

Emotional Intelligence: A Review of Student-Athletes at Physical Education Program

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Abstract The student-athletes of the physical education study program at Bengkulu University felt great emotional pressure. They were burdened with competing when they faced the opponent athletes from certain big campuses that had great achievements in sports. This feeling makes them feel afraid of losing the match. As athletes, the students must be able to overcome the emotional stress. So, they must have emotional intelligence. Moreover, the emotional intelligence of athletes in the physical education study program at the University of Bengkulu is needed to be researched. So, the purposes of this study are: 1) to determine the level of emotional intelligence of athletes in the physical education study program at the University of Bengkulu, and 2) to differentiate the emotional intelligence of athletes based on the sports where they participate in. To achieve the research objectives, a quantitative descriptive research method was used. A total of 109 student-athletes in the physical education study program at Bengkulu University were included in this study. The athletes are from 16 branches of sport athletics, weight lifting, wrestling, football, badminton, gymnastics, karate, basketball, volleyball, futsal, tae kwon do, Takraw, swimming, Pencak silat, table tennis, and hockey. The instrument was an Emotional Intelligence Self-Assessment questionnaire with a Likert scale. The data was analyzed by using one-way ANOVA. The results of the study show that: 1) the level of emotional intelligence of student-athletes is in the high category. Student-athletes from wrestling had the highest level of

emotional intelligence. Student-athletes in badminton, Tae Kwon Do, Takraw, swimming, and hockey had moderate levels. 2) There is no difference in the emotional intelligence of athletes based on the sports they participate in. The results of this study contribute to coaches determining the level of emotional intelligence of their athletes.

Keywords Emotional, Intelligence, Student-Athletes

1. Introduction

Student-athletes at the tertiary level have a dual role in carrying out their lives, namely the role as an athlete and a student in the physical education study program at the University of Bengkulu. So, they must be able to carry out these two roles in a balanced way [1]. The pressure experienced by student-athletes to develop careers in sports and academics on campus will cause the significant fatigue [2].

Emotional intelligence can include the way in managing feelings so that he/she can express appropriately and effectively, which allows people to work together smoothly towards common goals, being assertive which may be unpleasant, but expressing the truth or good, of course, is an important part of team and individual sports. Emotional intelligence can change because of gained through learning,

and continues to grow throughout life while learning from experience. Therefore, knowing the level of emotional intelligence in athletes is something that can help athletes determine their future steps.

Emotional intelligence is referred to as non-cognitive abilities, competencies, and skills that can influence individuals in overcoming environmental challenges and pressures to succeed [3]. However, emotional intelligence is the ability possessed by a person in perceiving, expressing, understanding, using, and managing emotions in himself and others that lead to adaptive behavior [4]. Interestingly, emotional intelligence is acquired by learning adaptive emotional skills and can improve over time [5]. Therefore, emotional intelligence is a form of intelligence that can be improved through training and learning [6]. So, it can be concluded that emotional intelligence is a person's ability to manage one's own emotions and others.

Emotional intelligence is the ability possessed by athletes to understand, recognize, and control feelings felt by themselves and others [7]. Emotional intelligence is needed by athletes to control their emotions and to achieve the goals [8]. The emotional intelligence possessed by athletes will lead them to handle all feelings that arise, and master the habits of mind that encourage the best performance [9]. Then, athletes who have emotional intelligence will have the ability to understand emotions during matches, so they will immediately adapt and find solutions to the obstacles that occur if they experience disturbances on the field [10]. Athletes who have emotional intelligence will experience inner turmoil and thoughts that will make them difficult to focus on the activity being carried out.

Student-athletes experience various problems that can reduce performance such as feelings of anxiety, lack of confidence, fear of failure, and feeling lonely [11]. Based on the results of preliminary study, it is known that most student-athletes who are currently studying in the physical education study program at the University of Bengkulu say that things that thoughts of losing affect the emotional condition. Moreover, the athletes will feel great emotional pressure and are burdened to compete when they know that they will be competing against the athletes from the universities that have had great achievements in the field of sports. So, they feel afraid of losing the match. Then, the lack of an athlete's ability to control emotions during a competition will cause various problems e.g difficulty in controlling negative feelings, loss of focus and concentration, decrease motivation, and difficulty to work in a team [12].

Some previous studies have described emotional intelligence of athletes, but not much has discussed the emotional intelligence of student-athletes in the physical

education study program at Bengkulu University. Therefore, the problem regarding the emotional intelligence of student-athletes in the physical education study program at University of Bengkulu is the worth of research. The aims of the study are (1) to get a clear result of emotional intelligence level of student-athletes, especially they who are currently studying in the physical education study program at Bengkulu University; (2) to find out the differences in the emotional intelligence of each student-athlete from every branch of sport that they are participating in. The results of this study will help athletes to know their strengths and weaknesses in terms of emotional intelligence. Also, it helps the coaches to maintain and improve the emotional intelligence of the athletes under their coaching.

2. Materials and Methods

To achieve the research objectives that have been set then the method used was quantitative descriptive. The quantitative descriptive research method is used in this study to describe a phenomenon in a real and a clear way without giving treatment to the variables [13]. This study used a quantitative descriptive method by calculating the average value, standard deviation, and presenting data in graphs and tables.

2.1. Research Participants

Participants in this study were student-athletes who currently studying in the physical education study program at the University of Bengkulu and had background as athletes. Total of student-athletes 109 student-athletes with range of ages between 17-22 years old. The selection of participants was based on several criteria. First, the student-athletes who were actively registered in the physical education study program. Second, the student-athletes who were actively involved in training at sports clubs. Third, the student-athletes who had participated in the championships where the sports they participated in. Finally, the student-athletes age were in range of 17-22 years old.

2.2. Research Instruments

The instrument in this research used was a questionnaire. The instrument was an Emotional Intelligence Self-Assessment questionnaire with a Likert scale adopted from Goleman-Baytzis. The developed instrument consists of five indicators: self-awareness, self-management, motivation, empathy, and relationship management. The indicators were developed into 32 statements with 5 choices from strongly disagree to strongly agree.

Table 1. Indicator of Questionnaire

Indicators	Positive Statement	Negative Statement
Self-Awareness	5	1
Self-Management	6	0
Motivation	5	1
Empathy	6	1
Relationship Management	7	0

The adopted instruments were then translated into Indonesian and tested for their validity and reliability. The results of the validity analysis stated that the questionnaire used was valid with a sig value < 0.05 and an instrument validity of 0.955.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.955	32

2.3. Data Analysis Technique

Data collection techniques were carried out through Google forms which were distributed to the 109 student-athletes who were involved in this study. After the data has been collected, the next step was to create categories with the formula in table 3. The categories were used to determine the level of emotional intelligence of athletes. While the data analysis technique used one-way ANOVA assisted by SPSS to determine differences in the emotional intelligence of athletes in each sport.

Table 3. The formula for Determining Categories

Interval	Category
> (Mi + 1.8 SD) – (Mi + 3 SD)	Very High
> (Mi + 0.6 SD) – (Mi + 1.8 SD)	High
> (Mi - 0.6SD) - (Mi + 0.6 SD)	Moderate
> (Mi - 1.8 SD) – (Mi - 0.6SD)	Low
(Mi - 3SD) - (Mi - 1.8 SD)	Very Low

$$Mi = \frac{ST+SR}{2}$$

$$SD = \frac{ST-SR}{6}$$

Description

Mi= Mean Ideal

SD= Standard Deviation

ST= The Highest Score

SR= The Lowest Score

3. Result

The descriptive data analysis results are presented in the

table and figure below. The results of the analysis begin with demographic data for each athlete from each sport.



Figure 1. Male and Female Athletes

Based on Figure 1, it is known that as many as 71 male student-athletes and 38 female student-athletes were involved as subjects in this study. The distribution of athletes from each sport can be seen in Figure 2 below.

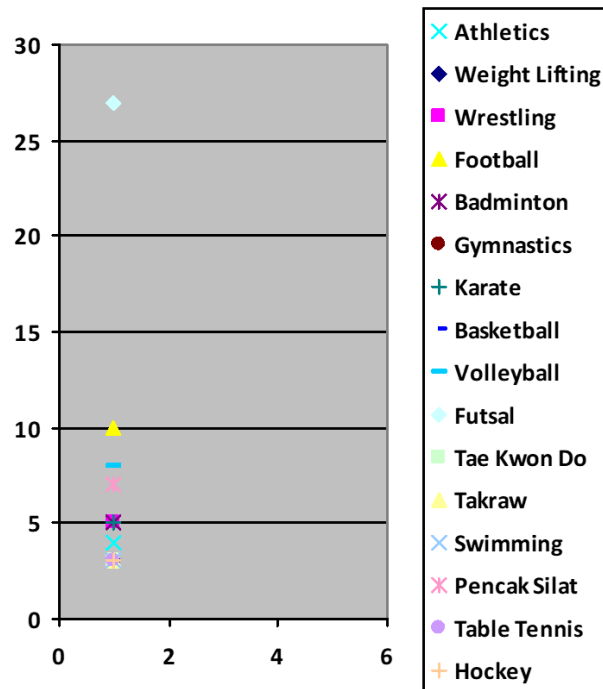


Figure 2. Achievement of Athletes

Figure 2 shows that in general, the participants involved in this study consisted of 109 student-athletes from 16 sports. The distribution of athletes from each sport namely athletics 4 athletes, weight lifting 3 athletes, wrestling 5 athletes, soccer 10 athletes, badminton 5 athletes, gymnastics 3 athletes, karate 5 athletes, basketball 8 athletes, volleyball 17 athletes, futsal 27 athletes, taekwondo 3 athletes, Takraw 3 athletes, swimming 3 athletes and Pencak silat 7 athletes. The results of the emotional intelligence are shown in table 4 below.

Table 4. The Level of student-athletes Emotional Intelligence

Interval	Frequency	Category
135-159	42	Very High
110-134	49	High
84-109	8	Moderate
59-83	3	Low
33 – 58	2	Very Low

From the results of the analysis presented in table 4, it can be seen that the level of emotional intelligence of student-athletes in the physical education study program is in the high category. The results of the analysis of each indicator of emotional intelligence are shown in table 5 below.

Table 5. The result of the Indicator Analysis

Indicator	Mean	Std. Deviation	Category
Self-awareness	21.67	4.64	High
Self-management	28.40	5.85	High
Motivation	24.80	5.11	High
Empathy	23.99	4.69	High
Relationship management	28.87	6.04	High

The results of the analysis of each indicator shown in table 5 indicate that the emotional intelligence of athletes seen from each indicator there is no difference in the

category even though there is a difference in the mean value of each indicator.

Table 6. Homogeneity of Variances

Levene statistics	df1	df2	Sig.
1.032	15	93	.217

Based on the output of the SPSS "homogeneity of variance test", a significance value of 0.217 was obtained. because the value of $0.217 > 0.05$, it can be concluded that the variance compared is homogeneous.

Table 7. ANOVA Analysis

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	11539.618	15	769.308	1.622	.083
Within Groups	44119.795	93	474.406		
Total	55659.413	108			

Based on the ANOVA output in table 7, it is known that the sig value is $.083 > .05$ so it can be concluded that there is no significant difference in the level of emotional intelligence of student-athletes in the physical education study program at Bengkulu University.

The results of the emotional intelligence analysis of athletes from each sport are shown in table 8.

Table 8. Descriptive Statistics of Emotional Intelligence

No	Sports	N	Mean	Std. Deviation	Minimum	Maximum	Category
1	Athletics	4	139.25	8.382	128	147	High
2	Weight Lifting	3	126.33	5.508	120	130	High
3	Wrestling	5	140.20	15.255	123	154	High
4	Football	10	126.00	36.105	36	160	High
5	Badminton	5	112.60	30.369	61	135	Moderate
6	Gymnastics	3	117.67	16.623	100	133	High
7	Karate	5	114.80	32.760	60	141	High
8	Basketball	8	133.38	19.726	98	160	High
9	Volleyball	17	121.06	26.996	56	160	High
10	Futsal	27	134.00	13.831	107	157	High
11	Tae Kwon Do	3	105.33	12.858	96	120	Moderate
12	Takraw	3	98.33	16.073	80	110	Moderate
13	Swimming	3	112.33	17.214	100	132	Moderate
14	Pencak Silat	7	133.71	16.296	110	160	High
15	Table Tennis	3	129.00	4.583	125	134	High
16	Hockey	3	108.33	10.408	100	120	Moderate

Based on table 8, it can be seen that even though there are differences in the mean value and standard deviation, there is no significant difference in the emotional intelligence among the athletes in every branch of sport. The athletes from athletics, weightlifting, wrestling, football, karate, basketball, volleyball, futsal, Pencak silat, and table tennis have a high level of emotional intelligence. While athletes from badminton, tae kwon do, Takraw, swimming, and hockey have a moderate level of emotional intelligence. So, it can be concluded that athletes who have the highest level of emotional intelligence are wrestling athletes with an average value of 140.20.

4. Discussion

The first objective of this study was to determine the level of emotional intelligence of student-athletes who are studying in physical education study programs. While the second objective is to determine differences in the emotional intelligence of athletes from each sport.

The student-athletes who have emotional intelligence will be able to understand their emotions during competition, if their emotions interfere with performance at the same time of competing, the athletes can manage these emotional conditions well. Then, the athletes who have high emotional intelligence will be able to motivate themselves [14], can survive when they are frustrated [15], can control impulses [16], can regulate moods [17], can manage stress so they will not be interfered with thinking skills [18], and have empathy [19]. Furthermore, the characteristics of athletes who have high emotional maturity can be seen from the way of being able to accept their situation well and others, not being impulsive, can control their emotions well, being patient, understanding, having good tolerance, and having good responsibility [20].

In general, the results of data analysis show that the level of emotional intelligence of student-athletes in the physical education study program at Bengkulu University is in the high category, and there is no difference even they are different in the branch of sports. As mentioned in the previous, the athletes who become the subject of the research were the student-athletes in their early adult stages. Psychologically at this age, the students who are emotionally stable were indicated by the way how they identify, understand and manage the emotions that they feel. The results of this study showed that there was no different level among the student-athletes in different branches of sport. It is indicated that emotional intelligence has an equally important role for athletes in every type of sport [21].

Athletes from the physical education study program at the University of Bengkulu also have a high level of self-awareness in the high category with an average score of 21.67. It means that they already have good abilities to identify the feeling, to understand the emotional responses

of athletes' habits to events, and to identify how athletes' emotions influence behavior and appearance. The student-athletes in this study were consciously able to respond to what is around them such as coach instructions and communication within the team when practicing or competing. With self-awareness, the athletes can look inside themselves about how and what things are needed to be done so that they can still achieve as much as possible. In addition, high self-awareness can be a control for athletes to avoid activities that can reduce their potential for achievement. High self-awareness can make athletes understand that they are valuable assets. The student involvement in the chosen sport is a key factor influencing the development of the emotional intelligence of every student-athlete. Also, the athletes from martial arts are known to have a faster ability to develop emotional intelligence [22].

Athletes' emotional intelligence in terms of self-management is in the high category with a mean value of 28.40. This shows that student-athletes in the physical education study program at Bengkulu University can stay focused and think even when they are experiencing strong emotions. The student-athletes have complex goals in life such as the goal of achieving academically on campus and excelling in the sports they participate in. Therefore, the student-athletes need to have self-management skills to manage the time for study, practice, compete, and manage the need to live because some students live independently without parental supervision. Moreover, the student-athletes to be successful academically and get sports achievements must have good emotional intelligence [23].

In addition, the emotional intelligence possessed by student-athletes in the physical education study program at Bengkulu University was marked by the high motivation that they have. The student-athletes who had emotional intelligence tend to have a strong motivation to achieve goals and can overcome all obstacles. There was a positive correlation between emotional intelligence and athlete motivation [24].

The student-athletes in this study can feel, and understand other's feelings. This is shown in table 5 that the average value of athlete empathy is 23.99 and is in the high category. The student-athletes who have emotional intelligence will find it easier to empathize with others [25]. Finally, the student-athletes in the physical education study program at the University of Bengkulu can manage, influence, and inspire the emotions of others. This is shown in table 5 that the average value of athlete relationship management is 28.87 and is in the high category. The factors that cause relationship management were social interaction, such as emotional maturity, and emotional maturity influence social interaction [26]. So, the student-athletes in the physical education study program at the University of Bengkulu must have the good emotional maturity in order to be able to interact socially.

5. Conclusions

Emotional intelligence plays an important role in the success of an athlete at the university level. The emotional intelligence of athletes in the physical education study program at the University of Bengkulu is in the high category. Then, there was no significant difference in the emotional intelligence of athletes from the sports studied. Of the 16 sports studied, wrestling athletes had the highest average compared to athletes from other sports. Based on

the results of this study, it is recommended for athletes from the sports of badminton, tae kwon do, Takraw, swimming, and hockey to improve their emotional intelligence.

Acknowledgments

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Appendix

Table 9. Questionnaire of Emotional Intelligence

No	Statement	Strongly disagree	Don't agree	Neutral	Agree	Strongly agree
1	I know the problems that make me angry					
2	I know when I'm emotional because I wasn't ready for training					
3	I feel sad to see my team lose					
4	I don't get angry easily when I'm tired					
5	I realized that feeling embarrassed to ask could interfere with difficulty in practicing					
6	I feel awkward when I have to lead the training of my teammates in front					
7	I don't like getting into trouble					
8	I will think about what I will do before I act					
9	I always increase my confidence to be successful					
10	I'm confident in the abilities I have					
11	I stay calm in the face of difficult problems					
12	I like to gather with my friends to get rid of boredom by practicing					
13	I am more influenced by the fear of failure than the hope of success					
14	I am aware of my shortcomings and try to compensate with practice.					
15	I immediately got up when I failed					
16	I always try to show the best game among my clubmates					
17	I believe in my ideals even though other people don't understand it					
18	I always complete assignments from coaches as soon as they are given					
19	I don't like procrastinating on work					
20	I can accept other people's opinions even if they differ from mine					
21	I accept the criticism that is given to me					
22	I can know how other people feel about me					
23	I am willing to listen to complaints from other people					
24	I respect the friend who is leading the exercise					
25	I don't like being criticized					
26	I always greet coaches/friends when I meet them					
27	I will apologize when I am at fault.					
28	I can provide solutions to problems that occur between me and my friends					
29	I don't hesitate to start a conversation with someone I just met					
30	I quickly adapted to practice					
31	I can provide ideas for the progress of the team					
32	I can work with a team to achieve common goals					

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