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## Comparison analysis of the correlation between emotional stability and mental health parameters in athletes of various skill levels

### Взаємозв'язок емоційної стійкості спортсменів різного рівня кваліфікації з параметрами психологічного здоров'я: порівняльне аналізування

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#### Abstract

The purpose of this research is to investigate the correlation between emotional stability and the following mental health parameters: personal anxiety, self-regulation, neuroticism, and life purpose in athletes of various levels of qualification. Research methods: the study used standardized valid methods including standard questionnaires, r-Pearson correlation analysis, and Student's t-test to determine significant differences. Results. The research was based on the idea of athletes as self-organization and self-development subjects. As athletes' sports qualifications increased, there was a statistically significant decrease in personal anxiety, neuroticism, and an improvement in self-regulation as predictors of emotional stability ( $p < .05$ ;  $p < .01$ ). Diverse life goals (.233;  $p < .05$ ) and belief in their implementation (.437;  $p < .01$ ) were vital for athletes' dischargers. athletes of the highest level were well aware (.501;  $p < .01$ ) of the need for diversity (.382;  $p < .05$ ) and harmony (.434;  $p < .05$ ) of life purposes. Conclusions. The connection between respondents' emotional stability and

#### Анотація

Метою роботи є дослідження взаємозалежності емоційної стійкості спортсменів різного рівня кваліфікації з такими параметрами психологічного здоров'я: особистісна тривожність, саморегуляція, невротизм, життєва мета. Методи дослідження: застосовано стандартизовані валідні методики зі стандартними бланками для опитування, кореляційний аналіз r-Пірсона, достовірні відмінності встановлено за t-критерієм Ст'юдент. Результати. В основі дослідження лежить розуміння спортсмена як суб'єкта самоорганізації та саморозвитку. Діагностовано статистично значуще зниження рівня особистісної тривожності, невротизму та зростання показників саморегуляції як предикторів емоційної стійкості в міру підвищення спортивної кваліфікації спортсменів ( $p < .05$ ;  $p < .01$ ). Для спортсменів розрядників важливими є різноспрямованість (.233;  $p < .05$ ) життєвих призначень та переконаність у їх реалізації (.437;  $p < .01$ ). Спортсмени найвищої кваліфікації добре усвідомлюють (.501;  $p < .01$ ) необхідність

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mental health was experimentally proven. Emotional stability has been demonstrated to have a positive impact on the development of respondents' sports qualifications. The level of awareness of athletes' life purposes – complex dynamic formations that reflect the nature of knowing their own life situation determined their psychological well-being.

**Key words:** sports qualifications, mental health, health-saving technologies, anxiety, neuroticism, self-regulation.

## Introduction

Emotions play both organizing and disorganizing functions in human life (Izard, 2011). The dominance of disorganized types of emotional manifestations, such as confusion, affect inadequacy, stiffness of posture, incoordination, mental slowness, incontinence, and violence, can be destructive to athletes' psychological health. Sports activities might increase the psychosocial stressors to which the body and psyche will react emotionally. In playing sports, a common occurrence is the appearance of sudden changes in the scenario, which necessitates a rapid restructuring of the operational picture to help manage activities in accordance with current circumstances (Plokhikh, 2021; Plokhikh et al., 2021).

There are enough studies of the human emotional sphere in the sports science literature. The role of temperament as a predictor of stress in general (Cyniak-Cieciura, 2021) and during the COVID-19 epidemic's progression (Hudimova, 2021; Hudimova et al., 2021; Kharytonov et al., 2021; Mírucka et al., 2021) is worth investigating. Anxiety and psychological stress are thought to be linked to the feeling of life satisfaction and its dangers, as well as the perception of risk. The impact of athletes' personal characteristics in the development of mental burnout as a result of the long-term COVID-19 epidemic has been investigated. Significant differences in the level of aspiration and self-esteem, as well as excessive personal anxiety, have been discovered to contribute to the onset of mental stress in many athletes.

Sports activities are excessively intense due to their competitive nature. Emotional stability is an important component that helps the athlete in overcoming stressful situations. That is a personality feature that allows for extremely

різноспрямованості (.382;  $p < .05$ ) та гармонійності (.434;  $p < .05$ ) життєвих призначень. Висновки. Досліджено і обґрунтовано зв'язок емоційної стійкості та психічного здоров'я респондентів. Показано, що емоційна стійкість має позитивну динаміку розвитку в міру підвищення спортивної кваліфікації респондентів. Психологічне благополуччя визначається рівнем усвідомлення спортсменами життєвих призначень – складних динамічних утворень, що відображають характер розуміння власної життєвої позиції.

**Ключові слова:** спортивна кваліфікація, психічне здоров'я, здоров'язбережувальні технології, тривожність, нейротзм, саморегуляція.

successful activities and intentional human action when faced with adversity. It is frequently linked to mental states as transient actions of mental life. All activities and behaviors are accompanied by mental states, which offer mental regulation and reflect the human reaction to the influence of external and internal factors. Individual personality traits and mental states are inexorably connected. Individual and synthetic features of mental activity are determined by the sum of mental states and personal traits, not merely the characteristics of its individual elements, functions, or parties (Popovych et al., 2021a; 2021b). As a result, it is critical in sports to consider the unity of athletes' mental states as well as their individual characteristics. Particularly for athletes who have not yet developed stable personality traits and features. The coach's awareness of the pupil's mental state and personal characteristics allows them to account for their variability or stability, anticipate their development, and apply it to sports and pedagogical activities (Blynova et al., 2020b; Popovych et al., 2020c; Tsiuniak et al., 2020). It's difficult to account for the impact of conditions on behavior, activities, and interpersonal interactions because there isn't enough information.

**Hypothesis.** The authors suggest that emotional resilience as a fundamental component of mental health varies according to athletes' ability levels. We explain the proposed hypothesis by assuming that the athlete has a unique set of personality traits and mental states that will change significantly depending on the level of qualifications.

**Purpose.** The publication's purpose is to investigate the correlation between the emotional stability of athletes of various skill

levels and the following psychological health parameters: personal anxiety, self-regulation, neuroticism, and life purpose.

### Materials and methods

**Methodology.** The research was organized on the understanding of athletes as subjects of self-organization and self-development. The actions with the use of psychodiagnostic methods connected to emotional stability of the individual formed the methodological basis of the empirical study of emotional stability as a factor in the psychological well-being of athletes. This methodology has been tested in studies by various authors who have studied the issues of emotional stability (Halian et al., 2022; Ivanchenko, 2020; McManama O'Brien et al, 2021), resource approach to stress management (Blynova et al., 2020a; 2020c; Cyniak-Cieciura, 2021; Popovych et al., 2020e), mental and emotional burnout (Burke & Greenglass, 1989; Maslach, 1993; Raedeke & Smith, 2001; Tsaras et al., 2018), assessing the mental state of expectations in various activities (Popovych et al., 2020a; 2020b; 2020d), the role of emotional intelligence in human life in general (Baudry et al., 2018; Laborde et al., 2016), activities of coaches (Tait et al., 2020) and sports coaches (Aronen et al., 2021). The study of self-efficacy of future and professional athletes (Afanasieva et al., 2021, Cheban et al., 2020); patterns of educational process of respondents (Halian, 2019; Halian et al., 2020) and their value orientations (Kononenko et al., 2020) were taken into account. It's interesting to investigate the subject's willingness to behave quickly in severe conditions related with excessive situations in various activities (Nosov et al., 2020; Zinchenko et al., 2020). Stress, emotional resilience, adaptation, burnout, emotional regulation, motivation, and psychological well-being were all addressed in these studies.

A complex of diagnostic methods was chosen based on the research's purpose and subject. With their assistance, the properties of the examined phenomena were diagnosed, and the structure of the phenomena was established. Theoretical analysis and correlation research were used to fix the difficulties that have been identified. This allowed us to establish a connection between the investigated phenomena and conclude that emotional stability contributes to the development of mental health in athletes while participating in sports.

**Participants.** The study involved (n = 116) athletes with different levels of sports

qualifications: beginner athletes (n = 55), athletes dischargers (n = 34) and athletes masters and candidates for masters of sports (MS) (n = 27). The average age of the sample was 19.93 years (SD=3.12, the range of 12-27 years).

**Organization of Research.** Several psychodiagnostic instruments were used to diagnose the researched parameters during 2020 and 2021. Recorded indicators of emotional expression of the subjects were such scales of 16 PF Cattell test (Cattell, 1973) as "Emotional resilience" (C), "Cheerfulness" (F), "Uncertainty" (O), and "Tension" (Q4). The scale "Self-control" (Q3) of 16 PF Cattell test and the scale "General level of self-regulation" of the method "Style of self-regulation of behavior" ("SSBM") were used to assess the subjects' regulatory abilities (Morosanova, 2004). The "State-Trait Anxiety Inventory" ("STAI") (Spielberger, 1971) was used to evaluate the rate of personal anxiety, and the "Eysenck Personality Inventory" ("EPI") was used to determine the level of neuroticism (Stolyarenko, 2000). The authors of the article believe that athletes' sense of their life's purpose is a good indicator of psychological health. The diagnosed criteria were: high/low awareness of life purposes, diversity/unidirectionality of life purposes, belief in the implementation (realization) of life purposes, and integrative approach from the "Life Purpose" methodology (Motkov, 1998).

**Procedures.** The experiment has been conducted in the form of an observational experiment. Emotional stability's role in the mental health of athletes has been investigated. Personal anxiety ("STAI"), neuroticism ("EPI"), and self-regulation ("SSBM") were three components that affect emotional resilience and have been found and characterized. The 16 PF Cattell test (2014) identified emotional stability as an important feature of personality as well as other elements that express the emotional component of personality. The "Life Purpose" methodology (Motkov, 1998) was used to diagnose life purpose as a mental health indication. The  $\alpha$ -Cronbach index was determined for all psychodiagnostic methods, and it was found to be within the average (.8) and at high levels (.9) for all of them.

**Statistical Analysis.** The statistical processing of empirical data and the graphical presentation of results were accomplished with the statistical programs "SPSS" v. 26.0 and "MS Excel". The correlation coefficient r-Pearson and the

Student's t-test were chosen since the acquired data tend to a normal distribution.

## Results

Table 1 presents descriptive statistics of characteristics that influence the emotional stability of respondents with varying levels of sports qualifications.

**Table 1.**

*Descriptive statistics of factors influencing emotional stability in athletes.*

Scale	BA (n=55)			AD (n=34)			MS (n=27)		
	PA	S-R	NT	PA	S-R	NT	PA	S-R	NT
M	50.934	27.913	14.97	48.1739	32.196	13.250	41.8043	37.283	12.850
Min	34.00	21.000	12	17.00	25.000	9	30.00	31.00	9
Max	62.00	35.000	18	61.00	39.000	17	60.00	44.000	17
SD	6.36798	3.154	1.487	7.37354	3.060	2.099	6.1268	3.067	2.059
A	-.450	-.450	.011	-1.599	-.0475	-.178	.733	.0153	.062
E	-.233	-.183	-.079	1.129	.013	-.424	1.333	-.477	-.244

**Source:** Personal elaboration, 2020-2021.

**Note:** M – arithmetic mean; Min – minimum; Max – maximum; SD – standard deviation; A – asymmetry; E – excess; BA – beginner athletes; AD – athletes dischargers; MS – masters of sports and candidate for masters of sports; PA – personal anxiety; S-R – self-regulation; NT – neuroticism; CM – competitive motivation; RI – resistance to interference.

We state that the asymmetry (A) data were in the range from A = -1.599 to A = .733 and excess (E) were in the range from E = -.477 to E = 1.333.

This indicates that the data obtained has had a normal distribution (Gaussian curve). If there is a tendency toward a normal distribution, there

are parametric values, and the Student's t-test can be used.

Table 2 shows indicators of the level of statistical differences in the elements that affect the emotional stability of athletes of various levels of sports qualifications, as determined by the Student's t-test.

**Table 2.**

*Indicators of the level of statistical differences of the studied factors of respondents.*

Scale	Criterion	Significance		BA & AD (n=89)	BA & MS (n=82)	AD & MS (n=61)
		p≤.05	p≤.01			
PA	tSt	1.99	2.63	1.2; p>.05	5.1; p<.01	2.9; p<.01
S-R	tSt	1.99	2.63	5.1; p<.01	8.4; p<.01	3.3; p<.01
NT	tSt	1.99	2.63	2.1; p<.05	6.8; p<.01	2.6; p<.05

**Source:** Personal elaboration, 2020-2021.

**Note:** tSt – Student's t-test; BA – beginner athletes; AD – athletes dischargers; MS – masters of sports and candidate for masters of sports; PA – personal anxiety; S-R – self-regulation; NT – neuroticism; CM – competitive motivation; RI – resistance to interference.

As expected, the most significant differences in all analyzed parameters existed between beginners and masters of sports (BA & MS) at the level (p <.01), while the differences between athletes dischargers and masters of sports (AD &

MS) at the level (p <.05; p <.01) were no less substantial.

Table 3 presents generalized indicators of the linear correlation between emotional stability and the factors that shape it.

**Table 3.**  
Indicators of linear correlation of emotional stability of athletes and key factors.

16 PF Cattell	Factors		
	PA	NT	S-R
Emotional Stability (C)	-.494***	-.512***	.235**

Source: Personal elaboration, 2020-2021.

Note: PA – personal anxiety; NT – neuroticism; S-R – self-regulation; \* – p<.05; \*\* – p<.01; \*\*\* – p<.001.

The obtained correlation values of emotional stability were significant (p <.001) and had a significant positive correlation with self-regulation (r = .235) and a negative significant correlation with personal anxiety (r = -.494) and neuroticism (r = -.512).

Table 4 presents descriptive statistics of indicators of emotional and regulatory manifestations of athletes according to the 16 PF Cattell test.

**Table 4.**  
Descriptive statistics of respondents according to the 16 PF Cattell test.

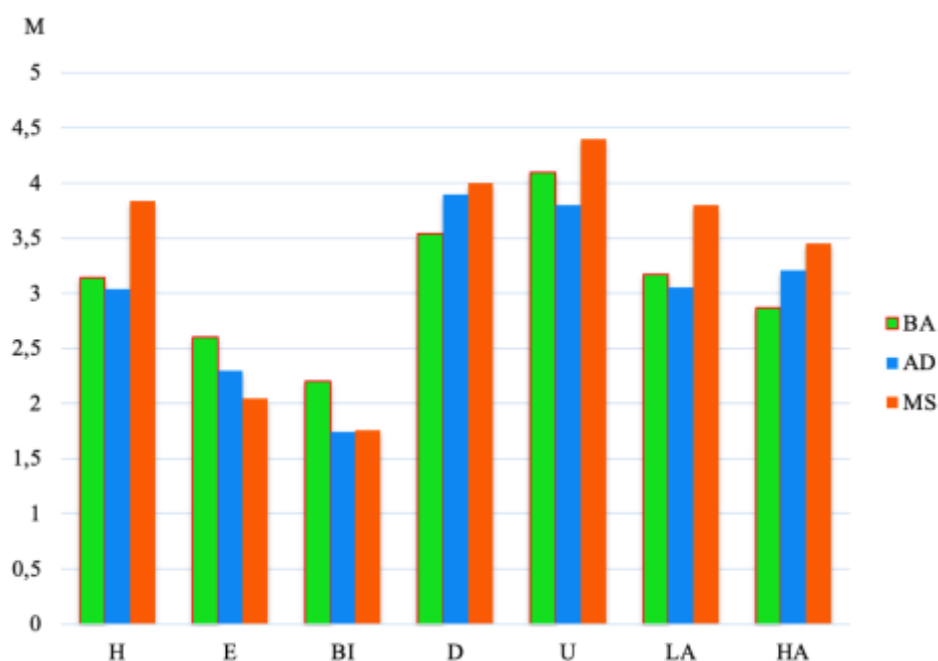
Scale	Qualification	M	min	max	SD	A	E
C	BA	5.428600	2.836000	8.169000	1.135083	.03216	1.054
	AD	5.642500	4.567000	6.825000	.613944	.17191	-.7161
	MS	6.505200	4.751000	7.875000	.803203	-.14093	-.2330
F	BA	5.743000	4.567000	6.825000	.597472	-.14658	-.4336
	AD	6.114800	5.036000	7.439000	.630344	.07351	-.3434
	MS	6.553350	5.262000	7.751000	.615836	-.2107	.2012
O	BA	6.596500	5.467000	8.025000	.665292	.22841	-.3382
	AD	6.765350	5.467000	8.025000	.628313	-.04776	-.2742
	MS	6.131150	4.886000	7.489000	.633252	.13782	-.1859
Q4	BA	5.376200	2.836000	7.769000	1.111303	-.31271	-.4538
	AD	5.097201	3.734000	8.081000	1.059716	-.16915	-.4732
	MS	5.893200	3.194000	6.641000	.814337	-.41231	1.0371
Q3	BA	4.967700	3.451000	6.251000	.778247	-.03283	.7124
	AD	5.673900	4.243000	7.034000	.764056	.02259	1.1412
	MS	6.180750	4.776000	7.379000	.579265	-.41613	.4534

Source: Personal elaboration, 2020-2021.

Note: B – beginner athletes; D – athletes dischargers; MS – masters of sports and candidate for masters of sports; C – emotional stability; F – restraint / expressiveness; I – emotional sensitivity / emotional callousness; O – hyperthymia / hypothyria; Q3 – low arrogance / high arrogance; Q4 – low ego-tension / low ego-tension.

We present graphically the average mean (M) of semantic parameters according to the method of

“Life Purpose” (Motkov, 1998) for athletes of different levels of qualifications (Fig. 1).



**Figure 1.** Semantic indicators of athletes' life purposes of different levels of sports qualifications

**Source:** Personal elaboration, 2020-2021.

**Note:** H – Harmony; E – Effectiveness; BI – Belief in implementation; D – Diversity; U – Unidirectionality; LA – Low awareness; HA – High awareness; BA – beginner athletes; AD – athletes dischargers; MS – masters of sports and candidate for masters of sports.

Let's analyze the interdependence of factors that determine the factor structure of the readiness of teachers of rural secondary schools for

innovations in pedagogical activity. Emphasis is placed on the strongest relationships between selected factors (Tabl. 5).

**Table 5.**

*Statistical differences of parameters according to the method "Life Purpose"*

Scale	Criterion	BA & AD (n=89)	BA & MS (n=82)	AD & MS (n=61)
Harmony (H)	tSt	-1.790; p<.0713	-1.583; p<.1074	-2.671**; p<.0004
Effectiveness (E)	tSt	.427; p<.5637	-3.054**; p<.0043	-2.683**; p<.0089
Belief in implementation (BI)	tSt	1.142; p<.2357	-3.002**; p<.0016	-2.324*; p<.0291
Diversity (D)	tSt	-2.110*; p<.0293	-.684; p<.5430	-2.257*; p<.011
Unidirectionality (U)	tSt	1.619; p<.1434	-.0892; p<.8921	1.411; p<.1594
Low awareness (LA)	tSt	.896; p<.3281	1.031; p<.4120	2.034*; p<.0375
High awareness (HA)	tSt	.216*; p<.7836	-3.179**; p<.001	-3.541***; p<.0009

**Source:** Personal elaboration, 2020-2021.

**Note:** B – beginner athletes; D – athletes dischargers; MS – masters and candidate for masters of sports; tSt – Student's criterion; \* –  $\alpha < .05$ ; \*\* –  $\alpha < .01$ ; \*\*\* –  $\alpha < .001$ .

Table 6 shows the connection between emotional stability criteria and semantic parameters of life

purposes in athletes of various levels of sports qualifications.

**Table 6.**  
Correlation indicators of emotional stability and indicators of respondents' life purposes

Emotional stability (C)	HA	LA	U	D	BI	E	H
BA (n=55)	.137	-.264*	-.164	-.127	.254*	.163	.116
AD (n=34)	.154	-.162	-.338*	.233*	.437**	.017	.012
MS (n=27)	.501**	-.493**	.013	.382*	.114	.123	.434*

**Source:** Personal elaboration, 2020-2021.

**Note:** B – beginner athletes; D – athletes dischargers; MS – masters and candidate for masters of sports; \* –  $p < .05$ ; \*\* –  $p < .01$ ; H – Harmony; E – Effectiveness; BI – Belief in implementation (realization); D – Diversity; U – Unidirectionality; LA – Low awareness; HA – High awareness.

## Discussion

Emotions play a key role in physical culture and sports. Emotions are expressed through mental states, which interact with personality features quite closely. Emotional stability plays a vital part in this process. Emotional stability in athletes, according to McManama O'Brien et al. (2021), can improve athletic performance and develop life skills. In the context of studying the emotional stability of athletes and its predictors, we consider anxiety, neuroticism, and developed the ability to self-regulation. Our choice is based on the results of the correlation analysis of emotional stability and the mentioned components that form it (see Table 3). An individual's sensitivity to competitive stress is determined by anxiety. It characterizes a tendency for experiencing, fear, or apprehension as a personality trait. An athlete's anxiety comes from the fear of the social consequences of their success or failure. Thus, beginner athletes were diagnosed with anxiety with an average score of  $50.93 \pm .93$  points (Scale Spielberger). Anxiety at the level of  $48.17 \pm 1.08$  points in athletes. And at masters of sports, this indicator decreases to  $41.80 \pm .90$  points. The examination of the data (see Table 1) revealed the dynamics of personal anxiety decrease as sports talents increase. Neuroticism is defined by a person's behavioral reactions' emotional instability, which manifests itself in elevated emotional reactivity, most commonly in the "anxious anticipation" and "protest" reactions. Coaches believe that athletes with a high level of neuroticism are more prone to competition disruptions and have less consistent results. According to our findings, the level of neuroticism among athletes was directly related to their sports qualifications. Thus, the average rate of neuroticism in beginner athletes was  $14.97 \pm 1.15$  points, in athletes dischargers it decreased to  $13.25 \pm 1.67$  points, and in "MS" decreased to  $12.85 \pm 1.58$  points (see Table 1).

As the highest form of mental manifestation, we believe that volitional regulation is the most

important factor of emotional stability in respondents. The ability to properly recognize and assess their emotional state, the ability to influence it, particularly in the form of verbal self-orders, and the development of the function of self-control over their behaviors are all indicators of self-regulation. The presented (see Table 1) indicators of the general level of self-regulation testified to its positive dynamics as sportsmanship improved. athletes with low qualifications have self-regulation skills at the level of  $27.91 \pm .46$  points, athletes dischargers have self-regulation skills at the level of  $32.19 \pm .45$  points, and masters of sports have self-regulation skills at the level of  $37.28 \pm .45$  points. Table 2 shows the significance of differences in indicators based on the level of qualification.

Sports motivation and resistance to challenges, in addition to the above-mentioned components of emotional stability, are also important. The first demonstrates a passion for sports in general and for the particular sport chosen. Reflects a desire for any type of competitive battle, as well as a readiness to push themselves to their limits during training and tournaments. According to several research, highly qualified athletes vary from mass athletes in their tremendous desire to succeed in sports. They also want to improve their personal reputation, get fame, and compete successfully for the image of the sports team and the country. The desire for emotional satisfaction and success are connected with highly proficient athletes. The second component describes the internal functional state's stability and resistance to various obstacles (Laborde et al., 2016). In this context, stress resistance is a crucial characteristic. Researchers recommend teaching athletes about volitional traits, increasing self-esteem, developing creative abilities, and using various ways of mental self-regulation to help them develop stress resistance (Popovych et al., 2021a). Training sessions are useful in increasing beginner athletes' resistance to overcoming obstacles and reducing the rate of maladaptation (Afanasieva et al., 2021). These elements weren't

considered in our research because they demand their own investigation.

It is critical to consider the unity of mental states and individual features of athletes when participating in sports activities. In light of the above discussion, the 16 PF Cattell test (2014) diagnosed the manifestation of personal attributes in athletes of different qualifications (see Table 4). In athletes, depending on their degree of sports qualifications, average values of emotional stability (Factor C by 16 PF Cattell test) increased. Based on the growth of trustworthy interpersonal relationships and the desire for leadership, there was an increase in expressiveness (Factor F by 16 PF Cattell test) as an indicator of subject happiness. The indicator of self-control (Factor Q3 by 16 PF Cattell test), confidence (Factor O), and tension were significant for sporting activities (Factor Q4). A low level of tension may indicate a decrease in sports motivation, possibly relaxation, which was detrimental to achieving high results. If self-control helps to act according to plan, show self-control, to be accurate, to control one's emotions, a low level of tension may indicate a decrease in sports motivation, possibly relaxation, which is detrimental to achieving high results. This was typical of athletes dischargers who were unsure about their future sports, according to our research. The achievement of all established goals helped in the normalization of mental states, the establishment of emotional stability, and the protection of athletes' mental health.

Given the article's topic and purpose, it's essential to examine the relationship between athletes' emotional stability and psychological well-being as a measure of their psychological health. This can be expressed in a variety of forms. According to Orap et al., (2021) studies of the subjective well-being of Ukrainian adolescents, the general level of life satisfaction is strongly negatively connected with the level of general (personal) anxiety. We hypothesized that the extent of understanding of life purposes determines the psychological well-being of responders. Despite the parallelism of trends (see Fig. 1), the indicators of beginner athletes and athletes dischargers on the criteria of "diversity of life purposes" (-2.110;  $p < .02938$ ) and "strong awareness of life purposes" (-2.116;  $p < .7836$ ) showed substantial differences (see Table 5). On such factors as "belief in the fulfillment of life's purposes" (-2.324;  $p < .0291$ ), and "effectiveness of life's purposes" (-2.683;  $p < .0089$ ), there were statistically significant differences between the samples of athletes dischargers and masters of

sports, demonstrating the qualitative personal transformations of athletes when they achieve high results. The most substantial differences, however, were shown between subjects who have just begun participating in sports and those who have achieved notable results in athletics (see Tabl. 5). As athletes become more professional, this highlights the expansion of all positive factors in their life purposes.

The r-Pearson test's correlation analysis revealed a connection between emotional stability and some indications of life purpose in athletes of various levels of sports qualifications (see Table 6). Emotional stability and limited awareness of life purposes have been found to be negatively correlated in beginner and master athletes (-.264;  $p < .05$  and -.493;  $p < .01$ , respectively). The key to emotional stability and psychological well-being for athletes of the highest athletic qualification is a clear understanding of their life purposes. Athletes' understanding of the need for diversity in their own development, and thus diversity in life purposes, has grown with the development of sports qualifications. This ratio was .233;  $p < .05$ , in athletes dischargers, and it was also at the level of  $p < .05$  with a factor of .382. Athletes who have achieved a high level of skill (.434;  $p < .05$ ) and represented their country in national and international tournaments exhibit harmony of life purposes.

The obtained results led to the conclusion that developing emotional stability necessitates sufficient willpower, regulatory abilities, preparedness to overcome challenges, and suitable motivation. The state of psychological well-being of athlete as an indicator of their psychological health was characterized by statistically significant correlations between indicators of emotional stability and awareness of their life purpose, belief in the realization of life purpose, harmony, and diversity of life purpose. This supports psychologists' beliefs that an individual's vital purpose is a complex dynamic formation that reflects the nature of their awareness of their inner position, conscious decision, and affirmation.

## Conclusions

1. All of the young athletes' activities were mediated by emotions, according to the research. Depending on whether the athlete's sports self-determination was congruent and the influence they were exposed to, emotional processes became positive or negative. Emotional stability was given a significant role in this



process. In the context of sports, emotional stability allows for sufficient perception of emotional variables and occurrences, as well as emotional independence from them, preventing emotional stress and promoting constructive activity in a complicated sports environment.

2. Personal qualities like personal anxiety, neuroticism, self-control, and self-regulation have been discovered to be structural components of emotional stability. As athlete's sports skills improved, there was a statistically significant decrease in personal anxiety, neuroticism, and an improvement in self-regulation as predictors of emotional stability ( $p < .05$ ;  $p < .01$ ).
3. Emotional stability as a determinant in athletes' psychological well-being has been demonstrated to improve as their sports qualifications develop. Statistically significant correlations between the studied variables indicate their functional causal relationship. The association between athletes' emotional stability and their psychological well-being as an expression of their mental health has been investigated ( $p < .05$ ;  $p < .01$ ).
4. It has been proven that respondents' psychological well-being was determined by their level of awareness of life purposes – complex dynamic formations that represent the nature of comprehending their own life situations. It has been demonstrated that diversity (.233;  $p < .05$ ) of life purposes and belief in their implementation (.437;  $p < .01$ ) were significant for athletes dischargers. Athletes of the highest level of sports qualification were well aware (.501;  $p < .01$ ) of the importance of life purposes such as diversity (.382;  $p < .05$ ) and harmony (.434;  $p < .05$ ).
5. The hypothesis has been proven, theoretically substantiated, and empirically proven that emotional stability, as a key component of psychological health, is dependent on different skill levels of athletes and that the existing individual complex of personality traits and mental states differs significantly depending on the level of sports skills.

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