

The effect of emotional intelligence on the performance of martial arts athletes

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Abstract

The aim of the present research was to study the effect of emotional on the performance of female martial arts athletes in East Azerbaijan province. This research was applied in terms of purpose and descriptive-correlation in terms of method, and its statistical population was all female athletes of martial arts in East Azerbaijan province, which was determined based on Morgan table 384. The estimated sample size was selected based on the available random method of 374 people. The data collection tool was Schering's Emotional Intelligence Questionnaire (1996) and the researcher made sports performance questionnaire. The validity of the questionnaires was confirmed by 5 experts in the field of sports management. The reliability of questionnaires using Cronbach's alpha coefficient for Schering's emotional intelligence questionnaire (1996) was 0.83. For data analysis, SPSS 22 software was used. Regression test, Kruskal-Wallis was used to investigate the effect of emotional intelligence on the performance of female athletes in martial arts in East Azerbaijan province. The results showed that there is a significant effect on emotional intelligence (social awareness) with athletes' performance (Sig<0.05).

Keywords: emotional intelligence, performance

Introduction

Emotions play a role in all aspects of our behavior. Because the set of information that we receive through sensory receptors are first converted into electrical signals and enter the brain through the spinal cord and pass through the lateral or limbic system to reach the cerebral cortex. This sensory information produces an emotional experience and response in the peripheral apparatus. In this way, we first experience an emotional reaction to any event (Bradbery, Gariyus, 2014). These positive (joy, courage) or negative (anger, anxiety and fear) emotions are the internal states of the person, which are the basis of behavior; cause (Golman, 1995).

Waleran and Blanchard (1999) stated that emotions naturally affect the behaviors and relationships of athletes in competition and training. Winner (1981) says that a person experiences one or more automatic emotional responses immediately after seeing the result of his performance so that the result of cognitive analysis of performance and emotional reactions to it determines his future behavior (Abdali, 2013). Sports psychologists help athletes to control and regulate their emotions by teaching them mental skills.

Because, as mentioned, most psychological variables have an emotional and emotional basis (Abdali, 2011) and the mental state of the athletes is one of the important and influencing factors on the results of the competitions, especially the mental preparation of the athletes, which is a set of mental skills, and many distinct and overlapping theoretical models have been presented for it. Today, the difference in the performance of the champions is related to this preparation more than ever before, and it distinguishes the best athletes from other athletes (Novabinejad et al., 2015). Mahony et al (1987) stated that high-level athletes were better in terms of mental skills than other athletes. In this regard, Orlick, Partington (1988) reported that the best athletes in the world consider their success to be capable of some mental skills. Emotional intelligence makes it possible to predict success to some extent, and it is not a sign of superiority of feeling (heart) over reason (head), but it is a point of intersection of feeling and reason (Golman, 1995).

Also, emotional intelligence is the ability to show emotions and feelings of oneself and others to distinguish them from each other and to use this information to guide one's thoughts and actions (Salouvey & Maier, 2008). However, today there is an agreement that the 5-factor model of emotional intelligence introduced by Shering (1996) can be used to describe more prominent aspects of people's personality. The 5 dimensions of emotional intelligence include self-awareness, self-management (self-control), social awareness, social skills, and self-motivation. Self-awareness includes the ability to know one's feelings, strengths, weaknesses, values and goals. Self-management (self-control) includes controlling or directing destructive emotions and

motivations and adapting to changing circumstances. Social awareness includes managing relationships and moving people towards desired goals. Social skills include paying attention to the feelings of others, especially when making decisions. Self-motivation includes taking control of things to achieve goals (Alavi et al., 2018).

Sport performance includes individual and group performance. Group performance is discussed in team sports and the result is the individual performance of each team player on the sports field. In this way, checking individual performance in sports is a priority (Rabb, 2017). Sports performance can be evaluated in different ways. This evaluation can be based on external real results and points such as winning or losing, time or place of reaching the finish line, or based on personal assessment results such as the evaluation of a coach or expert or a person's understanding of his performance (Esfandiari, 2013).

Sports performance is a very interesting concept. Every person is able to judge that the cares, models and victories of athletes can be considered as indicators of sports performance levels. In addition, organizations often wish to improve their performance in order to achieve their goals by resource evaluation tools and the resulting results in order to ensure resources. However, it is often difficult to identify, evaluate and manage sports organizations such as national sports governing bodies. Anyway, in this context, new pressures from the situation, sponsors, other members of shareholders who need functional orientation of these sports organizations, can affect their capacity building for better management of organizational performance (Noushin Esfahani and Qezel Safflou, 2013). The performance of the players can be affected by many factors according to the sports field and the type of skills used in it. At the professional levels of sports and considering the presence of elites (who usually have achieved an acceptable level of technical skills and physical abilities). One of the most important factors affecting the performance of athletes is psychological factors.

With these interpretations, in this research, the impact of emotional intelligence (self-awareness, self-management (self-control), social awareness, social skills, self-motivation) and athletes' competitive anxiety (cognitive, physical, self-confidence) as predictive variables on athletes' performance as variables Criteria will be reviewed. Considering the importance of emotional intelligence and competitive anxiety in training and competition conditions and due to the effects that such behaviors of athletes have on their performance, it is necessary to identify the organizational measures that cause such behaviors in the organization. On the other hand, the research conducted on competitive anxiety also indicates that athletes' feeling of "competitive anxiety" is effective in all methods and processes of training and competition. At the same time, the most attention and interest in the issue of "emotional intelligence and competitive anxiety" has occurred in the past fifteen years, and the question that may be raised in this regard is whether this affects the sports continuity of athletes and also the improvement of their performance in combat sports is effective and because martial athletes train and compete individually more than other athletes in other disciplines, and because of this, these athletes experience more emotional and anxiety conditions during and after the competition. And one of the reasons for the importance of working on this issue is the poor performance of some combat athletes due to their competitive stress and anxiety and their level of emotional intelligence, which can be said to some extent related to the emotional intelligence and competitive anxiety of athletes. This research seeks an answer to the question of whether emotional intelligence has an effect on the performance of martial arts athletes

Research method

The present study was conducted with the aim of investigating the effect of emotional intelligence on the performance of martial arts athletes in 2022. The current research is applied in terms of purpose and descriptive-correlational in terms of research method and was conducted in the field.

Statistical Society

The statistical population of the present research includes all female athletes of martial arts in East Azerbaijan Province, in the number of...

The statistical sample

The size of the statistical population of the current research is only female martial arts athletes of East Azerbaijan Province, and the statistical sample was determined based on Morgan's table of 384 people and 374 people were randomly selected from among the available female martial arts athletes.

Research measurement tools

The tool for collecting information is a questionnaire, in this research, the researcher used Schering's emotional intelligence questionnaire (1996) and the competitive anxiety questionnaire of Martens et al. has used martial arts.

Reliability and Validity

Cronbach's alpha method was used to determine the reliability of the questionnaire. The obtained coefficients were obtained for Schering's emotional intelligence questionnaire (1996) ($\alpha = 0.81$) and the researcher-made sports performance questionnaire ($\alpha = 0.80$).

Questionnaire data collection method

In order to collect theoretical information and research background, a library method was used (dissertations and internal and external articles, internet, etc.) At the province level, data was collected in the field. After attending martial arts clubs and committees, while fully explaining the questionnaire and variables, the questionnaires were completed. After collecting the questionnaires and coding them, he analyzed and interpreted the data.

Statistical analysis methods

Regression and Kruskal-Wallis statistical methods were used using spss version 22 software at a confidence level of 0.95.

Results

Table 1: Investigating the impact of emotional intelligence (self-awareness, self-management, social awareness, social skills, self-motivation) on the performance of martial arts athletes

The model	Sum of the Squares	df	Average of the Squares	F	Sig.
Regression	45.628	6	7.605	23.518	0.008
Left over	118.673	367	0.323		
Total	164.301	373			

According to Table 1, it can be stated that the effect of emotional intelligence (self-awareness, self-management, social awareness, social skills, self-motivation) on the performance of martial arts athletes is observed at the level of $\alpha=0.05$. In other words, there is the ability to predict the perspective of martial athletes regarding emotional intelligence (self-awareness, self-management, social awareness, social skills, self-motivation) on the performance of martial athletes. Therefore, in order to identify and explain the regression coefficients, it is necessary to refer to the table of regression coefficients.

Table 2. Investigating the impact of emotional intelligence (self-awareness, self-management, social awareness, social skills, self-motivation) on the performance of martial arts athletes

Criterion variable	Predictor variables	B	Standard Error	Beta coefficient	T	Sig.
Performance	Emotional intelligence	5.595	0.334		16.770	0.000
	Self-awareness	-0.717	0.773	-0.319	-0.928	0.354
	Self-management	0.190	0.188	0.145	1.012	0.312
	Social awareness	-0.293	0.171	-0.211	-1.711	0.088
	Social skill	0.123	0.150	0.103	0.814	0.416
	Self-motivation	0.477	0.195	0.338	2.446	0.015

According to the findings of Table 2, it can be stated that the effect of emotional intelligence (self-awareness, self-management, social awareness, social skills, self-motivation) on the performance of martial arts athletes is not observed. Thus, with the increase of emotional intelligence (self-awareness, self-management, social awareness, social skills, self-motivation), decrease the performance of martial arts athletes.

Discussion

The results showed that for athletes, emotional intelligence (self-awareness) does not have a significant effect on athletes' performance, which these results are in line with the findings of Sakhi Teb (2016), Jalali Far (2016), Abdoli et al. (2016), Perlini and Halverson (2016). 2012), it is not consistent that this may be due to the difference in the statistical population of the research. But it is consistent with the results of Eskandari's findings (2013), because athletes are different with components such as "the way they dress and the behavior of teachers, loving themselves even against the criticism of others, considering themselves to be very strong, capable and full of energy." Being from others, the need to stimulate and encourage others to motivate oneself to progress,

the need to praise others in case of dissatisfaction with one's work, feeling miserable when not knowing" are related to their sports performance and their field of work, and these connections for It is vital and important for athletes to be involved in sports and perform better, so it determines the importance of their place in terms of emotional intelligence (self-awareness) in sports performance of athletes.

The results of various researches show that there is a positive and significant relationship between emotional intelligence and the skill level of rhythmic swimming swimmers (Sakhi Tabab, 2016). And there is a significant relationship between emotional intelligence and the sports performance of female basketball players of the Premier League and the first division, that emotional intelligence has increased participation in team training in basketball players (Jalali Far, 2019).

Abdoli et al. (2013) during a research entitled the relationship between self-efficacy and emotional intelligence with the performance of male goalball players of the Premier League, showed that self-awareness has a significant relationship with the performance of male goalball players; Therefore, the only component that has a significant relationship with performance is self-awareness, which has a significant positive relationship with both the number of goals ($p=0.012$) and individual errors ($p=0.040$). These findings show that this component of self-awareness is more important in the performance of this group of elite athletes compared to other components of emotional intelligence.

Eskandari (2013) during a research entitled the relationship between coaches' emotional intelligence and self-efficacy and competitive anxiety in the sports performance of elite female table tennis athletes in the country, concluded that self-awareness and self-management have a significant relationship with the feeling of self-efficacy and the performance of elite table tennis female athletes in the country. does not have. Also, all the components of emotional intelligence have a significant relationship with competitive anxiety and the performance of female elite table tennis athletes in the country. It seems that emotional intelligence increases the awareness of coaches about their and their athletes' psychological needs and helps them to be aware of the existence of some problems and to identify the necessary psychological resources to deal with them and to strengthen the sports performance of female athletes.

In the above explanation, it can be pointed out that with the increase of emotional intelligence (self-awareness), sports performance also decreases, and emotional intelligence (self-management) does not have a significant effect on athletes' performance, which these results are in agreement with the findings of Moradi and Klarde (1389), Jalali Far (2010), Abdoli et al. (2011), Naghizadeh et al. (2012), it is inconsistent that this may be due to the difference in the statistical population of the research. But it is consistent with the results of Eskandari's findings (2013), because athletes with components such as "dissatisfaction with themselves and their performance due to problems, blaming themselves for their own disorderly situation, regretting after saying inappropriate words, Not being able to let go of personal thoughts, trying not to cry, worrying about even the most trivial things, reacting violently to even the smallest of issues" are related to their athletic performance and their field of work, and these connections to engage Athletes are vital and important in sports and better performance, therefore, the importance of their place in terms of emotional intelligence (self-management) in sports performance of athletes is determined.

Abdoli et al. (2012) during a research entitled the relationship between self-efficacy and emotional intelligence with the performance of male soccer players of the Premier League, showed that self-management has a significant relationship with the performance of male soccer players; Therefore, the only component that has a significant relationship with performance is self-management, which has a significant positive relationship with both the number of goals ($p=0.012$) and individual errors ($p=0.040$). These findings show that this self-management component is more important in the performance of this class of elite athletes compared to other components of emotional intelligence.

Naghizadeh, Salari, written (2013); During a research titled comparing and determining the relationship between emotional intelligence and goal orientation and sports performance in teenage girls who are athletes and non-athletes, they concluded that in athletes, compared to non-athletes, there is a difference between emotional intelligence (self-management) and goal orientation (participation in sports activities).) and sports performance, there is a significant relationship, but this relationship did not exist in non-athletes.

In the explanation above, it can be pointed out that with the increase of emotional intelligence (self-management), sports performance also decreases, and emotional intelligence (social awareness) has a significant effect on the performance of athletes, and these results are in line with the findings of Jalali Far (2013), Shabani Bahar et al. (2012), Eskandari (2013) Hamsoost. But it is inconsistent with the results of Abdoli et al.'s findings (2013), which may be due to the difference in the statistical population of the research. Because, athletes with components such as "inability to identify issues due to excessive discomfort, having a bad feeling about themselves, dealing coldly and indifferently with unknown people, appreciating deserving people, not being comfortable with excited people, "Doing the expected tasks of people even in the event of failure" is related to their sports performance and field of work, and these connections are vital and important for athletes to be

involved in sports and perform better, so the importance of their position in terms of emotional intelligence (social awareness) in sports performance of athletes.

The results of various researches show that there is a significant relationship between emotional intelligence and the sports performance of female basketball players in the Premier League and the first division, that emotional intelligence has increased participation in team training in basketball players (Jalali Far, 2019). And the level of emotional intelligence (social awareness) can predict their performance and participation in sports (Shabani Bahar et al., 2013). Social awareness does not have a significant relationship with the performance of globalist men (Abdali et al., 2011).

In the above explanation, it can be pointed out that by increasing emotional intelligence (social awareness), sports performance also increases. Emotional intelligence (social skills) does not have a significant effect on athletes' performance, and these results are inconsistent with the findings of Jalali Far (2013), Kajbafnejad et al. (2012), M. Lin et al. (2009), Eskandari (2013) Due to the difference in the statistical population and the sample and the culture of the statistical population of the above research, the desired research should be done. But it is consistent with the results of Abdali et al.'s findings (2013), because athletes with components such as "inability to show emotional feelings, making handshakes and hugging unknown people look unnatural, losing their own hands and feet In dealing with angry people, it is difficult to say even the word "I love" to others, to provide quick solutions to people's problems when they hear it, to have confidence in their abilities" in terms of sports performance and their field of work, and These connections are vital and important for the involvement of athletes in sports and better performance, therefore, it determines the importance of their position in terms of emotional intelligence (social skills) in sports performance of athletes.

The results of various researches show that social skills do not have a significant relationship with the performance of globalist men (Abdali et al., 2013). The use of social skills and anxiety control both during training and during the competition has a significant relationship with the emotional intelligence of these athletes and their sports performance (M. Lin et al., 2009).

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Kajbafnejad et al. (2014); During a research entitled the relationship between social skills, emotional intelligence and its components with the performance of students in sports, they concluded that there is a significant relationship between social skills and the performance of students in sports. Also, there is a significant relationship between general emotional intelligence and students' performance in sports. Also, there is a significant relationship between the components of emotional intelligence and students' performance in sports.

In the above explanation, it can be pointed out that as emotional intelligence (social skills) increases, sports performance also decreases. There is no significant relationship between emotional intelligence (self-motivation) and the performance of athletes, and these results are inconsistent with the findings of Jalali Far (2013), Qalkhani (2013), Hassandara, Gudas, Chorni (2003), Eskandari (2013), which is perhaps due to The difference is in the statistical population of the desired research. But it is consistent with the results of Abdali et al.'s findings (2013), because athletes with components such as "blaming themselves for things not done, even if they work with all their efforts, having mental conflicts because of things they have not achieved , determined to face the obstacles that stand in the way of reaching the goal, trying with all one's heart even in the absence of an observer, being tired and homesick, having dead ends in life, thinking about moving things forward even in the presence of progress. "work" is concerned with sports performance and their field of work, and these connections are vital and important for the involvement of athletes in sports and better performance, therefore, the importance of their position in terms of emotional intelligence (self-motivation) It determines the sports performance of athletes.

The results of various researches show that there is a significant difference between emotional intelligence and motivation to participate in boys' sports performance (Qalkhani, 2013.)

Hassandra, Gudas and Chorney (2003); In Greece, during a "research titled measuring the factors affecting the sports performance of physical education students", they came to the conclusion that the behavior of parents, environmental and social conditions, regular physical education classes during the week, the level of participation of students in physical education classes, sports facilities available in the school, students' teammates in the university sports teams and even the sports teachers themselves are factors influencing the internal motivation of physical education students.

In the above explanation, it can be pointed out that with the increase of emotional intelligence (self-motivation), sports performance also decreases.

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