



## Effect of Psychoeducational on Athletic Identity among Adolescent Taekwondo Athletes

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### Abstract

Most athletes begin their professional careers at a young age facing complex academic, social, and athletic demands, particularly during adolescence. These conditions make the formation of athletic identity a dynamic process that is prone to athletic identity crises, especially among taekwondo athletes. This study aims to examine the effect of psychoeducational on athletic identity among adolescent taekwondo athletes. The research method used was an experiment with a pretest-posttest control group design. The research subjects were 20 taekwondo athletes aged 18-21 years, divided into an experimental group and a control group. The experimental group was given psychoeducational intervention, which included psychological education, stress management, motivation enhancement, and coping techniques for four weeks, while the control group was not given any treatment. Athletic identity was measured using the Athletic Identity Measurement Scale (AIMS). Data were analyzed using SPSS version 26. The result of the Independent samples T-Test showed a significant difference between the experimental and the control groups, with a p-value of 0.003 ( $p < 0.05$ ). The results of this study indicate a significant effect. These findings indicate that psychoeducational significantly affects the athletic identity of adolescent taekwondo athletes.

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## INTRODUCTION

Most athletes begin their professional careers at a young age facing complex academic, social, and athletic demands, particularly during adolescence (Buckley et al., 2017). This phase is a crucial transitional period of development, during which athletes are not only required to achieve optimal performance, but also to establish a stable athletic identity. In the context of competitive sports, the process of deselection, pressure to perform, and uncertainty about career continuity can affect how athletes perceive their role as athletes (Neely et al., 2018). Athletic identity is key psychological factor, especially in taekwondo, which requires early discipline and commitment (Cherifi et al., 2023).

Athletic identity is not only shaped by physical abilities and technical mastery, but also by the psychological and social experiences athletes undergo during training and competition (Mahmoud et al., 2022). Social support, strong relationships with coaches and teammates, and a conducive training environment are crucial in shaping and reinforcing athletes self-perceptions (Brown, 2018). In taekwondo, values such as discipline, perseverance, and respect that are embedded in the training culture help shape how athletes view themselves and their social roles (Kim & Jang, 2020). However, during adolescence, athletes often face role conflicts due to simultaneous academic and social demands, making the process of forming athletic identity even more complex (Steele et al., 2020).

Various studies show that adolescent athletes are prone to psychological stress and athletic identity confusion when they are unable to balance the demand of training, competition, and personal life (Pope et al., 2018). This condition can be influenced by high external expectations from the sports environment, which has the potential to trigger an athletic identity and reduce the psychological well-being of psychoeducational approach, is considered to help athletes understand their emotions, manage stress, and develop adaptive coping skills (Guo et al., 2025). This approach also encourages athletes to recognize and accept their various identity roles, both as athletes and as individuals outside the context of sports (Ronkainen et al., 2016).

Athletic identity is dynamic and continues to evolve alongside athletes training experiences, competitions, and social interactions (Edison et al., 2021). The experience of winning and losing in competition can influence how athletes evaluate themselves and their level

of commitment to their athletic role (Campo et al., 2019). If athletic identity is formed too dominantly without balancing other roles, athletes risk experiencing adaption difficulties when facing transitional periods, such as injury or retirement from sports (Jewett et al., 2019). Therefore, strengthening a healthy, flexible athletic identity from adolescence is very important to support the long-term sustainability of athletes development (Giannone, 2016).

Although prior studies explore athletic identity in youth athletes, few specifically examine psychoeducational interventions' effects in taekwondo contexts, a gap noted (Seonwoo & Jeong, 2021). This study's novelty lies in its experimental pretest-posttest control group design testing a 4-week psychoeducational program (psychological education, stress management, motivation, taekwondo-specific coping) on athletic identity among 18-21-year-old athletes, using the validated AIMS scale (Nicholls, 2021).

## METHOD

This study used a pretest-posttest control group design. This design was chosen to empirically Effect of Psychoeducational on Athletic Identity among Adolescent Taekwondo Athletes by comparing the result of measurements before and after treatment in the experimental group and the control group. The research subject consisted of 20 taekwondo athletes aged 18-21 years who actively participated in training programs at taekwondo clubs. The subject were selected using purposive sampling with the following criteria (1) athletes who actively trained and participated in competitions, (2) were in the late adolescent age range, and (3) were willing to participate in the entire research process. The subjects were then divided in two groups, namely the experimental group (n = 10) and the control group (n = 10). The experimental group received psychoeducational intervention for four weeks at a frequency of one session per week. The intervention include psychological education related to athletic identity, stress management, motivation enhancement, and training in coping techniques relevant to the context of taekwondo. Meanwhile, the control group was not given any special treatment and continued to undergo the regular training program as usual.

Athletic Identity was measured using the Athletic Identity Measurement Scale (AIMS), which has been widely used in sports psychology research and has good reliability and validity (Ramadhani & Jannah, 2023). Measurements

were taken twice, namely at the pretest stage before the intervention and at the posttest stage after the entire intervention series was completed. The data obtained were analyzed using SPSS software version 26. Descriptive analysis was used to characterize the data (Subhaktiyasa et al., 2025). Assumption testing includes normality testing with the Shapiro-Wilk test and homogeneity-of-variance testing with Levene's Test. Hypothesis testing was conducted using Independent Sample T-Test to determine the difference in athletic identity between the experimental group and the control group after treatment was given, with a significance level of 0.05.

## RESULTS AND DISCUSSION

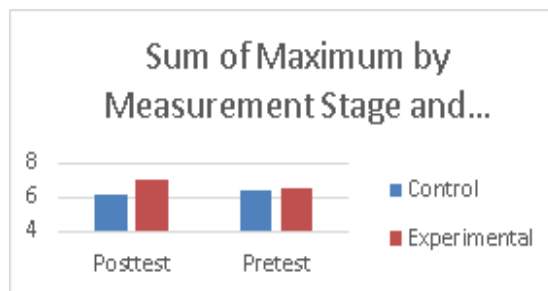
The result of descriptive statistical analysis shows that in the pretest stage, the average athletic identity score of taekwondo athletes in the experimental group was 4.80 with a standard deviation of 1.07, a minimum value of 2.14, and a maximum value of 6.57. Meanwhile, the control group had a average score of 4.79 with a standard deviation of 1.05, a minimum value of 2.20, and a maximum value of 6.40. These results indicate that the initial conditions of both groups were at a relatively equivalent level of athletic identity.

After four weeks of psychoeducational intervention, there was a change in athletic identity scores in both groups. The experimental group experienced an increase in average scores to 5.12 with a standard deviation of 0.98, while the control group experienced a decrease in average scores to 4.40 with a standard deviation of 1.02. A comparison of pretest and posttest scores between the two groups is presented in Table 1, while the pattern of score changes is shown in percentage graph.

The Shapiro-Wilk normality test shows that the pretest and posttest data are normally distributed ( $p > 0.05$ ). The Levene's Test for homogeneity of variance yields a significance value of 0.747 ( $> 0.05$ ), indicating that the data are homogeneous. Furthermore, the result of the Independent Sample T-Test showed a significance value (Sig. 2-tailed) of 0.003 ( $< 0.05$ ), indicating a significant difference between the experimental group and the control group at the posttest stage.

**Table 1.** Statistical Description of Athletic Identity Scores

Variable	Mean	N	Std. Deviation	Std. Error Mean
Pre-test (Experimental)	4.80	20	1.07	0.24
Pre-test (Control)	4.79	20	1.05	0.23
Post-test (Experimental)	5.12	20	0.98	0.22
Post-test (Control)	4.40	20	1.02	0.23



**Graph 1.** Pre-test post-test difference

Shows **Graph 1** the changes in the average athletic identity scores in the experimental and control groups from the pretest to the posttest. There was an increase in scores in the experimental group after the psychoeducational intervention, while the control group showed a downward trend in scores.

**Table 2.** Independent Samples T-Test Results on Posttest Scores

Variable	t	df	Sig. (2-tailed)
Athletic Identity	3.42	18	0.003
Interpretation	positive	(<0.05) significant	

The result **Table 2** of this study indicates that psychoeducational intervention has a significant effect on the athletic identity of adolescent taekwondo athletes. The increase in athletic identity scores in the experimental group indicates that the psychoeducational approach can help athletes strengthen their perceptions of themselves as athletes, while managing the psychological demands that arise during adolescence (Pratama & Utami, 2024).

These findings are consistent with previous studies stating that psychological support and mental education play an important role in the information of athletic identity, especially during the transitional phase of development (Yusuf & Rahayuni, 2021). The interventions provided enable athletes to understand their athletic role, manage competitive stress, and develop effective coping strategies (Guo et al., 2025). Conversely, the decline in athletic identity scores in the control group indicates that, without structured intervention, adolescent athletes tend to be unstable (McGinley et al., 2024).

This condition reinforces the view that athletic identity is a dynamic construct strongly influenced by psychosocial experiences, social support, and the training environment (Edison et al., 2021). In the context of identity theory, the result of this study the identity control model, which states that individuals will strive to maintain consistency between their perceived identity

and their displayed behavior (Pekerti, 2019).

Psychoeducational interventions serve as a reinforcement mechanism that helps athletes maintain this balance, thereby reducing the risk of identity crises in adolescence (Stephenson, 2022). Overall, the results of this study emphasize the importance of integrating psychoeducational components into taekwondo athlete training programs. A holistic approach, which focuses not only on physical and technical abilities but also psychological development, has the potential to produce athletes with a healthier, more adaptive, and sustainable athletic identity (Barkley et al., 2018).

The primary finding of this study indicates that psychoeducational intervention has a significant positive effect on athletic identity among adolescent taekwondo athletes. The statistical analysis demonstrated a meaningful difference between the experimental group and the control group at the posttest stage ( $p = 0.003$ ), confirming that athletes who received structured psychoeducational treatment showed stronger athletic identity development compared to those who followed regular training alone. This result supports the assumption that psychological intervention plays a crucial role in shaping athletes' self-perceptions, particularly during the vulnerable developmental phase of adolescence.

The increase in athletic identity scores observed in the experimental group suggests that psychoeducational components—such as psychological education, stress management, motivation enhancement, and coping skills training—help athletes better understand and internalize their role as athletes. Adolescence is characterized by identity exploration and instability; therefore, structured psychological guidance allows athletes to process competitive demands more adaptively and develop a clearer sense of commitment to their sporting role (Ronkainen et al., 2016). In taekwondo, where early specialization and discipline are emphasized, psychoeducational intervention appears to function as a protective mechanism against identity confusion.

Conversely, the decrease in athletic identity scores within the control group highlights the dynamic and unstable nature of athletic identity when psychological support is absent. Without targeted intervention, adolescent athletes may struggle to balance academic responsibilities, social relationships, and performance expectations, leading to weakened identification with their athletic role (Pope et al., 2018). This finding reinforces previous research indicating that athletic identity does not develop automatically through

physical training alone but requires intentional psychological reinforcement (Edison et al., 2021).

From a theoretical perspective, these findings align with identity control theory, which posits that individuals strive to maintain consistency between their perceived identity and their behaviors within a given role (Pekerti, 2019). Psychoeducational intervention helps athletes regulate this process by increasing self-awareness, emotional control, and adaptive coping strategies. As a result, athletes are better equipped to manage performance pressure, setbacks, and role conflicts, thereby sustaining a healthier and more flexible athletic identity throughout adolescence (Stephenson, 2022). Future research should use longitudinal designs, involve more diverse sports settings, and integrate objective performance indicators further to explore the sustainability and transferability of psychopedagogical intervention effects.

## CONCLUSION

This study demonstrates that the 4-week psychoeducational intervention take effect improved athletic identity scores in adolescent taekwondo athletes, with the experimental group rising from a pretest mean of 4.80 to 5.12, compared to the control group's decline to 4.40 ( $t(18)=3.42$ ,  $p=0.003$ ). These changes highlight how targeted psychological education, stress management, and coping training foster stronger, more adaptive self-perception as athletes amid adolescence's demands. In contrast, the control group's instability underscores athletic identity's vulnerability without intervention, emphasizing the need for proactive psychological support in dynamic sports environments. Taekwondo coaches and organizations should integrate such programs into routine training to enhance psychological resilience and long-term career sustainability, building on this empirical evidence from a controlled experimental design. Future research could expand to larger samples, extended durations, or other combat sports for broader generalizability.

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