

# Levels Of Perfectionism And Sports Burnout Among Student-Athletes

Roderick B. Valdez, MAPsych; Ma. Victoria T. Juan, PhD

**Abstract:** This study explored the levels of perfectionism and sports burnout among student-athletes at Isabela State University, Echague, Philippines. A total of one hundred seventy (178) student-athletes from the university were drawn using proportional allocation. This study made use of standardized survey questionnaires, the Athlete Burnout Questionnaire (ABQ by Raedeke, 1999) and Sport Multidimensional Perfectionism Scale-2 (SMPS-2 by Gotwals et al., 2003), data gathered were analyzed utilizing weighted mean and Chi-Square to answer the objectives of the study. Results showed that student-athletes were highly perfectionist with high level of sports burnout. This research concluded that sports burnout is a result of a high level of perfectionism. With the foregoing findings, it is recommended that a coach and sports director must work hand-in-hand with a sports psychologist in conceptualizing a Psychological Skills Training Program establishing adaptive and mal-adaptive perfectionism to address the high level of sports-burnout.

**Index Terms:** Perfectionism, psychological skills training program, sports burnout, student-athletes,

## 1. INTRODUCTION

In the holistic development of the student, activities in the academe included the intercollegiate athletics as an integral part of the student-athletes' life for which they provide school pride [1]. These activities are essential elements in the overall formation of a student since this is a venue for character building, discipline, a strong work ethic, respect, patience and the ability to work in team [2]. However, while coaches often look for talent and skill in an athlete, they may overlook essential psychological constructs that hinder performance, for example are sports burnout and perfectionism. Perfectionism is a concept considered to be a personality characteristic that shows and manifests a compulsive quest of having a flawless performance by committing in a highest possible standard. Perfectionism is the over dependence of self-evaluation on the determined pursuit of personally demanding, self-imposed, standards in at least one highly salient domain despite adverse consequences [3]. The old maxim "practice makes perfect" has its downside in sports. Today, many university athletes who aim for perfection in practice also embrace this mindset in actual competition. They tend to be highly motivated, work hard to succeed, and strive to be the best. But the functional state of such tendency represents one of the most controversial issues within the sport psychology perfectionism literature [4], the dysfunctional and debilitating nature of perfectionism showed that some high performance, highly motivated and passionate athletes have befallen to tragic outcomes. For example, perfectionists rarely perform up to their abilities because they are afraid of failing or making mistakes that will prevent them from winning. These are the athletes who want to win the most and train the hardest, but rarely meet their potential on game day. This makes athletes particularly

vulnerable, as commitment is one of the considered characteristics of athletic success [5]. Interestingly, from these point of views as results of different researches, it is presumed that burnout is caused by a strong passion and desire to succeed in a chosen sport. It seems that athletes with willful intent and strong desire to succeed are vulnerable, but at the same time is something that is necessary and desirable in athletics. To succeed in the sport circles means an athlete submit himself during trainings, however, although training is necessary for improvement, when coupled with insufficient rest, conflict and excessive commitment, negative results and responses may push many athletes towards burnout [6,7]. Athlete burnout is defined as the psychological, emotional, and sometimes physical withdrawal from a sporting activity formerly perceived as enjoyable as a consequence of chronic stress [8]. It was posited that burnout represents the collapse of values, dignity, spirit and will. It is a condition that spreads gradually and continuously overtime putting athletes into a downward spiral from which its hard if not impossible to recover. Researchers have revealed that there are different variables that can lead to burnout. Burnout is associated with a variety of physiological and psychological factors, to name of few include anxiety, depression, tension, altered sleep patterns, susceptibility to illness, fatigue, lowered self-esteem, apathy, and depression [9]. Aside from these, other personal and socio-environmental factors have also been suggested as a cause, or at least a correlate, of high levels of burnout in selected athletes [10]. Athlete burnout has been investigated in order to identify personal and situational variables associated with burnout in sports [11], and to examine other variables that may be associated with the experience of burnout [12] but there are only few if not limited studies have been conducted to actually examine the sports burnout and perfectionism of student-athletes in the university. Thus, the results of this study would provide at least an initial support and literature for the link between sports burnout and perceived experiences of perfectionism of student athletes. Understanding the different factors and variables associated with burnout can help coaches and trainers prevent it as well as helps increase athletic performance. Hence, this study looked into the causal relationship of the said psychological constructs.

- Roderick B. Valdez, MAPsych is a faculty of the Social Sciences Department, College of Arts and Sciences, Isabela State University-Echague, Philippines
- Ma. Victoria T. Juan, PhD in Psychology, a faculty of the Social Sciences Department, College of Arts and Sciences, Isabela State University-Echague, Philippines

### 1.1. Statement of the Problem

This study was conducted to assess the perceived experiences of perfectionism and sports burnout of student-athletes from the different campuses of Isabela State University, Echague, Philippines as a springboard to undertake necessary psychological programs geared towards managing perfectionism and burnout of student-athletes, thus, improving sports performance. Specifically, it sought to answer the following questions:

1. What are the perceived experiences of perfectionism of the student-athletes as to Personal Standards; Concern over Mistakes; Perceived Parental Pressure; Perceived Coach Pressure; Doubts about Action; and Organization
2. What is the level of sports burnout of the student-athletes when classified into Physical/emotional exhaustion; Sports devaluation; and Reduced sense of accomplishment
3. Is there a significant relationship between the student-athletes' perceived experiences of perfectionism and sports burnout?

## 2. METHODOLOGY

### 2.1. Research Design

This study made use of a descriptive correlational research design. Descriptive research design treated the data through descriptive statistics such as means, standard deviation and percentages in order to feature the athletes' level of burnout. Correlational research design allows for assessing natural occurrences in the environment indirectly. This design is used to obtain information concerning the current status of the phenomena to describe- what exists with respect to variables or conditions in a given situation.

### 2.2. Respondents of the Study

Respondents were determined through the University and Campus Sports Directors from the different campuses of Isabela State University, Philippines. For the purpose of this study, only student-athletes who were enrolled during the 2nd Semester, S.Y 2017-2018 and competed during the Regional State Colleges & Universities Athletic Association (SCUAA) 2018 held at Cagayan State University, Carig Campus, Philippines on February 4-6, 2018 were the respondents of the study. As to the allocation of respondents, the Proportional Allocation using 95% confidence level and +-5 margin error was employed arriving at the following results: Echague-51, Cauayan-70, Cabagan-14, Ilagan-12, Angadanan-20, San Mateo-4, Jones-5, and Roxas-2 with a total of 178 respondents out of 332 university student-athletes.

### 2.3. Research Instrument

For the purpose of this research, a survey questionnaire was used to gather necessary data. The first part looked on the perceived experienced of perfectionism among student-athletes. In order to address the context specific needs in sport, the Sport Multidimensional Perfectionism Scale 2 (SMPS-2) was used. SMPS-2 have demonstrated stable

psychometric properties in different studies/samples. The SMPS-2 has shown to be a reliable and validated instrument and needs to be further used in applied research among athletes as a perfectionism evaluation measurement. In this instrument, respondents will rate the extent to which they agree with each item using a 5-point likert scale (1=strongly disagree; 5= strongly agree). Higher subscale reflects higher level of perceived experience of each respective perfectionism facet [13]. The second part ascertained the level of sports burnout through the Athlete Burnout Questionnaire [8], a 15-item survey questionnaire which assessed the level of burnout, mainly in sports or athletics in the following three areas: (a) emotional and physical exhaustion (5 items), question number: 2, 4, 8, 10, 12, (b) reduced sense of accomplishment, (5 items), question number: 1, 5, 7, 13, 14 and (c) devaluation of sports participation, (5 items), question number: 3, 6, 9, 11, 15. Each sub-scale is measured on a 5-point Likert scale ranging from 1 to5 to indicate the degree to which they feel with each item (1=almost never; 2=rarely; 3=sometimes; 4=often and 5=almost always). Higher sub-scale indicates that respondents are currently experiencing high levels of the respective burnout symptom. The emotional/physical exhaustion sub-scale indicates feelings associated with being emotionally and physically exhausted by the demands of training and competition (e.g., I feel destroyed by the sport). The reduced sense of accomplishment sub-scale assesses athletes' feelings of personal growth and successful achievement through their sport participation (e.g., I am not meeting my personal interests with the sport). The devaluation sub-scale assesses athlete's loss of interest in sport and their desire to withdrawal (e.g., I have negative feelings toward sport). The ABQ was chosen as a burnout measure due to its acceptable psychometric properties and its predominant use to assess burnout in sport [14]. During validation of this scale, Raedeke & Smith (2001) provided evidence to support the validity and reliability of measurement associated with the scale. This included sufficient internal consistency ( $\alpha = RA .84$ ,  $\alpha = E .89$  and  $\alpha = D .89$ ) and test-retest reliability ( $r = RA .86$ ,  $r = E .92$  and  $r = D .92$ ) [15]. Student-athletes perceived experiences of perfectionism and sports-burnout used a 5-point Likert scale with weights, ranges and descriptive equivalent as follows:

WEIGHTS	RANGES	DESCRIPTIVE EQUIVALENT	
		PERFECTIONISM	ABQ
1	1.00 -1.49	Strongly disagree	Almost never
2	1.50 - 2.49	Disagree	Rarely
3	2.50 - 3.49	Agree	Sometimes
4	3.50 - 4.49	Moderately agree	Frequently
5	4.50 - 5.00	Strongly agree	Almost always

### 2.4. Statistical Treatment of the Study

Data gathered were analyzed employing weighted mean to determine the perceived experiences of perfectionism and level of sports burnout. In addition, Chi-Square was employed to assess the relationship between the students'

perceived experiences of perfectionism and level of sports burnout. The level of significance was set at 0.05.

### 3. RESULTS AND DISCUSSION

Table 1

The Perceived Experiences of Perfectionism of the Student-Athletes

PERFECTIONISM	Mean	Descriptive Equivalent
<b>I. Personal Standards</b>		
If I do not set the highest standards for myself in my sport, I am likely to end up a second-rate player.	3.27	Agree
I hate being less than the best at things in my sport.	3.22	Agree
It is important to me that I be thoroughly competent in everything I do in my sport.	3.56	Moderately Agree
I think I expect higher performance and greater results in my daily sport-training than most players.	3.44	Agree
I feel that other players generally accept lower standards for themselves in sport than I do.	3.10	Agree
I have extremely high goals for myself in my sport.	3.69	Moderately Agree
I set higher achievement goals than most athletes who play my sport.	3.50	Moderately Agree
<b>GRAND MEAN</b>	<b>3.40</b>	<b>Agree</b>
<b>II. Concern Over Mistakes</b>		
Even if I failed slightly in competition, for me, it is as bad as being a complete failure.	3.05	Agree
If I fail in competition, I feel like a failure as a person.	2.87	Agree
The fewer mistakes I make in competition, the more people will like me.	3.30	Agree
I should be upset if I make a mistake in competition.	3.09	Agree
If a team-mate or opponent (who plays a similar position to me) plays better than me during competition, then I feel like I failed to some degree.	3.11	Agree
If I do not do well all the time in competition, I feel that people will not respect me as an athlete.	3.06	Agree
People will probably think less of me if I make mistakes in competition.	2.96	Agree
If I play well but only make one obvious mistake in the entire game, I still feel disappointed with my performance.	3.18	Agree
<b>GRAND MEAN</b>	<b>3.08</b>	<b>Agree</b>
<b>III. Perceived Parental Pressure</b>		
My parents set very high standards for me in my sport.	3.44	Agree
In competition, I never feel like I can quite meet my parents' expectations.	3.11	Agree
Only outstanding performance during competition is good enough in my family.	3.15	Agree
My parents have always had higher expectations for my future in sport than I have.	3.29	Agree
I feel like I am criticized by my parents for doing things less than perfectly in competition.	2.87	Agree
In competition, I never feel like I can quite live up to my parents' standards.	2.99	Agree
My parents expect excellence from me in my sport.	3.41	Agree
I feel like my parents never try to fully understand the mistakes I make in competition.	2.84	Agree
My parents want me to be better than all other players who play my sport.	3.25	Agree
<b>GRAND MEAN</b>	<b>3.15</b>	<b>Agree</b>
<b>IV. Perceived Coach Pressure</b>		
I feel like my coach criticizes me for doing things less than perfectly in competition.	3.14	Agree
Only outstanding performance in competition is good enough for my coach.	3.15	Agree
I feel like I can never quite live up to my coach's standards.	3.23	Agree
My coach sets very high standards for me in competition.	3.44	Agree
My coach expects excellence from me at all times, both in training and competition.	3.59	Moderately Agree
I feel like my coach never tries to fully understand the mistakes I sometimes make.	3.19	Agree
<b>GRAND MEAN</b>	<b>3.29</b>	<b>Agree</b>
<b>V. Doubts about Action</b>		
I usually feel uncertain as to whether or not my training effectively prepares me for competition.	3.11	Agree
I usually feel unsure about the adequacy of my pre-competition practices.	3.12	Agree
I rarely feel that my training fully prepares me for competition.	3.52	Moderately Agree
Prior to competition, I rarely feel satisfied with my training.	3.33	Agree
I rarely feel that I have trained enough in preparation for a competition.	3.42	Agree
I usually have trouble deciding when I have practiced enough heading into a competition.	3.09	Agree
<b>GRAND MEAN</b>	<b>3.27</b>	<b>Agree</b>
<b>VI. Organization</b>		
On the day of competition, I have a routine that I try to follow.	3.64	Moderately Agree
I have and follow a competitive routine.	3.42	Agree
I follow pre-planned steps to prepare myself for competition	3.70	Moderately Agree
I follow a routine to get myself into a good mind set going into competition.	3.67	Moderately Agree
I developed plans that dictate how I want to perform during competition.	3.62	Moderately Agree
I set plans that highlight the strategies I want to use when I compete.	3.62	Moderately Agree
<b>GRAND MEAN</b>	<b>3.61</b>	<b>Moderately Agree</b>

Based on table 1, the "personal standards" dimension gave different results. Respondents rated "Agree" on the items; "If I do not set the highest standards for myself in sport, I am likely to end up a second-rate player", "I hate being less than the best at things in sport", "I think I expect higher performance and greater results in my daily sport-training than most players", and "I feel that other players generally accept lower standards from themselves in sport than I do" with means of 3.27, 3.22, 3.44 and 3.10 respectively. From the foregoing data, the items; "It is important to me that I be thoroughly competent in everything I do in my sport", "I have extremely high goals for myself in my sport", and "I set higher achievement goals than most athletes who play sport" were deduced as "Moderately agree". This means that student-athletes were adaptive characterized with high goals and driven by satisfaction from achievements made from intense effort. Perfectionist athletes are defined by satisfaction from accomplishments made from extreme effort without resorting to the harsh self-criticism that characterizes a very high personal performance standard [16]. On "concern over mistakes" as a parameter of perfectionism, the student-athletes "agree" on the items; "Even if I failed slightly in competition, for me it is as bad as being a complete failure", "If I fail in competition, I feel like a failure as a person", "The fewer mistakes I make in competition, the more people will like me", "I should be upset if I make mistake in competition", "If a teammate or opponent plays better than me during competition, then I feel like I failed to some degree", "If I do not do well all the time in competition, I feel that people will not respect me as an athlete", "People will probably think less of me if I make mistakes in competition" and "If I play well but only make one obvious mistake in the entire game, I still feel disappointed with my performance" showed a mean ranging from 2.87 to 3.30. The student-athletes' tendency to become self-critical dwells so much on not committing mistakes so that his coach, team mates and even spectators will like him more, hence, he tends to perfect his routines to satisfy others. An athlete must anticipate an upcoming competition and think mainly about getting all aspects of his/her performance perfectly and think about not getting possible mistakes and how to avoid them [17]. However, making things to be perfect will lead to negative emotions and dysfunctional orientations that may impair performance and represent a risk to athletes' well-being. Similarly, on the perfectionism dimension "perceived parental pressure". The data show that all items were rated to be "Agree", specifically "My parents set very high standards for me in my sport" with a mean of 3.44, "In competition, I never feel like I can quite meet my parents expectations" with a mean of 3.11, "Only outstanding performance during competition is good enough in my family" with a mean of 3.15, "My parents have always had higher expectations for my future in sport than I have" with a mean of 3.29, "I feel like I am criticized by my parents for doing things less than perfectly in competition" with a mean of 2.87, "In competition, I never feel like I can quite live up to my parents' standards" with a mean of 2.99, "My parents expect excellence from me in my sport" with a mean of 3.41, "I feel like my parents never try to fully understand the mistakes I make in competition" with a mean of 2.84 and

“My parents want me to be better than all other players who play my sport” with a mean of 3.25. It denotes that parents play significant influence as to how these student-athletes respond to their involvement in sports. A parent’s role in an athlete’s life is simply to give unconditional support. Being told what to do by parents confuses players and distracts them, it is the parent’s job to fill the athlete’s emotional tank [18] but the pressure of the parents to their child has a detrimental effect which may result to feeling distressed and deflated [19]. As parents put more pressure, the sport becomes less enjoyable for the athlete and the athlete’s sense of personal ownership over their athletic career weakens. However, it contradicts the result of the study of Robinson (1991) when she claimed that while parental pressure puts some children at risk for developing clinical symptoms, it generally has favorable effects on children. Parents’ pressure to let their children participate in sports can be a fun and engaging way for students to learn some important lessons about life. Participation in sports can be very beneficial, fostering responsible social behaviors, academic success, sense of belonging and an appreciation of personal health and fitness [21]. On “Perceived coach pressure”, student-athletes “Agree” on the items; “I feel like my coach criticize me for doing things less than perfectly in competition”, “Only outstanding performance in competition is good enough for my coach”, “I feel like I can never quite live up to my coach’s standards”, “My coach sets very high standards for me in competition”, and “I feel like my coach never tries to fully understand the mistakes I sometimes make got a mean of 3.14, 3.15, 3.23, 3.44 and 3.19 respectively with a descriptive equivalent of “Agree” while the item “My coach expects excellence from me at all times both in training and competition” with a mean of 3.59 was rated as “Moderately agree”. Coaches work hand-in-hand with the student-athlete in perfecting his routines and performance both in training and actual competition. Normally, the expectations laid by the coaches to the student-athletes are standard protocols, hence, athletes are pushed to double his time to excel. According to Goldberg (2015), coaches who begin to use fear and emotional pressure during the preparation and conduct of athletic event does far more harm than good. This behavior decreases the player’s self-confidence, and student-athletes often have difficult times concentrating on what they are doing because they are trying so hard not to make mistakes so as not to upset their coach. Moreover, on “Doubts about action”, the statements; “I usually feel uncertain as to whether or not my training effectively prepares me for competition”, “I usually feel unsure about the adequacy of my pre-competition practices”, “Prior to competition, I rarely feel satisfied with my training”, “I rarely feel that I have trained enough in preparation for a competition” and “I usually have trouble deciding when I have practiced enough heading into a competition” were given a descriptive equivalent of “agree” and a mean of 3.11, 3.12, 3.33, 3.42 and 3.09 respectively while item “I rarely feel that my training fully prepares me for competition” got a mean of 3.52 with a descriptive equivalent of “agree”. The data explicitly show a feeling of doubt and uncertainty among athletes despite their rigid training or preparation. Student-athletes at some time feel the inability to perform despite preparation due to many

factors, for example, the training schedule and equipment are inadequate. Also, aside from training the physique, it is important to address motivation [23] and psychological well-being of athletes during practice [24]. This idea conforms to the study of Bandura and Wood as cited by Hays et al. (2009), they said that doubtful or less confident individuals are more likely to become self-diagnostic and focus on their perceived inadequacies while confident individuals tend to be more skilled and effective in using cognitive resources necessary for success in sports. On the perfectionism dimension “Organization”, student-athletes dominantly answered “moderately agree” in the statements; “On the day of competition, I have a routine that I try to follow”, “I follow pre-planned steps to prepare myself for competition”, “I follow a routine to get myself into a good mind set going into competition”, “I developed plans that dictate how I want to perform during competition”, and “I set plans that highlight the strategies I want to use when I compete” with a mean of 3.64, 3.70, 3.67 and 3.62 respectively. While the item “I have and follow a competitive routine” was perceived as “agree” with a mean of 3.42. This means that all learned routines are in place during the actual competition. It is known that having an organized routine and plans in all human activities would lead to achieve a desired result. This finding substantiates the study of Canavan (2011), a program is necessary to function as a facilitator to increase performance of players both individually and as a team. Plans provides a blueprint for the way an athlete will achieve this. However, despite these plans, student-athletes tend to at times cannot follow competitive routine due to inevitable circumstances and factors during competition, such as lack of sports confidence. In support to this, Vealey (2001) claimed that subsequent levels of sports confidence influence an athlete’s thoughts, feelings, and behaviors, which determine sporting performance. Thus, while the model indicates that performance is influenced by the physical skill and characteristics of the athlete, in addition to uncontrollable factors such as weather and opponents, sport confidence is viewed as critical to human functioning and sport performance. As a whole, the result shows that perfectionism dimensions such as; personal standards, concern over mistakes, perceived parental pressure, perceived coach pressure and doubts about action got a computed grand mean of 3.40, 3.08, 3.15, 3.29 and 3.27 respectively with a descriptive equivalent of “agree” while the dimension organization was perceived as “moderately agree” with a mean of 3.61. This result suggests that student-athletes are experiencing a sense of perfectionism and a tendency to become highly organize in everything that they do in sports. Striving for perfection or to be the best seems a positive trait to have. It helps the student-athlete sets big goals and then motivates them to achieve this. The drive to be perfect also motivates them to look for imperfections in their technique and performance, thus helping them to actually get better. However, the perfectionist student-athletes are never satisfied with their performance and therefore constantly looks for ways to improve. According to Stoll, Lau & Stoeber (2008), athletes who showed the most improvement over the course of the training were those who reported high levels of perfectionism and negative reactions to imperfection. He speculated that students who strove for perfection, but who

were then unconcerned by whether they achieved that perfection or not, had less motivation to do well in training than the students who reported having a high form of perfectionism. In line with the findings, Slade and Owens (1998), claimed that athlete with positive perfectionism tendencies, such as organization, have the potential to meet his/her goals of becoming successful and excellent, then an athlete who displays this behavior would perform better and experience positive affect.

**Table 2**  
**Level of Sports Burnout of Student-Athletes**

Burnout	Mean	Descriptive Equivalent	Level of Burnout
<b>I. Physical/Emotional Exhaustion</b>			
I feel so tired from the training that I do not find the energy to do other things.	3.10	Sometimes	
I feel extremely tired from the sport participation.	3.02	Sometimes	
I feel "destroyed" by the sport.	1.98	Rarely	
I feel physically exhausted from the sport.	2.90	Sometimes	
I am exhausted by the physical and mental demands of the sport.	2.80	Sometimes	
<b>GRAND MEAN</b>	<b>2.80</b>	<b>Sometimes</b>	<b>High</b>
<b>I. Sports Devaluation</b>			
I am performing many worthwhile things in sport	3.75	Frequently	
I am not meeting my personal interests with the sport.	2.56	Sometimes	
I am not performing up to my ability in the sport.	2.49	Rarely	
No matter what I do in sport, I do not perform as well as I should.	2.65	Sometimes	
I feel successful in the sport.	4.00	Frequently	
<b>GRAND MEAN</b>	<b>3.10</b>	<b>Sometimes</b>	<b>High</b>
<b>I. Reduced Sense of Accomplishment</b>			
The effort I need to put into sport would be better used in another activity.	3.37	Sometimes	
I am not concerned about my sport performance as I used to.	2.54	Sometimes	
I am not as interested in the sports as I used to be.	2.10	Rarely	
I feel less concerned about being successful in the sports that I used to.	2.88	Sometimes	
I have negative feelings towards the sport.	2.41	Rarely	
<b>GRAND MEAN</b>	<b>2.70</b>	<b>Sometimes</b>	<b>High</b>

Table above reveals the level of sports burnout as reported by the student-athletes. As to "Physical/Emotional Exhaustion", respondents claimed to be physically and emotionally exhausted "sometimes" in items; "I feel tired from the training that I do not find the energy to do other things", "I feel extremely tired from the sport participation", "I feel physically exhausted from the sport" and "I am exhausted by the physical and mental demands of the sport" with a mean of 3.10, 3.02, 2.90 and 2.80 respectively. This means that student-athletes are being trapped by the circumstances of sports participation. The demand the athlete experiences in his sport participation without the opportunity to rest and recover from the rigors of such demand places the athlete at risk for burnout [30]. Also, the demands associated with sports and progressively increasing training load may predispose athletes to burnout

[31]. On the other hand, it is interesting to note that respondents "rarely" "Feel destroyed by the sport" as shown in its mean of 1.98. Sports then give them a sense of purpose and active life, this may lead the student-athletes to benefit on their chosen sport for it provides opportunities for socialization and physical activity, in other words, sports strongly affect the athlete's social being, it positively influenced relationship among peers and family [32]. On sport devaluation, student-athletes rated "sometimes" the items; "I am not meeting my personal interest with the sport", "I am not performing up to my ability in the sport" and "No matter what I do in sport, I do not perform well as I should" with a mean of 2.56, 2.49 and 2.65 respectively. While items "I am performing many worthwhile things in sport" and "I feel successful in the sport" got a mean of 3.75 and 4.00 with a descriptive equivalent of "frequently". This means that respondents "sometimes" feel they are training hard yet making a minimal progress or accomplishment towards their goals. However, they oftentimes believed that they accomplished worthwhile things in university athletics. In contrast to this, Zinsser (2010) claimed that positive feeling towards sports has been shown to be most strongly and positively related to self-confidence. Studies involving athletes being trained to value their career in sports have revealed that athletes experience reduced pre-competition anxiety and elevated levels of confidence, as well as more facilitative interpretation of the symptoms associated with anxiety. That is, athletes are more likely to view characteristics associated with anxiety as being helpful rather than a hindrance for their subsequent performance. In addition, Hatziogeorgiadis et al. (2009), have identified the effects of positive feelings toward on sporting activity. One of the proposed reasons for this effect involves self-confidence; more specifically, such as valuing the chosen sport enhanced confidence, which, in turn, assists skill execution and performance. Lastly, on reduced sense of accomplishment, student-athletes "sometimes" experience "The effort I need to put into sport would be better used in another activity" "I am not concerned about my sport performance as I used to", "I feel less concerned about being successful in the sports that I used to" with means of 3.37, 2.54 and 2.88 respectively. On the other hand, respondents also "rarely" experience that "I am not interested in the sports that I used to be" and "I have negative feelings towards the sport" with a mean of 2.10 and 2.41 respectively. This signifies that athletes who were burned out perceived a significantly negative feeling about their sports accomplishment. Salmela et al. (2008) examined burnout correlates and reported that negative feeling towards sport was positively correlated with burnout, while motivation or positive outlook, were negatively correlated with burnout. Also, when specifically exploring burnout among adolescent student-athletes, Dubuc et al. (2010) found that the negative repercussions associated with performance would elevate a reduced sense of accomplishment that will result to burnout and eventually hinder the quality of student-athletes' sports performances. The students' level of sports burnout to all the three (3) different dimensions of burnout; physical/emotional exhaustion, sports devaluation and reduced sense of accomplishment, have means of 2.80, 3.10 and 2.70 respectively. These findings fall under a descriptive rating of

“sometimes”. Based from the study of Raedeke and Smith (2001), they did not provide a clear cut-off scores for the Athlete Burnout Questionnaire (ABQ) to consider the athletes as burned out. But they suggested that individuals considered to have high levels of burnout when their scores are near or above the mean score of three (3) on all three subscales. This statement was confirmed by Creswell & Ecklund (2007) when they suggested that similar cut-off scores be used to identify high levels of sport burnout among student athletes with regards to the Athlete Burnout Questionnaire (ABQ). In addition, Hodge et al. (2008) stated that athletes in Raedeke’s study showed that having a high overall burnout has scores lower than three (3); however, a lower cut-off score of 2.7 in the study Hodge et al. (2008). In view of the aforementioned findings, for the purpose of the study at hand, the researchers decided to become cautious about categorizing athletes into becoming highly burned out and opted to adapt the aforementioned findings to use Athlete Burnout Questionnaire (ABQ) scores of near or above mean score of three (3) or a mean of 2.7 and above as the cut-off scores to identify high burnout levels. The findings therefore reveal that student-athletes are highly burned out with their participation in sports activities. Participation in any sports activities such as playing, coaching, training and other related activities may be a component to the occurrence of burnout [37]. When a student-athlete deals with more stressors brought about by many factors in sports participation, he/she begins to evaluate these situations in a negative way, which results in the experience of burnout. It is known that participation in sport can be a rewarding situation, however, the implication of unwarranted demands of sports can pose athletes to be susceptible to the effects of stressful events in the sport domain, hence, undesirable consequences such as burnout may occur [38]. Burnout has three (3) components or parameters. First is the Physical/Exhaustion, it is the central symptom of burnout and is related to stress associated with intense training and competitive demands. Reduced sense of athletic accomplishment is manifested in a perception of low ability about performance and sport skill level. Finally, sport devaluation manifests itself in a loss of motivation, with the athlete ceasing to care about his or her previously beloved sport. The development of burnout may result in many symptoms at physiological, psychological, withdrawal from activity, attrition and rigid behavior levels [7].

in perfecting his routine, it is likely that he will be burned-out. The mental and physical demands of sport training and competition, tendency of the athletes to evaluate oneself negatively, an over thinking and conscious effort not to commit mistakes during training and actual competition would result to the undesirable occurrence of burnout, parents who spent a disproportionate amount of time pressuring their child on how they will perform in their chosen sport and seemed to be only concerned with the progress the athletes is and never being satisfied with what they have done will cause burnout, that the demands and pressures that coaches put on athletes to see them do the best that they can do in their chosen sport make them feel burned out, when a student-athletes demonstrate perfectionist tendency to doubt his/her action, and the sporting environment encourages to validates and proves someone’s worth through the demonstration of his/her skills and potentials, the risk of experiencing burnout is possible This result support the idea that these dimensions are influential variables in stress related process [39] which will turn into burnout [40]. When athlete sets a perfectionism of high “personal standard”, this leads to emotional exhaustion and burnout [37]. Evidence also showed that perfectionistic concerns, such as concern over mistakes, are associated with higher levels of burnout [17]. A perfectionistic concerns capture fears and doubts about personal performance, which creates stress that can lead to burnout when people become cynical and stop caring [41]. It is deemed as having strong effects in contributing to burnout for it interfere with relationships with other and make it difficult to cope with failures because every mistake is viewed as a disaster. Also, as athletes are becoming more preoccupied on their mistakes, they get more vulnerable to burnout [42]. In addition, athletes who perceived more pressure from their parents would decline his/her enjoyment which will result to sports devaluation [43]. Aside from burnout, the most harmful effect of strong parental pressure may give the athletes to permanently quit their prelove sport [10]. The less parental pressure perceived by young male and female athletes, the greater their enjoyment of the sport, which will result to a positive performance [44]. The coach words of encouragement add fuels to keep an athlete working, but after a while these becomes a factor for burnout. Student-athletes begin to experience burnout that they are no longer working for themselves but for their coach’s goal. Urging an athlete to be the best that he or she can be and pushing an athlete will become sounds that will echo to his/her mind. They will begin to breakdown and experience burnout, he/she cannot push any harder, he cannot take one more person telling him to be the best that he/she can be, he/she will eventually hate the sport, the training, all of it [45]. According to Hanton, Fletcher and Coughan (2003), relational difficulties in sports due to pressuring coach was found to stimulate negative stress; and it is likely that such negative stress might stimulate athletes to pay their attention to internal cognitions, such as worries [46]. When, both worry and negative stress come in addition to the physical and emotional loads that the athletes needed in their training and education, it might ultimately lead the athlete to be burnedout [14]. In addition, a perfectionist tendency of an athlete to doubt his/her action will lead them to perceive accomplishment and achievement contexts as a

Table 3  
Relationship Between Perceived Experiences of Perfectionism and Sports Burnout among Student-Athletes

ITEMS	X <sup>2</sup> -VALUE	P-VALUE
Perfectionism & Burnout	55.05*	0.00

\* = Significant

\*\* = Not Significant

level of significance- 0.05

Table 3 shows the relationship between the perceived experiences of perfectionism and sports burnout experienced by the student-athletes of Isabela State University. The result shows a significant relationship between the student-athletes’ perceived experiences of perfectionism and sports burnout. This is revealed in the x<sup>2</sup>-value of 55.05 and p-value of 0.00 which imply that the higher the level of perfectionism, burnout is more observable. In other words, when an athlete gives too much

significant threat to self-worth, which will eventually demotivate an athlete to perform well and will result to reduced sense of being competitive and emotional exhaustion. When athletes predispose this kind of behaviors, he/she will possibly typify burnout [47].

#### 4. CONCLUSION

Student-athletes reported a high level of perfectionism strikingly on the dimension of "organization". It is expected that athletes in competitive sports to perfect their routines before and during competition. However, the high level of perfectionism resulted into a high level of sports burnout. The study at hand confirmed that perfectionism is a direct contributor to the development of sports burnout.

#### 5. RECOMMENDATIONS

The following recommendations are drawn based on the conclusions of this study.

##### School Administration, Sports Directors and Coaches

- To consider evaluating the existing conditions of the university/campus sports development program, example, how sports directors and coaches handle their athletes in perfecting their drills before and during competition. By doing so, at least minimizing athletes' level of sports burn out.
- In the selection of athletes to consider the inclusion of the assessment of their levels of perfectionism, sports burnout as well as self-motivation to serve as a Training Needs Identification (TNI) to address issues on sport anxiety, resiliency and other undesirable traits that may hinder sports performance.

##### Student-athletes

- To psycho-educate student-athletes on handling of maladaptive perfectionism and sports burnout. Hence, along with their regular physical trainings, a Psychological Skills Training (PST) Program be incorporated, specifically employing proper relaxation techniques, visualization and imagery, attention control, positive self-affirmation and building self-confidence. These psychological skills are known to have positive influence in alleviating anxiety, fear and apprehension. However, the PST program should be conducted hand-in-hand by the coach and a sports psychologist for proper processing of activities embedded in the program.

##### Future Research

- To consider the design and try-out of a Psychological Skills Training (PST) program to student-athletes and further look in to the effectiveness of the said program.
- For future research endeavor to consider incorporating other demographic profile and other construct such as motivation; self-efficacy; personality traits that may somehow important in the study of perfectionism and sports burnout.

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