

The Contribution of Emotional Intelligence to The Training Motivation of 12 – 14 Years Old Adolescent Table Tennis Athletes in PTM Bandung District

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Abstract

This study's objective was to find and analyze the contribution of the impact of emotional intelligence, to training motivation and its impact on the achievement of table tennis athletes. The author uses a quantitative descriptive method. Utilizing a survey approach, quantitative research is the research methodology employed with an instrument using a questionnaire with a list of statements that have been structured with the aim of collecting information from emotional factors that affect the achievement of table tennis athletes as respondents in the study. The data was tested with a simple linear regression test to see the contribution between the emotional intelligence variable as the independent variable and training motivation as the dependent variable. The information description from the survey analysis of 51 respondents obtained the mean value of the emotional intelligence variable is 54.78 with a standard deviation of 6.74, while the training motivation variable is 56.24 with a standard deviation of 5.21. Regression analysis in table 2 shows the relationship or correlation coefficient (R) of 0.651. Based on the results results, The impact of the independent variable (emotional intelligence) on the dependent variable is indicated by the coefficient of determination (R Square), which is 0.424 (training motivation) is around 42.4%. This research reveals the importance of having emotional stability when performing physical activities and sports, which affects performance, response to stress, and psychological well-being. The emotional intelligence model consisting of knowledge, skills and attitudes provides a comprehensive framework for understanding emotional intelligence in sport. The model also highlights the positive relationship between emotional intelligence and subjective performance in sport. The research also highlights the importance of multi-sphere training in regulating energy, moisture and micronutrients, such as zinc, magnesium and vitamin D, in sports performance.

Keywords: emotional intelligence, motivation, table tennis training

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1. INTRODUCTION

Emotional intelligence maintains the importance of physical activity and sport, influencing performance, stress response and psychological skills (Laborde et al. 2016). The tripartite model pertaining to emotional intelligence, consisting of knowledge, ability and trait levels, offers a thorough framework for comprehending Emotional Intelligence in sport (Laborde et al. 2018). Studies reveal that Emotional Intelligence is critical in individual and team sports, often determining the success of an athlete and the functioning of a team (Birwatkar 2014). Emotionally intelligent athletes can better regulate their emotional states to meet situational demands, potentially giving them a competitive advantage (Birwatkar 2014). Emotional Intelligence has been associated with higher levels of physical activity and positive attitudes towards sport (Laborde et al. 2016). In addition, sporting activities have been shown to improve emotional intelligence in adolescents, suggesting that incorporating sport into the educational environment can improve emotional intelligence and overall student success (Riyanto, Syamsudin, and Sanjaya 2020). Future research should focus on Emotional Intelligence training, measurement validation, and exploration of Emotional Intelligence in different populations and contexts within sport (Laborde et al. 2016).

Research shows that emotional intelligence and physical activity play an important role in academic performance and well-being. Achievement emotions such as pleasure are positively correlated with academic performance, while anger and boredom show negative correlations (Camacho-Morles et al. 2021). It was discovered that emotional intelligence was positively correlated with subjective well-being in adolescents, with self-report mixed models showing the strongest relationship (Llamas-Díaz et al. 2022b). Physical education interventions have shown a positive impact on students' emotional competence, with a meta-analysis revealing a standardized mean difference of 0.30 compared to usual practice (Cho 2020). Currently, a comprehensive review is being conducted on the impact of physical activity on emotional intelligence in children and adolescents, with modifiers such the level of exercise and duration being considered (Contreras-Osorio et al. 2024). These findings highlight the importance of integrating emotional intelligence training and physical activity in educational settings to improve academic success and emotional well-being.

Recent research has highlighted the importance of motivational factors in athlete training and performance. Sport training has been shown to improve physical fitness and stroke speed in tennis players, with effects varying by age (Lambrich and Muehlbauer 2023). A task-oriented motivational climate is associated with higher levels of positive affect and satisfaction in athletes compared to an ego-oriented climate, with stronger effects observed in non-elite athletes (Lochbaum and Sisneros 2024). In educational settings, intrinsic motivation is critical to engaging students in physical activity and sport, especially when implementing pedagogical models such as Small-Sided Games (Sierra-Díaz et al. 2019). Coach autonomy support is strongly correlated with athlete well-being, autonomous motivation, and basic psychological need satisfaction across

cultural contexts and sport types (Mossman et al. 2022). These findings underscore the importance of creating supportive and autonomy-enhancing environments to enhance athlete motivation and performance in table tennis and other sports.

Recent research on coaching and motivation of table tennis athletes has yielded valuable insights. Interventions that support needs for coaches can improve athletes' motivational and emotional outcomes, including decreased anxiety and increased happiness (Meilinda 2020b). Utilizing rich media platforms for table tennis learning improved advanced skills and participation motivation in young players (Zou, Liu, and Han 2019). Multi-ball training impacted dynamic posture control, with gender differences observed in performance decrements during training sessions (Gu et al. 2019). Nutritional recommendations for table tennis players emphasize the importance of proper energy intake, hydration, and certain micronutrients such as iron, magnesium, and vitamin D (Huang, Ng, and Lee 2023). Ergogenic aids such as beta-alanine, creatine, and caffeine can also improve performance if timed appropriately (Huang, Ng, and Lee 2023). These findings collectively contribute to a more comprehensive understanding of the training, motivation, and performance optimization of table tennis athletes.

Recent research highlights the role of various factors in athlete motivation and training. Parents play an important role in motivating young athletes, with parenting styles that support autonomy and moderate engagement being optimal strategies (Meilinda 2020a). Coaches can also significantly influence athlete motivation through needs-supportive interventions, which have been shown to improve emotional and motivational outcomes in elite athletes (Meilinda 2020a). For athletes, coaches and family are highly influential, while psychological factors such as stress reduction and self-esteem are important considerations (Meilinda 2020b). In addition, innovative techniques such as EEG biofeedback training have shown potential in improving motivation and performance in powerlifters, with effects varying by training level and external load (Meilinda, Safari, and Sudrazat 2022). These findings underscore the importance of taking a holistic approach to athlete motivation by considering physical, social, and psychological aspects in training programs.

2. METHOD

The author uses quantitative descriptive methods, Sugiyono (2018) reveals quantitative methods because the research data is numerical and analyzed using statistics. while Siregar (2016) problem solving procedures in descriptive research methods are to use current data to describe the research subject, then conduct analysis and interpretation.

Quantitative research with a survey approach is the research methodology utilized with an instrument using a questionnaire. The advantage of this method is that it makes it easier for respondents to answer questions, because respondents just have to choose the answer that suits their situation (Arikunto, 2013: 129). Data for this study was gathered via a questionnaire survey. According to him, this questionnaire method is used to obtain answers in writing in accordance with a list of statements that have been prepared with the aim of collecting information from emotional factors that affect the achievement of table tennis athletes as respondents in the study.

2.1 Participants

Descriptive survey research is a method that focuses on collecting information about current conditions, practices, and trends to be described and interpreted by involving critical

analysis methods of information sources, interpreting data, and making generalizations. Participants or respondents in this study were teenage table tennis athletes aged 12-14 years in the Bandung Regency area of West Java, and as many as 51 participants were willing to fill out the questionnaire provided by the researcher.

2.2 Research Design

The procedures necessary for organizing and carrying out research are often referred to as research design, which helps the research in collecting and analyzing data. The author uses a quantitative descriptive research method, by conducting a survey of teenage table tennis athletes in the Bandung Regency environment. The survey was conducted to see the contribution of variable X (emotional intelligence) as an independent variable to variable Y (exercise motivation) as a dependent variable.

2.3 Instruments

In this study, the instrument used by researchers was a questionnaire of emotional intelligence and table tennis motivation (Meilinda 2020a), with a Likert scale. Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people towards social phenomena. In a Likert scale, four or more question items are combined to create a score or value that describes individual characteristics, such as knowledge, attitudes, and behavior. In this instrument there are 40 questions, on the intelligence scale consists of 5 factors such as knowing your emotions, controlling your emotions, moving yourself, and knowing the emotions of others (empathy), cooperating with others, while the table tennis motivation scale consists of 6 factors of motivation aspects, namely intrinsic, integrated, identified, introjection, extrinsic motivation, amotivation which is useful for measuring the extent of motivation of table tennis athletes in Bandung district.

2.4 Procedures

The research process involves several steps, from problem identification to data collection, analysis, and reporting. Common data collection methods include self-administered questionnaires using a Likert scale. Quantitative studies aim to test hypotheses, document prevalence, and establish relationships between variables (Heddle, 2002). This approach is characterized by its structured nature, emphasis on numerical data, and rigorous analytical methods so that researchers must ensure reliability and validity in their research design to maintain scientific rigor (Meadows, 2003). In this study, the author intends to reveal the factors of emotional intelligence on the motivation of adolescent table tennis athletes to practice.

2.5 Data Analysis

Quantitative data obtained from the results that have been obtained from all respondents and other sources are first identified and then processed. After obtaining the data, the next analysis technique of this research data uses statistical analysis techniques, because this statistical analysis technique is to find out how emotional intelligence interacts with table tennis learning motivation. The analysis used to see the role that emotional intelligence plays in the learning motivation of table tennis athletes is simple linear analysis, where the author wants to see how much the independent variable (emotional intelligence) contributes to the dependent variable (learning motivation).

3. RESULTS

After the data was collected, A straightforward linear regression test was used to examine the data in order to see the contribution between the emotional intelligence variable as the independent variable and training motivation as the variable that is dependant. These are the outcomes of the analysis of this study;

Table 1

Data Description

Variables	N	Means	St. Dev
Emotional Intelligence	51	54.78	6.74
Exercise Motivation		56.24	5.21

Data description from the results of the survey analysis of 51 respondents obtained an average value of the emotional intelligence variable of 54.78 with a standard deviation of 6.74, while the exercise motivation variable was 56.24 with a standard deviation of 5.21.

Table 2

Summary of Regression Analysis Model

Model	R	R Square	Adjusted R Squared	Standard Error of Estimate
1	.651a	.424	.412	5.17088

a. Predictors: (Constant), Emotional Intelligence

The regression analysis in table 2 explains the magnitude of the correlation/relationship value (R) which is 0.651. From the output, the determination coefficient (R Square) is 0.424, which means that the influence of the independent variable (emotional intelligence) on the dependent variable (exercise motivation) is 42.4%.

Table 3

ANOVA Analysis

Model	Sum of Squares	df	Mean Square	F	Signature.
Regression	962,463	1	962,463	35,996	.000 per month
Remainder	1310.164	49	26,738		
Total	2272.627	50			

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Sports Motivation

Table 3 is an ANOVA analysis table from the output of multiple linear analysis, the results of the analysis show a calculated F value of 35.996. By using a significance level of 0.0000 <0.05, the regression model can be used to determine the magnitude of the influence of emotions on the exercise motivation variable.

4. DISCUSSIONS

The results show that the emotional support of adolescent table tennis affects training motivation. Emotional intelligence contributes 42.4% to exercise motivation, this shows a strong enough relationship so that table tennis athletes must have good emotional intelligence to be able to create high exercise motivation. Research consistently shows a positive relationship between training motivation and emotional intelligence. Increased intrinsic motivation and self-determined types of extrinsic motivation are related to higher emotional intelligence while negatively correlated with amotivation (Kim 2023). Certain dimensions of Emotional Intelligence, such as perceiving and managing emotions, are specifically related to intrinsic and identified regulation (Sukys et al. 2019). It is also directly correlated with task-oriented motivational climate (Castro-Sánchez et al. 2018). Furthermore, dimensions of emotional intelligence (emotional attention, clarity, and organization) are related to intrinsic motivation to know, achieve, and experience stimulation in sport science students (Mercader-Rubio et al. 2023). Athletes' communicative satisfaction with their coaches may operate as a mediator in the relationship between emotional intelligence and sport motivation (Kim 2023). These findings highlight the importance of emotional intelligence in fostering intrinsic motivation and personally definable extrinsic motivation in sport contexts, potentially influencing athlete performance and engagement.

Emotional intelligence is essential for adolescent well-being and sports performance. A meta-analysis revealed a favorable relationship between Emotional Intelligence and affective and cognitive components of subjective well-being in adolescents (Llamas-Díaz et al. 2022a). Emotional Intelligence training in educational and clinical settings has the potential to prevent emotional disorders in this age group. In the context of physical activity and sport, Emotional Intelligence is considered a determining factor in improving sport competence (Ubago-Jiménez et al. 2019). A systematic review on motivation and Emotional Intelligence in physical education found that task-oriented goals, task climate, satisfaction with basic psychological needs, as well as self-selected types of motivation were positively associated with Emotional Intelligence (Llamas-Díaz et al. 2022b). In contrast, external motivation and amotivation were negatively correlated with Emotional Intelligence. This suggests that integrating Emotional Intelligence training into sport programs may improve emotional well-being and athletic performance in adolescents. Emotional Intelligence training programs for young athletes have shown improvements in emotion regulation strategies and cognitive appraisal (Cece et al. 2023). Similarly, interventions that promote a needs-supportive coaching style have improved motivational and emotional outcomes among elite table tennis players (Cece et al. 2021).

In addition, emotional intelligence has also been shown to have a significant positive relationship with various aspects of well-being and performance. A comprehensive meta-analysis revealed that Emotional Intelligence is positively correlated with social support, organizational aspects, and satisfaction, while negatively correlated with stressors (Chen, Chiang, and Chu 2024). In adolescents, Emotional Intelligence showed a positive relationship with affective and cognitive subjective well-being (Llamas-Díaz et al. 2022a). For foreign language teachers,

Emotional Intelligence was positively correlated with self-efficacy and negatively correlated with burnout (Wang and Wang 2022). In the context of secondary education, Emotional Intelligence had a significant positive effect on academic performance, with ability-based measures of Emotional Intelligence showing a stronger relationship than self-report measures (Sánchez-Álvarez, Martos, and Extremera 2020). The analysis and discussion's findings demonstrate the importance of Emotional Intelligence in various domains and show the potential benefits of implementing Emotional Intelligence training in educational and organizational settings to improve well-being, performance, and satisfaction.

5. CONCLUSIONS

This research demonstrates that there is a positive connection between instruction and motivation and emotional intelligence, influencing performance, stress response and psychological skills. The tripartite model of Emotional Intelligence includes knowledge, ability and trait levels, which provides a comprehensive framework for understanding Emotional Intelligence in sport. Emotional Intelligence has been associated with higher levels of physical activity and positive attitudes towards sport. Emotional Intelligence has been found to have a positive relationship with subjective well-being in adolescents. Physical education interventions have shown positive impacts on students' emotional competence. Motivation in training and athlete performance has been shown to improve physical fitness and stroke rate in tennis players. Sport Coaching has been shown to improve physical fitness and stroke rate in tennis players, and intrinsic motivation has been shown to enhance environments that enhance athlete motivation and performance in table tennis and other sports. Interventions that support coach needs can improve athlete motivational and emotional outcomes, including decreased anxiety and increased happiness. Multi-ball training influences dynamic postural control, and nutritional recommendations for table tennis players emphasize the importance of energy intake, hydration, and specific micronutrients such as iron, magnesium, and vitamin D.

Emotional intelligence is critical to sport and physical activity, influencing performance, stress response and psychological skills. The tripartite model of Emotional Intelligence includes knowledge, ability and trait levels, which provides a comprehensive framework for understanding Emotional Intelligence in sport. Emotional Intelligence has been associated with higher levels of sport activity and positive attitudes towards sport. Emotional Intelligence has been shown to increase emotional intelligence in adolescents, so incorporating sport into the educational environment may improve students' emotional intelligence and overall success. Emotional intelligence is essential for adolescent well-being and sport performance. Emotional intelligence is considered a very important component in improving sport competence. Emotional Intelligence training programs in educational and clinical settings have the potential to prevent emotional disorders in age groups. Proven Emotional Intelligence training programs have significant positive relationships with various aspects of well-being and performance.

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