Physical Education Theory and Methodology
Теорія та методика фізичного виховання

ISSN 1993-7989 (print)
ISSN 1993-7997 (online)
ISSN-L 1993-7989

Original Scientific Article

Analyzing Emotional Control in University Athletes: A Cross-Cultural and Gender Perspective

Ahmed Jabbar Abiyra[1ABCDE], Sandeep Tiwari[1ABCDE], Sandhya Tiwari[1ABCDE] and Mir Ahsan Ul Haq[1ABCDE]

[1]University of Delhi

Authors' Contribution: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation; E – Funds Collection

Corresponding Author: Sandeep Tiwari, e-mail: sandeeptiwari1964@yahoo.co.in
Accepted for Publication: February 13, 2025
Published: March 30, 2025

DOI: 10.17309/tmfv.2025.2.10

Abstract

Background. Emotional control plays a crucial role in athletic performance and is influenced by factors such as gender and cultural context. Understanding the interplay between emotional regulation and athletic success can provide valuable insights for optimizing performance strategies.

Objectives. This study aimed to investigate the role of emotional control in athletic performance among university athletes from Baghdad, Iraq, and Delhi, India, with a focus on examining differences by gender and university affiliation. It also examines the relationships between subscales of emotional control and overall performance.

Materials and methods. The study involved 300 athletes aged 18 to 30 years, equally divided between Baghdad University (BU), Iraq and Delhi University (DU), India, with balanced gender representation (75 male and 75 female athletes per university). Emotional control was assessed using the Emotional Control Questionnaire (ECQ), which includes subscales for rehearsal, emotional inhibition, aggression control, and benign control. Descriptive statistics, two-way ANOVA, and Pearson's correlations were employed for data analysis using SPSS software.

Results. Emotional control scores were comparable across both universities and genders, with BU athletes scoring slightly lower ($M = 34.41$, $SD = 5.86$) than DU athletes ($M = 34.66$, $SD = 3.46$). The two-way ANOVA revealed no significant differences in overall emotional control or its subscales due to gender, university affiliation, or their interaction, except for benign control, where DU athletes scored significantly higher ($F(1, 298) = 5.55$, $p = 0.02$). Strong positive correlations were identified between overall emotional control and the subscales of benign control ($r = .69$, $p < .01$), rehearsal ($r = .69$, $p < .01$), and aggression control ($r = .64$, $p < .01$).

Conclusions. The findings highlight the interrelated nature of emotional regulation components and their variable contributions to athletic performance. These insights can guide the development of training programs incorporating emotional control strategies to enhance competitive outcomes for university athletes.

Keywords: emotional control, athletic performance, university athletes, competitive sports, emotional regulation.

Introduction

In competitive sports, success increasingly depends on having the capacity to identify and control one's own emotions as well as those of others. Emotional intelligence, which encompasses emotional awareness, regulation, and control, has been consistently linked to enhanced sports performance, especially in high-pressure environments (Akelaitis & Malinauskas, 2018). Athletes who can effectively manage their emotions are often better equipped to handle the psychological and physical demands of competition, leading to improved performance outcomes. Researchers have become more aware of the complex impact that emotions play in sports performance during the last 20 years, demonstrating that emotional intelligence can be as important as physical and technical skills (Birwatkar, 2014). Emotions influence not only individual performance but also interpersonal dynamics within teams, where athletes must navigate their own emotional states alongside those of their teammates and opponents.

In today's high-performance sports environment, physical prowess alone is no longer sufficient for success. While physical conditioning, skill development, and

tactical awareness are critical, they must be supported by the capacity of an athlete to manage the emotional and psychological challenges of competition (Laborde et al., 2016; Korobeynikov et al., 2013). Emotional regulation allows athletes to maintain focus and composure, even when facing adversity, such as an unexpected defeat, an error in play, or the pressure of performing in front of a large audience. The ability to stay emotionally balanced under these conditions is vital to achieving consistent, high-level performance. Athletes with high emotional intelligence can also better manage interactions with coaches, referees, teammates, and opponents, making them more resilient and adaptable (Hodgson, 2018; Gatsis et al., 2021). This study aims to investigate the role of emotional intelligence in the performance and psychological well-being of athletes from diverse cultural contexts. Specifically, it focuses on comparing university-level athletes from Delhi University in India and Baghdad University in Iraq. By examining emotional awareness, regulation, and control among these groups, the research seeks to highlight the influence of cultural and social factors on emotional intelligence in sports.

Sport psychology research demonstrates that athletes who perform better on emotional intelligence tests typically have greater success, both in individual and team sports (Crombie et al., 2009). Emotional intelligence enables athletes to engage in positive psychological behaviors, such as goal-setting, self-motivation, and self-regulation, all of which are critical for long-term athletic success. For instance, emotional control helps athletes manage pre-competition anxiety, leading to lower stress levels and better overall performance (Lane & Wilson, 2011; Lu et al., 2010). Furthermore, emotional intelligence facilitates the application of psychological techniques, such as imagery, self-talk, relaxation, and reframing, which are essential tools for athletes facing the mental and physical pressures of competition (Lane et al., 2009; Crust & Azadi, 2010). These skills not only enhance performance but also contribute to the development of mental toughness, enabling athletes to overcome challenges and bounce back from setbacks more effectively. The study hypothesizes that athletes with higher levels of emotional intelligence will demonstrate superior performance, enhanced psychological resilience, and better interpersonal dynamics. Additionally, it is expected that cultural differences between Indian and Iraqi athletes will influence the ways emotional intelligence manifests in competitive sports settings.

Another important aspect of emotional intelligence in sports is its impact on team dynamics and interpersonal relationships. In team sports, athletes with high emotional intelligence can effectively navigate group interactions, using emotional awareness and empathy to foster cooperation and reduce conflicts (Singh et al., 2012; Rahman & Islam, 2021). These athletes are often better at reading the emotional states of their teammates and adjusting their own behavior accordingly, which can lead to better communication, stronger teamwork, and improved collective performance. Moreover, emotional intelligence can also enhance leadership qualities in athletes, as they are able to use their emotional awareness to inspire and motivate others, creating a positive team environment (Mayer, 2000). Athletes who demonstrate high emotional control are not only able to perform under pressure but also help their teammates manage stress, which is particularly important in high-stakes competitions.

The psychological and physiological benefits of emotional intelligence in sports are well-documented. For example, athletes with higher emotional intelligence tend to experience fewer physiological stress responses, such as elevated heart rates and muscle tension, which can negatively impact performance (Tinker, 2021). Emotional regulation helps athletes maintain optimal arousal levels, preventing over-excitement or under-arousal, both of which can hinder performance. Studies have shown that athletes with strong emotional control are more likely to enter and sustain «flow states,» where they experience heightened concentration and seamless execution of skills (Martinent et al., 2015). These athletes are better equipped to cope with the ups and downs of competition, staying focused on the task at hand rather than being distracted by external pressures or internal doubts.

Additionally, emotional intelligence is crucial in motivation and long-term success in sports. Athletes with high emotional intelligence are often more intrinsically motivated, driven by personal goals and a desire for self-improvement rather than external rewards (Kajbafnezhad et al., 2012). This self-motivation allows them to persevere through difficult training regimes and maintain their focus over the course of a season. Additionally, emotional intelligence enables athletes to set realistic, achievable goals and to stay committed to those goals, even in the face of obstacles. By managing their emotions, athletes can stay resilient and maintain a positive attitude, which is critical for long-term success in competitive sports (Lane et al., 2009).

In the context of athletes from different cultural backgrounds, such as those from the University of Delhi and the University of Baghdad, emotional control is particularly significant. Cultural differences can influence the way emotions are expressed and managed, both in everyday life and in competitive sports settings. Athletes from different cultures may have varying approaches to handling stress, competition, and teamwork, which makes emotional intelligence a valuable skill for navigating these differences (Lane et al., 2009). For university athletes from Delhi and Baghdad, the ability to regulate their emotions effectively is essential for performing at their best in diverse and competitive environments. Emotional intelligence allows them to adapt to the psychological and social demands of their respective sports, giving them a competitive edge on the field.

While this study provides valuable insights into the role of emotional intelligence in sports performance, it is not without limitations. First, the reliance on self-reported measures of emotional intelligence may introduce biases related to participants' self-perception. Second, cultural differences in expressing and interpreting emotions may affect the comparability of results between Indian and Iraqi athletes. Finally, the study's focus on university-level athletes may limit the generalizability of findings to professional or amateur sports populations.

Overall, the ability to control emotions is a crucial factor in determining athletic success, especially in high-pressure competitive environments. Whether in individual or team sports, emotional intelligence helps athletes manage stress, maintain focus, and perform consistently at their best. It also enhances their interpersonal skills, making them better teammates and leaders. In light of the growing recognition of emotional intelligence in sports, it is clear that developing emotional regulation skills can significantly impact on the performance of an athlete and overall health.

Materials and Methods

Study Participants

A total of 300 athletes, aged 18 to 30 years, participated in this study. The sample consisted of 150 athletes from the University of Baghdad (BU), Iraq and 150 athletes from the University of Delhi (DU), India, evenly divided between genders, with 75 male and 75 female athletes from each university. A purposive sampling technique, combined with a non-probability quota method, was employed to ensure equal representation from both institutions. Inclusion criteria required participants to provide complete and accurate responses, resulting in a final sample size of 300 athletes. This sample was designed to ensure comparability and represent diverse cultural and athletic backgrounds from Iraq and India.

Study Organization

To ensure accuracy and consistency, data collection was standardized across sites. Emotional control was assessed using the Emotional Control Questionnaire (ECQ), developed by Roger and Najarian (1989). This validated instrument evaluates emotional regulation through four subscales: Rehearsal, Emotional Inhibition, Aggression Control, and Benign Control, comprising 56 true/false items. The ECQ has demonstrated strong internal consistency, with reliability coefficients ranging from 0.77 to 0.86.

Participants completed the ECQ independently during testing sessions held in controlled environments at BU and DU. The purpose of the study was explained in detail before data collection, and informed consent was obtained from all participants. Trained researchers supervised the process to ensure procedural integrity. This methodological approach minimized potential biases and ensured that the emotional control data reflected the athletes' capacity to regulate emotions in a sports performance context.

Statistical Analysis

Data analysis was conducted using SPSS software to explore emotional control patterns among athletes. Descriptive statistics, including means and standard deviations, were calculated for all ECQ subscales—Rehearsal, Emotional Inhibition, Aggression Control, and Benign Control—across the two universities.

A two-way ANOVA was performed to examine the main effects of university affiliation (BU vs. DU) and gender, as well as their interaction effects, on emotional control subscales. Post-hoc tests were conducted where significant differences were detected to further analyze group differences. Pearson's correlation coefficient was used to assess relationships among the ECQ subscales, with statistical significance set at $p < 0.05$. This robust analytical approach provided a comprehensive understanding of emotional control dimensions across cultural and gender-based contexts.

Results

Table 1 presents descriptive data on emotional regulation, broken down by gender, for sports majors from the Universities of Baghdad and Delhi, reported as mean ± standard deviation. The corresponding mean and standard deviation scores are displayed in Figure 1 and 2.

Descriptive statistics (mean ± SD) of emotional control among sports majors are presented for athletes from Baghdad University (BU) and Delhi University (DU), separated by gender and university affiliation. The table includes measurements for emotional control, rehearsal, emotional inhibition, aggression control, and benign control. For male athletes from BU (n = 75), the mean emotional control score was 33.94 (SD = 6.67), while female athletes from BU (n = 75) scored slightly higher at 34.88 (SD = 4.91). The overall score for BU athletes (n = 150) was 34.41 (SD = 5.86). Male athletes from DU (n = 75) had a mean score of 34.74 (SD = 3.53), and female athletes from DU (n = 75) had a mean score of 34.57 (SD = 3.41), with an overall DU score of 34.66 (SD = 3.46). When considering all male athletes (n = 150), the emotional control mean was 34.34 (SD = 5.33), and for all female athletes (n = 150), the mean was 34.72 (SD = 4.22). The overall emotional control score across all athletes (n = 300) was 34.53 (SD = 4.80). Rehearsal, emotional inhibition, aggression control, and benign control scores followed similar reporting formats across the different groups. This table highlights the comparative emotional control dynamics between male and female athletes from BU and DU, with overall balanced scores between genders and universities.

Table 1. Descriptive statistics (mean ± SD) of emotional control among sports majors

Subjects	n	Emotional Control	Rehearsal	Emotional Inhibition	Aggression Control	Benign Control
Male Athletes (BU)	75	33.94 ± 6.67	9.14 ± 2.35	8.80 ± 1.89	8.10 ± 2.41	7.89 ± 2.01
Female Athletes (BU)	75	34.88 ± 4.91	9.69 ± 2.03	8.60 ± 1.59	9.61 ± 2.00	7.97 ± 1.80
All Athletes (BU)	150	34.41 ± 5.86	9.42 ± 2.21	8.70 ± 1.74	8.36 ± 2.22	7.93 ± 1.90
Male Athletes (DU)	75	34.74 ± 3.53	9.18 ± 1.61	8.62 ± 1.62	8.60 ± 1.80	8.33 ± 1.65
Female Athletes (DU)	75	34.57 ± 3.41	9.16 ± 1.53	8.64 ± 1.38	8.28 ± 1.54	8.49 ± 1.54
All Athletes (DU)	150	34.66 ± 3.46	9.17 ± 1.57	8.63 ± 1.50	8.44 ± 1.68	8.41 ± 1.59
All Male Athletes	150	34.34 ± 5.33	9.16 ± 2.01	8.71 ± 1.76	8.35 ± 2.13	8.11 ± 1.84
All Female Athletes	150	34.72 ± 4.22	9.42 ± 1.81	8.62 ± 1.48	8.44 ± 1.79	8.23 ± 1.69
Overall	300	34.53 ± 4.80	9.29 ± 1.91	8.66 ± 1.62	8.40 ± 1.97	8.17 ± 1.77

Note: Values are expressed as means±standard deviations. BU: Baghdad University; DU: Delhi University

Table 2. Summary of two-way ANOVA of emotional control among sports majors

Variables	Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value
Emotional Control	Types of Players (A)	4.56	1	4.56	0.19	0.67
	Gender (B)	10.83	1	10.83	0.46	0.50
	(A × B)	22.96	1	22.96	0.98	0.32
Rehearsal	Types of Players (A)	4.56	1	4.56	1.24	0.26
	Gender (B)	5.07	1	5.07	1.38	0.24
	(A × B)	6.16	1	6.16	1.68	0.20
Emotional Inhibition	Types of Players (A)	0.33	1	0.33	0.12	0.73
	Gender (B)	0.65	1	0.65	0.24	0.63
	(A × B)	0.85	1	0.85	0.31	0.58
Aggression Control	Types of Players (A)	0.48	1	0.48	0.12	0.73
	Gender (B)	0.65	1	0.65	0.17	0.68
	(A × B)	12.81	1	12.81	3.30	0.07
Benign Control	Types of Players (A)	17.28	1	17.28	5.55	0.02
	Gender (B)	1.08	1	1.08	0.34	0.56
	(A × B)	0.12	1	0.12	0.03	0.86

Note. The table shows the results of a two-way ANOVA, including F-values and p-values for each variable

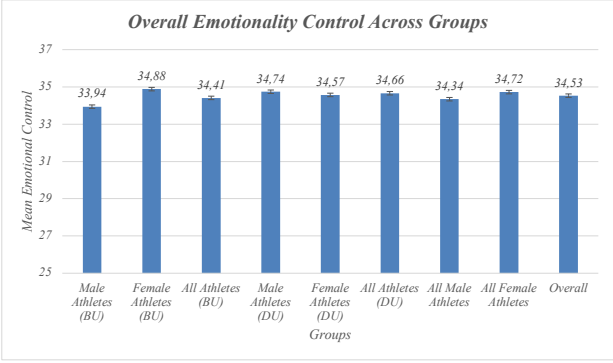

Fig. 1. Overall emotional control scores among male and female athletes from BU and DU

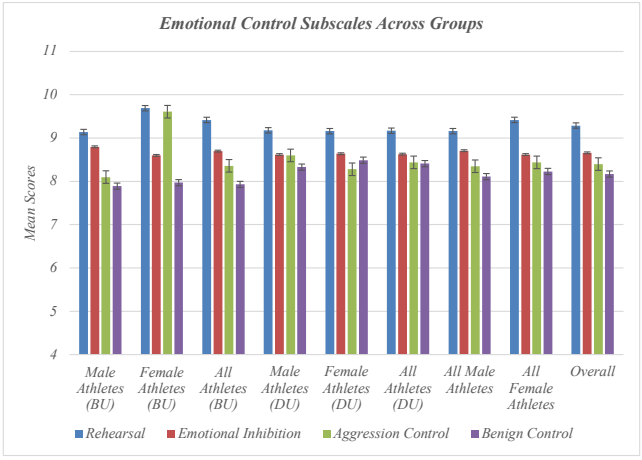

Fig. 2. Comparison of emotional control subscales among sports majors

The summary of the two-way ANOVA for emotional control among sports majors is presented in Table 2. The analysis examined the main effects of the types of players (A) and gender (B), as well as their interaction (A × B), across five variables: emotional control, rehearsal, emotional inhibition, aggression control, and benign control.

For emotional control, neither the types of players ($F_{(1\ 298)} = 0.19$, $p > 0.05$), gender ($F_{(1,\ 298)} = 0.46$, $p > 0.05$), nor their interaction ($F_{(1,\ 298)} = 0.98$, $p > 0.05$) showed statistically significant effects. Similarly, for rehearsal, no significant differences were found for the types of players ($F_{(1,\ 298)} = 1.24$, $p > 0.05$), gender ($F_{(1,\ 298)} = 1.38$, $p > 0.05$), or their interaction ($F_{(1,\ 298)} = 1.68$, $p > 0.05$). Emotional inhibition also revealed non-significant effects for both the types of players ($F_{(1,\ 298)} = 0.12$, $p > 0.05$), gender ($F_{(1,\ 298)} = 0.24$, $p > 0.05$), and their interaction ($F_{(1,\ 298)} = 0.31$, $p > 0.05$).

For aggression control, no significant effects were found for the types of players ($F_{(1,\ 298)} = 0.12$, $p > 0.05$), gender ($F_{(1,\ 298)} = 0.17$, $p > 0.05$), or the interaction ($F_{(1,\ 298)} = 3.30$, $p > 0.05$). However, a statistically significant effect was observed for benign control based on the types of players ($F_{(1,\ 298)} = 5.55$, $p = 0.02$), indicating a meaningful difference between groups. Specifically, athletes from Delhi University exhibited significantly higher scores in benign control compared to athletes from Baghdad University. Gender and the interaction effect for benign control were not significant ($F_{(1,\ 298)} = 0.34$, $p > 0.05$; $F_{(1,\ 298)} = 0.03$, $p > 0.05$, respectively).

This table suggests that types of players had a significant impact on benign control, while the other variables did not show significant differences.

Table 3 presents the correlation matrix of emotional regulation variables among athletes from the University of Delhi and University of Baghdad across all sports majors. The variables include Emotional Control, Rehearsal, Emotional Inhibition, Aggression Control, and Benign Control. Pearson correlation coefficients (r) were

Table 3. Correlation matrix of emotional regulation variables among athletes

Variables	Emotional Control	Rehearsal	Emotional Inhibition	Aggression Control	Benign Control
Emotional Control	1				
Rehearsal	.69**	1			
Emotional Inhibition	.61**	.26**	1		
Aggression Control	.64**	.20**	.25**	1	
Benign Control	.69**	.31**	.17**	.27**	1

Note: **. Correlation is significant at the 0.01 level (2-tailed)

computed to examine the relationships between these variables. Significant positive correlations were observed between most variables, with Emotional Control showing strong correlations with Benign Control ($r = .69$, $p < .01$), Rehearsal ($r = .69$, $p < .01$), and Aggression Control ($r = .64$, $p < .01$). Rehearsal also correlated positively with Emotional Inhibition ($r = .26$, $p < .01$) and Benign Control ($r = .31$, $p < .01$), though these correlations were weaker compared to Emotional Control. Additionally, there were moderate correlations between Emotional Inhibition and Aggression Control ($r = .25$, $p < .01$) and between Emotional Inhibition and Benign Control ($r = .17$, $p < .01$). These findings suggest that while the variables are interrelated, the strength of these relationships varies, providing insight into how different facets of emotional regulation interact in athletes. $p < .01$ indicates significance for all reported correlations.

Discussion

The analysis of emotional control among athletes from Baghdad University (BU) and Delhi University (DU) provides valuable insights into how athletes regulate their emotions across different dimensions; these include areas such as rehearsal, emotional inhibition, aggression control, and benign control. A comparative look at the descriptive statistics (Table 1) reveals subtle differences between male and female athletes as well as between universities. Overall, the emotional control scores across all groups were fairly consistent, with BU athletes having a slightly lower mean emotional control score (34.41 ± 5.86) compared to DU athletes (34.66 ± 3.46). This suggests that both universities maintain a similar emphasis on emotional regulation in their athletes, although the lower standard deviation in DU athletes indicates less variability in emotional control scores within this group. These findings align with previous studies that have identified emotional regulation as a critical component in athletic performance, with little difference between institutions or genders (Robazza et al., 2004; Robazza & McCarthy, 2018; Beatty & Janelle, 2020).

Male and female athletes demonstrated relatively balanced emotional control, although female athletes from BU had a slightly higher emotional control score (34.88 ± 4.91) compared to males (33.94 ± 6.67). Similarly, female athletes from DU scored marginally lower than males in rehearsal but maintained similar scores across the other emotional regulation dimensions. The slightly higher scores for women in BU in categories like aggression control (9.61 ± 2.00 vs. 8.10 ± 2.41 for men) could point to better developed mechanisms for managing aggressive impulses, which aligns with research suggesting that female athletes often employ more nuanced emotional regulation strategies (Kucharski et al., 2018; Wilson et al., 2019).

The two-way ANOVA (Table 2) further examines the role of gender and the type of players in determining emotional control and its related dimensions. Interestingly, there were no significant main effects of either player type ($F_{(1, 298)} = 0.19$, $p > 0.05$) or gender ($F_{(1, 298)} = 0.46$, $p > 0.05$) on emotional control, rehearsal, or emotional inhibition. These non-significant results suggest that the type of player—whether from BU or DU—or their gender does not substantially impact their ability to regulate emotions, aligning with findings from previous studies in sports psychology. The interaction effect between gender and player type also showed no significant effects across these variables, indicating that emotional regulation capabilities remain relatively stable regardless of the intersection between these two factors (Mercader-Rubio et al., 2022).

However, an interesting exception is found in the dimension of benign control, where a significant effect of player type was observed ($F_{(1, 298)} = 5.55$, $p = 0.02$). Athletes from different universities exhibited meaningful differences in their ability to exercise benign control, which pertains to the regulation of non-threatening and calming behaviors. Notably, athletes from Delhi University demonstrated significantly higher benign control scores compared to their counterparts from Baghdad University. This suggests that DU players may possess better-developed mechanisms for managing calming and non-aggressive emotional responses, which could be attributed to differences in coaching strategies, training environments, or cultural influences. These findings align with studies suggesting that benign control may be shaped by external factors, such as team dynamics, coaching approaches, or societal norms (Shoukry & Cox, 2018).

In terms of correlations among the emotional regulation variables (Table 3), emotional control exhibited strong positive correlations with benign control ($r = .69$, $p < .01$), rehearsal ($r = .69$, $p < .01$), and aggression control ($r = .64$, $p < .01$). These findings imply that athletes who are skilled at controlling their emotions are also adept at rehearsing emotional responses and managing aggressive tendencies. This relationship aligns with models of emotional regulation that highlight the interconnectedness of these dimensions in athletic contexts (Martin et al., 2016).

Interestingly, rehearsal had weaker correlations with emotional inhibition ($r = .26$, $p < .01$) and benign control

($r = .31$, $p < .01$), suggesting that while rehearsal plays an important role in emotional regulation; it is not as strongly associated with the inhibition or calming aspects of emotional regulation. This could imply that rehearsal primarily helps athletes prepare for emotional responses but does not necessarily translate into better control over emotional inhibition or benign responses in real-time situations (Ignacio et al., 2017). Similarly, moderate correlations were found between emotional inhibition and both aggression control ($r = .25$, $p < .01$) and benign control ($r = .17$, $p < .01$), indicating a degree of overlap in these regulation processes, though less pronounced compared to emotional control (Pawliczek et al., 2013; Hsieh & Chen, 2017).

The significant correlations across most variables indicate that emotional regulation is a multi-faceted construct where improvements in one area often support enhancements in others. This finding supports previous research in sports psychology, which posits that the ability to regulate emotions across different dimensions can lead to more adaptive emotional responses and improved athletic performance (Tang et al., 2022). Moreover, the strong correlation between emotional control and benign control, in particular, highlights the importance of managing both aggressive and calming responses in high-pressure sports environments (Ciarrochi & Scott, 2006).

While these findings offer valuable insights, they also open avenues for future research. Future research could explore longitudinal trends in emotional regulation to determine its development over time in athletes. Additionally, studies incorporating physiological metrics, such as heart rate variability, could provide a holistic view of emotional regulation. Expanding this research to include athletes from diverse cultural or professional settings would enhance the generalizability of these findings.

These avenues for further exploration underline the multifaceted nature of emotional regulation and its pivotal role in athletic performance, offering a foundation for deeper insights and practical applications.

Conclusions

Although the majority of factors did not significantly differ across groups, the study does highlight noteworthy tendencies in emotional regulation among athletes of diverse genders and university backgrounds. The noteworthy correlation in benign control among distinct player types indicates the impact of contextual elements like coaching and team culture. Furthermore, the intricate interactions between many facets of emotional control in athletes are highlighted by the intercorrelations among emotional regulation factors. Future studies should delve deeper into these interactions, especially as they relate to the ways that benign control and other regulating tactics are shaped by outside factors.

Acknowledgement

The authors express their gratitude to the University of Delhi, India and Baghdad University, Iraq for their invaluable support and collaboration in conducting this research. We extend our sincere thanks to the Department of Physical Education and Sports Sciences at the University of Delhi and the Indira Gandhi Institute of Physical Education and Sports Sciences for providing the necessary resources and infrastructure for this study.

We are deeply appreciative of the participating athletes from both universities who generously contributed their time and effort to this research. Special thanks to the academic and administrative staff who facilitated the data collection process.

Conflicts of Interest

The authors declared no conflict of interest..

References

Akelaitis, A. V., & Malinauskas, R. K. (2018). The expression of emotional skills among individual and team sports male athletes. *Pedagogics, Psychology, Medical-Biological Problems of Physical Training and Sports, 22*(2), 62-67. https://doi.org/10.15561/18189172.2018.0201

Birwatkar, V. P. (2014). Emotional intelligence: The invisible phenomenon in sports. *European Journal of Sports and Exercise Science, 3*(19), 31. Available from http://scholarsresearchlibrary.com/archive.html

Laborde, S., Dosseville, F., & Allen, M. S. (2016). Emotional intelligence in sport and exercise: A systematic review. *Scandinavian Journal of Medicine & Science in Sports, 26*(8), 862-874. https://doi.org/10.1111/sms.12510

Korobeynikov, G., Korobeinikova, L., & Shatskih, V. (2013). Age, psycho-emotional states, and stress resistance in elite wrestlers. *International Journal of Wrestling Science, 3*(1), 58-69. https://doi.org/10.1080/21615667.2013.10878970

Hodgson, L. (2018). *The role of emotional abilities in elite sports coaching* [Doctoral dissertation, Sheffield Hallam University]. https://doi.org/10.7190/shu-thesis-00149

Gatsis, G., Strigas, A., & Ntasis, L. (2021). Contribution of emotional intelligence to Taekwondo athlete's performance. *Journal of Physical Education and Sport,* 21, 1976-1980. https://doi.org/10.7752/jpes.2021.s3251

Crombie, D., Lombard, C., & Noakes, T. (2009). Emotional intelligence scores predict team sports performance in a national cricket competition. *International Journal of Sports Science & Coaching, 4*(2), 209-224. https://doi.org/10.1260/174795409788549544

Lane, A. M., & Wilson, M. (2011). Emotions and trait emotional intelligence among ultra-endurance runners. *Journal of Science and Medicine in Sport, 14*(4), 358-362. https://doi.org/10.1016/j.jsams.2011.03.001

Lu, F. J., Li, G. S. F., Hsu, E. Y. W., & Williams, L. (2010). Relationship between athletes' emotional intelligence and precompetitive anxiety. *Perceptual and Motor Skills, 110*(1), 323-338. https://doi.org/10.2466/pms.110.1.323-338

Lane, A. M., Thelwell, R. C., Lowther, J., & Devonport, T. J. (2009). Emotional intelligence and psychological skills use among athletes. *Social Behavior and Personality: An International Journal, 37*(2), 195-201. https://doi.org/10.2224/sbp.2009.37.2.195

Crust, L., & Azadi, K. (2010). Mental toughness and athletes' use of psychological strategies. *European Journal of Sport Science, 10*(1), 43-51. https://doi.org/10.1080/17461390903049972

Singh, D., Kaur, S., & Dureja, G. (2012). Emotional maturity differentials among university students. *Journal of Physical Education and Sport Management, 3*(3), 41-45. https://doi.org/10.5897/JPESM11.076

Rahman, M. H., & Islam, M. S. (2021). Immediate effect of mental imagery training on accuracy of basketball free-throws in Bangladesh. *Journal of Advanced Sports and Physical Education, 4*(4), 68-72. https://doi.org/10.36348/jaspe.2021.v04i04.004

Mayer, J. D. (2000). *Models of emotional intelligence. In R. J. Sternberg* (Ed.), Handbook of Intelligence (pp. 396–420). Cambridge University Press. Available from https://books.google.co.in

Tinkler, N. (2021). *The relationship between emotional intelligence, anxiety, coping skills, and psychological skill levels in South African female field-hockey players* [Master's thesis, North-West University]. Available from http://hdl.handle.net/10394/42195

Martinent, G., Ledos, S., Ferrand, C., Campo, M., & Nicolas, M. (2015). Athletes' regulation of emotions experienced during competition: A naturalistic video-assisted study. *Sport, Exercise, and Performance Psychology, 4*(3), 188. Available from https://www.apa.org

Kajbafnezhad, H., Ahadi, H., Heidarie, A., Askari, P., & Enayati, M. (2012). Predicting athletic success motivation using mental skills and emotional intelligence and its components in male athletes. *Journal of Sports Medicine and Physical Fitness, 52*(5), 551-557. Available from https://europepmc.org

Roger, D., & Najarian, B. (1989). The construction and validation of a new scale for measuring emotion control. *Personality and Individual Differences, 10*(8), 845-853. https://doi.org/10.1016/0191-8869(89)90020-2

Robazza, C., Pellizzari, M., & Hanin, Y. (2004). Emotion self-regulation and athletic performance: An application of the IZOF model. *Psychology of Sport and Exercise, 5*(4), 379-404. https://doi.org/10.1016/S1469-0292(03)00034-7

Robazza, C., & McCarthy, R. (2018). *Emotional self-regulation in sport and performance.* Oxford Research Encyclopedia of Psychology, 1–35. Available from https://hdl.handle.net/11564/694477

Beatty, G. F., & Janelle, C. M. (2020). Emotion regulation and motor performance: An integrated review and proposal of the Temporal Influence Model of Emotion Regulation (TIMER). *International Review of Sport and Exercise Psychology, 13*(1), 266-296. https://doi.org/10.1080/1750984X.2019.1695140

Kucharski, B., Strating, M. A., Cameron, A. A., & Pascual-Leone, A. (2018). Complexity of emotion regulation strategies in changing contexts: A study of varsity athletes. *Journal of Contextual Behavioral Science,* 10, 85-91. https://doi.org/10.1016/j.jcbs.2018.09.002

Wilson, D., Bennett, E. V., Mosewich, A. D., Faulkner, G. E., & Crocker, P. R. (2019). "The zipper effect": Exploring the interrelationship of mental toughness and self-compassion among Canadian elite women athletes. *Psychology of Sport and Exercise,* 40, 61-70. https://doi.org/10.1016/j.psychsport.2018.09.006

Mercader-Rubio, I., Gutiérrez Ángel, N., Oropesa Ruiz, N. F., & Sánchez-López, P. (2022). Emotional intelligence, interpersonal relationships, and the role of gender in student athletes. *International Journal of Environmental Research and Public Health, 19*(15), 9212. https://doi.org/10.3390/ijerph19159212

Shoukry, H., & Cox, E. (2018). Coaching as a social process. *Management Learning, 49*(4), 413-428. https://doi.org/10.1177/1350507618762600

Martin, K., Staiano, W., Menaspà, P., Hennessey, T., Marcora, S., Keegan, R., et al. (2016). Superior inhibitory control and resistance to mental fatigue in professional road cyclists. *PLoS ONE, 11*(7), e0159907. https://doi.org/10.1371/journal.pone.0159907

Ignacio, J., Scherpbier, A., Dolmans, D., Rethans, J. J., & Liaw, S. Y. (2017). Mental rehearsal strategy for stress management and performance in simulations. *Clinical Simulation in Nursing, 13*(7), 295-302. https://doi.org/10.1016/j.ecns.2017.04.005

Pawliczek, C. M., Derntl, B., Kellermann, T., Kohn, N., Gur, R. C., & Habel, U. (2013). Inhibitory control and trait aggression: Neural and behavioral insights using the emotional stop signal task. *NeuroImage,* 79, 264-274. https://doi.org/10.1016/j.neuroimage.2013.04.104

Hsieh, I. J., & Chen, Y. Y. (2017). Determinants of aggressive behavior: Interactive effects of emotional regulation and inhibitory control. *PLoS ONE, 12*(4), e0175651. https://doi.org/10.1371/journal.pone.0175651

Tang, Y., Liu, Y., Jing, L., Wang, H., & Yang, J. (2022). Mindfulness and regulatory emotional self-efficacy of injured athletes returning to sports: The mediating role of competitive state anxiety and athlete burnout. *International Journal of Environmental Research and Public Health, 19*(18), 11702. https://doi.org/10.3390/ijerph191811702

Ciarrochi, J., & Scott, G. (2006). The link between emotional competence and well-being: A longitudinal study. British *Journal of Guidance & Counselling, 34*(2), 231-243. https://doi.org/10.1080/03069880600583287

Аналіз емоційного контролю університетських спортсменів: Крос-культурна та гендерна перспектива

Ахмед Джаббар Абійра[1ABCDE], Сандеп Тіварі[1ABCDE], Сандья Тіварі[1ABCDE], Мір Ахсан Аль Хак[1ABCDE]

[1]Делійський університет

Авторський вклад: A – дизайн дослідження; B – збір даних; C – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 8 с., 3 табл., 3 рис., 31 джерело.

Історія питання. Емоційний контроль відіграє вирішальну роль у досягненні спортивної результативності і залежить від таких факторів, як стать і культурний контекст. Розуміння взаємозв'язку між емоційною регуляцією та спортивними успіхами може стати цінним підґрунтям задля оптимізації стратегій результативності.

Мета дослідження. Метою цього дослідження було вивчити роль емоційного контролю у досягненні спортивної результативності серед студентів-спортсменів з Багдада (Ірак) та Делі (Індія), приділяючи особливу увагу вивченню відмінностей згідно з гендерною та університетською приналежністю. У дослідженні також розглядаються взаємозв'язки між субшкалами емоційного контролю та загальною результативністю.

Матеріали та методи. У дослідженні взяли участь 300 спортсменів віком від 18 до 30 років, яких порівну було розподілено між Багдадським університетом (БУ), Ірак, і Делійським університетом (ДУ), Індія, за принципом збалансованого гендерного співвідношення (75 спортсменів-чоловіків і 75 спортсменів-жінок від кожного університету). Оцінка емоційного контролю проводилася за допомогою опитувальника емоційного контролю ("Emotional Control Questionnaire", ECQ), який містить субшкали для повторюваного типу мислення, емоційної інгібіції, контролю агресії та сприятливого контролю. Для аналізу даних було застосовано описову статистику, двофакторний дисперсійний аналіз (ANOVA) та кореляції Пірсона із використанням програмного забезпечення SPSS.

Результати. Показники емоційного контролю були порівнянними як для університетів, так і для обох статевих груп, причому спортсмени БУ набрали дещо менше балів (M = 34,41, SD = 5,86), ніж спортсмени ДУ (M = 34,66, SD = 3,46). Двофакторний дисперсійний аналіз не виявив значущих відмінностей у показниках загального емоційного контролю або його субшкал залежно від статі, університетської приналежності або їхньої взаємодії, за винятком сприятливого контролю, де спортсмени ДУ отримали значно вищі результати ($F_{(1, 298)} = 5.55$, $p = 0.02$). Встановлено міцні позитивні кореляції між загальним емоційним контролем і субшкалами сприятливого контролю ($r = .69$, $p < .01$), повторюваним типом мислення ($r = .69$, $p < .01$) та контролем агресії ($r = .64$, $p < .01$).

Висновки. Отримані дані підкреслюють взаємопов'язаний характер компонентів емоційної регуляції та їхній варіативний внесок у досягнення спортивної результативності. Зазначені висновки можуть слугувати орієнтиром для розроблення тренувальних програм, що включатимуть стратегії емоційного контролю щодо підвищення змагальних результатів університетських спортсменів.

Ключові слова: емоційний контроль, спортивна результативність, університетські спортсмени, змагальні види спорту, емоційна регуляція.

Information about the authors:

Abiyra, Ahmed Jabbar: ahmediraqindia@gmail.com; https://orcid.org/0009-0004-4816-6525; Department of Physical Education and Sports Sciences, University of Delhi, New Delhi, 110018, Delhi, India.

Tiwari, Sandeep: sandeeptiwari1964@yahoo.co.in; https://orcid.org/0009-0009-0964-800X; Indira Gandhi Institute of Physical Education and Sports Sciences, University of Delhi, New Delhi, 110018, Delhi, India.

Tiwari, Sandhya: tiwarisandhya22@yahoo.co.in; https://orcid.org/0009-0005-1709-4765; Indira Gandhi Institute of Physical Education and Sports Sciences, University of Delhi, New Delhi, 110018, Delhi, India.

Haq, Mir Ahsan Ul: ehsaanmeer1@gmail.com; https://orcid.org/0009-0006-6282-3688; Department of Physical Education and Sports Sciences, University of Delhi, New Delhi, 110018, Delhi, India.

Cite this article as: Abiyra, A. J., Tiwari, S., Tiwari, S., & Haq, M. A. U. (2025). Analyzing Emotional Control in University Athletes: A Cross-Cultural and Gender Perspective. *Physical Education Theory and Methodology, 25*(2), 293-300. https://doi.org/10.17309/tmfv.2025.2.10

Received: 03.01.2025. Accepted: 13.02.2025. Published: 30.03.2025