

The Relationship Between Mental Skills and Emotional Intelligence in Athlete Girl's Students

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Abstract: The purpose of present research was examines simple relationship of psychological skills and emotional intelligence in athlete girl's students of Islamic Azad University, Behbahan Branch. The research sample consisted 80 athlete girl's students that were selected through randomly simple sampling method. The subjects completed of psychological skills questionnaire Ottawa-3, Bar-On emotional intelligence inventory. The research hypotheses were; there is relationship between psychological skills and emotional intelligence. Data were analyzed using mean, standard deviation, Pearson correlation coefficient. The results of analyses showed that has been exist significant and positive relationships between psychological skills and emotional intelligence.

Key words: Athlete girl's students, mental skills, overall emotional intelligence, significant, subjects, standard deviation, Iran

INTRODUCTION

Today in the world of sport, physical exercise is not regarded as the main factor to achieve success. In addition to physical and tactical abilities and professional skills, undoubtedly, the abilities and personality traits are an effective factor in athletic success since, success in sport competition is related to a range of factors. Furthermore, the competitive nature of sport and perform under stressful condition caused to each athlete experience different emotions that can impact on sport performance. Sport performance leads to success or failure is depends on emotion states and emotions have important role and impact in sport. As a result, regulation and manage of emotion is necessary (Hanin, 2000). Athletes must learn and develop skills to recognise and manage their emotion states (Botterill and Brown, 2002; Hanin, 2000). Athletes may recognise their emotional but can not recognise how to manage their emotional in critical and sensitive situations.

Athletes for understand and recognise, regulate and deal with negative emotion in certain situation needed to strategies and skills in order to control and manage their emotions. The regulation and management of emotions could related to construct of emotional intelligence that defined as personality ability to control feeling and emotions and a new method for improve and enhance performance. Athletes can although, emotional intelligence recognise, regulation and management of emotions (Mayer *et al.*, 2004). Emotional intelligence as a adjustment method and mechanism that facilitate

successful performance and effective goals (Mayer *et al.*, 2004). Among relatively new constructs that have been appeared in recent years in field psychology in order to improvement of emotional regulation and management of emotions, emotional intelligence has been more important. Researches demonstrate that emotional intelligence is a useful and efficacy construct for use in applied situations such as sport. As a result, sport psychologist have an desire to investigate to construct of emotional intelligence (Meyer and Fletcher, 2007; Meyer and Zizzi, 2007; Lane *et al.*, 2009). Researches indicted that emotional regulating can leads to optimal performance and is associated with athletic successful performance (Totterdell and Leach, 2007).

Also, Totterdell and Leach (2007) demonstrated that emotion management skills are associated with successful cricket performance. Research findings by Zizzi *et al.* (2003) indicated that EQ was an significant predictor of success for Baseball players performance. In another investigate (Lane *et al.*, 2009) examination relationship between emotional intelligence and mental skills, result of investigate dictates that was related emotional intelligence with mental skills, those both could associate to successful performance and emotions management. On the other hand, athletes high in emotional intelligence were most likely to usage of mental skills to regulate emotions. Athletes who used of mental skills have higher emotional intelligence (Lane *et al.*, 2009; Zizzi *et al.*, 2003). Thelwell *et al.* (2008) stated that emotional intelligence could help coaches for manage their emotional also can help to them for emotions control their athletes in sport

different situations. Perlini and Halverson (2006) concluded that emotional intelligence in the players of hockey that have higher emotional intelligence had positive performance in the game and emotional intelligence was an important predictor of players performance. Saklofske *et al.* (2007) in investigating entitle relationship between emotional intelligence and personality with exercise concluded that emotional intelligence is the mediator of relationship between personality and exercise behavior. Another construct that could relate to regulate and manage emotions is mental skills. The use of mental skills could help to athletes in becoming aware of their emotion states and leads to improve and enhance performance.

Studies identifies a number of mental skills that related to improvement performance in sport setting, these mental skills including; concentration, relaxation, controlling stress, goal setting, imagery, visual strategies, confidence and self talk. Studies on athletes who used mental skills in compared with other athletes indicated important influence of mental skills in improving athletic performance (Weinberg and Gould, 1995). Numerous researches in sport psychology have provided evidence that mental skills as one strategy that relates to emotional regulate, successful performance and enhance athletic performance (Weinberg and Williams, 2001; Williams and Krane, 2001; Thelwell and Greenless, 2001; Frey *et al.*, 2003; Martin *et al.*, 2005; Morgan, 2006; Lane *et al.*, 2009). Being aware of your own emotions and manage emotions through use of mental skills can leads to successful performance (Lane *et al.*, 2009).

The results investigate Thelwell *et al.* (2005) indicates that mental skills training had been important role on improve sport performance. Research Thelwell *et al.* (2008) indicated that in addition, emotional intelligence another construct that useful for emotional control is mental skills and help improve and enhance success motivation in both practice, performance and competition situation (Thelwell *et al.*, 2008). Many studies have examination the relationship between EQ and important variables which important role have in the sport behavior. Therefore, assess emotional intelligence with other associated variables such as mental skills are important, so it was necessary to examine relationship between overall emotional intelligence and mental skills.

MATERIALS AND METHODS

This study is descriptive and correlation design was specially chosen to determinate whether relationship existed between mental skills and emotional intelligence. In order to collect data of research and after obtaining

ethical approval, the subjects completed of psychological skills questionnaire (Ottawa-3), Bar-On emotional intelligence inventory.

Participants: The participants in this study include athlete girl's students which are member of one of the athletic teams and regularly attended in team practice at least three sessions per week and in the past year have been placed on the race and competition conditions. Then with random sampling method, 80 athletes from different sports that consists of 20 individual athletes including; swimming (3), combating sports karate, taekwondo, judo (12), table tennis (4), shooting (1) and team sports athletes (60) that including; football (18), basketball (10), volleyball (16) and handball (16) were selected.

Measures: Bar-On (1997), a self-report scale to assess behaviours associated with social and emotional intelligence that consists of 90 questions and each question is rated on a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) and some questions with negative or reverse content from 1 (strongly agree) to 5 (strongly disagree). This questionnaire has five factors that consist of 5 components intrapersonal (emotional self-awareness, assertiveness, self-respect, self-actualization and independence, interpersonal (empathy, responsibility and interpersonal relationships), stress management (stress tolerance and impulse control), adjustment (problem solving, realism and flexibility and general moods (optimism and happiness). Bar-on emotional intelligence questionnaire is the 1st valid and free-culture questionnaire for assessment of emotional intelligence. Questionnaire's reliability was calculated by Cronbach's α -coefficient that averaged about 0.76 and for the subscales it was from 0.69 (social responsibility) to 0.86 (self-respect); it was calculated by test-retest method after a month to be 0.85 and after 4 months, it was reported as 0.75.

Questionnaire validity was confirmed through construct validity. In the present study, the questionnaire reliability 0.93 was calculated by Cronbach's α -coefficient.

Mental skills questionnaire (Ottawa-3): Mental skills questionnaire is the most comprehensive test for assessment of mental skills that is exclusively used for athletes. The 3rd Version of this questionnaire consists of 48 questions that are rated on a Likert scale consisting from 5° (always) to 1 (never) and some questions with reverse content from 1 (always) to 5 (never). Research findings Durand-Bush *et al.* (2001) high internal consistency with α -coefficients from 0.68-0.88 for this

scale have been reported. In the present study, the questionnaire reliability 0.88 was calculated by Cronbach's α -coefficient. Also for validity, this scale used of criterion validity which simultaneously the mental skills questionnaire and the coping skills questionnaire (Smith *et al.*, 1995) were conducted on the subjects and the correlation coefficient ($r = 0.60$) obtained that indicates criterion validity of the mental skills questionnaire to be the desired one for aspect psychometrics.

RESULTS

Finding this study showed that mean and standard deviation each variable, respectively for emotional intelligence (mean = 31.4; SD = 29.24) and for mental skills (mean = 16.188; SD = 15.26) was calculated, also results of correlation coefficient showed that there is positive and significant relationship between mental skills and emotional intelligence ($r = 0.40$) that at level $p < 0.01$ is statistically significant.

DISCUSSION

The present investigate assessed relationship between overall emotional intelligence and mental skills findings dictate that there is significant relationship between these two construct. Therefore, results showed that athletes who used of mental skills have higher emotional intelligence on the other hand, high emotional intelligence caused to athletes most utilize of mental skills. The results were consistent with pervious researches by Zizzi *et al.* (2003), Meyer and Fletcher (2007) and Lane *et al.* (2009). If athletes have been high emotion intelligence more likely utilize of mental skills and this will be possible through develop intervention programs because emotional intelligence is one ability learnable and enhance through training.

CONCLUSION

In associated with explanation, this finding must be states that athletes important to mental skills as a strategies for regulating and manage their own emotions. Use of mental skills and emotional intelligence allow athletes to control and manage competitive negative emotions (anxiety, anger and stress) and leads to improve performance.

RECOMMENDATIONS

Understanding of the relationship between psychological skills and emotional intelligence could help

to athletes to achieve appropriate emotion states and leads to will be improving behavior and performance. Overall if athletes have been high emotional intelligence better utilize of mental skills also result present study indicate the effectiveness of emotional intelligence and mental skills in sport setting.

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