 | .574** | 16.184 | .492** | 10.698 |
| | 3 | .048 | .795 | .041 | 0.675 |
| | 4 | .638** | 15.675 | .605** | 14.379 |
| | 5 | .567** | 13.018 | .563** | 13.330 |
| | 6 | .559** | 12.757 | .555** | 12.635 |
| | 7 | .643** | 15.881 | .594** | 13.977 |
| | 8 | .632** | 15.428 | .537** | 12.052,- |
| | 9 | .632** | 15.428 | .526** | 11.707 |
| allergenic relaxatio Emotional | 10 | .505** | 11.070 | .475** | 10.212 |
| | 11 | .292** | 5.77 | .289** | 5.712 |
| | 12 | .573** | 13.236 | .518** | 11.461 |
| | 13 | .592** | 13.895 | .531** | 11.680 |
| | 14 | .613** | 14.679 | .562** | 12.857 |
| | 15 | .593** | 13.936 | .533** | 11.919 |
| | 16 | .592** | 13.895 | .576** | 13.337 |
| | 17 | .592** | 13.895 | .505** | 11.070 |

| | | | | | |
|---------------------------|--|--------|--------|------------------|----------|
| | 18 | .568** | 13.057 | .579** | 13.440 |
| Harnessing habits | 19 | .505** | 11.070 | .465** | 9.940 |
| | 20 | .484** | 10.354 | .535 | 11.992 |
| | 21 | .670** | 17.083 | .525** | 11.685 |
| | 22 | .636** | 15.586 | .537** | 12.052,- |
| | 23 | .535** | 11.992 | .432** | 9.060 |
| | 24 | .440** | 9.269 | .289** | 5.712 |
| | 25 | .691** | 18.081 | .676** | 17.325 |
| | 26 | .699** | 9.455 | .541** | 12.170 |
| | 27 | .594** | 13.977 | .576** | 13.337 |
| Perpetual trust Emotional | 28 | .048 | .795 | .043 | 0.713 |
| | 29 | .440 | 9.269 | **492 | 10.698 |
| | 30 | .485** | 10.498 | 500 ^s | 11 |
| | 31 | .389** | 7.990 | 190** | 3.663 |
| | 32 | .529** | 11.787 | .585** | 13.647 |
| | 33 | .524** | 11.636 | .305** | 6.060 |
| | 34 | .471** | 10.103 | .472** | 10.124 |
| | 35 | .691** | 17.061 | .646** | 16.345 |
| | 36 | .523** | 11.613 | .449** | 9.512 |
| Significance | **. Correlation is significant at the 0.01 level (2-tailed)**. | | | | |

□ The degree of field is related to other fields and the total degree of the scale :

Table (10): Correlation coefficients between the degree of field in other fields and the overall degree and significance of the T-test of the scale of emotional confidence

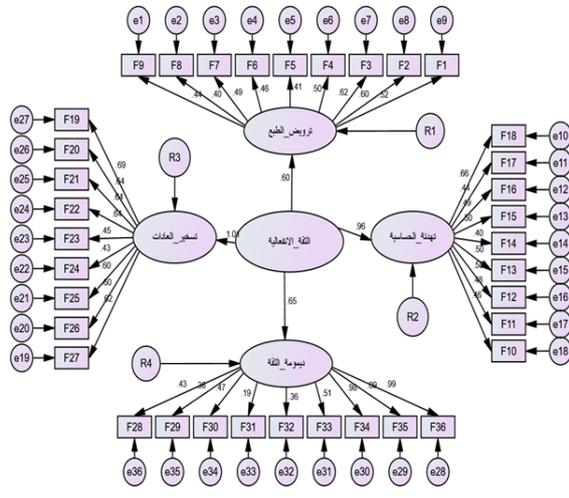
| SCOPE | Taming of impressions | | Soothe emotional sensitivity | | Harnessing habits | | Perpetual Emotional Confidence | |
|--------------------------------|--|--------|------------------------------|--------|-------------------|--------|--------------------------------|-------|
| | Correlatio | T | Correlatio | T | Correlation | T | Correlatio | T |
| Taming of impressions | 1 | | .590** | 13.83% | .565** | 12.95 | .559** | 12.75 |
| Soothe emotional sensitivity | .590** | 13.83% | 1 | | .634** | 15.51 | .480** | 10.35 |
| Harnessing habits | .565** | 12.95 | .634** | 15.51 | 1 | | .438** | 9.21 |
| Perpetual Emotional Confidence | .559** | 12.75 | .480** | 10.35 | .438** | 9.21 | 1 | |
| Confidence Emotional | .691** | 17.061 | .831** | 28.27 | .691 | 18.081 | .839** | 29.01 |
| Significance | **. Correlation is significant at the 0.01 level (2-tailed)**. | | | | | | | |

Confirmative Factor Analysis:

The factor analysis used is of the second degree, as the basic areas of the concept are (taming of the print, calming of emotional sensitivity, harnessing habits, perpetuating emotional confidence) all saturated with a general factor, which is emotional confidence . Therefore, the researchers resorted to the use of

confirmatory factor analysis to verify the validity of its assumption, relying on the statistical program (Amos) in extracting the results, and the model obtained good values for the indicators of good conformity after the adjustment to the scale by deleting paragraph (14) of the second field to calm emotional sensitivity, and paragraphs (35,32,31) of the

fourth field to maintain emotional confidence), and the factor analysis was repeated, and the conformity quality indicators themselves were extracted as shown in Figure (1) and Figure (2) and Table (11).



Theoretical construction of the Emotional Confidence scale via Amos before modification

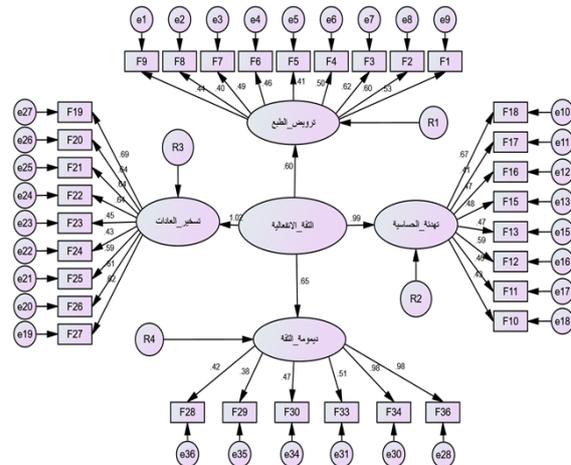


Figure 2. Theoretical construction of the Emotional Confidence scale via Amos after modification

Table (11) Model quality indicators before modification and after modification Unsaturated paragraphs

| No. | Indicator Name | Indicator Values | | Degree of cutting |
|-----|--|---------------------|-----------------|-------------------|
| | | Before modification | After amendment | |
| 1 | Ratio between (χ^2) and (df) values | 2.85 | 2.97 | less than 5 |
| 2 | Square root of mean approach error (RMSEA)) | . | . | Less than 0.08 |
| 3 | Comparative Conformity Quality Index (CF) | 79 | 84 | (0, -1) |
| 4 | Conformity Quality Index (GFI) | 81. | 86 | (0, -1) |
| 5 | Corrected Conformity Quality Index (AGFI) | .73 | 82. | (0, -1) |
| 6 | Taker Lewis Index (TLI) | .83 | 88 | (0, -1) |
| 7 | Standard Conformity Index (NFI) | 79 | 87 | (0, -1) |

Table (6) shows a clear improvement in the indicators of conformity quality after deleting the paragraphs whose transactions did not rise to the level of acceptance, and table (7) shows the saturations of each paragraph according to the component to which it belongs at the level of significance (0.05).

8. Psychometric Characteristics of the Emotional Confidence Scale

First : Validity : Validity

Between Oppenheim (Oppenheim, 1982) The validity indicates the measurement of the

paragraphs of what they are supposed to measure, that is, what the test measures and its quality in measuring what is set for it (69, 1982, Oppenheim). The validity of the current scale has been verified as follows: -

A_(Face Validity) : It indicates that the test measures the characteristic designed to measure it, by presenting it to a group of arbitrators to decide whether it is valid or invalid , meaning that when examining the scale on the surface, we conclude that it measures what was set for it (Urbina, 2014, 113) . This type of validity was achieved by presenting the measure of positive organizational behavior to a group of

arbitrators in the educational and psychological sciences and psychometry Appendix (3), as explained in the validity of the paragraphs of the measure .

B- Building Validity (Construct Validity): (Kaplan & Saccuzzo, 2013) confirms that the validity of the construction represents the extent to which it can be determined that the scale measures a certain attribute or a specific hypothetical composition (Kaplan & Saccuzzo, 2013, 148)).

The validity of the construction was verified by conducting the analysis of the paragraphs through the discriminatory force, and the correlation of the grades of the paragraphs with the total degree of the scale and the correlation of the paragraph with the field and the correlation of the field with the other fields and the total (internal consistency) and with the method of confirmatory factor analysis, and the scale whose paragraphs are selected in the light of these indicators has a constructive validity.

Second : Stability : The Reliability

There are several methods for calculating stability, and the researcher has used two methods to extract stability:

a. **Test Method (Test _Retest):** This method shows the stability of the results when the test is applied to a sample of individuals more than once over a specified period of time.

The measures were applied and then re-applied to (60) male and female students from the University of Karbala Table (12), and the period of time between the first and second application was (14) days , as (Torgerson & Adams) believes that the re-application of the scale to identify its stability does not exceed a period of two weeks from the first application (Torgerson, 1964 , 58 & Adams). The stability of the scale reached (0.79) , and this stability is appropriate if compared to the standard specified by the literature on psychometry .

b. **Alfa Cronbach Coefficient For Internal Consistency**

In order to calculate stability in this way, all the respondents' forms subjected the sample of statistical analysis, which is (356) forms, and then the Alpha equation was used. The Alpha stability coefficient of the scale was (0.83), and the scale is internally consistent because this equation reflects the consistency of the paragraphs of the scale internally .

11. **Statistical indicators of the emotional confidence scale:**

The scientific literature showed that one of the statistical indicators that should characterize any scale is to identify the nature of the moderate distribution that can be recognized by some statistical indicators that show us the nature of the scale as shown in Table (12)

Table (12) *Statistical Indicators for Emotional Confidence Scale*

| | |
|--|----------------|
| Mean - MEAN | 121.13 |
| Average Standard Error – OF MEAN Std . Error | .764 |
| Medium – Median | 122.50 |
| Modal – mode | 125 |
| deviation normative Deviation | 15.284 |
| Contrast – variance | 233.594 |
| Torsion – SKEWNESS | -.063 |
| Standard Torsion Error- STD . Error OF SKEWNESS | 122 |
| Flattening – KURTOSIS | -.268 |

| | |
|--|--------------|
| Standard Error of Degeneration- STD . Error OF Kurtosis | 243 |
| Range | 74 |
| Min – minimum | 81 |
| Maximum score – maximum | 155 |
| Total | 48453 |

12. Description and final correction of the Emotional Confidence scale:

After completing the psychometric properties of the emotional confidence scale, which has become (32) paragraphs, the first field includes taming the print (9) paragraphs, and the second field – calming emotional sensitivity – (8) paragraphs , and the third area - harnessing customs - (9) paragraphs , and the fourth area - permanence of emotional confidence - (6) paragraphs , and has been placed in front of each paragraph five alternatives: (always apply to me, apply to me often, apply to me sometimes, do not apply to me, never apply to me), offset by a scale ranging from (5, 4, 3, 2, 1) for the positive paragraphs, and reflects the scale of scores for the inverse paragraphs where the correction key (1, 2, 3, 4, 5) becomes the highest possible score for the scale (160) degree , and the lowest possible score for the scale (32), the middle of the difference of the effectiveness scale now, (96) and (6) includes the final scale.

Fifth : The final application of the study

After completing the application electronically on the sample of statistical analysis, which is (356), the researchers applied the research tool and verified its psychometric properties, and with the aim of achieving the objectives of the

research, the researchers applied the measure in its final form to the final application sample of (400) male and female graduate students from the Middle Euphrates Universities in the period between (1/8/2021) to (3/9/2021) .

Presentation, Interpretation and Discussion of Results

First: Presentation, interpretation and discussion of the results

To know about the emotional confidence of graduate students.

To identify this goal, the emotional confidence scale was applied to the research sample of (400) male and female graduate students, and it was found that the arithmetic mean of the scores reached (121,13) degree and with a standard deviation of (15,284) degree , while the hypothetical average of the scale reached (96) degree , and in order to identify the significance of the difference, the test T for one sample (One Sample T Test) was used, as the calculated T-value reached (32,888), which is greater than the tabular value of (1,96) at the significance level (0.05) and degree of freedom (399), which indicates that the research sample has emotional confidence. Table (13) shows this.

Table (13) *Mean, standard deviation, hypothetical mean, and calculated value (t) of the sample as a whole on the emotional confidence scale*

| Sample | d Liberty | Arithmetic mean | standard deviation | Hypothetic mean | T value | | level Significance |
|------------|------------|-----------------|--------------------|-----------------|---------------|-------------|--------------------|
| | | | | | Calculated | tabular | |
| 400 | 399 | 121.13 | 15.284 | 96 | 32.888 | 1.96 | Significant |

In the light of these results, it was found that graduate students have emotional confidence, and this was the result of several factors joining with each other, which led to their emotional confidence, as the university environment, especially in the postgraduate stage, and the requirements and pressures it imposes that require a personality characterized by cognitive and emotional elements that make them able to perform their tasks and face the pressures with emotional confidence, and the processes of modeling and imitation of the behaviors of their professors were of great importance in increasing their competencies and emotional balance in difficult situations, in addition to the fact that the educational reality imposed on them enhanced their emotional abilities, all of this contributed to the crystallization of positive beliefs about their emotional experiences followed by satisfaction and self-acceptance to crystallize this belief and satisfaction to the actions and apparent behavioral movements that indicate the students' confidence in emotional abilities according to what the Lindfield theory (Lindenfield) sees in confidence, 2014, Lindenfield (312-34) As a result of the current research, it is consistent with the results of a shocking study that the university is effective.

Recommendations

Based on the findings of the current research, the researchers recommend the following :

- 1- Utilizing the research tool with future studies similar to research concepts
2. The Ministry of Higher Education and Scientific Research must emphasize the importance of emotional confidence within educational and psychological materials and curricula for use by both teachers and students.

Resolution 3/1 3.

In the light of the results of the research and as a supplement to the current research, the researchers submit the following proposals:

- 1- Conducting studies that include research variables for other segments of society (teachers , guides , university students).
- 2- Conducting studies to identify the relationship between emotional confidence and other variables such as (academic organization, school happiness, academic perfection).

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