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**THE COMPARISON OF EMOTIONAL INTELLIGENCE AND MENTAL HEALTH
AND QUALITY OF LIFE BETWEEN ATHLETES AND NON-ATHLETES
TEACHERS OF MARVDASHT CITY**

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ABSTRACT

The purpose of this study is comparison of emotional intelligence and quality of life and mental health of non athletic and athletic teachers Marvdasht city. This study is a descriptive-analytical and a comparative research and the purpose of the study is classified as applied research. Also in terms of implement is a field research. Data collection method is combination of the library methods and field method to collect data of research. In order to obtain information has been used from statistical population due to standard questionnaires that confirmed validity and reliability of them. The statistical population of this research is including all teachers in Marvdasht city. According to Statistics of the 2013- 2014 year, the population size is 3,520 people. Sampling method of this research is a stratified random sampling and used from Morgan and Kerjes table for identify the amount of sample needed. After completing the questionnaires by research population, information coded in questionnaires and analyzed by SPSS statistical software version 17.0. The results showed that in Level of confidence 95% between, there is a significant difference emotional intelligence, mental health and quality of life for teachers, athletes and non-athletes in Shiraz.

Keywords: Emotional intelligence· Mental Health· Quality of Life· athlete's teacher's · non-athletes teachers

INTRODUCTION

Generally people to cope with stressful situations of different coping strategies they use. Effective and ineffective coping such a fundamental role in the welfare of physical, psychological and social situation. In this regard, one of the recommended solutions to improve mental health, exercise regular course at the intermediate level. In fact, since the major part of their lives at work or educational environment and conditions quite different from the old house, Many of the events and activities of life has a profound effect on their physical and mental health. Effect of problems and stress on mental health and physical education time is of great importance. Studies have shown that exercise helps to build and strengthen the physical and mental health, and those who exercise the right way Or a business with mobility are healthier and live longer than those who are sedentary work. The quality of life is multidimensional and relational concept of time and place-based communities and cultures, customs and standards of personal and social system is investigated. On the other hand, looks, harvesting and humanistic approach to life in general, feel that they have to live than how the concept of quality is relative life. (Baskha and others, 2011). The role of exercise and physical activity on quality of life, several studies have been conducted.

For example, Azarin (2013) in his research by comparing the quality of life of older athletes and non-athletes Tabriz stated that the analysis results show the impact of physical activity on most of the parameters are elderly. Improve the performance of individual components and the combination helps seniors to perform daily range of motion required and enhance the quality of life in physical and psychological. The most important variables affecting the success of living are the concept of emotional intelligence and emotional intelligence than IQ results show that can Unlocking the potential to achieve goals in life. The emotional intelligence plays an important role in the unfolding and blossoming highly correlated with the ability of the talents and skills are essential. Self-actualization, in turn, our performance at work and in achieving your career and overall mental health And psychological influences (Hoseynalyan, 2005). Goleman (1995), a prominent psychologist and expert on emotional intelligence, emotional intelligence than the 80 percent success. Since the human emotions appear on the ways in which the body uses mind in the process of thinking, EQ and gain success and how it can help a person deal with them. The lack of intelligence in dealing with the problems of life itself imposes additional

stress and therefore its ability to deal properly and do not attain peace.

The significance of sport, Mc Conville (2003) 9 important factor in creating happiness and mental health is considered one of the most important to address physical activity and exercise. Participation in sport socialization skills and competence, and dating and healthy relationships with peers helps. Research shows that exercise has a positive effect on cognitive functioning and intelligence. (Once-a, 1990). To promote physical activity among the effects of emotional intelligence on issues of concern to researchers and research in this area has been relatively well For example Hosseini, courtesy and movahedi al (2009) in their study with professional athletes and non-athletes as compared to EI on some In terms of overall emotional intelligence higher than non-athletes have won. Individual characteristics suggest that professional athletes In connection with the exercise and the impact of physical activity on mental health, several studies have been conducted on the basis of psychological characteristics. But the variables in this study, namely, emotional intelligence, quality of life and And mental health, little research has been done in the country. Generally, about the importance of emotional intelligence should be concluded that exercise negative

emotions, such as anxiety, anger and depression can destroy optimal performance. The power control as emotional intelligence, identify and manage emotions in order to promote the implementation follows (Salovey, Mayer, Goldman, 1995). Research has shown that successful athletes are prone to emotional intelligence abilities and special talents in ROM does not enable them to do great things. . In fact, athletes are able to excite and stimulate like her, perseverance and persistence in the face of defeat, the losing mentality, then push depression, empathy, intimacy, cooperation and hope. (Lytrand, Lyman and Meyer, 1991).

LITERATURE

Pir Ghaneghy and Rafiean old (2011) investigated the relationship between emotional intelligence and mental health research as elementary school teachers with creative GR city did the results show that the intelligence Components of emotional intelligence and creativity of students with mental health and primary school teacher city Behshar significant relationship was found. Which suggests that teachers have greater emotional intelligence and mental health of students will be more creative.

Mehri, Maleki And kohsareh (2011) in a study entitled "Study of the relationship between mental health and emotional intelligence of students, athletes and non

athlete PNU Wiki center "suggest that the mental health and emotional intelligence in both groups. there is a positive correlation. The results of independent t-test significant differences between intelligence emotional and mental health of athletes and non-athletes revealed. The emotional intelligence and mental health of athletes compared to non-athletes was significantly higher

Syed Ahmadi et al. (2010) in a paper to compare the mental health of athletes and non-athletes have. The research among students of Islamic Azad University Torbatejam descriptive and analytical done. These results suggest that student athletes are better mental health than non-athlete students. Papayonoa (2010) in their study entitled "Evaluation of the effectiveness of the relationship between emotional intelligence and faculty members of the Faculty of Physical Education in Greece" states that between EI faculty members of the effectiveness of physical education colleges, there is a significant relationship. The results of the analysis showed that emotional intelligence researcher and faculty members predict effective School physical education. Tisaos and Nicola (2005) to evaluate the relationship between emotional intelligence (perception, control, use and understanding of emotions) and health physical, psychological, and point out

that there is a positive relationship between emotional intelligence and health. These results also suggest that, in particular, emotional intelligence negatively with smoking and alcohol and positively associated with exercise is. Fornham and Petraydz (2003) in their study of the relationship between characteristics of emotional intelligence, personality, happiness and cognitive ability were examined. The results showed no association between cognitive ability and emotional intelligence, there is no happiness. But the characteristics there is a positive correlation with happiness personality and emotional intelligence. In addition, 50 percent of Happiness describes the emotional intelligence.

RESEARCH METHODOLOGY

The present study used a cross-sectional and cross-sectional study will be conducted. The research population consisted of all teachers in the school year 2013-2014 in Shiraz (population size: 3520 persons), which is then divided into two groups of athletes and non-athletes based on existing documents, samples were taken.

The population

General population of the study consisted of all teachers in all levels of education in the city of Marvdasht in Fars Province Academic year 2013-2014 based statistics that are listed in the following table. This

table indicates that the teachers (both athletic and non-athletic) the statistical community in 3520 and therefore the number of samples to be taken.

Table 1: Table krejciec and Morgan to determine the sample size

S	N	S	N	S	N	S	N	S	N
338	2800	260	800	162	280	80	100	10	10
341	3000	265	850	165	290	86	110	14	15
346	3500	269	900	169	300	92	120	19	20
351	4000	274	950	175	320	97	130	24	25
351	4500	278	1000	181	340	103	140	28	30
357	5000	285	1100	186	360	108	150	32	35
361	6000	291	1200	181	380	113	160	36	40
364	7000	297	1300	196	400	118	180	40	45
367	8000	302	1400	201	420	123	190	44	50
368	9000	306	1500	205	440	127	200	48	55
373	10000	310	1600	210	460	132	210	52	60
375	15000	313	1700	214	480	136	220	56	65
377	20000	317	1800	217	500	140	230	59	70
379	30000	320	1900	225	550	144	240	63	75
380	40000	322	2000	234	600	148	250	66	80
381	50000	327	2200	242	650	152	260	70	85
382	75000	331	2400	248	700	155	270	73	90
384	100000	335	2600	256	750	159	270	76	95

Ways and means to collect research data

Data collection method is a combination of methods of library research (information needed to enrich the theoretical research) And field research to collect data for quantitative analysis to answer the research hypotheses. The survey questionnaire is a data collection tool. The questionnaire used in this study include:

1) Emotional Intelligence Questionnaire Short Form 34-item Schering. The test components of consciousness, self-control, self-motivation, empathy and social skills, emotional intelligence measure stems. The questionnaire was based on Likert scale ratings. 2) Mental Health Questionnaire 28 Question Goldberg (1972). The questionnaire consisted of 4 scale physical

complaints, anxiety, social dysfunction and depression is that it is based on Likert's method of scoring. Reliability and validity of this instrument has been confirmed in several studies. 3) World Health Organization Quality of Life Questionnaire (WHOQOL- BREF) (1989). Number of questions asked 26 questions in 4 domains, the first question does not belong to any of the areas And general health status and quality of life as assessed, thereby questionnaire of 26 questions in total. The score on the questionnaire based on Likert range of 5 options.

METHODS OF DATA ANALYSIS

After completing by the purpose of the survey, the information contained in the questionnaires were coded and analyzed

using SPSS software version under Windows 17 were analyzed.

RESULTS

The first sub-hypothesis has been proposed as follows: teachers, athletes and non-athletes between emotional intelligence, there was a significant difference in Shiraz.

To address this hypothesis, the hypothesis put forward by the following:

Statistical hypothesis:

H0: the EI teachers, athletes and non-athletes, there is no significant difference in Shiraz. (Conflicting claims)

H1: teachers, athletes and non-athletes between emotional intelligence, there was a significant difference in Shiraz. (Claim)

To investigate this hypothesis using a parametric t-test, calculate statistics and critical values have been carried out and the results are listed in the **table 4** below.

Analysis of the second sub-hypothesis research

The second sub-hypothesis is stated as follows: the mental health of teachers, athletes and non-athletes, there was a significant difference in Shiraz.

To address this hypothesis, the hypothesis put forward by the following:

Statistical hypothesis:

Between athletes and non-athletes, teachers, mental health, there is no significant difference in Shiraz. (Conflicting claims)

H1: the mental health of teachers, athletes and non-athletes, there was a significant difference in Shiraz. (Claim)

To investigate this hypothesis using a parametric t-test, calculate statistics and critical values have been carried out and the results are listed in the **table 6** below.

The third sub-analysis of research hypotheses

The second sub-hypothesis is stated as follows: the quality of life of teachers, athletes and non-athletes, there was a significant difference in Shiraz.

To address this hypothesis, the hypothesis put forward by the following:

Statistical hypothesis:

Between athletes and non-athletes teachers' quality of life, there is no significant difference in Shiraz. (Conflicting claims)

H1: the quality of life of teachers, athletes and non-athletes, there was a significant difference in Shiraz. (Claim)

To investigate this hypothesis using a parametric t-test, calculate statistics and critical values have been carried out and the results are listed in the **Table 7** below.

Table 2: Description of Data incoming sex

Frequency	Abundance	Gender
53/4	185	Man
46/6	161	Woman

100	346	Sum
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Table 3: normality test to help Kolomogrof Smirnof

One-Sample Kolmogorov-Smirnov Test				
		Emotional Intelligence Questionnaire	Quality of Life Questionnaire	Mental Health Inventory
(Sample)		346	346	346
(Normal parameters)	(Average)	6/808	6/520	6/627
	(SD)	0/944	1/075	0/722
(Maximum variation)	(Deterministic)	0/076	0/098	0/05
	(Positive)	0/044	0/051	0/033
	(Negative)	-0/076	-0/098	-0/05
Statistics (K-S)		1/192	1/542	0/777
(Level of significance)		0/117	0/217	0/582

Table 4: Results of the parametric t-test to evaluate the hypothesis that the first sub-study

Emotional Intelligence		(Number)	(Average)	(SD)
	Athlete	92	6/812	0/711
	Non-athletes	254	6/564	0/845
		t-test		
		T	Degrees of (freedom)	Level Significant
Compare EI athletes and non-athletes	Assuming equal variances	1/236	344	0/022
	Given the lack of equal variances	1/447	130/400	0/006

Table 5: Results of the parametric t-test for 5-fold aspects of emotional intelligence questionnaire

		Abundance	Average	T	Degrees of (freedom)	.Significant level	
After consciousness	Athlete	92	3/293	1/971	344	Assuming equal variances	0/03
	Non-athletes	254	3/184	1/895			
After self	Athlete	92	7/038	3/272	244	Assuming equal variances	0/000
	Non-athletes	254	6/595	2/752			
Following his profound lack of interest	Athlete	92	4/771	4/067	344		0/00
	Non-athletes	254	4/464	4/334			
The social skills	Athlete	92	5/694	3/182	344	Assuming equal variances	0/002
	Non-athletes	254	5/358	3/109			
The social consciousness	Athlete	92	5/553	3/006	344		0/002

Table 6: Results of the parametric t-test to evaluate the hypothesis that the second sub-study

Mental Health		(N)	(Average)	(SD)
	Athlete	92	6/122	0/911
	Non-athletes	254	6/008	0/821
		t-test		
		T	Degrees of (freedom)	Significant level
Mental Health of athletes and non-athletes	Assuming equal variances	1/314	344	0/011
	Given the lack of equal variances	1/404	224/667	0/021

Table 7: Results of the parametric t-test to evaluate the hypothesis that the third sub-study

Quality of life		(Number)	(Average)	(SD)
	Athlete	92	6/138	0/974
	Non-athletes	254	6/076	1/312
		t-test		
		T-statistics	Degrees of (freedom)	Significant level
Comparison of quality of life for athletes and non-athletes	Assuming equal variances	1/830	344	0/029
	Given the lack of equal variances	1/976	222/539	0/028

CONCLUSION

The present study sought to examine 3. Emotional Intelligence, Mental Health and Quality of Life and compare them among teachers, athletes and non-athletes in the city of Shiraz in Fars province (as the study population) had to be this way guidelines and suggestions for improving the state policy and planning sports schools (especially in the city of Shiraz in Fars Province) provide.

The statistical analysis of research data and results indicate that:

- Normal test results on the Kolmogorov-Smirnov test every 3 questionnaire study showed that the distribution of the 3 questionnaires at 95 percent of normal.

- The results of the research hypothesis test using t-test showed that:

Discussed first hypothesis: the 95 percent confidence level between athletes and non-athletes EI teachers there was a significant difference in Shiraz. (Also at 95 per cent between athletes and non-athletes, teachers Emotional Intelligence in Shiraz. There's a significant difference in 5 dimensions). This result is consistent with other research in this field (research conducted at the level of teachers and other social groups) and corresponded to the line. For example Hosseini, Nezakat Al Hosseyini and Movahedi al (2009) states that Professional athletes in terms of overall emotional intelligence higher than non-athletes have

won. The researchers point out that professional athletes in small scale problem solving, happiness, independence, stress tolerance, self-conscious emotions, optimism, self-esteem, self- presentation tactics achieved higher scores than non-athletes. And so Aslan Khani et al (2009) in their research suggests that both national and Olympic athletes compared to non-athletes with intellectual disabilities are more emotional. Discussion of the second hypothesis: the 95 percent confidence level between athletes and non-athletes, teachers, mental health, there is a significant difference in Shiraz. Several studies have found similar results. So that Seyed Ahmadi et al. (2010) in his research suggests that student-athletes compared to non-athlete students better mental health. Mousavi Gilani Kianpour And kharashad (2002) in an article entitled the mental health of athletes and non-athletes suggest that significant differences can be observed between the 2 groups of students So that students are athletes with better mental health than non-athletes. Also, Kevin (2000) in his study suggests that physical activity has a positive effect on mental health and vitality. Plant and Rubin (1990) also suggest that exercise improves mood, mental health, increase self-esteem and self-esteem of the participants. Generally, several studies have reported that the prevalence of mental

disorders among athletes Btvrmnadary is lower than others (Shariati et al., 2002). However, the influence of demographic variables such as gender, age, education and marital status in athletes and non Vrshkar mental health groups, the results are seen differently. For example Fakhraee (1998) tells of the relationship between marital status and mental disorders as a result of the investigation Faraji and Ahmadi(2004), contrary to and inconsistent with it. Such contradictions are also seen in other demographic variables. To better assess the results of this study suggest that in future research are also included demographic variables and comparison groups of athletes and non-athletes on the variables used to compare and contrast. Discussion of the third hypothesis: the 95 percent confidence level between athletes and non-athletes, teachers, quality of life, there was a significant difference in Shiraz. The result of the study Azarin (2013) is consistent. In his article titled "Comparison of quality of life in elderly athletes and non-athletes in Tabriz," states that the analysis results show the impact of physical activity on most of the parameters are elderly.

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