Identification of psychological well-being in sport science students

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Abstract. There are various factors that make students in sport science survive in college, one of which is the psychological well-being condition that they had especially at the beginning of the first year in college. The purpose of this study was to identify psychological well-being conditions in sport science students. This research was conducted at Universitas Negeri Jakarta (UNJ) using survey method with quantitative approach. The number of samples of about 268 students from several study programs using simple random sampling technique proportional. Data of psychological well-being was obtained through a six-dimensional questionnaire: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The data is then tested and analyzed by using descriptive statistics. The results showed that most of sport science students in have psychological well-being that belong to medium category (73.5%). It requires appropriate training as a follow-up to improve the psychological well-being of sport science students.

1. Introduction
Sport science students as students who are registered and studied in certain universities have an important role in the development of sports in Indonesia [1]. When they began to get motor lectures in the second semester, they began to feel the real adaptation. Aside from being possessed of physical abilities, the initial reason for choosing to study at the Faculty of Sport Science will determine success in completing studies.

First year sports science students experience various demands for adaptation, namely: environmental adaptation, adaptation of new atmosphere, adaptation of policies and new regulations that must be implemented. The difficulties and inability of students in the transition from how to study in high school to college will still be a problem. Students must study lecture material and practicum independently, actively make summaries and reports. Quite a lot of students from level one and two tried to memorize all academic material, so that finally they only mastered study material based on memory without using abstraction.

The success of students in studying in college is influenced by several factors, namely internal and external factors. Internal factors such as physical condition, health, intelligence. Psychological fatigue so that it tends to be easy to feel tired, difficult to concentrate, tired of lethargy to boredom. While external factors that influence students in studying in college include family factors, relationships between families, home atmosphere, family economic conditions, environment and associates. Based on these descriptions, shows that psychological factors are as important as physical factors. Psychological well-being of sport science students determines the ability of students to survive studying
at Sport science faculty of UNJ. Students who have a good psychological well-being, they will have the determination of themselves in carrying out a desire and self-actualization, namely the accuracy of a person in placing themselves according to their abilities. Individuals with high psychological well-being exhibit significant satisfaction with their lives and the ability to handle daily life, which is subjective [2]. Discussion of psychological well-being is often associated with freedom from anxiety and depression conditions [3].

According to WHO, psychological well-being shows complete physical, mental and social well-being [4] so that individuals can function effectively and adapt to the environment [5]. Psychological well-being shows a person's feelings that range from negative mental conditions (such as anxiety, depression) to positive mental conditions (such as self-actualization, life satisfaction) [6].

Psychological well-being in this study is related to happiness as the results of research by Ghasempour et al. [7]. The six dimensions of Psychological well-being used in this study are based on Ryff and Singer [8], namely: 1) Self-acceptance; 2) Positive relationships with others; 3) Autonomy; 4) Environmental mastery; 5) purpose of life; and 6) personal growth.

Self-acceptance is characterized by recognizing and accepting various aspects of feeling good and bad, positive feelings about life. Frustration and anger are expressions of emotions due to lack of self-acceptance [9]. Positive relationships with others are characterized by feelings of warmth, comfort, trust in others, and attention to the safety of others. Individuals who are able to become understanding and supportive listeners show healthier mental status [10]. Autonomy is indicated by the quality of self-determination, freedom, and rules of behavior originating from within ourselves. Examples such as diligence and confidence; able to control social pressure in thinking and acting; awareness of good behavior; always self-evaluation with personal standards. Environmental mastery is the ability of individuals to choose or create an environment that suits their psychological condition. For example, the ability to organize the environment; effective use of opportunities; able to choose and create personal needs and desires. This is also related to the ability of individuals to express their emotions appropriately in social interactions [11]. The purpose of life is shown by the individual with purpose in life and direction. While personal growth opens new experiences, is realistic on their potential, and constantly develops themselves and behavior throughout time. Thus individuals are able to carry out their positive functions both in their personal lives and in people's lives [12].

Based on interviews and brief observations, it was also found that some of them said that studying at the Faculty of Sports Science was not a personal will and desire. This shows that students do not have self-autonomy as one dimension in the psychological well-being [4]. In addition, not all students in Sports Science Faculty of UNJ have a high level of self-actualization. The absence of confidence in attending lectures, passivity during the lecture process, shame in asking, lack of communication, a sense of laziness to add physical activity and training in private to support practical lectures.

So far, physical factors have always been an emphasis on sports students who indeed tend to do more physical exercise in their daily lecture activities. Meanwhile, attention to psychological factors in sports students seems less attention, especially when the Mental Health subject is removed from the curriculum in the Sport Science Faculty of UNJ. Students become less helped to balance strength or physical endurance with their psychic. Sports students, not only formed physical abilities or strengths. Moreover, they also need to have mental toughness and strong character. As the results of Shields's research [13], show that there are various character problems in young athletes, which are related to group values and a developing moral atmosphere.

Based on the description above, it is time to develop a program to improve psychological well-being of sports students specially to help new students to be able to quickly adapt to the demands of the environment and tasks in the sports faculty. However, first it is necessary to identify the conditions of the psychological well-being of the sports students themselves.

2. Method
This research is survey research, using descriptive statistical analysis to obtain valid item items and suitable to be used to measure psychological well-being of sport science students. This research was
conducted at the Faculty of Sport Sciences in Universitas Negeri Jakarta located in Rawamangun, East Jakarta. The time of the study was conducted from May to October 2018. The research sample was taken by means of purposive sampling with the criteria: registered or registered as a new student (first year) in the Sport Science Faculty of UNJ and actively taking classes. The sample representing each study program at the Sport Science Faculty of UNJ was 268 people. Psychological well-being instruments used in this study consist of 6 main dimensions according to Ryff and Singer [8] and Ryff in Gautam and Kaur [4], namely: 1) Self-acceptance; 2) Positive relationships with others; 3) Autonomy; 4) Environmental mastery; 5) Purpose of life; and 6) Personal growth.

3. Results and discussion
Based on the results of data processing, it is known that the majority of sport science students of UNJ have Psychological well-being which is categorized as moderate or 73.5% (197 people), while 13.1% (35 people) belong to the high category and 13.4 % (36 people) belong to the low category. Complete results of each dimension can be seen in the table 1.

| Dimension                       | High  | Moderate | Low   |
|---------------------------------|-------|----------|-------|
| Self-acceptance                 | 5.6%  | 64.9%    | 29.5% |
| Positive relationships with others | 9%    | 75.3%    | 5.7%  |
| Autonomy                        | 20.9% | 72.4%    | 6.7%  |
| Environment mastery             | 33.2% | 63.8%    | 3%    |
| Purpose of life                 | 42.9% | 50.8%    | 6.3%  |
| Personal growth                 | 33.6% | 59.3%    | 7.1%  |

Most of the sport science students of UNJ have self-acceptance which belongs to the medium category as many as 174 people or 64.9%. This shows that most sport science students of UNJ already feel happy and grateful for their lives as students today, although some have not felt that way. As stated by that psychological well-being is always related to feelings of happiness [7] and is free from depression [3]. Related to positive relationships with others, most sport science students of UNJ in the moderate category as many as 202 people or 75.3%. This shows that most sports science students of UNJ have been able to adapt well [4]. Their relationship with seniors is also quite good, although it still needs to improve its character in the future [13]. Most of the sports science students of UNJ have self-autonomy which is classified into the moderate category, which is as many as 194 people or 72.4%. This shows that most sports science students of UNJ already have independence, are able to hold the principle that is believed to be true by themselves. Meanwhile, some still rely more on others in making decisions.

Most of sports science students of UNJ have mastery of the environment which belongs to the medium category as many as 171 people or 63.8%. This shows that there are still not many sports science students of UNJ who dare to take part in external activities. However, most have shown their efforts to survive college even though it makes them feel tired. They try to carry out their positive functions in society [12]. Most of the sports science students of have life goals which are classified as moderate, which are 136 people or 50.8%. This shows that there are still quite a lot of sports science students of UNJ who do not yet have a clear picture of the future of careers in sports, so they have not been maximal in planning college activities so far. Finally, most sports science students of UNJ have personal growth which is classified as being in the moderate category, which is as many as 159 people or 59.3%. This shows that there are still quite a lot of sports science students of UNJ who have not been fully able to actualize themselves and develop all their talents and abilities in the sports field [6].

4. Conclusion
Based on the results of the research described above, a number of things can be concluded as follows:
1) Most sports science students have moderate psychological well-being (73.5%); 2) The six dimensions
of psychological well-being (self-acceptance, positive relationship with the environment, self-autonomy, mastery of the environment, life goals, and personal growth) must be increased through certain training programs so that sports science students can adapt more quickly and feel happy to undergo college.

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