Level of Emotion Control and Its Impact on The Athletic Achievement of Female Athletes at The University of Imam Abdul Rahman Bin Faisal

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Abstract

The current research aims to identify self-management and the level of emotional control among university team players at Imam Abdul Rahman bin Faisal University. To achieve the goal of the research, the researcher used the descriptive survey method by building a measuring tool for self-management and the level of emotional control consisting of (40) items. The study sample comprise (59) female players from the university teams of Imam Abdul Rahman bin Faisal University, aged (18-22) years, who participate in various team and individual sports. Findings showed statistically significant differences between the individual and team sport in favour of the teams, and a clear variation in the means and standard deviations of the level of self-management and emotional control and its impact on the level of athletic achievement. The researcher suggests holding direct guidance and counselling by the training staff and the psychological specialist for players with problematic behaviour to mitigate these behaviours and reduce their negative impact.

Keywords: *emotion control, emotion management, athletes, university students.*

Introduction

The massive current developments experienced by the entire world, and what may be imposed by these rapid successive changes in various fields of science technology have prompted an urgent need to pay more attention to human potentials and individual skills. Therefore, athletes and all forms of sports received more global attention. Saudi Arabia's 2030 vision underlined the need of focusing on human resources and individual capabilities. Many believe that the future will depend on human potential and skills more than his reliance on natural resources. The ability to manage emotions in a variety of settings, which often necessitates a great level of self-control, is perhaps the most notable of those potentials.

The sporting process is a complex system that is based on competition and challenge. As a result, it is logical that the athlete may be subjected to psychological, physical, and skill pressures that may negatively impact his athletic performance. These pressures may also make it difficult for the athlete to reconcile the competition's standards with his or her skills, putting the athlete at risk of failing as a result of his or her incapacity to manage his feelings and emotions. From the foregoing, we can conclude that managing the skill of self-control and overcoming passive emotions has become a crucial component of a person's psychological formation, which is determined by the features of his personality

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and his ability to perform his tasks (Connell, 2001), as well as the level of control over those abilities and energies and his lifestyle.

Emotion management and control determine the capabilities of the individual in how he deals with the external environment and how to solve the problems he faces during the sports confrontation. Through this, it can be said that the current study seeks to draw attention to the aspects of the personality of the female sports team players at Imam Abdul Rahman bin Faisal University, as it represents emotional discipline and control, which is one of the most important mental activities. This was confirmed by Jarwan (2000) who describes emotion management and control as the process of breathing in humans, especially when it is related to the mathematical aspect. The importance of the current study

The importance of the current research is stemmed from its theoretical and scientific importance as it is related to a new topic that is the emotion management of female athletes at Imam Abdul Rahman bin Faisal University. The results of this research will enrich the relevant scientific literature, which is limited in this area u this is within the limits of the researcher's knowledge as well as opening the way for other researchers to study the level of emotional control and its relationship to some other variables, such as different age groups and other fields of work. The results may also highlight other forms of communication skills through the process of measuring the level of emotional control in alleviating the problems that most university team players may suffer from. The researcher hopes that the current study will serve as a benchmark and criterion for other variables in the sports selection process for female athletes in other teams.

Statement of problem

As a result of the rapid advancement of knowledge, societies have faced significant social and economic issues that have impacted their cultural, social, and value constants to varying degrees. Those who wield scientific authority also wield excessive centralization of control, which necessitates the presence of people who can control and manage their emotions in a way that is more than sound and healthy. Managing these many emotions in various settings may negatively impact human conduct, obstructing his advancement or forcing him to live isolated from his community (Bandura, 1994).

Psychologists and researchers in sports psychology have demonstrated the importance of controlling emotion or what is so-called the management of emotions for humans in general and the athlete in particular. Salovy (2001), Mayer(2002), Cherniss & Goleman (2007) and Gardner, (1983) found that an individual's success or failure can be predicted by linking the psychological side, (the emotions) with the cognitive side, and what is meant here is field experience in a job. Bar-On (2000) emphasized that emotional intelligence is completely linked with the separatist components and the personal and social traits of the individual, and there are complementary axes of self-understanding and building relationships with others and the environment and the ability to adapt to it and its variables.

Al-Bassiouni (2005) indicated that cognitive experience in any field does not necessarily mean success unless the individual has the trait of managing emotions and the ability to control them, which undoubtedly requires elaborate practice by the individual. Through the researcher's review of the previous studies, she found that there is a dearth of research that deals with women's sports aspects, especially in the Kingdom of Saudi Arabia, as it is a new and innovative topic characterized by novelty in the society of the Kingdom of Saudi Arabia, which calls for appreciation in the literature. Therefore, this research sought to address this issue and to add to the literature a novel perspective regarding the emotion management of female Saudi athletes.

Research goals

The current research aims to identify the level of emotional control and its impact on the athletic achievement of female players at Imam Abdul Rahman bin Faisal University. And also, to identify the level of emotional control and its impact on sports achievement according to the study variables: (type of sport, type of college, place of residence, study year) by answering the following questions

•   Are there statistically significant differences in the level of emotional control and its impact on the athletic achievement of female players at Imam Abdul Rahman bin Faisal University?

•   Are there statistically significant differences in the level of emotional control and its impact on the athletic achievement of the female players attributed to the study variables?

Theoretical framework

The activities, with their various manifestations, are a qualitative addition to the concept of the modern educational curriculum, especially in schools and universities. And developments in these activities led to the emergence of quantitative and qualitative experiences in the technical and cultural aspects of sports. These activities aimed at developing the students' personality from various aspects, whether they were physical, psychological, social, and cognitive in general and the personality of the athlete's student in particular. These aspects represent the player's ability to balance, self-control, and control his emotions under the pressures of training and competition, achieving the so-called social intelligence, and the latter consists of several components and personal skills that the individual possesses. In this regard, (Ford & Tisak, 1983).

Social intelligence, in turn, may require two basic pillars: firstly: asserting oneself in terms of preserving it to achieve happiness and advancing it for the better in social situations, and secondly: achieving comprehensiveness, complementarity, and alignment by maintaining the best and safe situation for both the player and others and harmony with them. However, Marlow (1985) indicated that social intelligence consists of two indispensable parts of coordination. The first is a social performance, which is represented in the actual behavior of a person in situations of any kind, provided that they achieve mutual benefit for themselves and others. Social interest, self-efficacy, and cognitive behavioral skills, and all contribute in one way or another to controlling emotions in the sports field. Taylor (1990) added that social perception is classified under social intelligence, self-control, and emotions, and emphasized that social perception falls within three axes which are:

•   The ability to detect people's psychological states and moods, as well as the surrounding environment.

•   The capacity to employ proper behavior in a way that is consistent with social norms, as it applies to sports laws and regulations.

•   The ability to predict social events, as well as other people's reactions and behaviours, originates from the ability to control one's emotions and self-control. Social intelligence, according to Wallenins (2007), consists of social awareness, which is represented in all aspects of life, presence, which is represented in the impressions that an individual seeks to reach or convey to the environment, reliability, which is represented in the extent of others' impressions of the extent of the individual's morals and behaviours, and objectivity, clarity, and intendedness. It has the ability to articulate thoughts with remarkable precision, clarity, and thoroughness. Finally, empathy, which means feeling for others and communicating with them.

Several of Mayer & Salovey's scientific and philosophical theories have adopted the concept of emotion management, the most prominent of which is Barron's theory, which suggests that managing emotions is only a personal ability and thus a personality trait, and that dealing with it, like dealing with other types of intelligence (Boron, 1998). Mayer & Salovey's theory adopted the idea that managing and controlling emotions contains information mixed with internal relationships, i.e., the individual's psychological system and his relationships with others, implying that when a person's relationship with another person changes, fear is felt by the person who paves the way for change. There is a tendency towards the individual who does not constitute a threat and violence. These relationships are challenging in both circumstances, whether they are actual or merely emotions. Therefore, it became necessary to know the meanings and foundations of emotions and their relationship and control to help the individual to pass and solve problems and remove obstacles as a well-thought-out and organized mental methodology and within the scope of the postulates of motivation (Mayer et al, 2002). Emotion control, according to (Mayer et al, 2002), is the ability to recognize emotion in an individual's physical state and thus enable him to solve issues and interpret complex emotions (Jõesaar, Hein& Hagger, 2012).

Mayer et al, (2002) concluded four emotional intelligence factors namely:

- Emotional perception

- Emotional comprehension

- Flexibility (facilitating emotion)

- Emotion management, which in turn is divided into several features:

- Being open about good and bad feelings

- Sharing emotions with others

- Understand emotions concerning oneself

- Emotional balance.

From the foregoing, we conclude that the emotions in an individual's life are an important part of the overall growth process as it works to form a normal personality that works on evaluating, modifying, and guiding the individual towards the right and proper path with all the different behaviours and emotions it carries (Hamdan, 2010). From the beginning of the twentieth century until the beginning of the twenty-first century, research has focused on the theme of managing and controlling those emotions and how to manage them by the individual, and this is what Salovey & J established (1998). Controlling and managing emotions has historical roots that are inextricably linked to social intelligence, and it might be considered a subset of it (Al-Aini, 2003). Managing and controlling emotions, according to the researcher, is a component of emotional intelligence and falls under the category of social intelligence. As a result, they mix personal (subjective) feelings with emotions in their style and general social context, as well as through connection and participation with the surroundings (Al-Shammari, 2010).

Previous studies

There is no doubt that science is cumulative and that the previous studies are complementary to each other, so the researcher reviewed many studies related to the topic of the current research to identify the nature of the research method concerning the level of emotional control, the sample of research, statistical methods and the approach used in those research. Al-Mamouri (2008) conducted a study entitled "Identifying the nature of the relationship between the management of emotions and the polarization of expression and their relationship to patterns of thinking for the University of Baghdad" according to

gender and specialization among university teachers. The study sample consisted of 200 university professors who were chosen by the stratified random method. The researcher prepared three measures and used Pearson's correlation coefficient and the alpha equation to extract the reliability and the standard error equation for the measures. The results of the research showed that the average of emotions management and the average polarization of expression among the sample members is higher than the arithmetic-objective average, and the thinking patterns came in the following order: creative, authoritarian, critical, anticipatory, and superstitious. Correlation of other styles. And the relationship between polarizing expression and thinking patterns came in favour of the creative pattern.

On the other hand, there was no significant correlation between gender and specialization in favour of humanitarian specialization, with a significance level of (5.05). Zughayer (2013) conducted a study entitled "Awareness of emotion and its relationship to the ability to solve problems among university students." The study aimed to identify the relationship between emotional awareness and the ability to solve problems among university students. The researcher built an emotion awareness measurement tool according to Bardot. The scale consisted of (30) items, and it also adopted the scale of ability to solve problems prepared by (Alwan, 2009), which is based on Guilford's point of view and consists of (64) items. The validity and reliability of the two tools were ascertained, as they were applied to a sample of (400) male and female students who were selected in a stratified random manner from the students of Al-Mustansiriya University. The results showed that the average respondents to the two variables are higher than the awareness of emotion and the ability to solve problems. It also showed a statistically significant relationship between a high level of emotional awareness and the ability to solve problems. While Mudasir (2015) examined the relationship between social intelligence and academic achievement for Raman university students, and for this reason, the sample was chosen randomly. social science. The researcher examined the following variables (patience, cooperation, trust, sensitivity, recognition of the social environment, tact, spirit of cooperation, humour, and memory). The researcher used the SPSS statistical method. The results showed that the students of the Faculty of Social Sciences have better social intelligence than the students of the Faculty of Science. However, the results of this research revealed that the students of the Faculty of Science have better academic achievements than their counterparts in the Faculty of Social Sciences. Meijs (2010) compared the effects of social intelligence and cognitive intelligence and their relationship to adolescents' academic achievement. The target sample consisted of (512) people aged (14-15) years (56%) female and (44%) male studying in vocational and preparatory schools in Northwest Orb The results proved that there was no correlation between social intelligence and academic achievement of the sample, but that most of the students gained social and academic superiority when they joined universities, and the statistical method SPSS was used in the study. In a study entitled "Social Intelligence Skills and its Relationship in Business Administration and Training Activities" Yildirim (2010) examined the relationship between one of those well-known concepts, job satisfaction, and emotional intelligence. RSA-scale was used to assess students' social intelligence. The results revealed a weak relationship (r<0,40) between social intelligence and academic achievement. On the other hand, one of the five dimensions of social intelligence was found to be strongly related (r>0,40) to academic achievement.

Methods and procedures

Research approach

This research used the descriptive survey method to achieve the objectives of the research.

Participants

The research sample consisted of (59) female players from the university teams of Imam Abdul Rahman bin Faisal University, aged (18-22) years, who participate in various team and individual sports. The sample consisted of students from the first to fourth years from all humanity and scientific disciplines.

Table 1 Frequencies and percentages of the study variables

	Categories	Frequency	Percentage
Sport type	individual	15	25.4
	team	44	74.6
Place of residence	inside the city	45	76.3
	outside the city	14	23.7
Educational level	first or second	20	33.9
	third or fourth	39	66.1
Total		59	100.0

Instrument:

The researcher built a measure for self-management and the level of emotional control, consisting of (40) items. The face validity was checked by presenting the questionnaire to an experienced and specialized committee for arbitration in terms of clarity of phrases and their relevance.

Statistical Criterion:

The five-point Likert scale was adopted to correct the study tools, by giving each paragraph one degree out of its five statements (strongly agree, agree, neutral, disagree, strongly disagree), and they are represented numerically (5, 4, 3, 2, 1), respectively. The following range was used: (1.00 - 2.33) Low; (2.34-3.67) medium; (3.68- 5.00) large, and so on. The scale was calculated by using the following equation: (upper end of the scale (5) - the lower end of the scale (1) / Number of classes required (3) = 1.33 add to the end of each category.

Reliability of the study instrument:

To check the reliability of the study instrument, the test-retest method was verified by applying the scale and reapplying it after two weeks on a pilot sample consisting of (20) players. The Pearson correlation coefficient was calculated between their estimates both times reaching (0.87) score. The reliability coefficient was also determined using internal consistency according to the Cronbach's alpha equation, which amounted to (0.82), and these values were considered appropriate for this study.

Results

Results of the first question

 "What is the level of emotional control and its impact on the athletic achievement of female sports team players at Imam Abdul Rahman bin Faisal University? To answer this question, descriptive analysis was used (means & standard deviations) for measuring the level of emotional control and their impact on the athletic achievement of female sports team players at Imam Abdul Rahman bin Faisal University (see Table 2).

Table 2. Descriptive analysis of the scale in descending order

Rank	NO	Items	Mean	SD	Level
1	3	I understand and appreciate the coach's criticism	4.03	.964	High
2	1	I share feelings positively & persuasively.	4.02	1.025	High
3	6	I feel optimistic & positive when I hear praise	3.93	1.015	High
4	2	I understand the unfair treatment of others by bringing this to his attention	3.90	1.062	High
5	4	I have control over my emotions when I get angry	3.68	.937	High
6	21	I rely on myself to overcome the sadness and pain after the sports competition	3.61	1.114	Medium
7	10	I try to have my dialogue with the other within the limits of tact	3.54	1.039	Medium
8	22	I use humble words when praised by others and the coach	3.53	1.006	Medium
9	12	When confronted with unwelcome conduct from others, particularly sports fans, I can maintain control.	3.51	1.057	Medium
9	13	I try to communicate effectively with others by utilizing my communication abilities.	3.51	1.150	Medium
9	19	I share others' feelings about losing or winning sports with others.	3.51	1.135	Medium
12	7	When I'm upset, I can't control myself;	3.50	1.096	Medium
13	9	I appreciate other people's perspectives even when they differ from mine;	3.37	1.081	Medium
14	14	When I'm upset, I can't control myself; I appreciate other people's perspectives even when they differ from mine;	3.36	1.013	Medium
14	27	I inspire those around me to maintain promises by using my past failures to drive me to go forward.	3.36	.978	Medium
16	8	I try to communicate effectively with others by utilizing my communication abilities.	3.32	1.074	Medium
17	11	I prefer to be the last speaker during the sports meeting	3.31	1.149	Medium
17	26	I can use my life experience to understand other people's decisions	3.31	1.071	Medium
19	15	I apologize for the absence during the time of sports training	3.29	1.018	Medium
20	36	I can express my inner feelings without tension	3.25	.939	Medium
21	17	I take the position of a defender for my teammates when there is a problem during training	3.22	1.100	Medium
22	37	Think carefully about the answer before answering	3.19	1.121	Medium

Rank	NO	Items	Mean	SD	Level
23	25	I can get past the mistakes of others against me during the match	3.17	1.069	Medium
23	29	I accept criticism from my fellow players	3.17	.931	Medium
25	30	I reflect on my feelings to be clear in front of me, for example, have a dialogue with myself before exercising	3.15	.943	Medium
25	32	I relax to overcome my intense emotions	3.15	1.014	Medium
27	31	I stay alone when I feel sad after the match	3.14	1.074	Medium
27	39	I can control my emotions in new relationships with the team	3.14	.955	Medium
29	5	I admit my mistake without hesitation	3.12	1.288	Medium
29	16	I advice myself and the person concerned	3.12	1.001	Medium
31	24	I can hide negative feelings while talking to others	3.08	1.071	Medium
32	20	I share my thoughts on sports training	3.07	1.048	Medium
33	23	I rely on myself to overcome professional errors in the match	3.02	1.091	Medium
34	35	Feeling overwhelming happiness does not make me lose my balance and control my thoughts	3.00	1.076	Medium
35	33	I understand the truth of my feelings and the reason for their development and difference	2.98	1.122	Medium
36	28	I feel that my emotions are balanced before and after the competition	2.97	.909	Medium
37	18	I hide my negative feelings to gain the love of others	2.93	1.041	Medium
37	40	I can easily understand the emotions of others	2.93	.848	Medium
39	34	I feel annoyed when other people speak up	2.92	1.149	Medium
40	38	I answer directly before thinking about the coach question	2.56	1.005	Medium
		Total	3.30	.367	Medium

Table (2) shows that the means ranged between (3.30-4.03). Statement (3) which reads "I understand and appreciate the coach's criticism" ranked first with a mean (4.03), indicating that there are significant differences between individuals and teams in favour of teams' sport in self-management and control of the level of psychological emotions. The researcher attributes this result to the importance and sensitivity of teams, especially when the cultural level and the age and studying year level converge and thus produce a case of psychological and physical conditions that may somewhat impact the overall performance of the players during the sports competition, as well as the intense emotion, which in turn contributes to an increase in the severity of psychological conditions to a degree that may not be consistent with performance. However, the player's field experience and its importance in self-management, dealing with and controlling those emotions, and consequently the emergence of a discrepancy in the experiences of success and failure, specifically for the players of the first and second studying years and individual sport, as the player's cumulative experience has an important and effective role in self-management and control over undesirable emotions during competition.

The result of the first question agreed with the findings of Al-Mamouri (2008), revealed that the average of emotion management and the average polarization of expression among the respondents is higher than the hypothetical mean.

Statement (1), which states, "I share feelings positively & persuasively," came in second place, with a mean (4.02), followed by statement (6), which reads "I feel optimistic & positive when I hear praise" with a mean(3.93). While statement (38) indicating "I answer directly before thinking about the coach question" ranked last with a mean (3.30). The overall mean of the level of emotional control and its impact on the sporting achievement of the female players was (3.30).

Results of the second question:

"Are there statistically significant differences in the level of emotional control and its impact on the athletic achievement of the female players attributed to the study variables?" To answer this question, the descriptive analysis was obtained (means & standard deviations) of the level of emotional control and their impact on the sports achievement of the female sports team players according to the variables of the type of sport, place of residence, and studying year (see Table. 3).

Table 3. Descriptive analysis of the measure according to the study variables

		Mean	SD	NO.
Sport type	individual	3.01	.314	15
	team	3.39	.334	44
Place of residence	inside the city	3.30	.355	45
	outside the city	3.27	.417	14
Educational level	first or second	3.16	.387	20
	third or fourth	3.37	.340	39

Means and standard deviations of the level of emotional control and their impact on the sports achievement of the female players indicate a significant variance attributed to the different categories of sport type variables, the place of residence, and the educational level. To determine the significance of the statistical differences between the means, a Three-Way ANOVA was employed as shown in Table (4).

Table 4. Three-Way ANOVA for the impact of study variables

Source of variance	SS	DF	MS	F-value	Sig
Sport type	1.541	1	1.541	14.989	.000
Place of residence	.061	1	.061	.593	.444
Educational level	.418	1	.418	4.067	.049
The error	5.655	55	.103		
Total	7.810	58			

The data in Table 4 indicate that:

• There were statistically significant differences (a = 0.05) attributed to the effect of the sport type, where the f-value was (14.989), with a statistical significance of (0.000), and the differences came in favour of the team sport. The researcher attributes this to the strong desire of female players to participate in team sports over their peers in an individual sport, and there is a personal motive for excellence, distinction, identity proof, group love, and team spirit.

- There were no statistically significant differences (a = 0.05) attributed to the impact of the place of residence, where the f-value was (0.593) and with a statistical significance of (0.44). The researcher attributes this to the fact that there is a clear desire of the female players to engage in sports activities, regardless of the geographical location of the gyms, and it does not constitute an obstacle to sports ambition.

- There are statistically significant differences (a = 0.05) attributable to the impact of the year of study, where the f-value was (4.067), with a statistical significance (0.049). The differences were in favour of the third or fourth year. The researcher attributes this to the presence of experience and familiarity factors and the convergence of the age and intellectual stages between the third and fourth years. Furthermore, the female players reached a high degree of appropriate maturity and a state of independence, self-confidence, and motivation, unlike when they were in the first two years in the university where they lack social experiences. This result is consistent with the result of (Al-Mamouri, 2008) which indicated that both male and female players had a high level of awareness of emotion and the ability to solve problems.

Research limits:

Spatial limit: Imam Abdul Rahman bin Faisal University

Time limit: 2020-2021.

The human limit: female university players at Imam Abdul Rahman bin Faisal University

Conclusion

The current research aimed to identify self-management and the level of emotional control among female team players at Imam Abdul Rahman bin Faisal University. Findings revealed significant statistical differences between the individual and teams sport in favour of the teams in self-management and the level of emotional control as well as apparent variance in the means and standard deviations of the level of self-management and emotion control and its impact on sports achievement. On the other hand, there are statistically significant differences attributed to the impact of the type of sport and studying years which was in favour of the third and fourth studying years. It was found that no statistically significant differences are attributed to the impact of the place of residence. Given these results and to attenuate these behaviours and reduce their negative impact, the study recommends that players with problematic behaviour receive direct instruction and counselling from the training team and a psychiatric specialist.

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