

Iffat Bibi	Lecturer (HPE), Government Post Graduate College for Women, KP, Pakistan. Email: iffatsarfaraz123@gmail.com (<i>Corresponding Author</i>)
Sadia Kausar	PST, Government Girls High School, Douna, The Taunsa, Punjab, Pakistan.
Sadia Mahreen	Lecturer, Department of Sports Sciences and Physical Education, Gomal University, Dera Ismail Khan, KP, Pakistan.

Abstract: The background of the study at hand described the Relationship between Sports Participation and the Development of Social Perfectionism among University Female Athletes of Punjab. Social perfectionism was analyzed from four perspectives like self-esteem, self-confidence, self-acceptance and self-discipline. The population for the study comprised of (462) university female athletes who had participated at intercollege and inter-varsity sports competitions randomly selected from Eight (08) public sector universities of Punjab. A structured questionnaire on a Likert scale ranging from strongly agree (SA) to strongly disagree (SDA) was developed and used after pilot testing checked through respondents of sampled university female athletes adopting a Cronbach's Alpha method of reliability. The researcher set a 0.05 value for testing the set hypotheses of the study. The data have shown that sports participation is highly correlated with different dimensions of social perfectionism like self-esteem, self-confidence, self-acceptance and self-discipline. At the same time, it was noticed that self-confidence was the most dominant factor developed through sports participation among female athletes of the university. Likewise, the data have revealed that those athletes who had participated in individual sports for four or more than four years had obtained higher mean score on Social Perfectionism Questionnaire (SPQ) than those who had participated in team sports for less than four years. Keeping in view the utility and importance of sports in the lives of students, particularly in empowering girls, it is obligatory to encourage a sports culture and involve the girls in peaceful sports..

Key Words: Sports, Self-esteem, Self-confidence, Self-acceptance, Self-discipline, & University Athletes

Introduction

Social perfectionism is truly the capacity of individuals to enables to adjust in three aspects i.e, personal adjustments, adjust in a group and adjustments in society. Social perfectionism is characterized as development of personality traits like self-confidence, self-reinforcement, self-acceptance and self-esteem in order to maintain the standard that may bring them desired benefits and rewards (Basco, 2000). Perfectionism is a personality trait described by an individual struggling for soundness and setting high performance standards,

accompanied by critical self-evaluations and concerns regarding others' evaluations (Musch, 2013). Perfectionism has multidimensional characteristics and the experts in the field of psychology have agreed that perfectionism has both positive and negative aspects. Psychologists have categorized perfectionism into maladaptive and adaptive form. In the maladaptive form, perfectionism motivates individuals to effort to attain an unachievable ideal, while adaptive perfectionism motivates individuals to effort to reach their goals (Vitulo, 2002).

Participation in sports promotes health (Von Mackensen et al., 2016), prolongs life, develops character (Dischon, 2017), polishes behaviour, and develops efficiency of the body (Turan & Koc, 2018). Sport play a very significant role in the social life of human beings. Sport and leisure activities form an integral part of social life in all communities and are intricately linked to society (Eigenschenk ET AL., 2019). Participating in sport can improve the quality of life of individuals in particular and communities in general (Devita & Müller, 2020). Participation in activities, such as music, drama and sports results in the positive psychological development of adolescents. These activities provide avenues for demonstrating competence, experiencing achievements, developing identities, and forming positive relationships with peers and adults (Murray et al., 2021). In light of the above brief discussion on the significance and contribution of sports activities in the development of perfectionism among its participants and by and large the society, it seems quite essential that maximum sports participation should be encouraged and facilitated to acquire the desired results.

Keeping in view the above brief introduction the researcher decided to work upon the topic investigating the relationship between sports participation and the development of social perfectionism among university female athletes of Punjab. The researcher developed appropriate questionnaires in order to collect the data. The data collected were then analyzed in accordance with the proposed hypotheses and appropriate statistical tools were applied and findings and conclusions were drawn.

Hypotheses

The following hypotheses were formulated on the basis of related literature in line with the set objectives of the study. The same were tested in this particular study.

HA: There exist a significant relationship between sports participation and the development of self-esteem among university female athletes.

HA: There exist a significant relationship between sports participation and the development of self-confidence among university female athletes.

HA: There exist a significant relationship between sports participation and the development of self-acceptance among university female athletes.

HA: There exist a significant relationship between sports participation and the development of self-discipline among female athletes.

HA: Self-confidence is perceived as the most dominant aspect of social perfectionism developed through sports participation.

HA: Athletes who participate in team sports have higher SPQ scores than those athletes who participate in individual sports

HA: Athletes who participate in youth sports for four years or more have higher SPQ scores than those who participate for less than four years.

Research Methods/Methodology

Research Design

Different research techniques are used/utilized to assess the perceptions of the population concerned. In this research study, the researcher has adopted the "survey research technique" to draw the required conclusions.

Population and Sampling Strategy

The population of this study comprised all those female athletes who had participated in intercollege and intervarsity sports competitions of public sector universities in the province of Punjab. The study at hand was conducted in Punjab, situated at the northwestern edge of the geologic Indian plate in South-central Asia. The province of Punjab comprises of seven divisions with a large number of universities. The main division of the province includes Bahawalpur, Dera Ghazi Khan, Faisalabad, Gujranwala, Lahore, Multan, Rawalpindi, and Sahiwal Division. According to the official website, there

were Nineteen (19) Public Sector Universities Chartered by the Government of Punjab. Eight (08) universities were randomly chosen draws through a random table by the flip of a coin for the collection of the sample population for the research study.

The targeted population from eight universities were distributed into eight (08) strata through a stratified sampling technique. Every strata was based on their distinctive features like age, gender, qualification and profession. Stratified sampling is further categorized into two (02) different sub-types like proportionate and disproportionate. The researcher used a proportionate sampling technique in order to collect samples, considering the sizes of the selected strata.

Finally, a sample of Four Hundred and Eighty Two (482) female athletes equally representing the selected strata was selected for the study. It is pertinent to mention that after the exclusion of some invalid, spoiled, and unfilled questionnaires, the researcher finally entertained the responses of Four Hundred and Sixty Two (462) respondents in data analyses. According to L. R. Gay in Rick, (2006) when a population is more than (10,000) the sample may be taken (1%) of the total population but, if the population is between 101 to 1000 than, only 10% of a sample is sufficient. Therefore, the researcher selected a 30% percent sample (female athletes) from the total population of each university.

Data Collection Instrument

In the research process, gathering of all the desired evidence is considered as the most important step. The data can be collected both from primary sources and also secondary sources. The success of any step largely depends upon systematic, valid, logical, and the latest information. Different sources like books, research journals, newspapers, and the internet were meticulously searched for gathering secondary information. Likewise, two different sections of the questionnaire were developed

with the help of existing literature, previous empirical studies, and athletes' viewpoints.

Sports Participation Questionnaire (SPQ)

The first measures was sports participation. The researcher developed and used a sports participation questionnaire (SPQ) according to the prevailing situation in the targeted areas of the researchers.

Social Perfectionism Questionnaire (SPQ)

Social perfectionism has varied dimension. On the basis of available literature and suggestions obtained from previous empirical studies (Balnkstein & Dunkley, 2002), the social perfectionism of female athletes were measured through self-esteem, self-confidence, self-acceptance, and self-discipline.

Validity and Reliability

The researchers gathered the validity evidence of both parts of the questionnaire through pilot testing. In order to determine the practicability of both parts of the questionnaire for Investigation the Relationship between Sports Participation and the Development of Social Perfectionism among University Female Athletes of Punjab, the social perfectionism questionnaire and sports participation questionnaire (SPQ) based upon existing literature, previous empirical studies, athletes' viewpoints and more significantly the guidelines of experts in the field of research consented from various departments/institutions of Gomal University, Dera Ismail Khan (DIK) were developed. A preliminary draft of the questionnaire was placed before the experts in the field of sports sciences and physical education. The researcher encouraged the respondents to feel liberty in the edition, deletion, correction, changes in the content, linguistic and conception of the items included in the questionnaires. All the corrections, suggestions, and recommendations were thoroughly incorporated and the drafts were finalized. Similarly, the reliability evidences were measured through Cronbach's Alpha on

SPSS version 21, showing a value of .824 and .854 respectively on standardized items.

Results and Discussion

Section (C) Testing of Hypotheses

H1: There is a significant correlation between sports participation and the development of self-esteem.

Table 1. Results of Pearson Correlation

		Sports Participation	Development of Self-Esteem
Sports Participation	Pearson-Correlation (2-tailed)	1	.784*
	N	462	462
Development of Self-esteem	Pearson-Correlation (2-tailed)	.784*	0.04
	N	426	

** Correlation is significant at the 0.05 level (2-tailed)

Pearson Correlation test was applied in order to test the above stated hypothesis. The analyzed data showed .784* correlations at 0.05 levels (2-tailed), which approve the hypothetical

the assumption that sports participation is significantly correlated with self-esteem.

H2: There is a significant correlation between sports participation and the development of self-confidence.

Table 2. Results of Pearson Correlation

		Sports Participation	Development of Self-Confidence
Sports Participation	Pearson-Correlation (2-tailed)	1	.890*
	N	462	462
Development of Self-confidence	Pearson-Correlation (2-tailed)	.890*	0.01
	N	426	

** Correlation is significant at the 0.05 level (2-tailed)

Table 2 depict the relationship of sports with self-confidence developed through sports participation. The analyzed data showed that .890* correlations at 0.05 levels (2-tailed), which approve the hypothetical assumption that sports

participation is significantly correlated with self-confidence.

H3: There is a significant correlation between sports participation and the development of self-acceptance.

Table 3. Results of Pearson Correlation

		Sports Participation	Development of Self-Acceptance
Sports Participation	Pearson-Correlation (2-tailed)	1	.834*
	N	462	462
Development of Self-acceptance	Pearson-Correlation (2-tailed)	.834*	0.03
	N	426	

** Correlation is significant at the 0.05 level (2-tailed)

To test the above hypothesis Pearson Correlation test was applied, the result of which are given in the table. The analyzed data showed .834* correlations at 0.05 levels (2-tailed), which affirm the hypothesis that sports participation is

significantly correlated with self-acceptance gained through sports.

H4: There is a significant correlation between sports participation and the development of self-discipline.

Table 4. Results of Pearson Correlation

		Sports Participation	Development of Self-Discipline
Sports Participation	Pearson-Correlation (2-tailed)	1	.810*
	N	462	462
Development of Self-discipline	Pearson-Correlation (2-tailed)	.810*	0.03
	N	426	

To test the hypothetical assumption made by the researcher Pearson Correlation test was applied, the results of which are given below in table-4. The analyzed data showed .810* correlations at 0.05 levels (2-tailed) which confirm the hypothetical assumption that the quality of self-

discipline is significantly correlated with sports participation.

H5: Self-confidence is perceived as the most dominant aspect of social perfectionism developed through sports participation.

Table 5. Results of ANOVA

Different Dimensions	N	Mean	Std. D	F	Sig.
Development of Self-esteem	462	3.13	0.76		
Development of Self-confidence	462	3.40	0.80		
Development of Self-acceptance	462	3.09	0.72	3.814	.010
Development of Self-discipline	462	3.14	0.68		

Significant at the 0.05 level

To test the most dominant aspect of social perfectionism developed through sports participation ANOVA was applied, the results of

which are given below in the table. The analyzed data showed that the aspect of self-confidence is greater than self-esteem, self-acceptance, and self-discipline (3.40 > 3.13, 3.09 & 3.14). Accordingly, self-confidence was the most dominant aspect of social perfectionism

developed through sports participation. Hence the alternate hypothesis is hereby accepted.

H6: University female athletes that participated in team sports will have higher SPQ score than those athletes who participated in individual sports.

Table 6. Results of t-Test.

Test Variable	Grouping Variable	Definition of Group	Number of Participants	Mean Score on SPQ	Standard Deviation	Tabulated t-Value	P-Value
SPQ Score	Participation Format	Individual Sports	348	3.78	0.67	0.5702	0.9451
		Team Sports	114	3.41	0.46		

Significant at the 0.05 level

The data showed that athletes that participated in team sports had higher mean SPQ scores than female's athletes that participated in individual sports. The results indicated that athletes that participated in individual sports had a mean score of 3.78 and female's athletes that participated in team sports had a mean score of 3.41. The difference between individual sports

participants' scores and team sports participants' scores was not significant at the .05 level of confidence. Therefore, the alternative hypothesis was rejected.

H7: University female athletes that have participated in youth sports for four years or more will have higher SPQ scores than those that participated for less than four years.

Table 7. Results of t-Test.

Test Variable	Grouping Variable	Definition of Group	Number of Participants	Mean Score on SPQ	Standard Deviation	Tabulated t-Value	P-Value
SPQ Score	Length of Sports Participation	Four years or More	134	3.98	0.76	0.4602	0.8341
		less than four years	328	3.56	0.62		

Significant at the 0.05 level

As given in the above table, the difference in the means of 3.98 and 3.56 with the standard deviations of 0.76 and 0.62 for the athletes that had participated for more than four years and athletes that participated for less than four years on SPQ score is significant. The difference between athletes that had participated for more than four years and athletes that participated for

less than four years on SPQ scores was significant at the .05 level of confidence. Therefore, the alternative hypothesis was rejected.

Discussion

The study aimed to investigate the relationship between sports participation and development of social perfectionism among university female athletes of Punjab. Seven research hypotheses

formed this research and are analyzed below, established on the bases of recorded results.

The first research hypothesis concerned the relationship between sports participation and the development of self-esteem. The data have shown statistical correlation between sports participation and the development of self-esteem among university female athletes. Almost similar findings was reported by Ouyang et al., (2020) who found a significant relationship between girl's body image, self-esteem and their participation in sports and other physical exercise. The report has further substantiated that the fitness industry promotes sports and other physical activities as an outlet for weight management and maintenance of physical appearance. Numerous researchers have suggested that taking part in exercise and sports for the purpose of physical enhancement can promote obsessive body image concerns (Vocks et al., 2008).

The second hypothesis stated the relationship between sports participation and the development of self-confidence and the analyzed have affirmed the significant association between sports and self-confidence among female athletes. This is exactly similar findings of the study conducted McGrane et al. (2017) who found that one of the positive impacts of sports participation is the development and promotion of self-confidence among its participants. A similar stance has also reported in several researches like Vealey, Chase & Cooley (2017) and Nols, Haudenhuyse & Theeboom (2017) that the activities like music and drama provide an opportunity for the development of social perfectionism and O'Connor et al., (2020) has summarized that sports are considered as contributing tool to develop and foster self-confidence.

The third hypothesis linked with the association between sports participation and self-acceptance and the analyzed data have affirmed the alternative hypothesis that sports participation is significantly correlated with self-acceptance gained through sports is accepted. This is in line with the findings of. As described by

Altavilla (2016) that sports, dance and physical activities are peculiarly potent means of facilitating young people learn to be themselves. Research has suggested sports and other strenuous physical activities properly offered can impart people to question limiting presumptions they might have picked up, and come to view themselves and their potential in a new way (Evans & Penney, 2008).

The fourth hypothesis concerned with the association between sports participation and self-discipline and the analyzed data have affirmed the alternative hypothesis that sports participation is significantly correlated with self-acceptance gained through sports is accepted. Similar findings were also reported by Holt (2016) who found that participation in sports can have a positive effect upon its participants as these activities help in the development of the quality of self-discipline and self-respect. Another research conducted by Camiré and Santos (2019) has substantiated that sports offer many opportunities to move to develop various skills like punctuality, respect for regulations, and more significantly self-discipline.

Accordingly, the data have confirmed that the university female athletes that had participated in youth sports for four years or more had higher SPQ scores than those that participated for less than four years. The study found that girls who participated in sports clubs for several years had greater self-confidence, self-esteem, and self-discipline in comparison to those who had less sports experience (Bailey et al, 2009). Similar findings were described in a study of Dishman et al. (2006) where participation in school sport was found to be significantly associated with self-esteem among girls.

Conclusion

The study was conducted to investigate the relationship between sports participation and the development of social perfectionism among university female athletes of Punjab. The athletes from different games like volleyball, badminton, table tennis, cricket, and netball

were participated in the study. It has been concluded that the athletes have a very clear and positive response on the effectiveness of sports participation in the development of social perfectionism among its participants. Sports activities are perceived as very supportive tools for physical and mental wellbeing and are extremely viewed as real improving descends which not only benefit in the acquisition good name and position but also contribute in the refinement of positive behaviors among female folk. It has been concluded that qualities like self-esteem, self-confidence, self-acceptance and self-discipline can be developed and promoted through organized team sports activities. A significance difference among athletes in various parameters of social perfectionism like self-esteem, self-confidence, self-acceptance and self-discipline was found and the data have concluded that self-confidence was greater than self-esteem, self-acceptance and self-discipline. Similarly, it was also concluded that athletes that participated in team sports had higher mean SPQ scores than female's athletes that participated in individual sports and the university female athletes that had participated in youth sports for four years or more had higher SPQ scores than those that participated for less than four years.

Recommendations

Keeping in view the stressed feeling among various segments and particularly among students it is highly remarkable to promote a sports culture and engage the students particularly female in sports. It is hence recommended that:

1. It is recommended that the university's administrator in collaboration with the directorate of sports may conduct different kinds of sports programmes to

increase sports participation among females.

2. It is also recommended that these sports programmes must focus on enlightening people regarding the effectiveness and need of sports in the lives of students, particularly among females.
3. Sports events needs proper and sophisticated infrastructural facilities in the shape of courts, grounds, gymnasium, and other sports gears; therefore, the promotion of sports in educational institutions should be tried at a large scale with required sports facilities..
4. It is recommended that the Higher Education Commission (HEC) should facilitate the universities with adequate funds and with maximum sports programs.

Future Suggestions

1. This study was focused to assess the effectiveness of sports with reference to social perfectionism. Another study may be conducted in determining the relationship of sports participation with the academic achievement of university students.
2. In this study, only female athletes were participated. Another study may also be suggested by selecting male students from schools, colleges and universities.
3. Researchers can also investigate the association of sports with social perfectionism in other provinces of the country.
4. The researcher can assess the effectiveness of sports participation in the development of and attainment of socio-cultural objectives among athletes of schools, colleges, and universities.

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