

PREDICTION OF THE PERCEPTIONS OF SUCCESS AND GOAL ORIENTED STUDENTS ATHLETE BASED ON EMOTIONAL INTELLIGENCE AND FAMILY FUNCTIONING

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ABSTRACT

This study aims to predict the perception of success and goal-oriented student-athletes in sports based on emotional intelligence and family functioning was conducted. The population included male and female high school athletes in Shiraz 92-93. 294 student, 52 male and 242 girls were selected randomly. These three questionnaires: "Perceptions of Success and Goal Oriented Adult Roberts, Treasure & Balague (1998), Emotional Intelligence Bradberry- Greaves (2005) and family function Epstein, Baldwin and Bishop (1983)". Data were analyzed by using analysis of variance and regression analysis. Regression results showed that all the components of emotional intelligence, self-awareness, social awareness, relationship management is unable to predict the perception of success and goal orientation are not significant but, except self-management and overall score emotional intelligence showed a significant relationship. Also Regression results indicated that all components of family functioning, respectively; Problem solving, roles, affective involvement, behavior control can be a significant predictor of perceived success and goal orientation but, except emotional response and communication subscales that showed no significant relationship. Furthermore, gender differences weren't observed in perceptions of success and goal-oriented, emotional intelligence and family functioning; but, problem solving and emotional involvement was observed only in the areas of subscales.

Keywords: *Perceived Success, Goal-oriented, Emotional Intelligence, Family Functioning and Student-athletes*

INTRODUCTION

There is no doubt about the totality of the human existence and the close associations between its various aspects especially the relationship between individuals' emotions and the performance of motor skills. The body and soul cannot be regarded as two separate factors. Therefore, both of these aspects should be taken into account concurrently to pave the way for their development and growth. The reason is that a perfect human being is the one whose all existential dimensions have been fully developed. Today, the study of individual differences in the field of sports is one of the significance issues of sport psychology. Psychologists are now well aware that the human soul is influenced by his/her bodily and physical conditions. Human body and the action of its organs are mutually affected by his/her mental conditions. Emotional intelligence has been described as a type of intelligence that includes a close understanding of a person's emotions and detailed interpretation of others' emotional states (Marani, 2003). New findings of the research indicate that employees with a high level of working conscientiousness and sense of responsibility but with a low emotional and social intelligence have a poor performance that their peers who have a high level of emotional intelligence (Aghayar and Sharifi, 2006). Achievement motivation, as one of important social motives and as one of personality traits, varies from one person to another and may serve as a basis for predicting certain behaviors. Achievement motivation is a tendency to thoroughly evaluate one's performance based on the highest standards. It is an attempt to succeed in one's actions and to enjoy the pleasure associated with successful performance. Achievement motivation has been defined as a general preference for a general or a specific success. The need for progress is the willingness to perform well against a higher standard. This need motivates people to look for success when competing with a higher standard. What is shared in all achievement situations is that the person

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knows his future performance is a meaningful evaluation of his individual competencies. Superiority indices induce the need for progress as they provide a meaningful context for evaluating a person's level of competence (Rio, 2005; cited in Mohammadi, 2007). Anshel (1995) states that in order for an individual is essentially motivated to perform an action, that action must be in line with his goals. This is a two-way relationship as sometimes it is possible that our goals motivate us sufficiently to work harder and achieve our goals. Given that emotional intelligence and family function are two important variables affecting individuals' mental health, sports psychologists and counselors seek to improve the perception of the success among adolescents.

Therefore, considering the improvement of emotional intelligence and improving family functioning can be a viable solution in this regard. In industrialized societies where mental health indicators are at a good level, sports activities often play a significant role. Scientifically, the results of the present study can serve as a useful guide for sport, consulting, and research activities at schools and sports clubs among this age group. Aghapour (2009) compared emotional intelligence among athletic and nonathletic female students at Islamic Azad University of Tabriz. The results suggested that there was a significant difference between self-respect and joy.

Bahram and Shafi'a (2005) conducted a study to explain how goal orientation and perceived ability are related to the motivation to participate in physical activities. The results showed that goal orientation and perceived ability are significantly correlated with the motivation to participate in physical activities. Besides, it was noted that intrinsic motivation is highly important for task-oriented individual. In contrast, self-oriented people were found to pay more attention to extrinsic motivation. Finally, it was noted that perceived ability plays an intermediary role between these two variables. Lewandowski *et al.*, (2010) studied the functioning of families whose children and adolescents were suffering from severe and chronic disorders. The findings indicated that families of children with chronic disorders had a poor functioning than families with healthy children. It was also found that disorder-associated abilities are more consistently related to the familial functioning.

MATERIALS AND METHODS

Methodology

The present study employed a descriptive-correlation methodology.

Population

The research population included all male and female high school students participating in sports matches (the first and second rounds) held in Shiraz in the 2013-2014 Academic Year.

Sampling and Research Sample

Availability sampling was used in this study to select the participants from high school students participating in sports matches (the first and second rounds) in four districts of Shiraz. Accordingly, the research sample included 52 male and 242 female students.

Instruments

The instruments used to collect the data were the Adult Success Perception and Goal-Orientation Questionnaire (Roberts *et al.*, 1998), Emotional Intelligence Inventory (Bradberi & Grievens, 2005), and McMaster model of family functioning (Stevenson-Hinde & Akister, 1995).

1. Success Perception and Goal-Orientation Questionnaire was developed by Roberts *et al.*, (1998) for the age group of higher than 15 years old (Adult Version). The questionnaire contains statements that describe adults' perceived success and goal-orientation.
2. Emotional Intelligence Inventory (Bradberi and Grievens, 2005) contains 28 items with four scales including self-awareness, self-management, social-awareness, and relationship management.
3. McMaster model of family functioning (Stevenson-Hinde and Akister, 1995) was developed to describe the family functioning.

Data Analysis

The collected data were analyzed using inferential statistics including Pearson correlation test and synchronous regression analysis to test research hypotheses and answer research questions.

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RESULTS AND DISCUSSION

Results

Table 1: Means and standard deviations for variables under study

Standard deviation	Average	Variable names
7/61	47/59	Perceived success and goal oriented
19/87	165/56	Family Function
19/54	117/25	Emotional Intelligence

Table 2: Means and standard deviations for variables under study based on participants' gender

Boys Athlete			Girls Athlete			Variable names
Standard deviation	Average	The number of subjects	Standard deviation	Average	The number of subjects	
6/57	48/76	52	7/80	47/33	242	Perceived success and goal oriented
20/35	114/92	52	20/01	117/92	242	Emotional Intelligence
17/51	163/98	52	20/35	165/90	242	Family functioning

H1: Emotional intelligence and its components can predict the perceived success and goal-orientation among high school students participating in sports activities.

Table 3: Linear relationship between perceived success, goal-orientation, and emotional intelligence

Significant level	F-value	Mean square	Degree of freedom	Sum of squares	Index
0/0001	46/151	2316/412	1	2316/412	The regression
		50/192	292	14656/109	The remaining amount
			293	16972/520	Total

Table 4: Results of synchronous regression analysis concerning the impact of emotional intelligence and its components on perceived success and goal-orientation

Significant level	Amount T	Coefficient Beta	Coefficient b	Variable Expected
0/11	1/58	0/11	0/16	Consciousness
0/002	3/18	0/21	0/23	Self-management
0/21	1/23	0/09	0/15	Social Awareness
0/56	0/57	0/04	0/04	Relationship Management
0/0001	6/79	0/36	0/14	Total score of emotional intelligence

* $P < 0.05$, ** $P < 0.01$

H2: Family functioning and its components can predict the perceived success and goal-orientation among high school students participating in sports activities.

Table 5: Linear relationship between family functioning, perceived success, and goal-orientation

Significant level	F-value	Mean square	Degree of freedom	Sum squares	of Index
0/0001	38/115	1959/661 51/414	1 292	1959/661 15012/859	The regression The remaining amount
			293	16972/520	Total

Table 6: Results of synchronous regression analysis concerning the impact of family functioning and its components on perceived success and goal-orientation

Significant level	Value of t	Beta coefficient	B Coefficient	Variable
0/0001	4/31	0/26	0/71	Expected
0/74	0/33	0/02	0/04	The solution
0/005	2/82	0/20	0/34	Communications
0/31	1/01-	0/06-	0/15-	Roles
0/017	2/39-	0/14-	0/36-	Emotional response
0/008	2/65	0/16	0/34	Emotional involvement
0/0001	6/17	0/34	0/13	Behavior

* $P < 0.05$, ** $P < 0.01$

Table 7: Results of synchronous regression analysis for emotional intelligence and family functioning

Significant level	Value of t	Beta coefficient	B Coefficient	Variable
0/0001	4/59	0/27	0/10	Expected
0/0001	3/70	0/22	0/08	Emotional Intelligence

Conclusion

Given the great number of young people in our society and their significance role in the Society's current and future conditions, the study of some of the factors affecting the Development and growth of general and championship sport activities is of special Importance.

Accordingly, the findings of the present study indicated that athlete adolescents have higher levels of emotional intelligence skills, family cohesion, perceived success and Goal-orientation. In addition, they are adaptive and creative individuals with higher personal and interpersonal skills.

The attainment of mental skills and abilities for sports achievements is an acquisition process. Such skills can be also developed and improved through systematic Training activities. An adolescent person plans a set of goals based on his/her expected Abilities. The family and the way the person adapts himself/herself to the community play a significant role in achieving these goals.

Besides, a person at adolescence age joins his/her Friends while maintaining the independence from the family to gain sports achievements in one or more fields by acquiring needed skills. The improved perceived success and goal-Orientations are regarded as prerequisites for forming sports achievements among adolescents.

Therefore, the present study is significant as it explored three important and interrelated Factors at adolescence.

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