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**RELATIONSHIP BETWEEN MENTAL HEALTH, QUALITY OF LIFE AND
EMOTIONAL INTELLIGENCE AMONG ATHLETE AND NON-ATHLETE IN
NOWSHAHR**

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ABSTRACT

The aim of this study to investigate the relationships between mental health and emotional intelligence and comparing these psychological variables in athlete and non-athlete of Nowshahr University. **Methods:** In this causal-comparison study, 138 athlete and 237 non-athlete students of Nowshahr University were selected based on classical randomized sampling method. Sharing Emotional Intelligence and GHQ-28 Questionnaires were used to measure emotional intelligence, mental health and SF-36 life quality. Significant level of $\alpha = 0.05$ was applied for all hypotheses. Correlation Coefficient Test showed a positive significant relationship between mental health and quality of life, emotional intelligence for both groups. Independent t test produced significant differences in emotional intelligence and quality of life, mental health between athlete and non-athlete students. The emotional intelligence and mental health of athletes were significantly higher than those of non-athletes. In addition, mental health and emotional intelligence of married students were higher than those of singles. In summary,

physical Activity and exercising will lead to improvement in mental indices such as emotional intelligence, quality of life and mental health.

Keywords: Emotional intelligence, Mental health, Athlete, Non-athlete student

INTRODUCTION

According to this that the performed studies about emotional intelligence and mental health and the role of regular physical activity on these psychological variables have been more done individually and studies that measure the relationship between these variables by considering the role of sport and physical education, are rare, and considering the importance of emotional intelligence and its valuable role in the mental health of individuals, the results of this study can discover the factors affecting the mental health of individuals and create a more rational justification to promote the psychological impact of sports on campus and in more general in the community. On the other hand, with respect to this that the university and its stressing experiences may increase problems such as fatigue, anxiety, behavioural disorders and other mental illnesses and because of serious importance of mental illnesses and problems associated with it in the academic community, we need further testing of positive and negative factors related to students' mental

health to have effective interventions to increase or decrease these factors. So the aim of this study is to investigate the relationship between mental health and emotional intelligence and comparing these psychological variables in the athlete and non-athlete students of Nowshahr University.

Emotional intelligence and mental health among female athletes, there was a positive correlation. Emotional intelligence also positively correlated with psychological health is the sense that the person with high emotional intelligence is; higher scores on mental health will gain. Given the importance of emotional intelligence and mental health, especially for athletes and people need to grow and cultivate it through education we suggest that a similar study done in large scale.[1].examined the predictive ability of emotional intelligence (EI), trust, and organizational support in general health. The sample consisted of 250 middle-level executives from 2-wheeler manufacturing organizations. Results suggest that the dimension of EI termed

positive attitude about life predicted both factors of general health positively: (a) sense of accomplishment and contribution and (b) botheration-free existence. Organizational support predicted sense of accomplishment and contribution, whereas vertical trust predicted botheration-free existence, accompanied by the assertiveness and positive self-concept dimension of EI [2]. Research of the relationship between emotional intelligence and mental health showed that the psychological and emotional intelligence are a significant relationship [3]. Research found that people with low emotional intelligence into social activities are and less mental health [4]. Physical Activity and exercising will lead to improvement in mental indices such as quality of life, emotional intelligence and mental health [5].

To describe the prevalence of symptoms of depression among competitive collegiate student athletes and examine the factors associated with symptoms of depression among this population. Twenty-one percent of participants reported experiencing symptoms of depression. Athletes who were female, freshmen, or with self-reported pain were associated with significantly increased odds of

experiencing symptoms of depression after adjusting for sports and other covariates. In particular, female athletes had 1.32 greater odds (95% CI, 1.01 to 1.73) of experiencing symptoms of depression compared to male student athletes. Freshmen had 3.27 greater odds (95% CI, 1.63 to 6.59) of experiencing symptoms of depression than their more senior counterparts. Student athletes who reported symptoms of depression were associated with higher scores of State-Anxiety and Trait-Anxiety, respectively ($P < 0.0001$). [6] According to sport and physical exercise have positive effects on mental and physical health [7]. Aerobic exercise plays an important role in anxiety and depression and general psychological distress. Mental health and quality of life, relationships are intimately related quality of life can be defined hierarchy of mental health and mental well-being, and mental health can also be affected by the scale of expectations and quality of life [8]. Quality of life and physical health is one of the issues associated with physical activity and exercise [9], [10].

METHODOLOGY

Given the nature of research, the type of it is causal-comparative and its method is correlation. The study population included

all male undergraduate students of Islamic Azad University Nowshahr that their number was about 3,256. The stratified sample also included 138 athletes male student and 237 non-athlete students. Due to the nature of research, descriptive statistics was used to describe, classify and regulate the raw scores by calculating the mean, standard deviation and drawing diagrams and in inferential statistics section to test the hypotheses, Pearson correlation coefficient and independent t-test and ANOVA were used. SPSS version 18 was used for data analysis. The significance level in all of hypotheses was considered ($\alpha=0/05$).

Tools

1. Mental health questionnaire: The mental health questionnaire of 28 items by Goldberg and Hiller made on the main form, and consists of 4 subscales 7 of somatic symptoms, anxiety, social dysfunction and depression (Kldberg and Hiller, 1979). In many cases, GHQ, for the screening of patients with psychiatric disorders, or on the prevalence of mental disorders in various samples used. In another study, the questionnaire more broadly, is used to measure mental health

2. Quality of Life Questionnaire: The questionnaire, the World Health

Organization, is designed to assess the quality of life. The short form questionnaire contains 26 questions and 14 questions to assess four domains of the questionnaire, and 2 first question is simply the area of quality of life, evaluates. After performing the required calculated in each area of 4 to 20 points for each area separately, to achieve that, 4 marks and 20 marks the best of the worst areas is desired. These points can be converted to a score, ranging from 0 to 100, with higher scores indicating better quality of life. In the present study, alpha coefficients were calculated 0/79.

3. Emotional intelligence: Bradberry and Greaves questionnaire has been utilized. This questionnaire has 30 questions about four dimensions, self-awareness, self-management, social aware and relation management.

RESULTS

According to results in Table 1, given that the level of error of (a) test for a confidence level of 99% is less than 0/01 ($p<0/01$) so we can say that there is a significant difference between mental health of athletes and mental health of athletes is more than mental health of non-athletes. According to results in Table 2, given that the level of error of (a) test for a confidence level of 95% is greater than 0/05 ($p<0/05$)

so we can say that there is no significant difference between mental health of students according to age group. Also studies showed that there is a significant relation between mental health according to marital status ($p < 0/01$) and mental health of married people is more than single ones.

According to results in Table 3, given that the level of error of (a) test for a confidence level of 99% is less than 0/01 ($p < 0/01$) so we can say that there is a significant difference between IE rate of athletes and none-athletes and IE rate of athletes is greater than none-athletes.

According to results in Table 4, given that the level of error of (a) test for a confidence

level of 95% is greater than 0/05 ($p < 0/05$) so we can say that there is significant difference between IE rate of students according to age group.

According to table4, there's a significance difference among quality of life of athletic and non –athletic staff in Physical functioning, mental health, general health, social functioning, Physical component summary and mental component summary ($0 < 0.05$), but there isn't significance difference among in Role Limitation due to physical health Role Limitation due to Emotional problems, Vitality and Bodily Pain among athletic and non- athletic.

Table 1: Mental health in athletes and non-athletes

Status	number of Sample	Mean	Freedom degree	T vale	Significance level
Athlete	138	46/75	373	14/67	0/001
non-athlete	237				

Table 2: Mental Health rate in age groups

Variable	Total squares	Freedom degree	Mean squares	F value	Significance level
Mental health	203/55	2	76/34	2/34	0/322
Age group	1465/43	373	53/17		
Total	1668/98	375			

Table 3: Emotional intelligence in athletes and non-athletes

Status	number of Sample	Mean	Freedom degree	T vale	Significance level
Athlete	138	77/67	373	10/09	0/001
non-athlete	237	68/12			

Table 4: Emotional intelligence rate in age groups

Variable	Total squares	Freedom degree	Mean squares	F value	Significance level
IE	256/23	2	76/13	9/90	0/012
Age group	2134/96	373	50/19		
Total	2380/19	375			

Table 5: Quality of life between athletic and non – athletic staff

group	Dimensions of HRQOL	T vale	sig
athletic and non- athletic	Physical functioning	9.387	0.001**
	Role Limitation due to physical health	1.201	0.603
	Role Limitation due to Emotional problems	0.987	0.609
	Mental Health	3.356	0.001**
	Vitality	0.561	0.541
	Social functioning	4.489	0.001**
	General health	5.217	0.001**
	Bodily Pain	0.456	0.737
	Mental component summary	3.563	0.001**
	Physical component summary	4.333	0.001**

DISCUSSION

The present study aimed to investigate the relationship between the mental health , emotional intelligence and quality of life compare the psychological variables of athlete and non-athlete male students of Nowshahr. Based on the results of this study, the prevalence of mental disorders among the unmarried is more than the married that given the significance of this difference, we suggest that single people in studied group have more than 2-fold increased risk of being ill and since the present study was cross-sectional, it can be assumed that there is a significant correlation between mental health, quality of life and emotional intelligence in terms of marital status; and mental health and emotional intelligence of married people are more than single people. There were also a few differences in stress related to both physical and mental health. [11], athletes in our study were more likely

than non-athletes to report stress from not getting enough time for sleep. On the other hand, stress-related differences in mental health variables tended to be better for athletes than for non-athletes. [12] Mental Health Model that describes the psychological profile of athletes as being considerably more positive than that of the general population.

This fact file highlights the important aspects of mental health and disorders. The images include pictures drawn by children who participated in the WHO Global School Contest of Mental Health in 2001. The result was consistent with the findings of [13 , 14,15].

According to the researcher, if emotional intelligence and mental health are considered as ability or as a personality trait, they will be changed if people interact with others. In other words, perception, expression and understanding of using emotions and kind

feelings regulation is obtained in relation to others and people can raise the range of social communications with forming a family and thus better understand the emotions and also control them, and express them on time. However, achieving this kind of emotional competence by forming a family can be effective in adjusting stress, anxiety, depression and mental health. The comparison of the two groups showed that athletes and physical education students participated in the study were significantly with less scores than the non-athletes at all scales; this means that athletes have less anxiety, depression, mental disorders and better social functioning and in overall have higher general health and mental health. In this context, the results showed a significant difference between the EI of athletes and non-athletes, namely EI of athletes is significantly higher than the EI of non-athletes. The results also showed that there is a significant difference between mental health and IE of physical education students and students in other fields and mental health and IE of physical education students are more than mental health and emotional intelligence of students in other disciplines. These results are consistent with the findings of many other studies [16, 17, 18, 19, 20]. On account of these findings it can be said

that students who participate in sports activities can use the obtained position as protection to be compatible with new environment, this means that students can participate in sports activities and learn social and communication skills and use them in their life. Exercise is also an occasion for the expressing individual emotions and is a training to identify and exploit the emotions. In addition, sport exercise is known in association with increased positive mental mood and decreased negative mental mood. Creating necessary opportunities for students to work in a sport team allows them to use the acquired experiences and subsequently they are absorbed much more comfortable in academic activities. Thus, these students will escape academic stressing experience involved in raising problems such as fatigue, anxiety, behavioural disorders and other mental illnesses.

According to the findings of the study it was determined that there is a significant positive relationship between the mental health and emotional intelligence in both athletes and non-athletes. In other words, the higher the emotional intelligence of students is, their mental health also will be higher. People with high emotional intelligence have greater flexibility to deal with their problems and are able better to handle stress and deal with

problems better and be satisfied with their life and in general look positive and bright aspects of life. Also, people who have the ability to detect, control and use their emotional powers will enjoy social support, a sense of satisfaction and mental greater health [21]. Therefore, a person's level of emotional intelligence has an important role in his health and emotional and mental development. In addition, it is assumed that people have are different skills understanding and implementing the emotional information [23,22], which can be caused by different reasons. Participation in sporting activities is an effective and safe way to reduce anxiety and depression and regulating emotions and enhancing social skills and it seems both aerobic and anaerobic exercises can be helpful in this regard. From the mental aspect, exercise provides an opportunity to distract people attention from the stressful situation and provides a basis for increased confidence and feeling of empowerment [24], and can increase emotional intelligence and mental health, reducing anxiety and depression, and emotion regulation and increasing the feeling of happiness and optimism. So the students who participate in sports activities, experience less loneliness and anxiety, and by regulating excitement experience more happiness and more

optimism in their life. This can explain high rate of relationship between emotional intelligence and mental health in athletes.

Conclusion

In general it seems that college life is associated with complex stresses and the ability to deal with these stresses provides the conditions to protect and supply the physical, emotional and mental health of students by acquiring emotional capabilities with sports participation. Therefore, the authorities and university planners are recommended pay consider extra importance about Physical Education university sports and provide the introduction of various academic majors students in physical activity and sports teams by taking steps such as the setting up of a morning sports activities in universities, holding sports student camps on a weekly basis, forming different sports teams and comprehensive support of selected teams, holding sports competitions at universities.

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