

Establishing a Scale for Emotional Talents of Athletes

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Abstract: This study aims at establishing a scale to measure the emotional Talents of athletes to be used in the Egyptian environment to know the differences between team games players (football) and individual games players (wrestling) in the axes of the scale of emotional Talents. The researcher uses the descriptive method and the study is applied on a sample of 60 players chosen randomly, 30 football players and 30 wrestlers. The researcher uses the scale of emotional talents prepared by Jim Brown, 2001 for collecting data. The scale consists of 71 statements distributed at 10 axes translated into Arabic in its primary form by (Mohammed Naser El-Deen Radwan, 2008). The researcher continues translating the scale and applying it on team games and individual games beginners (football - wrestling) to put it in its final form. The most important results indicate that the researcher finally established a scale to measure emotional Talents of athletes. The scale consists of 50 statements distributed at 9 axes which are (motive-fond of the game - emotional stability-hard headed-positive direction- realism -concentration- doing effort - perseverance). After conducting the scientific transaction, it is found that there is a statistically significant difference between football players and wrestlers in the axes of the scale of emotional athletes in favor of football players.

Key words: Emotional talents • Psychological scale • Athletes

INTRODUCTION

The researchers gave in the field of athletic psychology in many Arab countries concerned with excellence in sports more care for topics of emotional Talents of athletes and methods of developing and improving these Talents as one of the important factors that contribute to the balanced preparation of the athlete and help him go to higher athletic levels [1]. Scientists agree that the talented athlete has a set of mental and emotional Talents as an important requirement to achieve excellence in sport [2].

Athletic competitions are considered one of the forms of Athletic activity which require collecting the individual's psychological and physical power to achieve the best performance to competitions and matches [3]. Athletic competitions Linked to various emotional situations gather from time to time [4]. Emotions happen because of the body disorders in general and are the result of the player's loss of his balance which affects his thinking and his kinetic abilities [5]. In the light of the previous opinions, football players and wrestlers are the most players who subject to different emotional situations. These emotions affect the player's thinking and physical ability during competitions.

The player should keep his emotional stability in order not to affect his score during the match [6].

The researcher tries by this study to establish a scale to measure emotional Talents of athletes to prepare them psychologically to improve their level from the emotional side, the researcher, through his practical experience as a football coach and through his theoretical readings, notices that most players need to gain the important emotional talent through athletic psychological preparation, specially football players and wrestlers as in those games players are most subjected to emotional situations that have a negative effect on the players' performance during training and competitions. The researcher developed the scale of the emotional talent designed by Jim Brown, 2001 and translated it to Arabic in its primary form by Mohamed Nasr El Deen Radwan, 2008. The researcher applied the scale on individual games players (wrestling) and team games players (football) as a try to apply the scale on the Egyptian environment to prepare a scientific technique to discover the emotional talent sides of athletes. This in turn will help improve the players' psychological state and will help coaches identifying the psychological talent of the players to concentrate on it in programs of psychological preparation.

This Study Aims to Establishing a Scale to Measure Emotional Talents of Athletes. Through this We Can Know:

- Axes of the scale of emotional Talents in its final form.
- Differences between football players and wrestlers in the scale of emotional Talents.

The Questions:

- What are the axes of the scale of emotional Talents in its final form?
- Are there statistically significant differences between football players and wrestlers in the scale of emotional Talents?

MATERIALS AND METHODS

The Research Sample: The research sample is chosen randomly from football beginners in Cemix Assiut club and Assiut petroleum club (18 years old) and wrestling beginners in El waliedia club and El Baladia club. The sample comprises 60 players, 30 football players and 30 wrestlers in the year 2009/2010.

Data Collection: The researcher used the scale of emotional talent designed by Jim Brown, 2001 and

translated to Arabic in its primary form by Mohammed Nassr El Deen Radwan, 2008. The scale is used to know the emotional Talents of athletes; the researcher continues translating it and applies it on beginners of football (team game) and wrestling (individual game) to put it in its final form (Appendix1).

The scale in its primary form consists of 71 statement distributed at 10 axes. Each player of the sample has to answer the questions in the list according to a rating scale from 1:5 degrees. 1 is the lowest level of the emotional Talents, 5 is the highest level of emotional Talents and 3 is the medium.

The first axis is motive (10 statements), the second is fond of the game (6 statements), the third is the emotional stability (6 statements), the forth is hard headedness (7 statements), the fifth is positive direction (6 statements), the sixth is realism (7 statements), the seventh is concentration (7 statements), the eighth is doing effort (6 statements), the ninth is perseverance (8 statements) and the tenth is the wish to compete (7 statements).

Questionnaire: A pre-study is conducted on a sample of 30 players, 15 football players and 15 wrestlers and out of the basic sample to know how fit this scale will be to the Egyptian environment.

Appendix 1: The Scale of Emotional Talents of athletes in its final form

0	Statements	Opinion				
		I refuse	No	To some extent	Yes	I accept
1.	I have a strong desire to succeed and to be excellent.					
2.	I do not want to be one of the basic players in the team.					
3.	I prefer playing than eating.					
4.	I enjoy the game I am playing.					
5.	I fanatic to the game I am playing.					
6.	I spend long time playing my game.					
7.	I can train under pressure.					
8.	I can bear the daily life's pressure.					
9.	I cannot control my emotions during competitions.					
10.	I can turn lose into win.					
11.	I do not give up when matters go badly.					
12.	I always try to be unworried.					
13.	I enjoy challenging others.					
14.	I avoid negative thinking.					
15.	I think positively to win a match.					
16.	I evaluate my physical and skillful abilities in a correct way.					
17.	I know my points of lack and my defects.					
18.	I am responsible for enhancing my points of lack.					
19.	I am not able to concentrate for a long time.					
20.	I master my performance.					
21.	I do not care about the audience's yelling during matches.					
22.	I am the first to be in the play ground and the last to leave it					
23.	I do my best in matches.					
24.	I do my best to improve my performance.					
25.	I can achieve my goal to be the best.					
26.	I do my best to achieve perfection.					
27.	I continue doing my tasks.					
28.	I prefer playing than doing my homework.					

No	Statements	Opinion				
		I refuse	No	To some extent	Yes	I accept
29.	I play my favorite game even in darkness.					
30.	I ask my father to play with me.					
31.	I cannot stop playing my favorite game.					
32.	I do not challenge strong opponents.					
33.	I can overcome hindrances enthusiastically					
34.	I can accept the other's criticism.					
35.	My friends know that I am hardheaded during matches.					
36.	I am disappointed whenever I lose.					
37.	I am always optimistic.					
38.	I am sometimes conceited and angry.					
39.	We do not care about the other's criticism.					
40.	I learn from my previous experience.					
41.	I do not look at the attendants and search for my relatives and friends.					
42.	Sometimes, I do not care about matters that affect my performance badly.					
43.	I train alone for a long time to overcome my points of weakness.					
44.	I train alone for a long time to overcome my points of weakness.					
45.	I continue improving my performance.					
46.	I know that faults and mistakes are made and can be overcome.					
47.	I ask my father to accompany me to the playground.					
48.	I spend a lot of time training alone.					
49.	I am not satisfied with the formal training and matches.					
50.	I do not want to surpass my colleagues.					
Correction of the Scale of emotional skills						
Statement	Refuse	No	To some extent	Yes	Accept	
Positive	1	2	3	4	5	
Negative	5	4	3	2	1	

Scientific Transactions

Validity: A- Arbitrators' Acceptance: The scale was presented to 6 specialists in the field of athletic psychology and all of them agree unanimously on the validity of the scale with percentage 86.6%.

$$\frac{26}{30} \times 100 = 86.6\%$$

Validity of Differentiation: Validity of differentiation is calculated via descending the degrees of the sample and determined the highest and the lowest degrees to calculate the differences between averages of both groups by using "T-test". "T" value at $0.05 = 2.306$.

From Table 2, it is found that, there are statistical significant differences between the two groups, the calculated value "T" is bigger than its tabular value at 0.05 in favor of the highest degree, which proves that the scale differentiates between different levels.

Stability of the Scale: The researcher proves the stability of the scale by applying it and re applying it again "15" days after the date of the first application on a sample of 30 players.

From table 3, there is a statistically significant correlation between the first and the second applications. The correlation coefficients range between (0.72 - 0.92), this shows the high stability of the scale.

RESULTS AND DISCUSION

Factorial Analysis: The researcher uses the program of factorial analysis "spss" with the method of the principle components and uses the perpendicular rounding by varimax.

From Table 4, it was found that the values of potential roots range between 2.661-8.401, variance values range between 0.371-0.911. The researcher provides that the factor that will be filled with at least three statements will be accepted, that the fullness of these statements of the factor should not be less than ± 0.6 and this indicates the optional components of each factor.

From Table 5, it is obvious that there are 9 factors complying with the researchers conditions of choice. These factors are filled with 50 statements, their fullness range between 0.605 - 0.888. The statements number 35 has the highest fullness and the statement number 26 has the least fullness. The tenth factor has been dropped, because the number of statements filled is less than three statements.

From table 6, the scale of emotional Talents includes 90 hypothetical factors which are (motive - fond of the game - emotional stability - hard headedness - positive direction - realism - concentration - doing effort - perseverance). Each factor has a number of statements and the scale in its final form comprises 50 statements distributed at 9 factors with high scientific transactions.

Table 1: The opinions of arbitrators in the adequacy of the scale

Experts No.	2Sufficient 5 degree	1To some extent 3 degree	Not sufficient 1 degree
Experts arbitrators(6)	5	-	1
	25	-	1
Sum	26	86.60%	

The percent of agreement on the validity of the scale is 86.6%

Table 2: Testing variances between axes of the scale between the highest and the lowest degrees of the scale (N = 30)

Tow groups	Average	Standard variation	Value T	Indexed value T
The high degree group	34.68	5.22	4.62	1.7
The low Degree group	27.22	2.16		

Table 3: The correlation coefficient between the first and the second applications' stability of the scale of emotional talents (N = 30)

No	Axis scale	1st application		2nd application		Correlation coefficient
		A	SV	SV	A	
1	motivation	36.83	2.02	35.5	1.49	0.78
2	fond of the game	23.33	1.86	22.8	1.55	0.9
3	emotional stability	22.18	1.5	23.39	1.48	0.82
4	hard headedness	25.19	1.44	24.28	2.2	0.77
5	positive direction	21.17	2.35	22.4	2.45	0.88
6	realism	27.18	1.2	28.3	1.19	0.81
7	concentration	28.04	2.38	27	2.38	0.91
8	doing effort	20.19	2.59	18.85	1.97	0.72
9	perseverance	34.36	1.97	32.96	2.88	0.81
10	Competitiveness	19.9	1.77	21.03	2.49	0.87

Indexed R= 0.32

Table 4: The matrix of primary factors before rounding by varimex

Phrase	Values	Phrase	Values	Phrase	Values	Phrase	Values	Phrase	Values	Phrase	Values	Phrase	Values	Phrase	Values
1	0.583	11	0.391	21	0.53	31	0.49	41	0.755	51	0.904	61	0.689	71	0.85
2	0.766	12	0.443	22	0.617	32	0.56	42	0.811	52	0.72	62	0.755		
3	0.856	13	0.831	23	0.805	33	0.608	43	0.713	53	0.671	63	0.819		
4	0.0388	14	0.81	24	0.861	34	0.791	44	0.49	54	0.83	64	0.744		
5	0.845	15	0.78	25	0.901	35	0.887	45	0.783	55	0.514	65	0.57		
6	0.556	16	0.63	26	0.55	36	0.911	46	0.445	56	0.45	66	0.661		
7	0.611	17	0.621	27	0.491	37	0.733	47	0.671	57	0.86	67	0.67		
8	0.72	18	0.515	28	0.388	38	0.63	48	0.811	58	0.531	68	0.504		
9	0.83	19	0.389	29	0.661	39	0.529	49	0.519	59	0.901	69	0.371		
10	0.543	20	0.49	30	0.644	40	0.565	50	0.788	60	0.811	70	0.88		
				Potential Root		8.401	5.133	2.661	4.45						
				Percent of difference		14.9	11.8	4.9	5.8						

Table 5: The matrix of factors after perpendicular rounding by varimex and after dropping statements with fullness less than ± 0.6 for all statements of the scale in its final form

No	Phrase	Motivation	No	Phrase	Fond of the game	No	Phrase	Emotional stability	No	Phrase	Hard headedness	No	Phrase
1	1	0.73	11	4	0.855	16	7	0.712	20	10	0.619	25	13
2	2	0.825	12	5	0.711	17	8	0.645	21	11	0.715	26	14
3	3	0.703	13	6	0.628	18	9	0.612	22	12	0.614	27	15
4	28	0.845	14	31	0.701	19	33	0.701	23	34	0.718	28	36
5	29	0.755	15	32	0.802				24	35	0.888	29	37
6	30	0.806											
7	47	0.677											
8	48	0.844											
9	49	0.63											
10	50	0.666											

Table No. 5: Contained

No	Positive direction	No	Phrase	Realism	No	Phrase	Concentration	No	Phrase	Doing effort	No	Phrase	Prservance
1	0.611	30	16	0.805	36	19	0.766	41	22	0.658	45	25	0.703
2	0.702	31	17	0.809	37	20	0.803	42	23	0.77	46	26	0.605
3	0.649	32	18	0.717	38	21	0.815	43	24	0.815	47	27	0.708
4	0.702	33	38	0.714	39	41	0.722	44	43	0.654	48	44	0.777
5	0.642	34	39	0.669	40	42	0.811				49	45	0.808
6		35	40	0.655							50	46	0.819
7													
8													
9													
10													

Table 6: Number of statements chosen after the factorial analysis of the scale of emotional talents

No.	Factors	Number of phrases	Total
1	motivation	1, 2, 3, 28, 29, 30, 47, 48, 49, 50	10
2	fond of the game	4, 5, 6, 31, 32	5
3	emotional stability	7, 8, 9, 33	4
4	hard headedness	10, 11, 12, 34, 35	5
5	positive direction	13, 14, 15, 36, 37	5
6	realism	16, 17, 18, 38, 39, 40	6
7	concentration	19, 20, 21, 41, 42	5
8	doing effort	22, 23, 24, 43	4
9	perseverance	25, 26, 27, 44, 45, 46	6
	Total		50

Table 7: Differences between football beginners and wrestling beginners (N = 30)

No	Axes	Football players		Wrestling players		Differences	Value T
		A	SV	A	SV		
1	motivation	10.67	3.22	7.53	2.23	3.14	2.64
2	fond of the game	8.47	2.11	9.01	3.08	0.45	1.62
3	emotional stability	8.57	1.57	5.88	1.88	2.69	2.54
4	hard headedness	8.85	3.55	6.33	1.53	2.52	2.84
5	positive direction	9.89	4.32	6.92	2.75	2.97	3.29
6	realism	9.11	2.68	6.87	2.5	2.33	3.5
7	concentration	6.03	3.11	9.65	1.48	3.62	1.33
8	doing effort	7.25	2.03	4.88	3.18	2.37	3.3
9	perseverance	7.07	1.87	9.58	4.33	2.51	2.23

From table 7, the averages and standard variations of the sample and from differences between averages, it is found that there are statistically significant differences in axes of (motive - emotional stability - hard headedness - positive direction - realism - doing effort -perseverance) and insignificant in axes of (fond of the game - concentration) at (0.05).

DISCUSSION OF THE RESULTS

From Tables 4 - 6, it Is Obvious That: From Table 6, the researcher manages to establish a scale for emotional TALENTS and put it in its final form. The scale consists of 5 statements distributed at (9) axes through conducting scientific transactions like validity, stability and the matrix of correlation by the method of principle components

“varimex” on a sample from football players and wrestlers. The researcher chooses fullness of ± 0.6 according to Gelford’s scale and the scale in its final form, after dropping statements with fullness less than ± 0.6 and after dropping the axes that do not comply with the researcher’s conditions, consists of 9 axes which are motive (10 statements), fond of the game (5 statements), emotional stability (4 statements), hard headedness (5 statements), positive direction (5 statements), realism (6 statements), concentration (5 statements), doing effort (4 statements) and perseverance (6 statements).

The scale in its final form consists of 5 statements and is valid to be applied on the Egyptian and the Arabian environment and this answers the first question which is “What are the axes of the scale of emotional talents of athletes in its final form?”

From Table 5, it was found that there are statistical significant differences between football players and wrestlers in favor of football players in the axes of (motive - emotional stability - hardheadedness - positive direction - realism - doing effort - preservance) and there are not significant differences in the axes of (fond of game - concentration). The researcher states that the reason for the excellence of football players in the axes of the scale of emotional Talents is that the pressures to which they are subjected make them less nervous wrestlers who directly fight against their opponents. Also a wrestler can play five successive matches during the championship and he is not able to adjust his emotional Talents because of his body disorders.

Football players are subjected to less pressure because of the high financial level of their clubs and the spiritual, social, informational and financial motives of those players. Thus, the second question is answered.

CONCLUSION

The Researcher Has Reached a Number of Conclusions among Which Are:

- The researcher established the scale of emotional TALENTS of athletes and put it in its final form which consists of (50) statements distributed at (9) axes (motive - fond of the game - emotional stability - hard headedness - positive direction - realism - doing effort - perseverance) after dropping the axis of the wish to compete because it does not comply with the conditions and after applying the method of the principle components and perpendicular rounding (varimex).
- The scale of emotional Talents is considered a new scientific addition in the filed of athletic psychology. Psychiatrics can rely on this scale to design programs of psychological preparation of beginners in different sports.
- There are statistically significant differences between team games players and individual games players in the scale of emotional TALENTS in favor of team games players.

Recommendations: The researcher presents the following recommendations:

- Applying the scale on the other teams and individuals and provide coaches with the results of these studies to make use of these results in training programs of each game in order to improve the players performance.
- Coaches of team games and individual games should give extra care for applying the scale on beginners of different sports.
- The sports syndicate and the National Council of sport should give extra care for training courses to provide coaches with the necessary information and knowledge that help them understand the behavior of players of different sports.
- Applying the scale within the projects of discovering the talented athletes.
- Applying the scale within the programs of psychological preparations of beginners in different sports.
- Giving more care for courses of psychological preparation of coaches of different sports.

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