

# Emotional reactions, Gender and Sport Performance



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Diversity**

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# Plan

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# 1. Introduction

the value of human beings and nations is strongly linked to their performance.



In short, we live in a world where **Performance** is very important.

# 1. Introduction

- Studying diversity to solve :
  - Inequality of chances between social categories, the sexes (gender studies) .....
  - Favoritize the good conditions to perform well. if we conceive diversity as a factor of strength, we will better control the facilitating variables of performance.

## 2. Objective

Diversity of traits and states emotions and its effects upon athletic performance during a short duration physical exercise (60 meters sprint).

# 3. Method

## A. Sample

- **Table 1:** the groups repartition

<b>Groups</b>	<b>N (100)</b>	<b>Gender (%)</b>	<b>Experimental conditions</b>
<b>G 1</b>	25	M = 60% F = 40%	Anxious / confidents
<b>G2</b>	25	M = 60% F = 40%	Anxious / not confidents
<b>G3</b>	25	M = 60% F = 40%	Not anxious / confidents
<b>G4</b>	25	M = 60% F = 40%	Not anxious / not confidents

• **Abbreviations** : G ; group / M ; male / F; female

# 3. Method

## B. Procedure (experimental conditions)

- Confidents and anxious (G 1)
- Anxious and not confident (G 2)
- Not anxious and confidents (G 3)
- Not anxious and not confidents (G 4).

# 3. Method

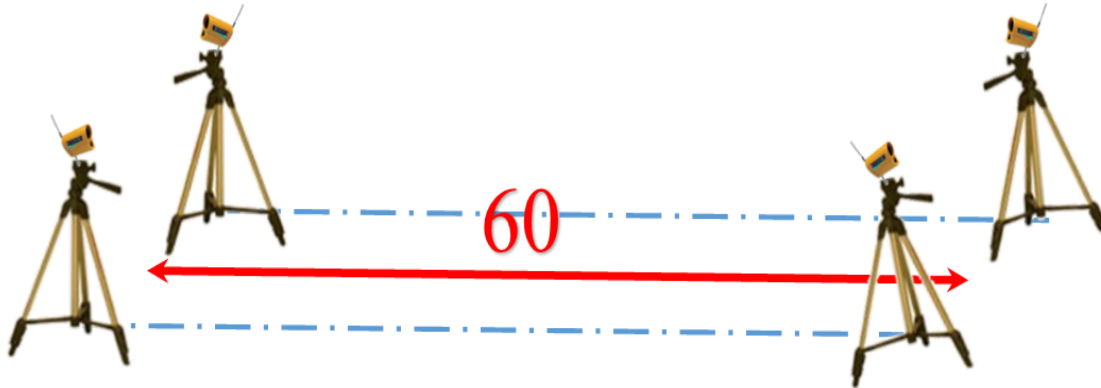
- **B. Procedure (Tools)**

- The SCAT (Sport competitive anxiety test) Martens (1977).
- The TSCI (Trait self confidence inventory) of Vealey (1986).
- Arabic-Tunisian version of CSAI-2R (Mnedla Sofiene and al., 2017).



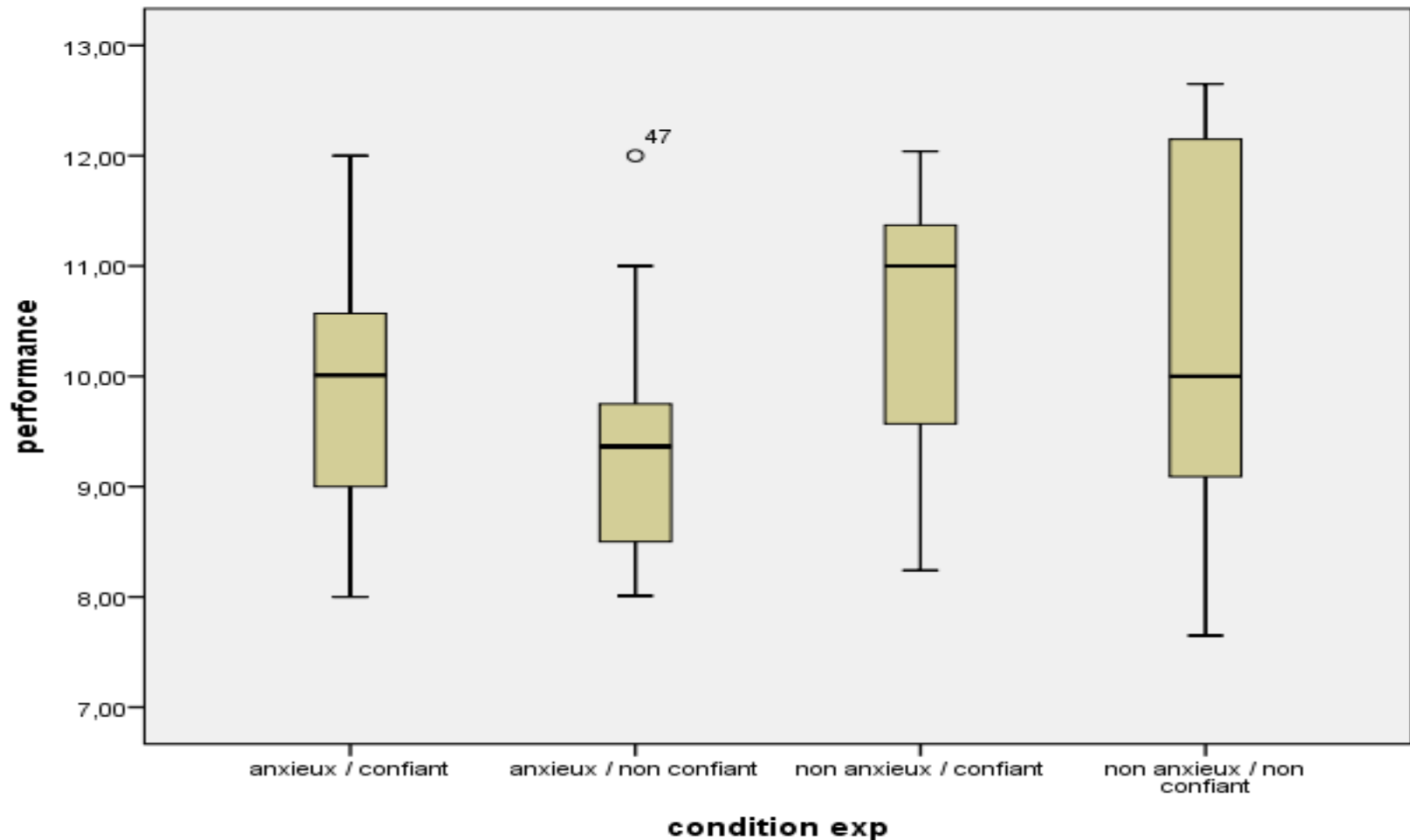
# 3. Method

- B. Procedure (physical test)



# 4. Results

(Diversity of emotions and sport performance relationship)



# 4. Results

## (Diversity of emotions and sport performance relationship)

**Table 1:** anxious reactions, self confidence and realized performance according to gender.

		<b>N</b>	<b>Means</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
<b>Performance importance</b>	Male	60	5,47	1,22	2	7
	Female	40	5,18	1,43	2	7
<b>Performance</b>	Male	60	9,34	,74	<b><u>7,91</u></b>	<b><u>10,96</u></b>
	Female	40	11,84	1,29	<b><u>8,88</u></b>	<b><u>15,32</u></b>
<b>SAI</b>	Male	60	<b>1,64</b>	,49	1,00	3,14
	Female	40	<b>1,95</b>	,54	1,00	3,29
<b>CAI</b>	Male	60	2,20	,86	1,00	4,00
	Female	40	2,49	,81	1,00	4,00
<b>SCI</b>	Male	60	3,59	,43	2,20	4,00
	Female	40	3,35	,51	2,40	4,00

•**Abbreviations:** SAI; somatic anxiety intensity / CAI; cognitive anxiety intensity / SCI; self confidence intensity / SD; standard deviation.

# 4. Results

## (Diversity of emotions and sport performance relationship)

**Table 3:** the interactive effects of anxiety, self confidence and gender on performance.

ANOVA (one factor)

		Sum of squares	ddl	Average squares	F	Signification
<b>Performance</b>	Inter-groupes	150,240	1	150,240	149,232	<b><u>,000</u></b>
	Intra-groupes	98,662	98	1,007		
	Total	248,902	99			
<b>TA moyenne</b>	Inter-groupes	,033	1	,033	,724	,397
	Intra-groupes	4,504	98	,046		
	Total	4,537	99			
<b>TSC moyenne</b>	Inter-groupes	6,534	1	6,534	11,032	<b><u>,001</u></b>
	Intra-groupes	58,048	98	,592		
	Total	64,582	99			

**Abbreviations:** SAI; somatic anxiety intensity / CAI; cognitive anxiety intensity / SCI; self confidence intensity / SD; standard deviation / TSC; trait self confidence / TA; trait anxiety

# 4. Results

## (Diversity of emotions and sport performance relationship)

**Table2:** the interactive effects of anxiety, self confidence and gender on performance.

ANOVA (one factor)

		Sum of squares	ddl	Average squares	F	Signification
<b>Performance</b>	Inter-groupes	150,240	1	150,240	149,232	<b><u>,000</u></b>
	Intra-groupes	98,662	98	1,007		
	Total	248,902	99			
<b>SAI</b>	Inter-groupes	2,282	1	2,282	8,535	<b><u>,004</u></b>
	Intra-groupes	26,199	98	,267		
	Total	28,481	99			
<b>CAI</b>	Inter-groupes	1,927	1	1,927	2,701	,104
	Intra-groupes	69,913	98	,713		
	Total	71,840	99			
<b>SCI</b>	Inter-groupes	1,325	1	1,325	6,129	,015
	Intra-groupes	21,193	98	,216		
	Total	22,518	99			

•**Abbreviations:** SAI; somatic anxiety intensity / CAI; cognitive anxiety intensity / SCI; self confidence intensity / SD; standard deviation / TSC; trait self confidence / TA; trait anxiety.

# 5. Discussion

(Diversity = complementarity + Harmony)

- First of all, it means that temporal nature of the intensity has also been shown to be moderated by several situations and individual differences factors (see Cerin et al., 2000). Secondly, the interactive effects of somatic anxiety, cognitive anxiety and self confidence may sometimes enhance athlete's performance and sometimes impair it.

# 6. Conclusion and perspectives

- higher levels of self confidence, cognitive anxiety and moderate somatic anxiety had a beneficial effect upon female and male athletes performances (60m sprint exercise).
- The role of self confidence in the facilitation of performance by anxiety was very important (Carver and Scheier., 1986, 1988; Aziz Khiouich, 2015).

# 6. Conclusion and perspectives

- Differences observed in terms of emotional traits (states emotions) between two sexes and among the same person ..... requires a diversity of skills (a **mental** trainer, a **sociologist**, a **nutritionist**, more than a **physical** trainer , **Manager**, a field trainer, a **data analysis specialist**, **doctors**, **physiotherapists** ..... ) to better perform.

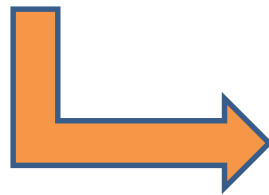


# 6. Conclusion and perspectives

Diversity 1



Diversity 2 (competences)



complementarity + Harmony

**Performing well**



# 6. Conclusion and perspectives

- Adopting the same policy in face of differences in terms of traditions, economic and social conditions is a form of indifference toward circumstantial differences (different areas).

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