

Role of the Mindfulness in Reducing the Emotional Sensitivity among Young Volleyball Players

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Abstract

The study aims to (1) identify the level of mindfulness and the level of emotional sensitivity of young volleyball players, and (2) identify the relationship, contribution, and influence of mindfulness with their emotional sensitivity. A descriptive correlational design was used to guide this study. The study included a sample of (64) players who were purposively selected to constitute (86.486%) of the community represented by volleyball players for youth clubs in Baghdad and the middle Iraq who are continuing their training for the purpose of participating in the 2020-2021 local sports season. The mindfulness scale designed for volleyball players and the emotional sensitivity scale designed for players in the sports environment were also adopted. Data were analyzed using the statistical package for social science. The researcher concluded that young volleyball players need to improve their level of mindfulness and reduce their level of emotional sensitivity. Furthermore, mindfulness is related, contributed, and negatively influenced by their emotional sensitivity. Efforts must be intensified among specialists in sports psychology and coaches of local clubs and their cooperation to support raising the level of mindfulness by simulating the actual reality to measure it because it has an important role in reducing the level of sensitivity of young volleyball players.

Keywords: Mindfulness; Emotional Sensitivity

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Background and Significance

Changes in the training environment that are going through unusual circumstances impose their negative reflections on players' behaviors, especially in light of the continued holding of world championships and their reflections affecting local and international professional contracts which constitutes pressure on young volleyball players who are characterized by enthusiasm and drive toward reaching the World Olympiad despite their different international professional level. As these effects appear clear to them in the form of behavioral problems that are not desirable and require diagnosing them by academic methods to reduce these phenomena, including emotional sensitivity, which is defined as a revolted physical, psychological state. That is to say the whole person is disturbed in body and soul, or as a state of general excitement that expresses itself in the feeling, body, and behavior of the individual and has the ability to stimulate him/her to be active (Hassan, 2015).

It is also known as the ability to express affection, the intensity and fertility of feeling, and it is represented in the tendency to make emotional bonds with people (Abu Mansour, 2011). As the individual's continuous interaction with his/her external environment has earned him special relationships in terms of things,

phenomena, and events, which made the individual's life full of various emotions of joy, pleasure, fear, anger, and hatred. The emotions arise through the individual's interaction with the experiences he/she is exposed to. It cannot be stopped or ceased, although it may cause the individual to feel unable to control and regulate behavior and emotions. A behavioral aspect refers to expressive movements such as facial expressions, limbs, and seasonal expressions associated with emotions such as rapid heart rate and rapid breathing (Shamoon, 1996).

Limiting the aggravation of this phenomenon cannot depend only on the surrounding environment changes unless it is supported by awareness and vigilance on the part of the players themselves, especially if the sources of this emotional sensitivity are internal. That is, the individual's perception of his/her inability to make an appropriate response to a demand or tasks. This perception is accompanied by negative emotions such as anger, anxiety, depression, and physiological changes as an alert response to the pressures to which the individual is exposed to (Elias, 2010).

The emotional sensitivity in being severely affected by ordinary situations that others may not be concerned with. The emotionally-sensitive person is the person who is affected more than usual by the external factors

surrounding and external to him/her, he/she may interpret the word more than what it means and interprets the look and movement in a way that exaggerates a meaningless exaggeration.

In light stressful situations, it is characterized by suspension of judgments, controversy, and volatility, and it lacks stability and rapidity of change from one state to another, emotional immaturity and inadequate emotional responses with their stimuli,

His/her relationship with others is full of fluctuating emotional attitudes. So, they prefer isolation where they feel safe when they are alone, as their presence with others terrifies them and makes them anxious. So, we see them suffer from social anxiety and emotional sensitivity (Abu Mansour, 2011).

Sensitive people feel in danger and see the consequences of work before others notice them. Unfortunately, this trait is misunderstood in our culture (Elaine, 2010).

Also, youth go through what is called emotional controversy which means that in such a controversy, they may be exposed to conflict. It may increase as the individual's ambition and aspiration to the future increases. In order to be able to control their conflicts and control these conflicts, they must control their emotions (Al-Moameny, 2010).

Emotional sensitivity is considered a phenomenon of turmoiled feelings, and it is a problem that requires players to be alerted to control the false beliefs that accompany this sensitivity and increase its level. Mindfulness is defined as "a state that includes cognitive encapsulation in a cultural, emotional, psychological, and spiritual way" (Fielden, 2005). It is also known as "a deliberate continuation of the present of the mind. It includes two aspects: awareness and attention,

Awareness increases through general surveying and continuous and permanent monitoring of the experience, while attention increases the degree of feeling the experience and focusing on it" (Griffin, 2006).

Mindfulness has four dimensions: Alertness to distinction, openness to novelty, orientation in the present, and awareness of multiple perspectives (Langer, 2005).

Mindfulness and its opposite, mindlessness is distinguished from other concepts by how they view information. Mindfulness and disciplined processing require the individual to interpret the information in an emotional way.

Mindfulness also requires a categorical classification of information before processing it cognitively, because controlled processing is the emotional processing of information in a limited context. It is an emotional awareness of a larger context through which

information such as the performance of the individual is understood in a standardized test. As information processing of the statistical type may be crucial to understanding the context of the results. However, vigilant analysis of the results requires the individual to put into his/her perspective the results of other studies and the implications of the results and balance the results with previous performance, as well as the ability to interpret the results. An individual who acts mindfully will have a broader perspective of the situation h/she faces (Langer, 2000).

While mindfully alert behavior is characterized by openness to new ways of doing things, it is not necessary for individuals who are mentally alert to take risks. The mentally alert individual is sensitive to context, and whenever individuals are conscious in exploring and experimenting with information technology, they are also constantly aware of how their actions could lead to deleterious consequences (Swans, 2004).

Mindfulness has two components: self-regulation of attention in the present moment, and openness, readiness, and awareness of experiences in the present moment (Hasker, 2010).

Through the researcher's work as an academician specialized in sports psychology and what is required by her scientific duty to provide support and assistance to local club coaches in Iraq, she noted the need to measure these two phenomena and identify the nature of the relationship between them.

Thus, the research problem lies in an attempt by the researcher to answer the question of the following problem: Does mindfulness relate to the emotional sensitivity of young volleyball players?

This study aims to (1) identify the level of mindfulness and the level of emotional sensitivity of young volleyball players, and (2) identify the relationship, contribution, and influence of mindfulness on their emotional sensitivity. The researcher hypothesizes there is an association between mindfulness that regresses, contributes, and inversely influences the emotional sensitivity of young volleyball players.

Methods

A descriptive correlational design was used to guide this study.

Sample and Sampling

The target population of this study is the volleyball players of youth clubs in Baghdad and the governorates of central Iraq who are continuing their training for the purpose of participating in the local sports season (2020/2021) of (74) players. Of them, (64) players were purposively selected to constitute (86.486%) of the total population. Ten players (13.514%) of this community were recruited for the pilot study.

Measures

The researcher adopted the Langer scale of mindfulness translated into Arabic by Mahdi (Abdullah, 2012) prepared by Mezher (Alwan, 2019) with an overall score ranges between (19-57) degrees and a hypothetical mean of (38). It is one of the paper-and-pen scales that is the higher its degree, the better the phenomenon. Moreover, the Emotional Sensitivity Scale (Hassan, 2015) was used which is developed by Salim (Tayeh, 2019) with a total degree ranges between 18-90 and a hypothetical mean of (54). This scale is one of the paper-and-pen scales that is the higher its degree, the better the phenomenon.

The researcher verified their external validity with more than (80%) of the agreement of the (21) experts.

In addition to checking the reliability by applying them to the pilot sample of (10) players using the split-half method at a level of significance (0.05) and a degree of freedom (8), which reached (0.862) by Horst coefficient for not equal to the two parts of the Mindfulness Scale, and (0.893) with a Gutmann coefficient equal the two parts of the Emotive Sensitivity Scale. Data were analyzed using the statistical package for social science (SPSS) version (V26). The percent, mean, standard deviation (SD), the reliability coefficient (Guttman), the stability parameter (Horst), one-sample t-test test, linear correlation coefficient, contribution ratio, standard error of estimation, F-Test, and Slope (Impact) Test (T) of linear regression

Results and Discussion

Table 1. Results of the two phenomena compared to the proposed mean for each of them

Phenomena	Overall Grade	Proposed Mean	Mean	Std. Dev.	t	Sig.	Assessment
Mindfulness	57	38	35.77	2.671	6.692	.000	Significant
Emotional Sensitivity	90	54	58.66	4.854	7.674	.000	Significant

Unit (Degree); N = 64; df = 63; Significance level = 0.05; Significant at p < 0.05

Table 2. Simple correlation coefficient, linear regression, contribution percent, and standard error

The influent scale	The affected scale	R	R ²	Contribution percent	Standard error
Mindfulness	Emotional Sensitivity	0.751	0.563	0.556	3.233

Table 3. Results of the F-test for testing the quality of the linear regression model fit

The influent scale	The affected scale	Variance	Sum of squares	df	Mean squares	F	Sig.	Ass.
Mindfulness	Emotional Sensitivity	regression	836.426	1	836.426	80.27	.000	Sig.
		errors	648.011	62	10.452			

Significance level = 0.05; N = 64; F is significant at p < 0.05

Table 4. Values of estimations of constant and skewness

The influent scale	Variables	β	Std. Error	t	Sig.	Assessment
Emotional Sensitivity	Constant	107.445	5.469	19.647	.000	Significant
	Mindfulness	1.364	0.152	8.946	.000	Significant

Significance level = 0.05; N = 64; t is significant at p < 0.05

The results of table (1) reveal that the level of mindfulness did not exceed the hypothetical mean and that the measure of emotional sensitivity exceeded it.

The results of Table (2) also display a relationship of the association and the contribution of mindfulness to the emotional sensitivity of young volleyball players and in the opposite direction. That is, the greater the mindfulness, the lower the of emotional sensitivity, where its significance is confirmed by table (3) results with the quality of fit of this linear regression. While, the rest of the contribution of (0.444) is attributed to random, unexamined factors.

The results of table (4) confirms the influence of mindfulness on emotional sensitivity. The researcher attributes these results to the role of mindfulness in creating psychological adaptations that are necessary in controlling feelings and emotions that increase psychological stress through their awareness of their risks to the future of local and global professionalism if they manifest other behaviors as a result of their increased emotional sensitivity.

This link confirms that mindfulness is not a substitute for intelligence in controlling emotions or feelings that deteriorate, rather awareness of multiple perspectives in the training environment and recognizing the causes and consequences of the player's openness to the new with an attentive distinction that helps him/her in giving priority to the recommended vision to organize the internal conflict with the self which is influenced by external factors including the stressful situations and their level, which determine the level of internal reactions by increasing the level of sensitivity.

Furthermore, it is illogical to move the player to the advanced level while he/she is emotionally sensitive, considering that this does not influence his/her communication and relationship only, but decreases the level of skillful performance in volleyball through the expression of emotions with excessive force as a kind of relieving the pressures that appear by a kind of performance in which the player loses the ball by which.

The sum of these behaviors associated with emotional sensitivity require vigilance to limit their extravagance and taking care of their consequences on the player's future.

Since mindfulness is a deliberate continuation of the present of the mind, it includes two aspects, the first is awareness and the second is attention. Awareness is increased through general surveying and continuous and permanent monitoring of the experience, while

attention is increased owing to the degree of feeling the experience and focusing on it.

Thus, it is a free psychological state that occurs when attention is stable and present, without any exceptional connection to opinions (Al-Sindi, 2010),

Mindfulness and concentration are considered as unique abilities. Concentration requires the determining the attention to one of the attentional stimuli, whether internal or external, which relates to sensory withdrawal or other entrances. Mindfulness includes the regulation of optional means such as states of attention and awareness (Kozak, 2006)

When we are alert about our inner being, we will have a heightened ability to notice the state and changes of our true feelings, especially the negative ones.

This is what gives us a greater ability to deal with these feelings more consciously and productively, every time. Being mindful of our feelings helps us understand ourselves more and free ourselves from the influence of harmful emotional habits. This also helps create a space for breathing our emotions that helps them out and appear instead of accumulating in the subconscious and producing emotional or psychological problems in later stages (Saghbiny, 2011).

In contemplative self-awareness, it is mainly concerned with self-regulation with control, preservation, and enhancement of identity, in contrast to the mode of treating consciousness that focuses on the self. Mindful awareness and attention represent more clearly an monitoring or observational function, and that the alert pattern of processing provides an account of what is happening only and not generating (cognitive functions as the semantic function) (Shear, 200K).

Also, people who are mentally alert to sensory experience are more memorable than people engaged in mind-distracting work. It was found that the core-flowing activities that are characterized by dealing with what is happening result in a sense of vitality in cognitive processes (Le Bel & Dube, 2001).

The rigid peremptory vision characterized by stability and automatic behavior must be eliminated by mindfulness because it revolves in a vicious circle that obscures the vitality of the world and its transformations, and the practice of mental habits that tend to be monotonous.

As the individual's response to the stressful situation in the processes of confrontation and adaptation to pressures includes behavioral and cognitive efforts that the individual exerts during his/her tackling of the stressful situation. There are some mental, emotional, biological, and demographic characteristics that influence the interaction with stress factors (Moss & Schaeffer, 2013), and that mindfulness increases willpower by enhancing awareness of self-observation

that promotes less literal commitment to ideas and beliefs (Perkins & Richhart, 2000)

Conclusions and Implications

1. Young volleyball players need to improve their mental alertness and reduce their emotional sensitivity.
2. Mindfulness relates, contributes, and inversely influences the emotional sensitivity of young volleyball players.
3. Efforts must be intensified among specialists in sports psychology and local club coaches and their cooperation to support raising the level of mindfulness by simulating the actual reality to measure it, because it has an important role in reducing the level of sensitivity of young volleyball players.

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