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<https://ejournal.upi.edu/index.php/penjas/article/view/53066>DOI: <https://doi.org/10.17509/jpjo.v8i1.53066>**Emotional Stability of Student-Athletes in Resisting Swearwords as Their Expressive Supports during Sport Competitions****Heny Setyawati<sup>1\*</sup>, Tandiyo Rahayu<sup>1</sup>, Didik Rinan Sumekto<sup>2</sup>, Nur Haziyanthi Binti Mohamad Khalid<sup>3</sup>**<sup>1</sup>Physical Education Department, Faculty of Sport Science, Universitas Negeri Semarang, Indonesia<sup>2</sup>English Education Department, Directorate of Graduate in Education, Universitas Sarjanawiyata Tamansiswa<sup>3</sup>Sport Science and Coaching Department, Faculty of Sport Science and Coaching, Universiti Pendidikan Sultan Idris, Malaysia**Article Info***Article History :**Received December 2022**Revised March 2023**Accepted March 2023**Available online April 2023**Keywords :**emotions, expressive supports, student-athletes, swearwords***Abstract**

Emotional stability, in sports, is a fundamental defense in supporting athlete performance during competitions. This study aimed at investigating the relationship between student-athlete swearing expressions and their emotional performance stability experienced during competitions. This study involved 387 undergraduate student-athletes from Indonesia and Malaysia, including 176 from Indonesia and 211 from Universiti Pendidikan Sultan Idris (UPSI) Malaysia, as respondents. The respondents included 222 (57.4%) males and 165 (42.6%) females. Respondent ages ranged between 17 to 23 years ( $M = 20$ ;  $SD = 4.24$ ). The student-athlete backgrounds were identified to be amateurs and professional categories in the following sports: badminton, basket, volleyball, athletics, sepak takraw, and kickboxing. Data collection used a self-rated questionnaire constructed in Google Forms through simple random sampling. Data were analyzed using descriptive statistics and Pearson correlations by employing the IBM-SPSS, version 25.0. The findings showed that the student-athlete emotional temptations ( $M = 3.37$ ;  $SD = 1.189$ ), toughness in managing bad habits ( $M = 3.31$ ;  $SD = 1.286$ ), improper words in expressing swearwords ( $M = 1.85$ ;  $SD = .932$ ), physical and mental discomfort management ( $M = 2.85$ ;  $SD = 1.280$ ), and uncomfortable feeling when expressing the swearwords ( $M = 2.44$ ;  $SD = 1.128$ ) ranged from never to frequent category. These determinants influenced a positive and significant contribution on student-athletes' emotional and physical performance stabilities. This study completed student-athlete rating subjectivity when perceiving their emotional stability.

## INTRODUCTION

Today's reality in the sports world, athletes consistently commit to gain chances in improving their physical performance in both trainings and competitions. In competitions, emotions may conditionally decrease any performance if athletes cannot manage their anger with themselves. Experientially, the induction of athlete self-generated emotions puts an influence on physical performance as they can generate a better physical performance in anger and happiness, in terms of comparing with the neutral condition. So far, anger and happiness may enhance physical performance, whereas anxiety and sadness lead to any decreased physical performance (Rathschlag & Memmert, 2013). In relevance with managing emotions, the sport psychologists structurally introduce cognitive and behavioral approaches to increase athletes' experience and performance. The psychologists attempt Bell et al., 2020; Bell et al., 2021). In attaining insight to the athlete current performance through their psychological counseling and verbal interventions, they focus on the mental health and emotional well-being mostly from the athlete verbal communication, where the focus is generally on correcting ineffective or dysfunctional movement patterns and on improving mental toughness and performance outcomes through coaching and sports psychology. This will help athletes develop greater stability and sense of self-performance. However, the strengthened stability, balance, and sense of self-integral to every sport activity need to promote a better emotional well-being to gain a better performance (Patel, 2020). On the other hand, when the sport demands exceed the athlete performance, the condition may reflect their stressfulness. This aspect will influence their cognitive appraisals since it is influenced by a variety of athlete personality and motivational factors. Therefore, the physiological responses can reaffirm the appraisal of stress relying on the behavioral responses, task behaviours, and coping responses, including decreased performance and interpersonal difficulties as well. The situation would be characterized by high demands or conflicts with athlete resources, low social support, autonomy, and other demands which lead to their boredom (Francisco et al., 2016).

Further, student-athlete experiential oral swearing expressions will be a significant indication occurring in certain conditions to others (Mohammadi,

2020Praschinger et al., 2011) and indicating enthusiasm or showing the cathartic way of reflecting any frustration (Generous & Houser, 2019Manchón, 2013; Dynel, 2012Connolly, 2019). It conceptualizes proportional swearing to create conditions that are planned, deliberate, and controlled. The expressional words will be offensive and become pragmatic variables. Violation upon this swearing expression can insult individuals or group of people aggressively against race, ideology, and culture (Güvendir, 2015). Male and females with the certain social strata tend to have the potential swearing expressions in swearing. For instance, expressing the word of 'bastard' and 'asshole' are tolerable, although individual of group of people shall control where and when to say the words. Karpoor Sidelinger and Tatum (2019; Deason et al, 20194) shows another condition in which a male athlete inaccurately misses his points in the competition, he may disappoint with the score, but he does not have to lose emotions leading to his frustration by uncontrollable swearing. Thus, Vingerhoets et al Stapleton . (2020; Hoey et al., 202013) agrees that the most appropriate context of swearing seems to relate to informal arrangements known by persons of equal status and sex. Hence, the connotative interpretation of swearing has a lot of influence on socio-cultural conditions (Shelat, 2019) and is more tolerated informally in both personal and group environments (Steinert & Roeser, 2020Vingerhoets et al., 2013).

Historically, swearing has been thought to have a deeper connection with other words expressed. Swear words are stored in the "lower brain" of the human limbic system which extensively regulates emotions and counter responses via the autonomic nervous system which regulates heart rate and blood pressure. Swearing can be offensive in a vulgar manner because of the excessive vocabulary. The most powerful expression we have is for showing extreme emotions, both negative and positive (Mohr, 2013Michelini, 2020). So far, swearing can be an effective communication tool to construct and negotiate acceptance of social norms (Karachaliou & Archakis, 2015). Swearing can also perform the function of emotional regulation (Stephens & Zile, 2017) which is in the repertoire of the general public. For swearing words that are spoken, they are merely addressed from the bad habits of the athletes or people in certain circumstances. A person says bad words because of something bad he or she has experi-

enced with. In other words, swearing is considered as terms of "giving out" bad feelings immediately. Some examples of swear words showing an "angry" attitude in the context of feeling bad towards someone include: bastard! Shut up! Damn, it's raining! (Goddard, 2015) in common English swearing expressions. This type of swear words also concern a strong expletive underlying annoyance, surprise, ignorance by surroundings, insulting shouting, emotional suppression, and violent rejection (Cosenza, 2019; Guo, 2020; Ziabari & Treur, 2020).

The paradox of swearing provides evidence of a mismatch between the most typical types of swearing in social interactions and represents the question of how highly offensive behavior can also be in enjoyment (Fägersten, 2017). On the other hand, some cultures increasingly value individual expression in social taboo affairs through the trend of increasing use of swear words (Twenge et al., 2017). They are associated with getting attention, discrediting and provoking others, as well as providing interpersonal and cathartic identification (Dewi, 2017). Nevertheless, swearwords are not limited to standard or non-standard speakers, in which their expression choices are based on certain expression in words (Dewrell, 2019).

Furthermore, Adaros and Tironi (2017) reported that 33% of females expressed swear words three times a day, whilst 12% of males swore with the same frequency. The swearing expression is inevitable when the speaker wants to express anger, pain, joy, and desire. It is pledged to be part of the linguistic repertoire of males and females to relieve stress and indicate emotions (Suganob-Nicolau & Sukanto, 2013; Matsumoto & Canagarajah, 2020) and to be relevant to people who interpret it as a form of closeness to their relationships and functions (Dyner, 2012; Nien et al., 2020; Fraina & Hodge, 2020). Swearing problems are generally associated with expressions of anger, pressure from peer, tension and relief from frustration, parts of being relaxed, and social acceptance motives. These identifiable motives are found in speaker daily communication and culture and gender perspective created in social relationships (Sumekto & Kustinah, 2019; Setyawati et al., 2022).

This study attempted to analyze the student-athlete emotional stability, specifically the frequent swearing expressions that terms resistantly relevantly influenced insupport the student-athlete conditionemo-

tional stability. (2) how do athletes voice swear words for a specific purpose? A literature review showed that the student-athlete swearing expression is mostly considered thought to be mostly carried out resist their expressive supports among them when undergoing the competitions. Hence Therefore, to reveal the objectives upon this study, the instruments accommodated Google Form self-rated questionnaire with a 5-Likert scale for collection the data to reveal the objectivity. through Google form's self-rated questionnaire.

## METHODS

### Participants

This study involved 387 undergraduate student-athletes from Indonesia and Malaysia. They were 176 (45.5%) from Indonesia and 211 (54.5%) from Universiti Pendidikan Sultan Idris (UPSI) Malaysia. Of the 387 student-athletes, 222 (57.4%) were males and 165 (42.6%) were females. The respondent ages ranged from 17 to 23 years ( $M_{age} = 20$ ;  $SD = 4.242$ ). The backgrounds of the students-athletes were identified to be both amateurs and professionals in the following sports: badminton, basket, volley-ball, athletics, sepak takraw, and kickboxing.

### Data Collection

Data collection used questionnaire dissemination using Google Form through a simple random sampling. Specifically, the respondents were chosen to investigate the determinants of student-athlete swearing expressions to their emotional and physical stability when undergoing performance stability as experienced at the professional competitions.

### Procedure

The data were collected through a self-rated questionnaire perceiving student-athlete experiences and accommodating the modified theoretical swearing expressions. The questionnaire consisted of closed and open questions that had been fulfilled by the respondents according to in accordance with their perceptions. There were five expressions in the independent variables, namely resisting temptations, managing self-toughness from breaking bad habits, expressing improver words as swearing, managing physical and mental discomforts, and swearing when feeling uncomfortable, that had met the criteria of the research instrument

which was previously tested on 50 other athletes through the Cronbach alpha reliability coefficient test.

**Validity and Data Analysis**

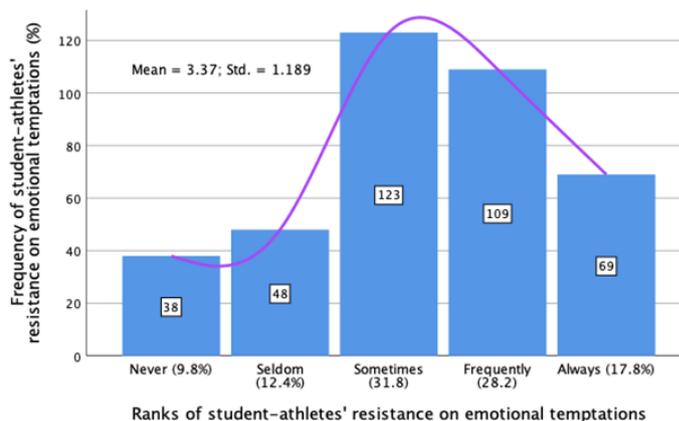
The Cronbach' alpha was between 0.646 to 0.714 with a significance level at  $p < .30$ . The instrument of student-athlete swearing motives in this study was a 5-Likert scale (1 to 5 score measure) that was modified into a statement with a number of answer choices reflecting the suitability level of the condition. The respondent experience was analyzed using descriptive statistics and Pearson correlations analyses with a significance level of  $p = .05$ . The measurement of the content validity coefficient related to the determinant of student-athlete emotional and physical stability, as experienced in their professional competitions, had been applied in the test through the instrument.

**RESULT**

The preliminary descriptive analyses focused on a single dependent variable and five independent variables summarized into the following frequencies and percentages. First, when swearing at the competitions, I am able to resist my emotional temptations. The scores of this independent variable resulted from the positive end of the categories, such as 'never' to 'always' responses ( $M = 3.37$ ;  $SD = 1.189$ ;  $Skewness = -.347$ ;  $Kurtosis = -.631$ ). Of 387 respondents, 38 (9.8%) student-athletes answered 'never', 48 (12.4%) student-athletes answered 'seldom', 123 (31.8%) student-athletes answered 'sometimes', 109 (28.2%) student-athletes answered 'frequently', and 69 (17.8%) student-athletes answered 'always' towards resisting on the emotional temptations when they swore at the sports competitions (Table 1 and gure 1). The student-athlete resistance on emotional temptations ranked on sometimes or moderate category.

**Table 1.** Physical characteristics of the subjects

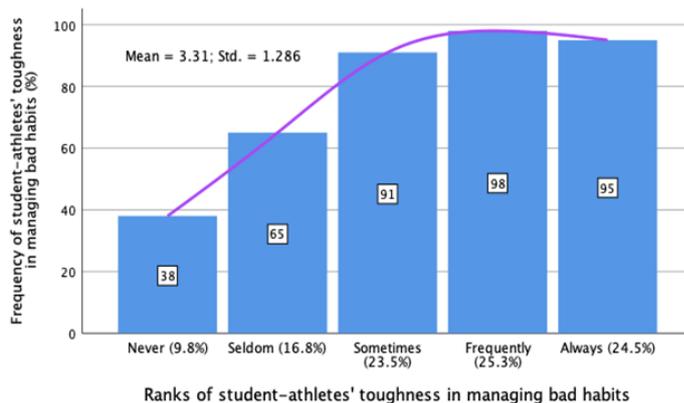
	Frequency	%	Valid %	Cumulative %
Valid	1.00 (Never)	38	9.8	9.8
	2.00 (Seldom)	48	12.4	22.2
	3.00 (Sometimes)	123	31.8	54.0
	4.00 (Frequently)	109	28.2	82.2
	5.00 (Always)	69	17.8	100.0
Total	387	100	100	



**Figure 1.** Student-athlete resistance on emotional temptations at sports competitions

**Table 2.** Student-athlete toughness in managing bad habits

	Frequency	%	Valid %	Cumulative %
Valid	1.00 (Never)	38	9.8	9.8
	2.00 (Seldom)	65	16.8	26.6
	3.00 (Sometimes)	91	23.5	50.1
	4.00 (Frequently)	98	25.3	75.5
	5.00 (Always)	95	24.5	100.0
Total	387	100.	100	



**Figure 2.** Student-athlete toughness in managing bad habits

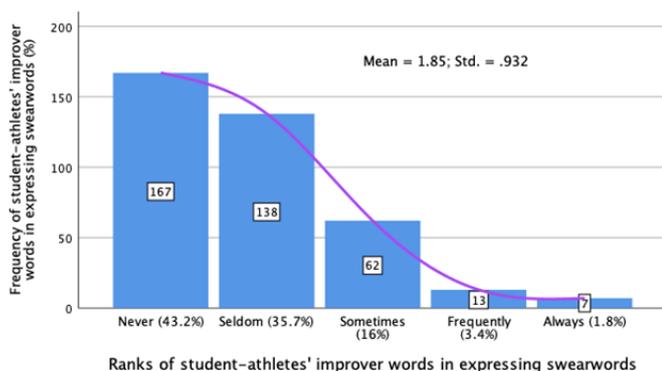
Second, the scores determined the positive end of the categories, such as 'never' to 'always' responses ( $M = 3.31$ ;  $SD = 1.286$ ;  $Skewness = -.318$ ;  $Kurtosis = -.984$ ) towards I am tough enough to manage myself from breaking bad habits. Of 387 respondents, 38 (9.8%) student-athletes answered 'never', 65 (16.8%)

student-athletes answered ‘seldom’, 91 (23.5%) student-athletes answered ‘sometimes’, 98 (25.3%) student-athletes answered ‘frequently’, and 95 (24.5%) student-athletes answered ‘always’ of being tough enough to manage their-selves from breaking bad habits at the sports competitions (Table 2 and Figure 2). The student-athlete toughness in managing bad habits ranked on frequent category.

Third, the scores determined the positive end of the categories, such as ‘never’ to ‘always’ responses (M = 1.85; SD = .932; Skewness = 1.094; Kurtosis = 1.030), towards I often express improver words in every competition. Of 387 respondents, 167 (43.2%) student-athletes answered ‘never’, 138 (35.7%) student-athletes answered ‘seldom’, 62 (16%) student-athletes answered ‘sometimes’, 13 (3.4%) student-athletes answered ‘frequently’, and 7 (1.8%) student-athletes answered ‘always’ of expressing improver words in every sport competition (Table 3 and Figure 3). The student-athlete improper words in expressing swearwords were mostly in never category.

**Table 3.** Student-athlete improper words in expressing

	Frequency	%	Valid %	Cumulative %
Valid 1.00 (Never)	167	43.2	43.2	43.2
2.00 (Seldom)	138	35.7	35.7	78.8
3.00 (Sometimes)	62	16	16	94.8
4.00 (Frequently)	13	3.4	3.4	98.2
5.00 (Always)	7	1.8	1.8	100
Total	387	100	100	

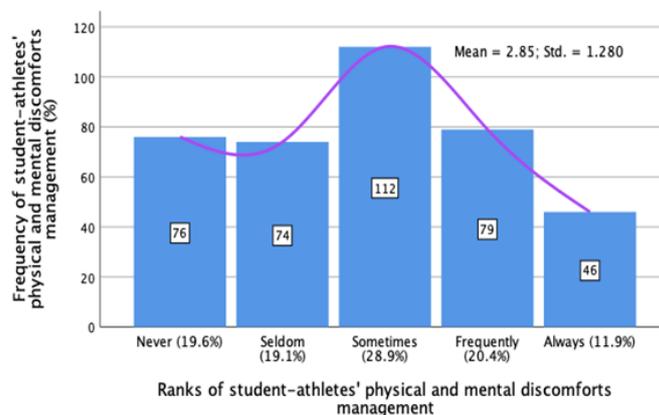


**Figure 3.** Student-athlete improper words at sports competitions

Fourth, the scores determined the positive end of the categories, such as ‘never’ to ‘always’ responses (M = 2.85; SD = 1.280; Skewness = .045; Kurtosis = -1.020), towards statement when swearing in the competitions, I try to manage my physical and mental discomforts. Of 387 respondents, 76 (19.6%) student-athletes answered ‘never’, 74 (19.1%) student-athletes answered ‘seldom’, 112 (28.9%) student-athletes answered ‘sometimes’, 79 (20.4%) student-athletes answered ‘frequently’, and 46 (11.9%) student-athletes answered ‘always.’ However, student-athlete perception on this independent variable conditionally influenced their swearing expression to manage the physical and mental discomforts management during attending the sports competitions (Table 4 and Figure 4). The student-athlete physical and mental discomfort management was on sometimes or moderate category.

**Table 4.** Student-athlete physical and mental discomfort management

	Frequency	%	Valid %	Cumulative %
Valid 1.00 (Never)	76	19.6	19.6	19.6
2.00 (Seldom)	74	19.1	19.1	38.8
3.00 (Sometimes)	112	28.9	28.9	67.7
4.00 (Frequently)	79	20.4	20.4	88.1
5.00 (Always)	46	11.9	11.9	100
Total	387	100	100	

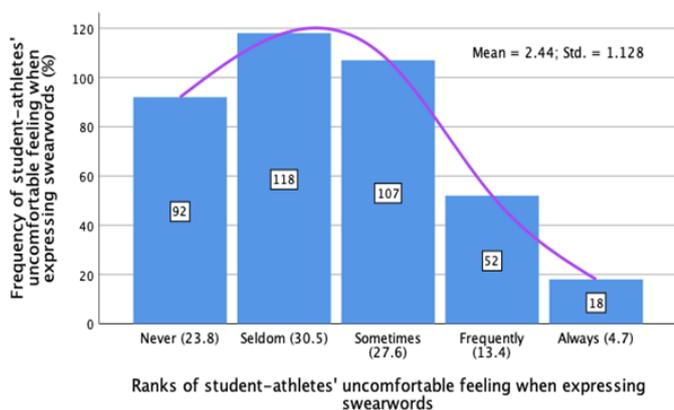


**Figure 4.** Student-athlete physical and mental discomfort management at sports competitions

Fifth, the scores determined the positive end of the categories, such as ‘never’ to ‘always’ responses ( $M = 2.44$ ;  $SD = 1.128$ ; Skewness = .404; Kurtosis = -.615), towards the statement I swear when I feel physically and mentally uncomfortable. Of 387 respondents, 92 (23.8%) student-athletes answered ‘never’, 118 (30.5%) student-athletes answered ‘seldom’, 107 (27.6%) student-athletes answered ‘sometimes’, 52 (13.4%) student-athletes answered ‘frequently’, and 18 (4.7%) student-athletes answered ‘always’ on perceiving their physical and mental discomfort when expressing swearing at the sports competitions (Table 5 and Figure 5). In this finding, the student-athlete uncomfortable feeling when expressing the swearwords was on seldom category.

**Table 5.** Student-athlete uncomfortable feeling when expressing the swearwords

	Frequency	%	Valid %	Cumulative %
Valid	1.00 (Never)	92	23.8	23.8
	2.00 (Seldom)	118	30.5	54.3
	3.00 (Sometimes)	107	27.6	81.9
	4.00 (Frequently)	52	13.4	95.3
	5.00 (Always)	18	4.7	100
	Total	387	100	100



**Figure 5.** Student-athlete uncomfortable feeling when expressing swearwords at sports competitions

Another substantial determinant regarding student-athlete swearing expressions are presented in five reasonable experiences (Table 6 and Figure 6). As docu-

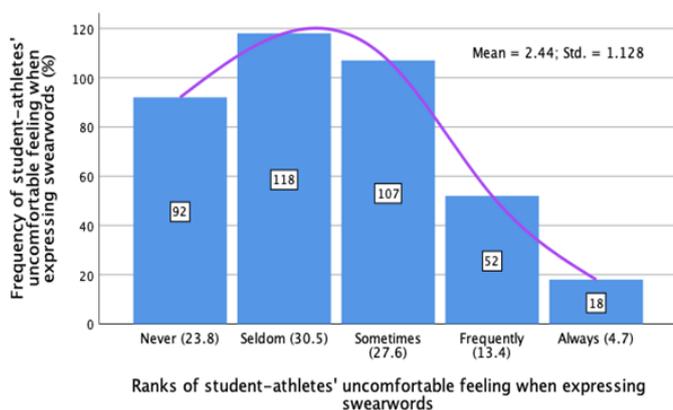
mentedrecorded in the research instruments, the student-athletes empirically respectively expressed their swearwords in terms of various purposes, including anger, self-control, self-motivation, winning the competitions, and beating the opponent mentality. Of 387 respondents, 59 (15.2%) student-athletes responded ‘I am angry’, 69 (17.8%) student-athletes responded ‘I can’t control myself’, 113 (29.2%) student-athletes responded ‘I motivate myself’, 40 (10.3%) student-athletes responded ‘I want to win the competitions’, 47 (12.1%) student-athletes responded ‘I want to beat my opponent mentality’, and 56 (15.2%) student-athletes responded nothing to their swearing purposes at sports competitions (Table 6 and Figure 6). The highest frequency of the student-athlete swearing intention at the sports competitions relied on ‘I motivate myself’ with 113 or 29.2% respondents decided to answer. It means that the swearing expressions might conditionally become encouragement when they competed in competitions.

Four independent variables relatively confirmed student-athlete emotional and physical stabilities (Y) when swearing during competitions through Pearson product-moment correlation (r) coefficient. These preliminary analyses were undertaken to anticipate the interruption of normality, linearity, and homoscedasticity assumptions. There was a strong and mostly positive correlation among five independent variables ( $r = 1.309$ ,  $n = 387$ ,  $p < .01$  for 2-tailed prediction) and higher rank of uncomfortable feeling when expressing swearwords, associated with resisting emotional temptations, managing self-toughness from breaking bad habits, expressing improper words as swearing, managing physical and mental discomforts, and uncomfortable feeling when expressing swearwords (Table 7).

Pearson correlations (r) analyzed the criteria of variability that would potentially bias with the number of respondents, values, and robustness towards an outlier in this study. The empirical data ( $n = 387$ ) of five independent variables found that resisting emotional temptations was ( $M = 3.31$ ;  $SD = 1.189$ ), managing self-toughness from breaking bad habits was ( $M = 3.37$ ;  $SD = 1.286$ ), expressing improper words as swearing was ( $M = 1.85$ ;  $SD = .932$ ), managing physical and mental discomforts was ( $M = 2.85$ ;  $SD = 1.280$ ), and uncomfortable feeling when expressing swearwords was ( $M = 2.44$ ;  $SD = 1.128$ ), in which managing self-toughness from breaking bad habits became the strongest among

**Table 6.** Student-athlete swearing intentions at sport

	Frequency	%	Valid %	Cumulative %
Valid I am angry	59	15.2	15.2	15.2
I can't control myself	69	17.8	17.8	33.1
I motivate myself	113	29.2	29.2	62.3
I want to win the competitions	40	10.3	10.3	72.6
I want to beat my opponents' mentality	47	12.1	12.1	84.8
No response	56	15.2	15.2	100
<b>Total</b>	<b>387</b>	<b>100</b>	<b>100</b>	



**Figure 6.** Student-athlete swearing purposes at sports competitions

other four variables. This study conducted a sampling study of a psychometric dataset that symmetrically featured with the light tails and a Likert-type survey. It corresponded more accurately to the Pearson correlation coefficient (de Winter & Gosling, 2016). The Pearson correlation coefficient is represented in a sample by *r*, measured on a scale with no unit, and undertaken by a value from -1 through 0 to +1 (Sedgwick, 2012; Looy, 2020). The *p*-value is strongly related to correlation coefficient under a true null hypothesis that points for statistical significance (Komaroff, 2020).

**DISCUSSION**

The sport determinants accordingly corresponded with the student-athlete emotional temptation resistance, self-toughness in managing bad habits, improver words expressions used as swearing, physical and mental discomforts management, and swearing expression when feeling uncomfortable. All determinants showed that the student-athlete swearing expressions conditionally placed various categories of five independent variables (never to frequent) to their emotional and physical performance stabilities. This study established student-athlete swearing purposes at sport competitions, including managing self-angriness, self-controls, self-motivation, self-expectation in winning the competitions, and self-domination during the competitions to win the opponent mentality. The determi-

**Table 7.** Pearson correlations (*r*) among student-athlete swearing expression purposes

Swearing Purposes	M	SD		1	2	3	4	5
1. Resisting emotional temptations	3.31	1.18	Pearson correlation	1	-.038	.043	-.076	-.006
			Sig. (2-tailed)	.451	.398	.111	.910	.914
			N	387	387	387	387	387
			Pearson correlation	-.038	1	.102*	.319**	.118*
			Sig. (2-tailed)	.451		.046	.000	.020
2. Managing self-toughness from breaking bad habits	3.37	1.28	Pearson correlation	.043	.102*	1	.197*	.379**
			Sig. (2-tailed)	.398	.046		.018	.000
			N	387	387	387	387	387
			Pearson correlation	-.0767	.319**	.197**	1	.286**
			Sig. (2-tailed)	.137	.000	.000	.150	.000
3. Expressing improper words as swearing	1.85	.932	Pearson correlation	.137	.000	.000	.150	.000
			Sig. (2-tailed)	.387	.387	.387	.387	.387
			N	387	387	387	387	387
			Pearson correlation	-.006	.118*	.379**	.286**	1
			Sig. (2-tailed)	.910	.020	.000	.852	.000
4. Managing physical and mental discomforts	2.85	1.28	Pearson correlation	.910	.020	.000	.852	.000
			Sig. (2-tailed)	.387	.387	.387	.387	.387
			N	387	387	387	387	387
			Pearson correlation	.137	.000	.000	.150	.000
			Sig. (2-tailed)	.387	.387	.387	.387	.387
5. Uncomfortable feeling when expressing swearwords	2.44	1.12	Pearson correlation	.137	.000	.000	.150	.000
			Sig. (2-tailed)	.387	.387	.387	.387	.387
			N	387	387	387	387	387
			Pearson correlation	.137	.000	.000	.150	.000
			Sig. (2-tailed)	.387	.387	.387	.387	.387

nants collectively supported student-athlete emotional and physical performance stabilities.

In this discussion, the student-athlete participation could foster a wide range of their positive psychosocial outcomes, including feeling empowered and self-sufficient as well as gaining confidence, determination, and self-respect. Mutual understandings are necessary for a meaningful sport program implementation, health optimization, and sport policy development. Student-athletes highlighted the mental aspect of sport as critical with respect to maintaining focus and discipline through their emotional temptation resistance reflecting sense of emotion controls involving both positive and negative traits. It was determined that this situation was not easily obtainable, but sense of controlling was necessary to flourish. Student-athlete expressions of flourishing in sports were that of a well-rounded and balanced, suggesting that student-athletes were able to reach their potential when they had harmony across all domains of being well in physical, mental, emotional, and spiritual conditions (Ferguson et al., 2018).

Regarding a particular situation, a synergy maturation among student-athletes determines the magnitude of adaptation to resistance training. However, less variation become an anticipated outcome because the variable nature of training programs. Meanwhile, a high heterogeneity in maturity groups can also be evidence of differing mechanisms of physiological adaptation to training (Moran et al., 2016). Physically active leisure help to generate more personal resources, such as energy, positive mood, self-efficacy, and self-regulation that enhance the benefits of deep actions (Wu et al., 2019) related to student-athlete toughness in managing bad habits.

Further, the student-athlete improper words in expressing swearwords might rely on a desire of getting different emotions at specific points in the competition moments. Specially, there was a progressive increase in high energy feelings, such as anger, energetic, and anxiety as student-athlete progressed through their competitive rounds to prepare emotion regulation strategies. However, this could be effectively employed during competition with minimal effort (Friesen et al., 2017; Schweinberger, 2018). The emotions were also important determinants for student-athlete subjective experiences. They consisted of coordinated psychological processes that regulate affect, cognition, expression,

motivation, physiological arousal, and the quality of behavior (Linnenbrink-Garcia et al., 2016; Simonton et al., 2019). Meanwhile, to identify the improper words at sport competitions, the cumulative effect of stress would need to be carefully considered in relation to recovery and overall well-being of the athletes (Miles et al., 2019) since the emotional abuse could be possible if any screams repeatedly came out insulted and humiliated student athletes alternatively. The acceptability of a given behavior is subjective and based on individual contextual perceptions (Gervis et al., 2016). The perceived stress reactivity demonstrates direct effects on competition appraisals of intensity and control, relational meanings of threat, and negative emotions (Britton et al., 2019).

In the particular condition, the instrument of 'I swear when I feel physically and mentally uncomfortable', the student-athletes might be placed in the depressive symptoms of the potential clinical relevance, whilst high perceived stress was associated with the increased psychological health complaints, whereas a mental toughness was able to off-set some of the negative consequences resulting from high stress exposure (Markus et al., 2018). The emotional intelligence positively predicts student-athlete self-esteem and self-determined motivation, but it is potentially leading to negative anxiety prediction. To prove this condition, a self-motivation to cope with various adverse and potentially stressful circumstances among the student-athletes might encounter over their career aspects and appreciate to high and significant levels of effort, consistency, and dedication (Trigueros et al., 2019).

Furthermore, the student-athlete swearing intention at sport competitions might lead to positive emotions, such as increased enjoyment, attention, curiosity, interest, problem-solving and the quality of behavior including effort, persistence, and engagement (Simonton et al., 2019). These aspects were eligible to construct the activation on the student-athlete swearing expressions. Meanwhile, negative emotions, such as boredom, diminished attention and focus, and reduced quality of behavior, such as increased procrastination and decreased effort and persistence (Demirtepe-Saygili & Metin-Orta, 2020) influenced the deactivation on the student-athlete emotional stability. Nevertheless, the art of resistance training solely did not guarantee maximal gains in its fitness outcomes. The intensity, effort, and

qualified instruction among student-athletes were substantial determinants that supposed to be incorporated appropriately to eliminate the injury risks in their participation and maximize the targeted improvement (Vesci et al., 2017) significantly. The student-athlete individuals with greater expressive skill and emotional knowledge would report better psychological and physical well-being and display lower concentrations (Tuck et al., 2016) in sport competitions.

All these contributing studies were related to the emotional stability among student-athletes when resisting the swearwords as their expressive supports in the sport competitions. This study considered some limitations related to the student-athlete rating subjectivity in fulfilling self-rated questionnaire since the questionnaire did not specifically accommodate student-athlete emotional and physical performance stability backgrounds. The procedure of fulfilling the questionnaire merely addressed the supervisory rating method, in which this study solely depended on student-athlete entirely perception. Other limitations of this study corresponded with the number of respondents which had not rigidly accommodated some sports among the potential student-athletes. This present study limitedly accommodated the student-athlete amateur and professional backgrounds in badminton, basket, volley-ball, athletics, sepak takraw, and kick-boxing only. Other potential backgrounds out of this existing identification among the respondents had not been accommodated in this study. Further, in analyzing the data, this study had not explored and elaborated any closely modified statistical analyzes, which extended other potential determinants of swearing expressions in the sports to comprehend the results since exploring and elaborating the emotional stability would involve a wider inherent and coherent dynamics.

## CONCLUSION

This study concludes conclusion withdraws student-athlete emotions and physical stability when they resisting swearwords as as their expressive supports during competitions. Accordingly, the determinants correspond with student-athletes' emotional temptations resistance, self-toughness in managing bad habits, improver words expressions used as swearing, physical and mental discomforts management, and swearing expression when feeling uncomfortable. All determinants

show that student-athletes' swearing expressions places in various categories of five independent variables towards their emotional and physical performance stability. This study also establishes student-athletes' purposes at sport competitions in terms of self-angriness, self-controls, self-motivation, self-expectation in winning the competitions, and self-domination during the competitions to win opponents' mentality (Table 6 and Figure 6). These determinants collectively support student-athletes' emotional and physical performance stability. Further, realizing the empirical student-athletes' emotional and physical performance stability, this study accomplishes student-athletes' rating subjectivity in fulfilling self-rated questionnaire. Therefore, the questionnaire does not specifically accommodate student-athletes' emotional and physical performance stability backgrounds. Being generalized by some student-athletes in fulfilling the questionnaire are still realizably found since the procedure of fulfilling the questionnaire addresses the supervisory rating method, in which this study merely depends on student-athletes' entirely perception. Comprehending student-athlete emotional stability demands a cultural shift within sports, which includes recognizing the importance of the student-athlete emotional stability promotion. Emotions may trigger the student-athlete stability if they cannot control them. The student-athlete controllability potentially generates their physical performance as well. So far, the student-athlete emotional temptations, toughness in managing bad habits, improper words in expressing swearwords, physical and mental discomforts management, and uncomfortable feeling when expressing the swearwords empirically indicate the student-athlete condition from perceiving those swearing expression determinants. Nevertheless, the determinants attain insight to the student-athlete current emotional stability when the swearing expressions become their conditionally expressive supports during competitions. However, the emotional barriers and swearing expressions expressed by student-athletes shall be on controllable approaches in sport competition culture to support the emotional stability sustainability.

## CONFLICT OF INTEREST

The authors declared no conflict of interest.

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