

Athletes' self- and interpersonal emotion regulation and their effects on anxiety and goal achievement during competition

Jeemin Kim¹, Katherine A. Tamminen¹, Chad Danyluck², Christopher R. D. Wagstaff³, Carolyn McEwen⁴, and Svenja A. Wolf⁵

¹University of Toronto, ²Carleton University, ³University of Portsmouth, ⁴University of British Columbia, ⁵Florida State University

Introduction

- Athletes' emotion regulation is important for their functioning and performance (Uphill & Jones 2011)
- Emotion regulation can occur in two ways:
 - 1. Emotional self-regulation (ESR):** regulating *one's own* emotions
 - 2. Interpersonal emotion regulation (IER):** regulating *others'* emotions
- Athletes may try to *improve* or *worsen* their own (ESR) or their teammates' (IER) affect

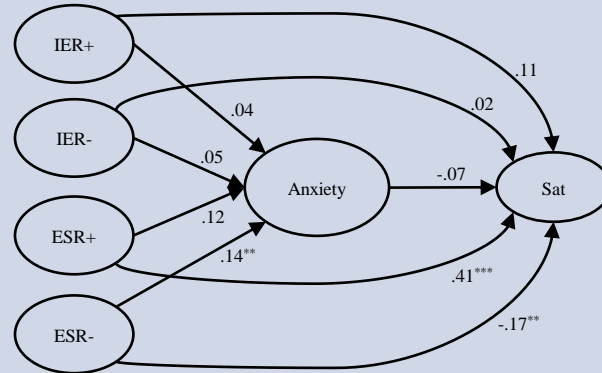
Purpose: To examine whether affect-improving and affect-worsening IER from teammates relate to anxiety and performance satisfaction

Method

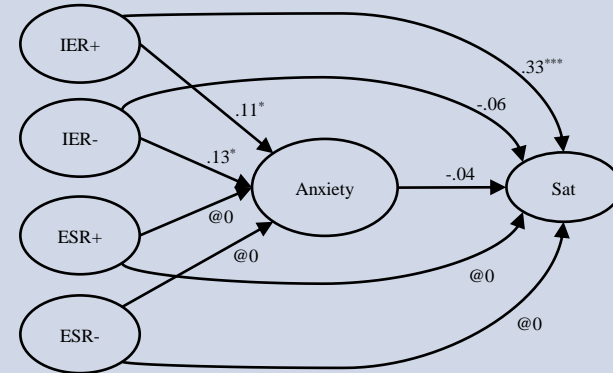
- 509 team sport athletes in Canada and the United Kingdom ($M_{\text{age}} = 19.0 \pm 3.1$) completed a survey.
 - Demographics, emotions during sport, engagement in ESR and received IER from teammates, and performance satisfaction.

Results

a)



b)



Note. IER = interpersonal emotion regulation, ESR = emotional self-regulation, + sign denotes affect-improving, - sign denotes affect-worsening. Sat = performance satisfaction. Each variable was measured with 3-5 items. * $p < .05$, ** $p < .01$, *** $p < .001$.

Key Takeaways

- 1. Athletes should engage in positive ESR (e.g., positive self-talk).**
- 2. Athletes should avoid using negative ESR (e.g., negative self-talk).**
- 3. Though IER between teammates might be important, this may be more helpful for athletes who may lack ESR skills.**
- 4. There may be contextual differences; IER may be more relevant in other contexts such as training.**