



**COMPARED COMMUNICATION SKILLS AND EMOTIONAL INTELLIGENCE
BETWEEN ATHLETES AND NON-ATHLETES BOY GENAVEH BRANCH,
ISLAMIC AZAD UNIVERSITY**

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ABSTRACT

The present study aimed to compare the communication skills and emotional intelligence between athletes and non-athletes boy Genaveh Branch implemented. This study was a cross - correlation with population consisted of all male students to over 650 of which A total of 95 student-athletes and non-athletes, 75 students were selected for sampling. Data communication skills questionnaire lawyer, **Heidarnia and reputation (2012) and emotional intelligence questionnaire Carrie on Crown (2007)**. Data using independent t-test and one-way analysis of variance (ANOVA) was used the results showed: (1) the mean score of communication skills in both athletes and non-athletes, there is a statistically significant difference. 2. The mean score of emotional intelligence in both athletes and non-athletes, there is a statistically significant difference. 3. Students age variables showed no significant difference in communication skills and emotional intelligence. 4. Students are educated in communication skills and emotional intelligence variables showed no significant difference. Students also perform physical activities and sport in a positive and significant effect on the development of their communication skills and emotional intelligence.

Keywords: Communication Skills, Emotional Intelligence, Student-Athletes and Non-Athletes

INTRODUCTION

Given the extraordinary importance of communication skills and emotional intelligence and the fact that students are learning the dynamics of health and community organizations to ensure that they are necessary To compare the factors affecting communication skills and emotional intelligence between athletes and non-athletes should be So that the relationship between emotional intelligence and communication skills can be explained, as well as to determine how much exercise And sports activities on communication skills and emotional intelligence can be effective and what is the difference between communication Emotional intelligence is the student-athletes and non-athletes. Since the population is made up of several educational institutions, one of the topics of interest in higher education, the importance of human resources and the needs of students In order to enhance their communication skills and emotional intelligence is. So we can say that according to students' needs as the largest and most important investment in recent decades (**Hagh Nejat, 2007**). In other words, development and progress of society depends on the development of communication systems in the society. Students involved in this special place. . Therefore, we must first develop the

capabilities and limitations of human resources in the Community investigated using the facilities and strengthen gaps and using efficient management, Response needs of the individual and society and leads to the achievement of the targets (**Goleman, 2000**). Communication among students as the main source of community strategy, play an important role in achieving social objectives and is the driving force of society. In other words, the relationship between the fabric of the organization to bind and unity between the various components and is caused because communication is vital to human activity training or in other words, the education system is essential for the formation and survival. Herbert Simon says: Without communication, there is an organization and this is why we can say that the effect of the behavior would be impossible (according to **Mesdagh Rad, 2010**). **Vaitten (1989)** also argues that emotional intelligence and communication skills needed to master the difficult tasks, better the others are doing and follow the high standards of excellence linked (quoted by **Karen and et al., 2005**). Clearly, students with high emotional intelligence can help with will power and experience of its value; everything will change for the benefit of their own community and academic settings. Having

emotional intelligence and students' satisfaction is very important to human resource issues and attention to students on their performance impact is undeniable (and **President Idriss, 2004**).

LITERATURE

More recently, social psychologists have suggested that emotional intelligence is an important factor that determines the adaptive interpersonal relationships (Simpson, 2002, quoted by **Narimani, 2008**). Negatively associated with psychological distress and emotional intelligence is positively correlated with quality of life and life satisfaction and strong social systems (**Austin et al., 2004**). Between emotional intelligence and coping style, there is a significant relationship. In this regard, it is stated that Emotional intelligence as a coping mechanism is to be successful and effective self-regulation to facilitate favorite targets (**Meyer et al., 2005**). **Saklofeskeh et al., (2007)** in the context of a study entitled "The relationship between emotional intelligence, personality, and exercise," concluded that the emotional intelligence of the relationships between personality and behavior in the exercise. The research conducted in the field of emotional intelligence and exercise, the **Sassani Moghaddam et al., (2014)**, it can be noted that in the comparison of EI paid female athletes and non-athletes Shahrood

University of Technology. He showed that emotional intelligence female student-athlete to athlete female students is significantly higher emotional intelligence. **Saleh (2013)** in a study entitled Comparison of emotional intelligence and communication skills training managers and executive Schools And physical education to achieve these results, one of the most important factors that determine the ability of the manager, His enjoyment of emotional intelligence and communication skills are the executive directors of the Faculty of Physical Education and groups Because of the close and friendly relationship with student groups, and much more. **Ahmad (2012)** as a comparison of personality characteristics and emotional intelligence in athlete and non-athlete students of Islamic Azad University, Mianeh, The results found that extraversion, openness, agreeableness, emotional intelligence and communication skills of the student-athletes than non-athlete students. Also, there was no significant difference between emotional intelligence of students. **Pahlanan Zadeh (2010)** in his study entitled Comparison of emotional intelligence between athletes and non-athletes in Isfahan University of Medical Sciences of the results achieved an average score of student-athletes than non-athletes is emotional intelligence This difference was also statistically significant.

So to improve emotional intelligence community mental health, it is recommended that healthy life styles including sport and physical activity as part of formal training students to be considered. The results **Behroziyan (2008)** as the personality, emotional intelligence and mental health of athletes and non-athletes showed that emotional intelligence, extraversion, openness, agreeableness and conscientiousness student-athletes than non-athlete students. In addition, communication skills, including extraversion and agreeableness were two personality variables that could predict their emotional intelligence scores. **Yousefi (2005)** as a comparison of emotional intelligence and mental health of athletes and non-athletes to achieve the results that Emotional intelligence and mental health of athletes than non-athletes as well as gender differences in these variables were not significant. **Elizabeth, Austin, Timothy, Katharine & Donovan (2012)** to examine the differences between athletes and non-athletes have varying emotional intelligence that showed higher level of emotional intelligence is the group of athletes than non-athletes. **Ganni et al., (2010)** in a study that aims to influence the dimensions of emotional intelligence and academic performance of students, Found that emotional intelligence is such a remarkable

effect on academic achievement. **Perkin & Mayer (2009)** in a study entitled The relationship between emotional intelligence and communication skills of the students found that young people who Are better able to maintain a high degree of emotional intelligence and communication skills for handling and management of There are young people who have lower levels of emotional intelligence. **Rosete and Ciarrochi (2008)** as compared with the study of emotional intelligence and social skills of public service employees, athletes and non-athletes of Australia stated that emotional intelligence And social skills compared to non-athletes athletic workers is much higher.

METHODOLOGY

The present study was a cross - correlation to compare the communication skills and emotional intelligence between athletes and non-athletes boy Gonaveh Branch is carried out. The population, sample and sampling The study population included all male students of Islamic Azad University Genaveh (Bushehr), which is number 650 Of the 95 non-athlete students and 75 student-athletes have been chosen as sampling. The samples were then collected in a manner accessible to non-athletes, 95 men and 75 women athletes to fully answer the questionnaire have been selected.

Measuring Tools

1. Communication Skills Inventory

Communication skills inventory of 1391 by a lawyer, Heidarnia reputation is built. The questionnaire contains 36 questions, including 7 dimensions (Table 1).

2. Emotional Intelligence Questionnaire

Carey's emotional intelligence questionnaire by the Crown in 2007

and is built to study emotional intelligence (Table 2).

Methods of data analysis

Extracted data using two methods: descriptive and inferential statistics were used. The descriptive statistics of mean and standard deviation and inferential statistics to analyze the data obtained from independent t-test using SPSS software was used.

Table 1: The reliability of communication skills and dimensions based on Cronbach's alpha

Stability	Number of Questions	Dimension
.71	6	Basic communication skills
.82	5	Speaking communication skills
.73	5	Communication skills, active listening
.70	5	Communication skills of interpretation and clarification about contact
.74	5	Communication skills of asking questions
.82	5	Communication skills Feedback
.79	5	Communication skills, encouragement and praise
.76	36	Communication skills

Table 2: The reliability of emotional intelligence and its dimensions based on Cronbach's alpha

Stability	Number of Questions	Dimension
.75	5	Consciousness
.81	5	Managing emotions
.82	5	Motivation
.81	5	Sympathy
.84	5	Social Skills
.81	36	Emotional Intelligence

RESULTS

Analytic review of research findings

1. The communication skills of students, athletes and non-athletes are different.
2. The difference between emotional intelligence of students athletes and non-athletes there.

3. Depending on the age difference

between the communication skills of the students there.

To compare the three age groups of students in communication skills variable analysis of variance (ANOVA) was performed. The results of these analyzes are shown below (Table 8).

Table 3: The number of student athletes and non-athletes

Frequency	Number of persons	Variable
.44	75	Male student-athletes
.56	95	Non-athlete male students

Table 4: Descriptive measures of emotional intelligence and its dimensions (N=170)

The standard deviation	The mean	Variables
3/41	19/62	Consciousness
3/97	18/53	Managing emotions
3/62	19/72	Motivation
3/50	20/46	Sympathy
3/41	20/43	Social Skills
12/46	93/76	Emotional Intelligence

Table 5: Descriptive characteristics of communication skills and its dimensions (N =170)

The standard deviation	The mean	Variables
3/24	28/37	Basic skills
3/27	22/48	Speaking skills
3/13	22/23	Active listening skills
4/44	23/41	Interpretation and clarification of the audience speaking skills
4/71	22/74	Skill of asking questions
4/89	22/41	Feedback
4/77	23/32	Encourage and praise skills
18/27	158/41	Communication skills

Table 6: Average difference in communication skills of athletes and non-athletes

Significant level.	Degrees of freedom	t	difference Average	The standard deviation	The mean	Count	Groups	Variable
.000	168	4/85	11/51	15/97	163/56	75	Athlete	Communication skills
				16/08	152/05	95	Non-athletes	

Table 7: Average differences in emotional intelligence of students, athletes and non-athletes

Significant level.	Degrees of freedom	t	difference Average	The standard deviation	The mean	Count	Groups	Variable
.002	168	4/11	7/08	10/61	96/46	75	Athlete	Emotional Intelligence
				12/82	89/38	95	Non-athletes	

Table 8: ANOVA analysis of different age groups in the variable communication skills

Sig	F	MS	df	SS	Source of variance	Variable
0/210	1/29	310	2	621	Between	Communication skills
		239	167	39652	Intergroup	

DISCUSSION AND EXPLANATION OF THE ASSUMPTIONS

First hypothesis: the communication skills of students, athletes and non-athletes are different.

First Results of the study showed that the mean score of communication skills in both athletes and non-athletes, there is a statistically significant difference. Athlete male students than female students' scores and scores of non-athlete. These findings and the results of numerous studies, including Saleh (2013), Garyta et al (2010), Perkin and Mayer (2009), and Syarvchy, Rozrt (2008), Schumacher, and Kalout Flapper (2008), Afzaler and Patricia (2007), Griffes, Gabe and Bailey (2006) and Besharat (2005) are consistent. On account of these findings it can be acknowledged that the athletic skills to eliminate anxiety and depression, mental health, strengthen the power of empathy with others, reconciliation, social, and emotional well-being and life satisfaction. The student athlete and their interpersonal problems, reduce and ultimately improve social and communication skills it provides. The second hypothesis: the emotional intelligence of students, athletes and non-athletes are different.

Based on the results from **Table 4** of Chapter IV and compared between two groups of students, athletes and non-athletes in Emotional Intelligence, Second, the findings of this study showed that the mean score of emotional intelligence in both athletes and non-athletes, there is a statistically significant difference. Athlete

male students than female students' scores and scores of non-athlete. These findings and the results of numerous studies, including Sassanid front and colleagues (2014), Saleh (2013), Hosseini (2012), Ahmadi (2012), Pahlavan Zadeh (2011), Behrozian (2008), Yosefi(2005), Torkfar et al (2014), Zaskova (2013), Elizabeth, Austin, Timothy, Catherine and Dhanu (2012), Gani and colleagues (2010), Perkin and Mayer (2009), Rvzrt and Syarvchy (2008), Afzaler and Patricia (2007), Saklofeskeh et al (2007) and Besharat (2005) are consistent. In explaining the findings of this study can be acknowledged that the exercise of influence on psychological and social dimensions of life. The interaction and conflict with other athletes, often with teammates, coaches and their companions need to be mutual sympathy. Sports are a great opportunity to demonstrate the capabilities of the individual in social relations, social skills up to provide athletes. Since emotional intelligence is flexible and acquired Such as the level of communication and empathy with others and with them increases, we can say that athletes due to higher These opportunities have been able to exercise these abilities in different situations with which they have faced, to increase their And emotional intelligence are higher than non-athletes. Different studies have shown

that exercise in addition to the development of mental skills; improve mental disorders and mood states as well. It is likely that the increase in female athletes to improve emotional intelligence is mentioned, that is because the sport is more popular features, so athletes can increase emotional intelligence. It may also participate in the field of emotional intelligence and assess the sustainability of those involved in sports. Thus, people with high emotional intelligence are more into sports and sports resort. And the satisfaction of physical activity are more likely to have better performance and greater success, Likely to continue the exercise and to reach a higher level, is higher. With daily activities because of emotional intelligence and job performance and success of athletes has a positive relationship. The third hypothesis: the communication skills of students with the age difference.

Based on our results and compare the three age groups of students changing communication skills, III Results of this study showed that the mean score of students' communication skills due to the age difference does not exist. These findings and the results of numerous studies, including **Saleh (2013)**, **Garyta et al (2010)**, and **Siyarochy, Rozert (2008)**, **Schumacher, and Kalout Flapper (2008)** and **Besharat, (2005)** are consistent. In

explaining the findings of the present study it can be acknowledged that the community is a community of students with similar characteristics and are homogeneous. And also studied only male students, and also more than 0/60 Students in the category between 18 and 30 years constitute the. It seems obvious that communication between the scores of students due to the age difference does not exist.

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