



## Research Article

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# Analytical Study of the Relationship Between Emotional Arousal and Skillful Self of Basketball Players in UAE Universities

Majed Saleem El-Saleh<sup>1</sup>

Salwa Al Majali<sup>2</sup>

Munther Balawi<sup>3</sup>

Bayan Habis Alnaimat<sup>2</sup>

<sup>1</sup>Associate Professor, Sports Training, College of Education,  
Humanities and Social Sciences, Al Ain University, UAE

<sup>2</sup>Assistant Professor, Psychology, College of Education,  
Humanities and Social Sciences, Al Ain University, UAE

<sup>3</sup>Associate Professor, Educational Psychology,  
College of Education, Humanities and Social Sciences,  
Al Ain University, UAE

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## Abstract

The purpose of this study is to recognize the relationship between emotional arousal and the skillful self of basketball players in the UAE universities. Therefore, the researchers employ the survey methodology's descriptive approach to the nature of this study. The sample of this study consisted of (44) male and female players from the national teams participating in the Sports Federation Championship for Higher Education Institutions (HESF), which were chosen by random method. Also, the researchers used the two scales of Abdel-Rida (2002) for emotional arousal, which consisted of (31) items, as well as the skillful self- scale which consisted of (42) paragraphs and was previously used. After applying the tool, extracting the results of the study and processing them statistically, the researchers concluded that the UAE university basketball players possess a high emotional arousal at a rate of less than (0.05), with a low skillful self- level amounted to (0.28), which is not significant. In addition to an inverse relationship between skillful self and emotional arousal of basketball players in the UAE universities.

**Keywords:** Emotional arousal, skillful self, emotional balance, UAE universities, sports psychology, sports training, basketball players

## 1. Introduction

Due to the great development in the use of modern sports training methods in sports competitions, psychological preparation has become an integral part of the training process and has a clear impact on the struggle of individuals towards sports excellence and achievement at the individual and team level. Emotions play an important role in the athlete's life, as emotions are related to the player's

personality traits, behavior, motives and needs on the one hand, and to the activities he practices on the other hand (Alshawi, els 2017) (Allawi 2004).

As a result, player preparation and psychological consideration go hand in hand with player preparation on the physical, skill, and planning fronts. One of the fundamental components upon which the training process is built, along with other primary and secondary training components, is psychological preparation. Basketball is one of the games that needs attention to the emotional arousal of the player due to the pressure during the competition, in order to increase achievement motivation and stability in emotion and performance. Thus, improving the result.

Shihab et al, (2020) pointed out the importance of sports psychology, since it investigates psychological problems resulting from the burdens of sports competition and effectively contributes to preventing excessive arousal processes that harm the levels of sports achievement for the individual or the sports team. As for the performance skill of the player, it is affected by many factors, including the psychological element.

During the matches, the researchers find that the player is exposed to different situations from other players, the conditions of the match or the referees. Consequently, this would generate a kind of arousal that varies in degree, and then the intensity of such arousal will determine the nature of the player's performance Skill during the match.

The high emotions of the players leave negative and harmful effects on mental function abilities, which lead to distortion of perception and intelligence, disruption of regular thinking, inability to solve problems, poor ability to remember and paralyze control and wisdom in the actions of players, especially in basketball (Ali, 2005), Ahmed and et al (2020).

As for basketball players, especially in sports competitions, we often see the tension and emotion which affects players during the competition, especially when points are wasted or there are decisive points. Many players who represent their universities when they lose their temper and emotions are raised, their skill and planning level is affected. This has a significant law result on the technical and psychological level of the player, mainly in strong and critical competitions. Maher and et al (2020) and Harizi, (2019) indicate that the emotional and psychological balance of the players has a great impact in terms of skill and thus its reflection on the achievement motivation through the stability of skill and technical performance, which leads to the stability of results and performance in a positive way.

## 2. Study Problem and Importance

Emotional arousal is the result of many emotions in the field of sports performance, whether in training or competition, but the most important of them appears in its clear role and effectiveness in increasing the degree of arousal towards sports performance, such as anxiety, fear, anger and confidence (Pereira 2015).

The process of preparing the player psychologically is one of the essential tasks carried out by the coach because of its impact on how the player's other preparation elements are affected.

Therefore, the nature of training and the player's good psychological preparation qualifies him to face the emotional arousal that may hinder his/her skill performance and affect the team's result. When affected by negative situations during the game, this is evident among the basketball players on the UAE universities teams. They thus lose their nerves as a result of the high arousal occurring to them due to the lack of experience, young age, and lack of control over arousal during sudden situations. This happened in particular when points are wasted or the difference widens or loses an easy point, which causes disruption in the player's skill and planning performance. This leads to finding a balance between emotional stability or emotional arousal as a result of the influence of many factors (the coach, colleagues, the audience and other factors) and between the skillful self and skill mastery during the competition (Sultan and et al 2018).

The study problem lies (through the researchers' experience and his work field as a player, referee and coach for the university teams in basketball), in the strong and influential relationship

between emotional arousal and the skillful self that is evident in the university championship competitions. Therefore, the researchers, through his study of the emotional arousal and self-skill self of basketball players for university teams, and through the special scale of emotional arousal and self-skill, wanted to provide the appropriate means to measure the level of emotional arousal for players as well as the level of their skillful self. Along with defining the nature of the connection between players' emotional arousal and their skillful personalities, through this study, the coaches and those in charge of the university teams will be able to confront the negative situations that occur to their players during competitions and the psychological pressures. So such players may be exposed to (high or low emotional arousal). Coaches also may direct players to emotional stability to control their emotions in different circumstances, in order to achieve a stable and distinct performance skill at the individual or group level.

### 3. Objectives of the Study

Identifying the emotional arousal and the skillful self of the players of the UAE universities basketball teams for the university sports season (2019/2020).

Identifying the relationship between emotional arousal and the skillful self of basketball players.

#### 3.1 Study hypothesis

There is a significant correlation between the emotional arousal and the skillful self among the basketball players of the UAE universities teams.

#### 3.2 Study domains

**Human domain:** the players of the UAE universities basketball teams for the university sports season (2019/2020).

**Spatial domain:** The Higher Education Institutions Sports Federation (HESF) championship for the sports season (2019/2020).

**Time domain:** The period from 11/11/2019 to 25/2/2020.

### 4. Research Methodology and Field Procedures

#### 4.1 Study Approach

The researchers used the descriptive method in its survey style to suit the nature of this study, as it is one of the basic methods in conducting survey research.

#### 4.2 Study community

The study population consisted of male and female university basketball players participating in the Abu Dhabi Universities Championship (ADISL) for the sports season (2019/2020), and the participants officially registered in the tournament lists with a number of (130) male and female players, representing (12) Emirati universities (7) for males and (5) for females.

#### 4.3 Study sample

The study sample consisted of (12) participating universities, with (44) male and female players participating in this championship. They are:

Male's teams: (UAE University / Abu Dhabi University / Khalifa University / New York University Abu Dhabi / Zayed University).

Female’s teams: (UAE University / Khalifa University / Zayed University / New York University Abu Dhabi - JV & V / Paris Sorbonne/ HCT - Abu Dhabi).

Where they were selected randomly with a percentage of (73,33 %), as shown in Table (1).

**Table 1:** Shows the names of the universities and the number of players in the study sample

| Gender | Number | Teams                  | Sample number | %      |
|--------|--------|------------------------|---------------|--------|
| Male   | 1&2    | NYU Abu Dhabi - JV & V | 6             | 13.63% |
|        | 3      | UAE University         | 5             | 11.36% |
|        | 4      | Khalifa University     | 3             | 6.81%  |
|        | 5      | Zayed University       | 5             | 11.36% |
|        | 6      | Paris Sorbonne         | 4             | 9.09%  |
|        | 7      | HCT - Abu Dhabi        | 4             | 9.09%  |
|        | Female | 8                      | NYU Abu Dhabi | 4      |
| 9      |        | UAE University         | 2             | 4.54%  |
| 10     |        | Zayed University       | 2             | 4.54%  |
| 11     |        | Abu Dhabi University   | 4             | 9.09%  |
| 12     |        | Khalifa University     | 5             | 11.36% |
|        |        | Total                  | 44            | 100%   |

## 5. Study Procedures

### 5.1 Study tool

The scientific sources and the emotional arousal scale of (Essam Mohamed Abdel-Rida) were relied upon, which consist of (31) items that the players answer, and an amendment was made to the paragraphs by changing the text (from volleyball to basketball), in addition to some minor changes. The scale was then presented to a team of specialists and experts. As for the skillful self-scale for basketball players, it was relied on the skillful self-scale of (Mohammed Hassan Allawi, Issam Al-Hilali and Taymour Ahmed). The scale consists of (40) paragraphs to be answered by the players, it was also presented to the experts and specialists who were mentioned previously and approved its suitability for the work and the final form of the scale, then it appeared in its final form as in Appendix (1).

### 5.2 Survey experience

This experiment was conducted on November 11, 2019 on (5) basketball players who were excluded from the study sample.

### 5.3 Scale correction method

The emotional arousal scale consists of (31) paragraphs that players must respond to using one of three options (often, occasionally, rarely), with the positive paragraphs receiving grades of 1, 2, and 3 and the negative ones receiving the opposite. The skilled self-scale has forty (40) items, and participants are asked to select one of five answers (never, seldom, sometimes, often, or always). Grades are then assigned for each response (5, 4, 3, 2, 1) for positive paragraphs and the inverse for negative paragraphs.

### 5.4 Calculation of the total score

Since there are (31) items on the emotional arousal scale, the player's greatest score is (93), his or her

lowest score is (31), the statistical mean is (68.13), and the standard deviation is (6.02). The player's maximum score on the skilled self-scale is (200), while their lowest score is (40). The arithmetic mean is (72, 66), and the standard deviation is (7, 12).

## 6. Validity and Reliability Coefficients of the Tool

### 6.1 Validity

A group of experts and professionals were given the two scales in order to determine their validity.

### 6.2 Reliability

When the reliability coefficient was calculated using Cronbach's alpha, it reached (0.81) for the emotional arousal scale and (0.87) for the skillful self-scale, which are both excellent measures of the reliability of the two scales.

### 6.3 The main experience

The main experiment was conducted during Abu Dhabi Universities Championship (ADISL) 15/11/2019 - 25/2/2020, wherein each participant in the sample of the research, which included (44) players from (5) participating colleges, received one of the two scales forms. The forms were gathered in order to get information.

### 6.4 Presentation and discussion of the findings

To verify the hypothesis of the study, it is necessary to identify the skillful self and the emotional arousal of the study sample:

After collecting the data and processing them statistically, the researchers discovered that it was necessary to determine the sample's emotional arousal, therefore this necessitated extracting the (t) value between the research sample's arithmetic mean and hypothetical mean, as shown in Table (2)

**Table 2:** The connection between the quantitative mean and the fictitious mean

| Gender | Number | University             | Sample number | Arithmetic mean | Standard deviation | Hypothetical mean | Degree of freedom | T value    |           | Sig         |
|--------|--------|------------------------|---------------|-----------------|--------------------|-------------------|-------------------|------------|-----------|-------------|
|        |        |                        |               |                 |                    |                   |                   | Calculated | Tabulated |             |
| Male   | 1&2    | NYU Abu Dhabi – JV & V | 6             | 55.92           | 5,22               | 62                | 5                 | 3,56       | 2,18      | Significant |
|        | 3      | UAE University         | 5             | 63,17           | 5,19               | 62                | 4                 | 4,02       | 2,22      | Significant |
|        | 4      | Khalifa University     | 3             | 54,11           | 3,88               | 62                | 2                 | 4,61       | 2,18      | Significant |
|        | 5      | Zayed University       | 5             | 55,05           | 3,66               | 62                | 4                 | 4,58       | 2,21      | Significant |
|        | 6      | Paris Sorbonne         | 4             | 60,53           | 4,33               | 62                | 3                 | 5,77       | 2,20      | Significant |
|        | 7      | HCT - Abu Dhabi        | 4             | 61,39           | 4,85               | 62                | 3                 | 5,81       | 2,19      | Significant |
|        | Female | 8                      | NYU Abu Dhabi | 4               | 55.92              | 5,22              | 62                | 3          | 3,56      | 2,18        |
| 9      |        | UAE University         | 2             | 55.28           | 3,69               | 62                | 1                 | 4,55       | 2,16      | Significant |
| 10     |        | Zayed University       | 2             | 62,61           | 3,12               | 62                | 1                 | 5,12       | 2,20      | Significant |
| 11     |        | Abu Dhabi University   | 4             | 55,01           | 3,68               | 62                | 3                 | 4,55       | 2,20      | Significant |
| 12     |        | Khalifa University     | 5             | 64,12           | 6,09               | 62                | 4                 | 5,13       | 2,16      | Significant |
|        |        | Total                  | 44            |                 |                    |                   |                   |            |           |             |

Table No. (2) Shows the value of the arithmetic mean, the standard deviation, the calculated and tabulated (T) value. Given the arithmetic mean, it was more than the hypothetical mean of the sample, which indicates that they have a high emotional arousal. The researchers explain that the player in the competition is exposed to many different situations in the level of difficulty, in addition to being exposed to many pressures, whether the public, competition sensitivity, challenges, media and others, all of which help to raise or decrease the rate of excitement and thus reflect either positively or negatively on the activity and enthusiasm player and his technical skills. This is fully consistent with what Allawi (2002) stated that sports competition is a fertile source for many different and changing emotional situations due to its relationship to the multiplicity of situations of experiences of success and failure, and the multiplicity of situations of victory, tie, or defeat, and that the conditions of competition accompanies most of the sports situations which cause a high rate of excitement or activation for the player. Here comes the role of the coach and the player in the extent of his psychological preparation before the competition, because the psychological preparation of the player is one of the necessary and inevitable components, without it, it is impossible to achieve sporting successes” (Mohammed, 2005), Alshawi and Saeed, (2017).

As the good psychological preparation is side by side with the physical, skill and planning preparation for its importance in maintaining the level of the players and achieving balance and emotional stability during the sports competition, and thus its reflection on the positive skill performance of the player and team in order to achieve victory and good performance. This is consistent with the findings of (Pereira,2015) (Doron & Bourbousson,2017) (Jaber, 2010) (Heydari et al, 2018) (Mohammed, 2005).

Therefore, we find that the calculated (t) value was greater than the tabulated for the study sample and at the significance level (0.05). This shows that there are large discrepancies between the calculated and tabulated degrees.

As for the skillful self, table (3) shows how to identify the skillful self among the study sample.

**Table 3:** The correlation between the quantitative mean and the fictitious mean

| Gender | Number | University             | Sample number | Arithmetic mean | Standard deviation | Hypothetical mean | Degree of freedom | T value    |           | Sig         |
|--------|--------|------------------------|---------------|-----------------|--------------------|-------------------|-------------------|------------|-----------|-------------|
|        |        |                        |               |                 |                    |                   |                   | Calculated | Tabulated |             |
| Male   | 1&2    | NYU Abu Dhabi – JV & V | 6             | 47,66           | 5,28               | 120               | 5                 | 23,56      | 2,20      | Significant |
|        | 3      | UAE University         | 5             | 38,96           | 3,57               | 120               | 4                 | 34,80      | 2,21      | Significant |
|        | 4      | Khalifa University     | 3             | 41,28           | 5,32               | 120               | 2                 | 26,10      | 2,14      | Significant |
|        | 5      | Zayed University       | 5             | 44,88           | 4,92               | 120               | 4                 | 27,95      | 2,21      | Significant |
|        | 6      | Paris Sorbonne         | 4             | 43,20           | 4,45               | 120               | 3                 | 22,21      | 2,17      | Significant |
|        | 7      | HCT - Abu Dhabi        | 4             | 51,65           | 5,75               | 120               | 3                 | 33,78      | 2,21      | Significant |
| Female | 8      | NYU Abu Dhabi          | 4             | 41,36           | 5,44               | 120               | 3                 | 30,19      | 2,20      | Significant |
|        | 9      | UAE University         | 2             | 45,68           | 5,15               | 120               | 1                 | 22,97      | 2,19      | Significant |
|        | 10     | Zayed University       | 2             | 44,01           | 4,69               | 120               | 1                 | 31,11      | 2,21      | Significant |
|        | 11     | Abu Dhabi University   | 4             | 37,76           | 3,67               | 120               | 3                 | 34,60      | 2,21      | Significant |
|        | 12     | Khalifa University     | 5             | 42,28           | 5,42               | 120               | 4                 | 26,31      | 2,18      | Significant |
|        |        | Total                  | 44            |                 |                    |                   |                   |            |           |             |

Table (3) indicates the arithmetic mean and standard deviation. Looking at the table, The researchers discover that the arithmetic mean value is lower than the fictitious mean, indicating that the players have a poor degree of talent. The calculated t-value is higher than the tabulated, indicating that there are significant variations between the calculated and the tabulated for all players across teams, and the t-test value between the arithmetic mean and the hypothetical mean is large at the level of significance (0.05). The reason for the low skillful self-level is that the players have a negative feeling about their self-esteem and consequently their feeling of skill weakness, especially as it is a competition at the level of all UAE universities, and the players are from different regions and do not know the level of each other, which creates a feeling of lack of skill and some fear, as competition anxiety, emotions, lack of control, fear of injuries and others feelings lead to poor skill performance, and this is consistent with what was stated by (Hedayat 2010), (Clinic, 2006) (Jones, 2003).

6.5 Identifying the relationship between emotional arousal and skillful self in the study sample

**Table 4:** The correlation coefficient, the (t) value calculated and tabulated, and level of significance

| T | Variables                | Correlation coefficient | Degree of freedom | T value calculated | T value tabulated | Significance level |
|---|--------------------------|-------------------------|-------------------|--------------------|-------------------|--------------------|
| 1 | <b>Emotional arousal</b> | 0.28                    | 42                | 5.69               | 0.32              | Not significant    |
| 2 | <b>Skillful self</b>     |                         |                   |                    |                   |                    |

The results of Table (4) show that the relationship between emotional arousal and the skill self was negative. As mentioned by the researchers, "there is an inverse link that is statistically significant in the degree of emotional arousal and performance skill in player level," which explains in part how the study sample's high emotional arousal affected the players' performance. This is supported by Radwan (2006) who stated that the player must be well prepared psychologically, so he/she can achieve positive balanced emotion, and thus achieve good skill performance at the individual or group level with the colleague in a clear and effective way, otherwise the opposite may happen. Good arousal dispels the anxiety and tension during sensitive matches. According to Allawi (2002), "the optimum rate of excitement leads to the effective performance of the player and the team, which depends on the player's previous experiences in training and competitions. He explains that the sports experience has an important and effective role in controlling unwanted emotional states before and during competition, as it provides a good level of emotional arousal and help achieve a distinct skill performance for the player and reflect their effects on the outcome in general. The results of this study agree with both (Alshawi 2017), (Hidayet, 2010), (Mohammed, 2005) and (Sheehan et al,2018).

The conditions surrounding the player and the constant encouragement and motivation by the coach, colleagues, technical staff, and even public support have a major role in increasing his skill performance during the match. As well as players' capabilities and their physical and psychological energies and controlling their thoughts, emotions and feelings before and during the competition, which makes the performance develop and reflect positively on the result. Pereira and et al (2015), also stress that confidence is the player's belief in his ability and confidence in his talents, acceptance of challenges that test his steadfastness, and knowledge of his strengths and weaknesses, and using them all to reach the best results for him and the team as a whole.

7. Conclusions

In light of the presentation and discussion of the findings, the researchers concluded the following:

1. Basketball players in UAE universities have high emotional arousal.
2. Basketball players in UAE universities have a low skillful self.
3. There is an inverse relationship between the skillful self and the emotional arousal of basketball players in the UAE universities.

## 8. Recommendations

In light of the previous conclusions, the researchers recommend the following:

1. The use of the two study scales by the coaches and those involved to identify the psychological capabilities of the players in terms of their emotional arousal and their skillful self periodically.
2. The need for coaches to pay attention to the psychological preparation of players to enable them to control emotional arousal and skill performance to reach a good level.
3. The necessity of placing players in environments similar to competitions and under pressure in exercises to improve emotional arousal, monitor its decrease and height, and observe the skillful self of the players.
4. Taking advantage of the player's previous participation in improving his level of emotional arousal and not being affected by failures that affect the player's performance level.
5. The necessity of circulating the results of the study to the Sports Federation of Higher Education Institutions in the UAE (HESF) and the Federation concerned with the game.
6. The necessity of conducting similar studies and comparative studies of other team games and identifying the effectiveness of the two scales.

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**Appendix 1:** The final form of the study after the final modification

Dear player

Peace, mercy and blessings of God Almighty...

The researchers conduct a study entitled:

**(An analytical study of the relationship of emotional arousal to the skillful self of basketball players in UAE universities)**

I request you to kindly fill out the form that is in your hands with a degree of care and complete honesty for the purpose of scientific research. Therefore, read each phrase and after understanding its meaning answer directly with what applies to you personally, knowing that there is no right or wrong answer.

Put a tick (√) in the place that applies to you in front of each statement, and please do not leave any of the scale statements unanswered.

Note that all information will be treated confidentially,

With many thanks and appreciation

The researchers

**First:** Personal data

|                                |  |
|--------------------------------|--|
| Name : (optional)              |  |
| Age / length / weight / gender | ( ) Year old, ( ) Kg, ( ) cm, Gender ( )                                       |
| University                     |  |
| College                        |  |
| Academic year                  | First      second      third      fourth<br>or (year      )                    |
| Training age                   | How many times did you participate in the university championship?<br>( ) time |

**Second:** Emotional arousal scale

| Paragraphs   | sometimes | Often | Rarely |
|--|-----------|-------|--------|
| 1 I feel psychological stability when I use relaxation exercises           |           |       |        |
| 2 I do best when I'm calm  |           |       |        |
| 3 I'd rather win than lose when competition matters                        |           |       |        |
| 4 My anxiety increases when I have an injury                               |           |       |        |
| 5 The referee who gives wrong decisions excites me                         |           |       |        |
| 6 I pray to God before the match, praying for success                      |           |       |        |
| 7 I feel comfortable accepting the advice of my co-workers and coach       |           |       |        |
| 8 I get nervous and upset when I think about the importance of competition |           |       |        |

|    | Paragraphs  | sometimes | Often | Rarely |
|----|---|-----------|-------|--------|
| 9  | The coach's criticism of me hinders my ability to focus and pay attention in the competition              |           |       |        |
| 10 | I go to the bathroom a few times before starting the competition  |           |       |        |
| 11 | I'm hurt by the players' bad words  |           |       |        |
| 12 | I feel self-confident when the coach recites Surat Al-Fatihah with us                                     |           |       |        |
| 13 | I do my best when the coach encourages me   |           |       |        |
| 14 | My excitement increases when the manager is unsportsmanlike   |           |       |        |
| 15 | Mentally visualize the game plan before implementing it.  |           |       |        |
| 16 | I blame myself when I make a mistake, even if it is small   |           |       |        |
| 17 | The coach's interest in the game plan makes me think more about the importance of the match               |           |       |        |
| 18 | My shout out to my teammates or my coach before the game pulls my buttons                                 |           |       |        |
| 19 | I reassure myself when I play with a partner who understands the law of the game well                     |           |       |        |
| 20 | I do better when my parents, siblings, and beloved ones watch me  |           |       |        |
| 21 | I get nervous when the coach's directions are not working.  |           |       |        |
| 22 | It bothers me the weakness of refereeing, which causes the defeat of my team                              |           |       |        |
| 23 | I reassure myself when I see the officials' interest in me a lot before, during and after the competition |           |       |        |
| 24 | I feel uncomfortable with the administrators' bias towards some players                                   |           |       |        |
| 25 | I feel happy when I participate in an equal level competition   |           |       |        |
| 26 | I reassure myself when I see fans supporting us and our team  |           |       |        |
| 27 | As the competition begins, my heart beats faster  |           |       |        |
| 28 | In an important competition, I make a special effort  |           |       |        |
| 29 | I Enjoy competition more than training  |           |       |        |
| 30 | I feel remorse when I repeat the same mistakes I made before in the competition                           |           |       |        |
| 31 | I always think about how to perform in the required time  |           |       |        |

## Appendix 2: Skillful self-scale in its final form

|     | Paragraphs   | Never | Rarely | Often | Sometimes | Always |
|-----|--|-------|--------|-------|-----------|--------|
| 1-  | I can easily perform the offensive plans that play through me.                                       |       |        |       |           |        |
| 2-  | I am accurate in passing the ball.   |       |        |       |           |        |
| 3-  | I Move at the right speed.   |       |        |       |           |        |
| 4-  | It is difficult for me to go back and defend after advancing and losing the ball.                    |       |        |       |           |        |
| 5-  | After defending, I can move to the appropriate place to open play or attack.                         |       |        |       |           |        |
| 6-  | I can break through with my attack from the side of the player who has a weak defense.               |       |        |       |           |        |
| 7-  | I hesitate when receiving long balls.  |       |        |       |           |        |
| 8-  | I can vary my passes and shooting.   |       |        |       |           |        |
| 9-  | I'm not good at three-pointers   |       |        |       |           |        |
| 10- | It's hard for me to make a good defense and blocking shots.  |       |        |       |           |        |
| 11- | I can score a point from a free throw  |       |        |       |           |        |
| 12- | I can defend from any direction on my court.   |       |        |       |           |        |
| 13- | I can pass the ball directly to the empty space in the opponent's court.                             |       |        |       |           |        |
| 14- | I'm able to shoot from the middle and side areas   |       |        |       |           |        |
| 15- | It is easy for me to move in any direction on the field.   |       |        |       |           |        |
| 16- | I can receive the ball wherever I am on the move   |       |        |       |           |        |
| 17- | I can easily move right after the reception to carry out offensive duties.                           |       |        |       |           |        |
| 18- | The rival teams know how dangerous I am to attack the basket.  |       |        |       |           |        |
| 19- | I can make a successful defense against any player who walks towards me.                             |       |        |       |           |        |
| 20- | It is difficult for the team or the opposing player to block my shots.                               |       |        |       |           |        |
| 21- | I can pass the ball where I want it.   |       |        |       |           |        |
| 22- | I can fool a weak defensive player without the ball.   |       |        |       |           |        |
| 23- | If I'm in an awkward situation while playing, I can act.   |       |        |       |           |        |
| 24- | I can direct control of the ball during my dribbles.   |       |        |       |           |        |
| 25- | My movements and directions on the field are accurate.   |       |        |       |           |        |
| 26- | I don't like playing offensive skills while playing man to man                                       |       |        |       |           |        |
| 27- | I do not like to play defensive roles during the lightning attack on us.                             |       |        |       |           |        |
| 28- | I am good at getting the ball out of the court line (accurately) to our possession.                  |       |        |       |           |        |
| 29- | I can hit defensive balls no matter how hard.  |       |        |       |           |        |
| 30- | My movements on the field enable me to resolve the performance of my offensive and defensive duties. |       |        |       |           |        |

|     | Paragraphs  | Never | Rarely | Often | Sometimes | Always |
|-----|---|-------|--------|-------|-----------|--------|
| 31- | I can deceive the team or the opponent with my ball control and dribbling skills    |       |        |       |           |        |
| 32- | When I make a reservation for my colleague I can turn to receive the ball from him. |       |        |       |           |        |
| 33- | I am good at all kinds of shooting.   |       |        |       |           |        |
| 34- | The most difficult skill is shooting while defensive pressure.                      |       |        |       |           |        |
| 35- | I can receive all kinds of passes.  |       |        |       |           |        |
| 36- | I can play under the pressure of the entire field of the offensive team.            |       |        |       |           |        |
| 37- | I am an excellent shooter.  |       |        |       |           |        |
| 38- | My defense in the backcourt is not good.  |       |        |       |           |        |
| 39- | It's hard for me to be in the right place while defending.                          |       |        |       |           |        |
| 40- | Some of my choices do not impress my colleagues or coach on the field               |       |        |       |           |        |