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Investigating swearing motives among student-athletes during attending sports training programs and competitions

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ABSTRACT

This study aims at investigating student-athletes' swearing motives in attending sports training programs and tournaments. This study involved 210 respondents ($n = 201$, $Mage = 21.65$; $SD = 3.994$), which were organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia. The IBM SPSS program was utilized to collect data using a self-rated questionnaire with a 5-Likert scale evaluating rage, stress from opponents, alleviating tension and frustration, and personalizing everyday expression. Although there were no statistically significant differences among the determinants, the results suggested that the scaled determinants empirically triggered student-athletes' swearing motives in expressing anger ($M = 2.13$; $SD = 0.922$), stressing from opponents ($M = 2.15$; $SD = 1.005$), relieving tension and frustration ($M = 1.98$; $SD = 1.019$) and customizing daily expression ($M = 2.10$; $SD = 1.087$). The dependent variable showed that $F(4, 202)$, $p = .000$; Wilks' Lambda = .58; and partial eta squared = .13, whilst the normality, linearity, and homoscedasticity consequences were not transgressive. Hence, among the determinants had positive correlations ($r = .769$, $n = 210$, $p < .01$), among the determinants, with student-athletes' swearing expression levels successively connected with expressing anger, customizing daily expression, and alleviating tension and frustration. Meanwhile, social media was mostly eligible to determine gender-based swearing expressions (females = 50.4%, males = 43.2%), expressed by native swearwords. These swearing motives constitute the intrinsic and extrinsic interactions that conditionally differentiate student-athletes' psychological well-being across the areas of self-acceptance, autonomy, environment, and personal maturity, whether positive or negative behaviors.

Keywords: android, learning media, early-reading, elementary school, students

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INTRODUCTION

Despite experts' examination about student-athletes shall be well-educated to reduce problems, there is no guarantee on the most effective strategy for addressing their specific issues after they are engrossed in their studies. It means that inclusive education is the fundamental pillar accomplished for student-athletes at all levels of education. Education is believed to aid in the development of top-ranked persons by integrating potential capabilities in physiological, mental, emotional, and social intelligence (Bulent et al., 2017). Student-athletes' open-minded creation to communicate with other parties may be the outcome of rapid-learning processes as open-minded choice conveys any efforts to address student-athletes become engaged in avoiding frustrations (Mazerolle et al., 2016). This will be accomplished through mentoring programs that offer student-athletes' capital, affirmation, education, and empowerment (Bimper, 2017). Only a few student-athletes have recently achieved professional status or strived for success at schools or colleges. Therefore, inspiring student-athletes become critical, not only in terms of societal ideals, but also in terms of their mental health and well-being (Sorkkila et al., 2017).

Student-athletes, on the other hand, are aware of how a²¹ where they can complain during sporting activities such as expressing swearwords that are subjected to inequitable treatment, discrimination, harassment, and a hostile environment based on their available status (O'Brien, 2015). The symptoms of student-athletes' emotions, cognition, physics, and behaviors can be best understandable on the severity continuum (Sullivan et al., 2020). Being tough student-athletes requires time, commitment, and well-planned sports training and competitions. Maximum self-reliance in sports training and competitions develops the comprehensive measure of stress control and recovery management that aims at performing sports (Gomez et al., 2018). In emergent points, student-athletes recently placed their performance, as though these expose student-athletes' achievements and behaviors that will determine the significant positions in their future education and sports career particularly. Hence, when attending sports training programs and professional tournaments. student-athletes' preparation acquaints them with adaptive lives and cultures.

Children in relevance with the experiential approach at sports training programs and tournaments, student-athletes psychologically attempt to oppose the stability of their emotion and tension that trigger the use of swearing expressions. So far, swearing expression leads to the linguistics expression that is potentially expressed in daily verbal communication (Bram & Putra, 2019). the use of swearwords has intersected and interplayed with student-athletes in various contexts. In practice, swearwords are frequently obnoxious, vulgar, and overused to express the most powerful emotions either positively or negatively (Mohr, 2013) among student-athletes' emotional charges both denotative and connotative uses. In this situation, student-athletes have the capacity to swear with larger forces to their opponents in sports training programs and tournaments arena that simply involve out of anger and frustration (Hughes, 2006), express and evoke emotions towards the elaboration pathway from student-athletes' behaviors (Finkelstein et al., 2016).

With the certain language spo¹³ in the intentional emotions (Stone & Hazelton, 2008), The swearing expression shows the variety of interpersonal consequences that conveys group bonding and solidarity, inhibits aggression, elicits humor, and triggers emotional pain to others (Vingerhoets et al., 2013) and be the effective linguistic tools for the construction and negotiation (Karachaliou & Archakis, 2015). It is thought of ultimately relieving immediate bad feelings (Goddard, 2015), and performing emotional regulation functions (Stephens & Zile, 2017) among student-athletes' repertoire (Suganob-Nicolau, 2016), although swearing singly is impolite (Dyner, 2012), it does not always indicate their educational background and social status boundaries (Suganob-Nicolau, 2016). So far, swearing can be classified as both intentional and spontaneous. If a student-athlete offers a joke that contains offensive language, it is considered intentional. Conversely, if he or she injures himself or herself and swears about the pain, it is considered spontaneous (Finn, 2017).

Furthermore, swearing expression directly expresses student-athletes' emotive behaviors (Shakiba, 2014), such as expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression (Scherer & Sagarin, 2006). In both professional and social relationships, student-athletes' daily gender-based communication reveal these expressive tendencies (Sumekto & Kustinah, 2019). Student-athletes tend to use emotional and provocative swearwords to detach some illocutionary expressions (AdarosS. & TironiC., 2017) since swearing can be reactively categorized as the expressive language function and the evocative language function (Andersson & Hirsch, 1985; Schippers, 2013).

Some studies identified that swearing expressions empirically built intimacy, solidarity, and other social exceptionalisms for those who accomplished the measures at the same time (Adam, 2016). Swearing may provide people with a splendid sense of power and control unconditionally that boost self-confidence, self-esteem, and motivation, despite in a short period, swearing can stimulate fear and hostility (Güvendir, 2015), as well as heightened emotional arousal to others (Stephens & Zile, 2017). Additionally, student-athletes who frequently swore daily showed a lower emotional response to swearing-in terms of habituation. Therefore, they indicated a lower-pain-tolerance experience, like individuals who swore occasionally on a regular basis (Stephens & Umland, 2011). Swearing may influence student-athlet²⁹ self-confidence and performance (Setyawati et al., 2021) because of their daily huge activity, interpersonal

interactions, sense of self-loathing, and painful experience. These changes were caused by changes in sympathovagal balance (Stephens et al., 2018).

Other studies suggested that swearing expressions could have a psychological and environmental impact on student-athletes' behaviors. It claimed emotional purgation effects dealing with student-athletes' stress reliefs, credibility, intensity, and persuasiveness (Vingerhoets et al., 2013). Popușoi & Havârneanu (2015) supported that swearing expression was a substantial contribution between male and female athletes employing the specific verbal expression. Males expressed profanities more frequently [F = 65 for males; F = 30 for females], whilst females expressed euphemisms more frequently [F = 30 for females; F = 16 for males]. Meanwhile, the spoken daily swearing expression increased up to 5%, even though the number of the inter-individual swearers expressed varied greatly (Senberg et al., 2021), and showed negative effects among swearers, such as minor competent, low intelligent, less trustworthy, more aggressive and socially improper than non-swearers (Stapleton, 2020). Herein, swearing become an inevitable part of both male and female linguistic repertoire to release stress and express intense emotions (Suganob-Nicolau, 2016).

As indicated in Figure 1, the theoretical framework addressed student-athletes' objectives in expressing swearwords, which empirically referred to Scherer and Sagarin's indecent influence of expressing rage, stressing from the opponent, alleviating tension, and frustration, and modifying everyday expression.

This study targets student-athletes' swearing motives to become the determinant contributions towards their emotional and physical performance during attending sports training programs and competitions experience. Specifically, the reinforcement includes referees' experience when they directly hear swearwords are expressed by many athletes during the competitions. As experienced, the football referees have issued 55.7% red cards, 25.2% yellow cards, and 12.1% forewarning through referees' authorities, qualifications, and experience (Praschinger et al., 2011). The approach coping refers to vigilance, attention, activeness, sensitization, and engagement, which typically addresses in student-athletes' stress facing the competition, although others actively attempt at relieving and managing the stressor (Abedalhafiz et al., 2010). For example, a student-athlete is forewarned by the referee after receiving an admonition, however, the athlete may positively ask the information about the reason for giving the admonition or negatively swear to the referee. The nuance of swearing expression exists in the psychological pressure that arises in sports and potentially degrades both opponents' epistemically and socially. The epistemic and social responses may be predicted to examine the legitimacy of other psychological sports pressures, which prove to prevent broader social ends being morally illegitimate and meaningful challenges (Johnson & Taylor, 2020).

This present study aims at investigating student-athletes' swearing motives when attending sports training programs and tournaments it was completed by student-athletes from junior to senior high school in Semarang, Jawa Tengah, Indonesia. Student-athletes' swearing motives empirically contextualize a sociolinguistic lens through viewing their behaviors in relation to contextual usage and frequency of uttered swearwords. Hence, this study intends to answer the following three research questions: RQ1. What motives have prompted student-athletes to express swearwords? RQ2. Do swearing expressions influence the emotional and physical performance of student-athletes? RQ3. What media have had the most impact on student-athletes' swearing expressions during their sports training program and tournaments?

METHOD

This descriptive and cross-sectional included 210 student-athletes of both females (n = 113) or 53.8% and males (n = 98) or 46.2% from 17 sports categories [Wushu, Swimming, Volleyball, Taekwondo, Shooting, Paragliding, Archery, Chess, Softball, Handball, Fencing, Sepak Takraw, Billiards, Aerobics, Weightlifting, Judo, and Karate] organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia. Due to student-athletes' sports performance, they were ranked into four criteria, as follows: international championships (females = 38; males = 39); national championships (females = 67; males = 49); province championships (females = 8;

males = 6); and district championships (females = NA; males = 3). In this study, student-athletes' ages ranged from 15 to 31 years old ($n = 201$, $Mean = 21.65$; $SD = 3.994$) when completing the questionnaire (Figure 2). They were 15 years old as the youngest athlete ($n = 5$); 16 years old ($n = 6$), 17 years old ($n = 20$), 18 years old ($n = 20$), 19 years old ($n = 24$), 20 years old ($n = 19$), 21 years old ($n = 23$), 22 years old ($n = 11$), 23 years old ($n = 19$), 24 years old ($n = 16$), 25 years old ($n = 11$), 26 years old ($n = 10$), 27 years old ($n = 4$), 28 years old ($n = 7$), 29 years old ($n = 4$), 30 years old ($n = 1$), and 31 years old ($n = 10$) as the oldest athlete.

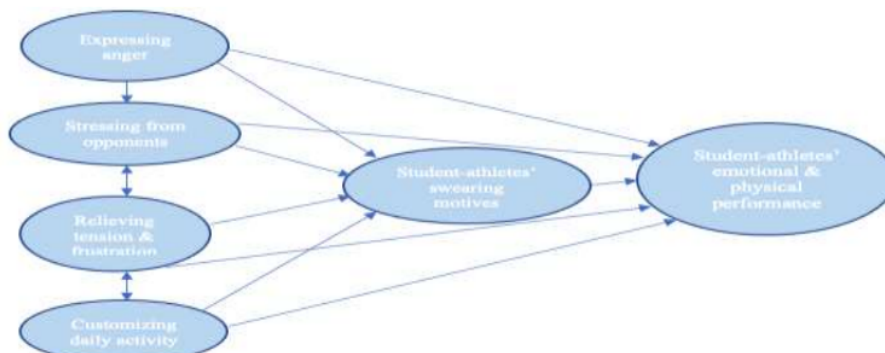


Figure 1. Flowchart Depicting the Impact of Student-Athletes' Emotional and Physical Performance

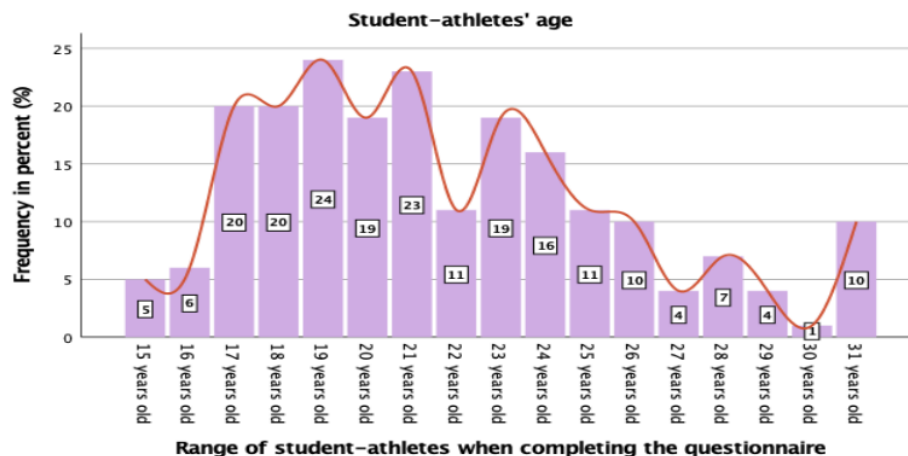


Figure 2. Student-Athletes Participating in Questionnaire Completion

Meanwhile, student-athletes' education backgrounds showed that 1 (.04%) from primary school, 11 (5.2%) from lower secondary schools, 135 (64.3%) from upper secondary schools, 59 (28%) from an undergraduate program, and 4 (2%) from a master program at colleges or universities.

The sampling technique was carried out at the eligible convenience, with the homogeneity and accessibility of student-athletes corresponded with the data collection protocols using the Google form. Data accommodated a self-rated questionnaire of Scherer and Sagarin's four modified swearing motives, namely expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression. In addition, Cronbach's alpha reliability coefficient test of 30 student-athletes yielded a valid result. The values laid on .646 to .714 with

the significance level at $p < .30$. Cronbach's alpha (α) was .638 for expressing anger, .676 for stressing from the opponents, .698 for relieving tension and frustration, and .706 for customizing daily expression.

The procedure began with inventorying 17 sports categories, organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia to determine the number of 210 student-athletes. Then using Google form media, this study continued to socialize the self-rated questionnaire to the respondents by describing the nature and purpose of questionnaire completion. This study hereby selected a brief period for gathering data during the COVID-19 pandemic. The questionnaire relied on a 5-point Likert scale. The respondents evaluated each of their response on a Likert scaling from one to five points (1 = not at all; 2 = infrequent; 3 = moderate; 4 = influential; and 5 = very influential) indicate student-athletes' agreeableness by a single questionnaire item. The statistical software IBM SPSS® – version 25.0 for Windows was used to analyze the descriptive analysis, independent t-test, and Pearson correlations, as well as multivariate analysis of variance (MANOVA) that extended dependent and independent variables.

FINDING AND DISCUSSION

Finding

Research Question 1: What motives have prompted student-athletes to express swearwords? Swearing motives of student-athletes were reflected in four independent variables in sports training program and tournaments periodically. The descriptive statistics in this study apprehended the impact of student-athletes' emotional and physical performance. Firstly, this study corresponded with their anger expression (Table 1). A 5-Likert scale category for expressing rage among student-athletes was discovered: 58 (27.6%) student-athletes perceived that swearwords to have no effect on emotional or physical performance, 82 (39%) student-athletes addressed that swearing was infrequent enough to affect their emotional and physical performance, 59 (28.1%) student-athletes agreed that swearing had a moderate impact on emotional and physical performance, 7 (3.3%) student-athletes convinced that swearwords had an impact on their emotional and physical performance, whilst only 4 (1.9%) student-athletes believed that swearwords were extremely significant to deal with their emotional and physical performance during sports training programs and tournaments.

The available highest score of student-athletes' anger expression in this study gained 2.00 ($M = 2.13$; $SD = .922$; $n = 210$). Based on 82 replies (39.1%), it suggested that expressing anger among student-athletes' swearing motives was fell into the *infrequent* group. This independent variable, however, conveyed a normal distribution (Figure 3) with a scale ranging from 1 (not at all) to 5 (very influential) that determined samples size.

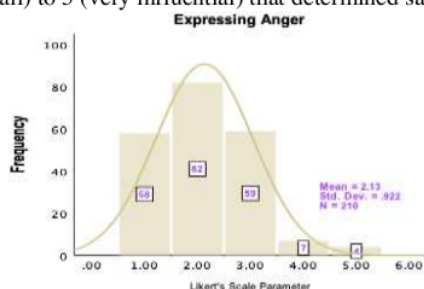


Figure 3. Histogram of Student-Athletes' Anger Expression

Secondly, this independent variable relied on student-athletes' stress from their opponents or sparring partners when student-athletes either entered the sports training program or attended tournaments (Table 2). Student-athletes' stress from their opponents or sparring partners could be resumed in the following categories: 68 (32.4%) student-athletes showed that swearwords were not at all influencing their emotional and physical performance, 62 (29.5%) student-athletes stated

that swearwords were infrequent to influence their emotional and physical performance, 64 (30.5%) student-athletes perceived that swearwords were moderate to influence their emotional and physical performance, 12 (5.7%) student-athletes confirmed that swearwords influenced their emotional and physical performance, and 4 (1.9%) student-athletes believed that swearwords were extremely influential in triggering their emotional and physical performance. Student-athletes' stressful form opponents or sparring partners received an empirical greatest score of 1.00 ($M = 2.15$; $SD = 1.005$; $n = 210$). This study laid student-athletes' stress from opponents or sparring partners in the *not at all* group with 68 (32.4%) responses. However, this independent variable generated a normal distribution (Figure 4) classifying from 1 (not at all) to 5 (very influential) scale towards the existing samples size.

Thirdly, relieving tension and frustration among student-athletes influenced their sports training program and tournaments (Table 3).

Table 1. Frequencies of student-athletes' anger expression

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	58	27.6	27.6
	2.00 (Infrequent)	82	39.0	66.7
	3.00 (Moderate)	59	28.1	94.8
	4.00 (Influential)	7	3.3	98.1
	5.00 (Very influential)	4	1.9	100.0
Total	210	100.0	100.0	

Table 2. Frequencies of student-athletes' stress from opponents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	68	32.4	32.4
	2.00 (Infrequent)	62	29.5	61.9
	3.00 (Moderate)	64	30.5	92.4
	4.00 (Influential)	12	5.7	98.1
	5.00 (Very influential)	4	1.9	100.0
Total	210	100.0	100.0	

Table 3. Recall frequencies of student-athletes' tension and frustration relief

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	84	40.0	40.0
	2.00 (Infrequent)	70	33.3	73.3
	3.00 (Moderate)	37	17.6	91.0
	4.00 (Influential)	15	7.1	98.1
	5.00 (Very influential)	4	1.9	100.0
Total	210	100.0	100.0	

This independent variable classified a 5-Likert scale description, as follows: 84 (40%) student-athletes believed that swearwords were not at all influencing their emotional and physical performance, 70 (29.5%) student-athletes placed swearwords to be infrequent in influencing their emotional and physical performance, 37 (17.6%) student-athletes responded that swearwords seemed to be moderate to influence their emotional and physical performance, 15 (7.1%) student-athletes concurred that swearwords were influential to their emotional and physical performance, and 4 (1.9%) student-athletes confined that swearwords were very influential to drive their emotional and physical performance whereas participating in sports training programs and competitions. The available highest score of relieving tension and frustration among student-athletes in this study attained 1.00 ($M = 1.98$; $SD = 1.019$; $n = 210$). This study primarily conformed student-athletes' tension and frustration relief on *not at all* categories with 84 (40%) responses. Nonetheless, student-athletes' tension and frustration relief followed a normal distribution (Figure 5) suggesting a scale of 1 (not at all) to 5 (very influential) in relation to the subsisting sample size.

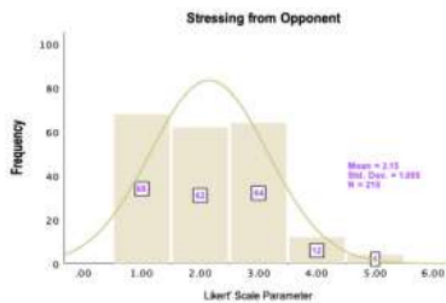


Figure 4. Histogram of Student-Athletes' Stress from Opponents

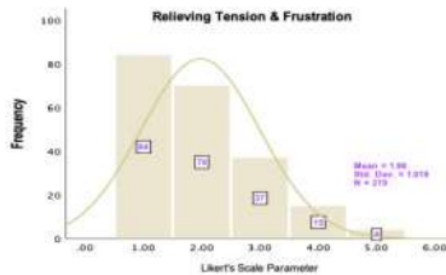


Figure 5. Histogram of Student-Athletes' Tension and Frustration Relief

Fourthly, student-athletes' swearing habits customized their daily expression which might lead to various categories in their sports training program and tournaments (Table 4). Customizing student-athletes' swearing motives on a daily basis resulted in five levels in a 5-Likert scale: 85 (40.5%) student-athletes perceived swearwords did not at all influence their emotional and physical performance, 43 (20.5%) student-athletes conveyed that swearwords were infrequent in influencing their emotional and physical performance. When it came to the impact of swearwords on their emotional and physical performance, 63 (30%) student-athletes said they had a moderate impact. 14 (6.7%) student-athletes approved that swearwords were influential to their emotional and physical performance, and 5 (2.4%) student-athletes ensured that swearwords were very influential to their emotional and physical performance. The eligible highest score of tailoring daily expression among student-athletes is 1.00 ($M = 2.10$; $SD = 1.087$; $n = 210$). This study largely noted that 85 (40.5%) student-athletes customized their swearing expression. Regardless,

when it came to customizing daily expression, a normal distribution (Figure 6) conforming from 1 (not at all) to 5 (very influential) scale in relation to the sample size.



Figure 6. Histogram of Student-Athletes' Customizing Daily Expression

Further, the skewness and kurtosis report aimed at supporting four independent variables of student-athletes' swearing motives (Table 5), in which the preliminary descriptive statistics were analyzed. These descriptive statistics captured the influence of student-athletes' emotional and physical performance. Herein, the skewness and kurtosis dealt with expressing anger (.593; .273), stressing from opponents (.489; -.361), relieving tension and frustration (.898; .171), and customizing daily expression (.567; -.567). Data agreeably dealt with the influence of student-athletes' emotional and physical performance ($n = 210$), which they encountered with the swearing expressions.

Table 4. Frequencies of student-athletes' customizing daily expression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	85	40.5	40.5	40.5
	2.00 (Infrequent)	43	20.5	20.5	61.0
	3.00 (Moderate)	63	30.0	30.0	91.0
	4.00 (Influential)	14	6.7	6.7	97.6
	5.00 (Very influential)	5	2.4	2.4	100.0
Total		210	100.0	100.0	

Table 5. Descriptive of mean, SD, skewness and kurtosis of student-athletes' swearing motives relief

Independent Variable	N	Min.	Max.	Mean	Std. Dev.	Skewness		Kurtosis	
						Stat.	Std. Error	Stat.	Std. Error
Expressing anger	210	1.00	5.00	21.286	.92164	.593	.168	.273	.334
Stressing from opponent	210	1.00	5.00	21.524	100.507	.489	.168	-.361	.334
Relieving tension & frustration	210	1.00	5.00	19.762	101.868	.898	.168	.171	.334
Customizing daily expression	210	1.00	5.00	21.000	108.669	.567	.168	-.567	.334
Valid N (listwise)	210								

Table 6. Independent t-Test samples for student-athletes' swearing motives

		Levene's Test for Equality of variances				t-test for Equality of Means		95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Expressing anger	Equal variances assumed	.049	.825	.379	208	.705	.04844	.12783	-.20357	.30046
	Equal variances not assumed			.382	207.525	.703	.04844	.12681	-.20155	.29844
Stressing from opponent	Equal variances assumed	.064	.801	1.550	208	.123	.21494	.13865	-.05840	.48829
	Equal variances not assumed			1.554	204.964	.122	.21494	.13831	-.05776	.48765
Relieving tension & frustration	Equal variances assumed	.027	.870	1.267	208	.207	.17836	.14080	-.09921	.45593
	Equal variances not assumed			1.257	195.209	.201	.17836	.14192	-.10153	.45825
Customizing daily expression	Equal variances assumed	.001	.980	1.185	208	.237	.17818	.15030	-.11812	.47448
	Equal variances not assumed			1.187	204.118	.237	.17818	.15012	-.11780	.47416

Research Question 2: Does swearing expressions influence the emotional and physical performance of student-athletes? To prove whether swearwords influenced student-athletes' emotional and physical performance significantly, hence this study began to analyse the data using an independent t-test. The test attempted to compare the descriptions of four eligible dependent variables: expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression. The influence on male and female student-athletes' emotional and physical performance was compared using an overall independent t-test of four independent variables.

In Table 6, the comprehensive results between both sexes regarding student-athletes' swearing motives could be comparable, as follows: there were no significant difference in scores for female student-athletes of expressing anger ($M = 2.11, SD = .962, n = 113$) and male student-athletes ($M = 2.15, SD = .870, n = 97; t(208) = .379, p = .705, 2-tailed$). The amplitude of the variations in the means (mean difference = .048, 95% CI: -.203 to .300) was moderate effect (eta squared = .069), stressing from opponents ($M = 2.05, SD = 1.0162, n = 113$) and male student-athletes ($M = 2.27, SD = .984, n = 97; t(208) = 1.550, p = .123, 2-tailed$). The amplitude of the variations in the means (mean difference = .214, 95% CI: -.058 to .488) had a moderate influence (eta squared = .099), relieving tension and frustration ($M = 1.89, SD = .966, n = 113; M = 2.07, SD = 1.093, n = 97; t(208) = 1.267, p = .207, 2-tailed$). The amplitude of the variations in the means (mean difference = .178, 95% CI: -.099 to .455) was moderate effect (eta squared = .099), while customizing daily expression ($M = 2.02, SD = 1.093, n = 113; M = 2.19, SD = 1.076, n =$

2; $t(208) = 1.185, p = .237, 2\text{-tailed}$). The amplitude of the variations in the means (mean difference = .178, 95% CI: -.118 to .474) had a moderate influence (eta squared = .087).

To prove the influence on student-athletes' swearing motives, the correlations among four independent variables of student-athletes' swearing motives were investigated by using the Pearson correlation coefficient. According to this early investigation, there was no infringement of the normality, linearity, and homoscedasticity consequences. Hence, this analysis had a very strong, positive correlation among four independent variables, $r = .769, n = 210, p < .01$, with the highest level of sequentially influenced-stressing from the opponents associated with expressing anger, customizing daily expression, and relieving tension and frustration among athletes' swearing motives. As seen in Table 7, the correlations among athletes' swearing motives were substantial. As a result, the validity of student-athletes' swearing motives was empirically measured by examining the correlations of expressing anger (.634**), stressing from opponents (.769**), relieving tension and frustration (.462**), and customizing daily expression (.559**) among student-athletes.

In addition, four independent variables of swear 20 motives in student-athletes' emotional and physical performance were investigated using a one-way between-groups multivariate analysis of variance (MANOVA). Those four independent variables relied on expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression, whereas the dependent variable was student-athletes' emotional and physical 16 performance. The preliminary assumption evaluation was carried out to coincide with normality, linearity, univariate, and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity, without any deliberate infringements. Empirically, there was no statistically significant correlation between independent variables and dependent variables. Beyond the dependent variable—student-athletes' emotional and physical performance towards four independent variables—expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression.

The values of dependent variable, $F(4, 202), p = .000$; Wilks' Lambda = .58; partial eta squared = .13. When the values for independent variables were assortative regarded, the only difference to influence statistical significance, working with Bonferroni-adjusted p-values of .017, were anger expression, $F(7, 205) = 11.02, p = .000$, partial eta squared = .18, stressing from opponents, $F(4, 205) = 16.06, p = .000$, partial eta squared = .24, relieving tension and frustration, $F(4, 205) = 8.42, p = .000$, partial eta squared = .14, and customizing daily expression, $F(4, 205) = 21.09, p = .000$, partial eta squared = .29. An examination upon the mean scores revealed that expressing anger ($M = 1.29; SD = .922$), stressing from the opponents ($M = 1.29; SD = 1.010$), relieving tension and frustration ($M = 2.57; SD = 1.027$), and customizing daily expression ($M = 2.86; SD = 1.069$). Customizing daily expression, on the other hand, resulted in somewhat higher mean across the other three independent variables.

Research Question 3: What media have had the most impact on student-athletes swearing expressions during their sports training program and tournaments?

The majority of student-athletes' swearing intentions were impacted by the media, which verified that there was no domination of expressing the swearing motives between males and female student-athletes (Figure 7). First, both male (42 or 43.2%) and female (57 or 50.4%) student-athletes showed broad swearing motives through social media (e.g.: Facebook, Instagram, Line, etc.) as the most influential media. Second, either male (31 or 32%) or female (35 or 31%) student-athletes perceived that other media, despite the fact that these perceptions were not directly included in their questionnaire, were indicative of student-athletes' swearing motives in this study. Thirdly, internet connection became the third level of student-athletes' swearing motives. Male student-athletes (14 or 14.4%) had more experience with swearing motives than female student-athletes (12 or 10.6%). Fourth, television placed student-athletes' next swearing motives that involved 4 or 4.1% male student-athletes and 6 or 5.3% female student-athletes. Fifth, cinema is the next eligible media that influenced student-athletes' swearing motives of 3 or

3.1% for male student-athletes and 3 or 2.7% for female student-athletes, particularly when they were participating in sports training program and competitions.

Table 7. Pearson correlation coefficients of student-athletes' swearing motives

Independent variable	M	SD	6	1	2	3	4
Expressing anger	2.13	.922	Pearson Correlation	1	.769**	.436**	.450**
			Sig. (2-tailed)		.000	.000	.000
			6	210	210	210	210
Stressing from the opponent	2.15	1.005	Pearson Correlation	.769**	1	.462**	.507**
			Sig. (2-tailed)	.000		.000	.000
			N	210	210	210	210
Relieving tension & frustration	1.98	1.019	Pearson Correlation	.634**	.436**	1	.343*
			Sig. (2-tailed)	.000	.000		.000
			N	210	210	210	210
Customizing daily expression	2.10	1.087	Pearson Correlation	.559**	.450**	.344*	1
			Sig. (2-tailed)	.000	.000	.000	
			N	210	210	210	210

Table 8. Descriptive multivariate tests^a of student-athletes' emotional and physical performance

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace .810	215.526 ^b	4.000	202.00	.000	.810
	Wilks' Lambda .190	215.526 ^b	4.000	202.00	.000	.810
	Hotelling's Trace 4.268	215.526 ^b	4.000	202.00	.000	.810
	Roy's Largest Root			202.00		
Athletes' emotional & physical performance	Pillai's Trace .458	6.630	16.000	820.00	.000	.115
	Wilks' Lambda .583	7.469	16.000	0	.000	.126
	Hotelling's Trace .648	8.122	16.000	617.75	.000	.139
	Roy's Largest Root			802.00		
				0		
				205.00	.000	.345
				0		

- a. Design: Intercept + Athletes' emotional & physical performance; b. Exact static; c. The statistic is an upper bound on F that yields a lower bound on the significance level.

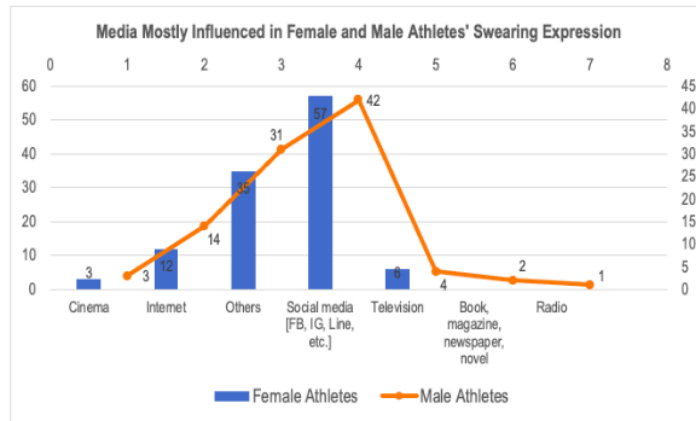


Figure 7. Line and Bar for Both Media Mostly Influenced Student-Athletes' Swearing Motives

Sixth, only male student-athletes perceived books, magazines, newspapers, and novels as their swearing media, which received 2 or 2.1 percent, and radio, which received 1 or 1%. Female student-athletes, on the other hand, were unable to confirm that books, magazines, newspapers, novels, and the radio had become part of their swearing media.

Furthermore, the empirical swearing expressions of student-athletes had been derived from the swearing theory of the general category—animals, racism, and religious symbols. In this particular experience, both female and male student-athletes expressed some swearwords containing animal names (e.g.: *anjing*, *kampret*, *jangkrik*, *jaran*, and *wedhus* for 47 times), racism (e.g.: bitch for 1 time), and religious symbols (e.g.: *Astagfirullah! Ya Allah* for 13 times and *Satan* for 1 time). Then, student-athletes' swearing expressions relied on specialized cursing idiomatic expressions: –“shit”, “stupid”, “bastard”, “crazy”, “fuck”, “fuck off”, and “fucking mouth”. Both female and male student-athletes used the word “shit” for 35 times, “stupid” for 4 times, “bastard” for 13 times, “crazy” for 8 times, “fuck” for 9 times, “fuck off” for 2 times, and “fucking mouth” for one time. Lastly, the native swearwords (e.g.: *asem*, *jancuk*, *gathel*, *gundulmu*, *matane*, *bangkek*, and *bongki* were pronounced 63 times in different ways.

Discussion

Four student-athletes' swearing motives of expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression empirically proved both female and male student-athletes' individual lives at professional sports career both sports training programs and tournaments that, however, may influence their emotional and physical performance. This study proved that male student-athletes were well-known to be more aggressive in swearing than female student-athletes. As shown in Table 7, the independent t-test samples for student-athletes' swearing motives supported male student-athletes' aggressiveness (Güvendir, 2015) on expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression. Nevertheless, Güvendir (2015) continued that male student-athletes' brains were not potential to maintain aggressive emotions and outbursts of anger to the same extent as female student-athletes' brains. Male student-athletes with higher emotional intelligence exhibited a stronger need to share their experiences with others in their surroundings, such as coaches and teammates, to reduce stress.

Aggression might be harmful to male student-athletes' emotional well-being (Deason et al., 2019) and performance during attending sports training program and tournaments. The aggressiveness originated from a set of similar assumptions and expectations as engaged in the moral order (Parvaresh & Tayebi, 2018). Therefore, cognitive behaviors were beneficial in reducing anger and aggressiveness (Askari, 2019). In this matter, the aggression stabilization of male student-athletes would impact their mental health, success and retention, and social behaviors.

Female student-athletes, on the other hand, exhibited more anxiety in emotional attention, clarity, and repair than male student-athletes. They revealed higher emotional attention than male athletes and showed better clarity and emotional replacement to support psychological arrangement for sports (Fernández et al., 2020), although student-athletes' daily swearing frequency and trait anger-out were not correlated (Stephens & Umland, 2011).

The intensity with which a student-athlete expresses anger is significantly connected with their best and worst performance. This would be due to the most frequent pressure in the competitions, such as physical and technical preparation, repeated mistakes produce, and lack of competitive experience and well-performed (Abedalhafiz et al., 2010). When student-athletes' greatest performance appeared, the existing anger intensity increased resulting in energy creation, whilst when student-athletes' worst performance occurred, the reflected anger became ineffective resulting in resources exploitation (Ruiz & Hanin, 2011). So far, anger expression importantly addressed an aggressive behavior level and reconciled the approach and avoidance behaviors (Xia et al., 2019) in student-athletes' professional lives, anger expression might be dysfunctional. Herein, student-athletes' cognitive-behavioral intervention might be fruitful in assisting student-athletes' understanding and control of their dysfunctional anger (Steffgen, 2017). Furthermore, low anger standards among student athletes would conform to the state anger predictors, whereas those who showed high anger standards would be associated with high anger management and high self-esteem (Muñoz-Villena et al., 2020).

Then, stressing from the opponents or sparring partners either in student-athletes' sports training programs and tournaments experientially triggered positive or negative behaviors since they would conditionally resist or weaken their emotions. Student-athletes' swearing was due to be delicate since they still found difficulties to discriminate between levels of offensiveness when it came to maintaining their behaviors around words expressing. Therefore, (Bhadauriya & Tripathi, 2018) determined that student-athletes' stress management in sports competition relied on how they coped, controlled, and reduced the occurrence of the negatively stressful conflicts, which involved massively demands, muscular tensions, over motivations and inability to manage sensory information. Herein, Stephens et al. (2018) considered that student-athletes' increasingly muscular performance might alternatively occur in touch with generalized disinhibition carried out of swearing. Disinhibition in student-athletes was frequently misunderstood as psychological terminology, implying that their inner self-control was less accompanied. Despite student-athletes' other swearing factors dealing with their non-verbal signs, such as gestures, body movement, eye gaze, facial expression, and lips setting (Johnston, 2014; Sumekto & Setyawati, 2020), they might still be concerned about maintaining control over their swearing expression.

Next, relieving tension and frustration which served as a behavioral replacement for physical aggression and increased pain tolerance in swearers, even though all swearing matters could be influenced by student-athletes' educational backgrounds (Vingerhoets et al., 2013) and habitual expression types in a given situation. Relieving tension and frustration among student-athletes might happen through their fear of failures, anger, frustrations, injuries, and discomforts in the competition (Bhadauriya & Tripathi, 2018). Sometimes, offensive swearwords were ultimately expressed by the pragmatically tensional and frustrated student-athletes in their relationships and social-physical setting, such as in sports training programs and competitions using high voice tone (Jay, 2009). Another substantial discussion in this tension and frustration constituted with sports psychology that focused on student-athletes' emotional intelligence acting

preventively in terms of student-athletes' anxiety to improve their performance (Castro-Sánchez et al., 2018). In proving this fact, Fernández et al. (2019) pointed out that the prevalence of student-athletes' emotional dimensions showed higher emotional regulation and increased comprehensive emotional intelligence dimension. Student-athletes' emotional intelligence provided the contexts for decreasing their negative moods by improving the intra- and interpersonal relationships (Darvishi et al., 2015). Therefore, these emotional dimensions might significantly increase student-athletes' well-being (Malinauskas & Malinauskiene, 2018), even though student-athletes' emotional arousal might also be influenced by their verbal production which results in the increased swearing fluency as well (Stephens & Zile, 2017). So far, rough swearwords would be generally deemed inappropriate since they would be the dictions in abusive contexts (Kapoor, 2016) affecting their emotional intelligence. In the permissive environments where self-control was discouraged, student-athletes' occasional tension and frustration relief were frequently addressed. Thus, student-athletes' swearing expression would affect posterior motivation towards self-control efforts (Gitter, 2010) and self-consolidation through student-athletes' trust, authority, responsibility, supervision, integration, and local wisdom (Amali et al., 2021) to govern a good social behavior (Usman et al., 2021) in the sports training program and tournaments.

Lastly, when student-athletes swore more frequent daily, it was discovered that that this became a lower emotional response in terms of their habituation of indicating a lower-pain-tolerance experience (Stephens & Umland, 2011), lessened student-athletes' social support and led to their brand image losses (Vingerhoets et al., 2013). So far, student-athletes' daily swearing could be customized in both intentional and spontaneous expressions. For example, if student-athletes exclaimed profanities, they would do it in a deliberate manner. On the other hand, when the hammer, unfortunately, dropped student-athletes' legs and got pain, they were used to react spontaneously (Finn, 2017). Customizing daily expression experientially proved student-athletes' swearing in the general category, such as exclaiming animal names (*anjing, kampret, jangkrik, jaran, and wedhus*), racism ("bitch"), and religious symbols (*Astaghfirullah/ Ya Allah and Satan*), a specific category, such as "shit", "stupid", "bastard", "crazy", "fuck", "fuck off", and "fucking mouth" (AdarosS. & TironiC., 2017). Lastly, variation of swearwords expression relied on the native swearwords (*asem, jancuk, gathel, gundulmu, matane, bangkek, and bongki*) either expressed by female or male student-athletes. This condition corresponded with the psychological impact that could be positive or negative in addressing student-athletes' psychological well-being through social media use (Stephens et al., 2018).

Discussion upon this study attempted to place four empirical swearing motives onto student-athletes' influential emotional and physical performance within some limitations. This study experientially derived from respondents' self-disclosure during real-life sports experience, and it focused on the combination of student-athletes' perceived intensity of the offense and the anticipated response. Afterwards, student-athletes' apprehension of outraging swearwords content might be subject to significant sectoral distinguishes. For instance, some swearwords might correspond with student-athletes' hometowns in Jawa Tengah Province, Indonesia, where they grew up. They were also potential to express some native swearwords that addressed their own cultures in various competitions. However, if student-athletes' swearwords were not recognized by other opponents in running tournaments, it would have resulted in a different emotional state for the swearers. Further, the limitation in this study referred to self-reported measures of the regional student-athletes who joined in sports training programs organized by the National Sports Committee of Indonesia, Jawa Tengah Province. Therefore, the findings may not be generalizable to the total population of Indonesian varsity student-athletes. In any case, the expanded samples size could be thoroughly provided in the further data collection and involved balanced respondents to both male and female student-athletes to gain the Cronbach alpha and standard deviation consistency in the relevant research of their emotional intelligence and well-being.

CONCLUSION

Student-athletes' swearing motives are empirically associated with expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression. These swearing motives are linkable with student-athletes' emotional and physical performance during their sports training programs and competitions, organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia. The modifiable self-rated questionnaire of Scherer and Sagarin's swearing motives, as the primary data descriptively constitutes 1 (not at all) to 2 (infrequent) Likert-scale which means that four independent variables are not statistically significant in influencing their emotional and physical performance. Despite this insignificant influence, statistical analyses suggest that male student-athletes are frequently more predominant in expressing swearwords rather than female student-athletes when they are engaging in sports training programs and tournaments. These swearing motives also constitute the intrinsic and extrinsic contexts leading to their positive or negative actions in student-athletes' professional life. On the other hand, this study does not discuss comprehensively 17 sports categories that distinguish characteristics in terms of their competitiveness, ecological environment, psychological pressures, gendered relations, expected attitude, and so on that may potentially lead to the availability of student-athletes' swearing motives intensity and frequency.

Apart from the result of the descriptive analysis of student-athletes' swearing and predominant swearing expressions of male student-athletes, this study also investigates the media that most influence student-athletes' swearing expressions during sports training program and tournaments for both genders. Social media (e.g.: Facebook, Instagram, Line, etc.) is the most influential media among student-athletes. Then, other detailly unmentioned media or specifically typed in their questionnaire place the second level of student-athletes' swearing influence. Internet connection access, however, place the next level following the previously listed media. Television program also contributes to their swearing expressions. Lastly, cinema has emerged as the next eligible media to affect student-athletes' swearing, albeit in a little contribution. On the other hand, the printed media, as well as radio are merely media accommodated by male student-athletes in their swearing influence, whilst female student-athletes are not eligible to show those media become part of their swearing media.

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