

THE ROLE OF EMOTION REGULATION AND DISPOSITIONAL MINDFULNESS IN THE PERFORMANCE OF YOUNG BASKETBALL PLAYERS

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Background: Several non-pathological psychological factors may inhibit or promote the athletic performance. According to Birrer and Morgan (2010) high performance demands not only objective requirements (e.g. variability and complexity of the action; movement pattern and movement complexity; scope, intensity and years of training; cooperation between the athlete and members of the party, etc.) but psychological skills and psychological techniques also. Psychological skills facilitating to regulate the behaviour of an athlete to meet the requirements of a specific sport, include attention, motivation, volition, perceptual cognitive function, motor control, arousal regulation, as well as coping skills and self skills, like self-efficacy, self-worth or self-awareness. Psychological techniques, which are used to enhance the required psychological skills, consist of mental techniques (e.g. imagery, self-talk, goal-setting and relaxation techniques), multimodal psychological skills training or mindfulness-based interventions. Dispositional mindfulness, which is a more or less stable characteristic of a person, refers to observing and describing thoughts, feelings and perceptions, acting with awareness, not reacting to inner experiences and not judging experiences. Higher level of dispositional mindfulness may contribute to better personal and performance-relevant psychological skills. The aim of our study was to examine the relationship between dispositional mindfulness and some personality resources (self-efficacy, resilience and emotion regulation) and achievement of young elite basketball players.

Method: We conducted a cross-sectional, questionnaire-based study. Participants included 14-18 years old elite basketball players of the Ratgeber Academy (local basketball club). Study sample comprised of 60 basketball cadets with a mean age of 15,6 ($\pm 1,17$) years.

Measures: Study participants completed the following questionnaires: Mindful Attention Awareness Scale (MAAS; Brown & Ryan, 2003); General Self-efficacy Scale (GSE; Schwarzer, 1993); Cognitive Emotion Regulation Questionnaire (CERQ; Jermann, Van der Linden, d'Acremont, & Zermatten, 2006), Connor-Davidson Resilience Scale (CD-RISC-10, 2007). Beliefs about personal and team performance and self-efficacy and sport motivation were measured also. Sport performance was evaluated by the trainers.

Findings: According to our results dispositional mindfulness correlated positively with intrinsic sport motivation and personal sport self-efficacy, and negatively with rumination on negative events. General self-efficacy was related through resilience level to positive reframing and in a negative way to catastrophizing. Intrinsic sport motivation showed a correspondence with the planning behaviour of the participants. The self-evaluation of the sportsmen regarding their performance in the past year correlated negatively with rumination. Objective sport performance (evaluated by the trainers) was related positively to personal self-efficacy beliefs. After controlling for general self-efficacy, objective sport performance showed significant negative correlation with rumination.

Discussion: Our results confirm, that certain protective personality factors (like self-efficacy and resilience) as well as dispositional mindfulness relate to the achievement of basketball players. Enhancing these psychological skills and personality resources seems to be a key factor in improving personal and team performance in basketball players.