



Sports Perfectionism: A Gender Wise Comparison

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ABSTRACT

The tendency for athletes to hold themselves to exceptionally high standards and to exhibit behaviours intended to produce faultless performances is known as sports perfectionism. This could entail unrelenting practice, harsh self-criticism, and an unwavering quest of perfection. In this context the study was conducted to establish the contemporary status of sports perfectionism of school-going adolescents. In order to meet the descriptive presentation and comparative analysis, 706 school-going adolescents were selected from Government, Government Sponsored and Government aided secondary and higher secondary schools of West Bengal to consider as sample; and data were collected by administering the **Sports Multidimensional Perfectionism Scale (John, Dunn, et al., 2005)**. As a result, it was observed that, both the male and female adolescents have high sports perfectionism and as seen from comparative analysis there was no gender difference in all the subscales of the sports perfectionism.

Key Words: Sports Perfectionism, School-going adolescents

1. Introduction

Perfectionism in sports refers to a person's propensity to hold themselves to exceptionally high standards for their performance and strive for flawless execution of abilities and results. It entails a desire to avoid making mistakes in sporting endeavours as well as an unwavering pursuit of greatness. One way that sports perfectionism can appear is when players have extremely high expectations for themselves and are motivated to meet or surpass these expectations in their performance.

This can cause them to become overly fixated on avoiding mistakes or flaws, which can increase their anxiety and fear of failing. Athletes can occasionally struggle with nagging concerns about their skills, strategies, or choices made during practice or competition. Athletes may experience perfectionistic tendencies due to external pressure from parents, coaches, or peers. They feel obligated to meet others' expectations and believe that others are looking for perfection, which increases their pressure to perform flawlessly. Because of this, athletes have an intense desire to seem flawless to others, which causes them to worry about how their teammates, coaches, or supporters will see them. It is crucial to recognize and deal with perfectionism in athletics because each factor can have a distinct impact on a competitor's wellbeing and performance.

An athlete who exhibits perfectionism in athletics will aim for perfection, establish high expectations for themselves, and be unduly critical of their own performance. The relationship between an athlete's gender and their propensity for perfectionism in sports is referred to as gender and sports perfectionism. Male and female athletes may be subject to different societal and cultural standards, which may influence their tendency toward perfectionism. Compared to women, who could communicate their difficulties more candidly, men may have been conditioned to suppress their feelings, which has resulted in distinct coping strategies. Coaches, teammates, and families can provide different kinds and levels of support, which might have an impact on perfectionism tendencies.

There are ongoing studies on the effects of gender on perfectionism in sports, and interventions are intended to increase positive perfectionism and lessen negative effects. Coaching techniques can be modified to better suit the requirements and perfectionist inclinations of different genders. Developing solutions to support

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athletes in reaching their best while preserving their mental and emotional well-being requires an understanding of the link between gender and sports perfectionism.

1.1 Significance of the Study

Developing lasting habits, attitudes, and preferences including those pertaining to sports and physical activity occurs during adolescence. People frequently decide on their preferred sports during this time, and they may also acquire attitudes that affect how they play and perform in sports. So, the present study was conducted to compare sports perfectionism between male and female school-going adolescents.

1.2 Objective of the Study

The main objectives of the study were –

- i) To know the present situation of **Sports Perfectionism** of the school-going male adolescents;
- ii) To know the present situation of **Sports Perfectionism** of the school-going female adolescents;
- iii) To compare **Sports- Perfectionism** of the male and female school-going adolescents.

The hypotheses of the study were –

H₁ - School-going male adolescents have high **Sports Perfectionism**;

H₂ - School-going female adolescents have high **Sports Perfectionism**;

H₃ - Male and female school-going adolescents do not differ with respect to their **Sports Perfectionism**.

2. Sports Perfectionism - The Construct of the Study

Athletes' view perfectionism as a dysfunctional, harmful, and maladaptive trait (**Flett & Hewitt, 1991; Hill et al., 1997**). **Flett and Hewitt (1991)**, in particular, concentrated on the detrimental effects of perfectionism and made the case that it is a bad trait in sports that may impede the very results it aims to encourage. The results of studies on the impact of perfectionism in exercise and sports are significant in and of itself. For athletes and fitness enthusiasts, perfectionism is essentially a bad thing that leads to maladaptive results (**Chakraborty & Adhikari, 2014**). Athletes require a great deal of perfect performance in order to succeed. Many sports, where perfectionism is prevalent, demand an extreme level of perfection, which is frequently viewed as a bad personality trait.

Like other types of perfectionism, sports perfectionism can have a number of causes. Sportspeople are held to unreasonably high standards by high performance standards. Pressure to achieve from coaches, teammates, parents, or oneself to do extraordinarily well can exacerbate perfectionistic tendencies. Persistently comparing oneself to other athletes - especially those deemed more successful can occasionally exacerbate perfectionist tendencies. The development of sports perfectionism can therefore be attributed to parents or coaches who prioritize winning over personal growth or who exhibit perfectionistic traits themselves. Finally, but just as importantly, reward structures that place a premium on winning or reaching predetermined goals over effort, development, or having fun in the sport can encourage behaviour that is perfectionistic.

3.A Brief Review on Sports Perfectionism

An athlete's passion for achievement stems from their perfectionism in sports. For athletes, this will be an innate source of drive. Every athlete will naturally want to continue to perform at incredibly high levels and with incredibly high standards. According to **Chatterjee, Nandy, and Adhikari (2012)**, the development of attitudes toward physical education is correlated with sport perfectionism. Their research showed that while perceived parental pressure negatively impacted the development of attitudes toward physical education, personal standards had a beneficial effect. This has a good impact on physical education because, while parental pressure frequently causes the attitude level to drop, the attitude level generally rises as personal values do, reflecting the positive views expressed by parents in many circumstances.

Perfectionism in sports contributes to an athlete's achievement motivation and desire for success. Naturally, the athlete's intrinsic motivation will be the source of this drive. Athletes generally struggle with perfectionism and anxiety related to competition in sports. According to **Hamidi and Besharat (2010)**, athletes' negative responses to flaws were positively correlated with both their physical and cognitive distress. Their confidence is severely impacted by this. **According to Li et al. (2023)**, mindfulness therapies improve athletes' workout self-efficacy and modify perfectionism toward a positive viewpoint. They emphasized how self-efficacy and perfectionism operate as a mediator between mindfulness and competitive state anxiety. Athletes who practice mindfulness see a decrease in anxiety and perfectionism.

4. Methods

The present study was carried out through **descriptive survey method**. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

4.1 Variables

Sports Perfectionism was the only variable of the present study.

4.2 Sample

When a sample accurately reflects the proportionate representation of the population being studied, it is referred to as representative. **Stratified Random Sampling Technique** was used to ensure that the sample was representative. In the current study, 706 teenagers enrolled in secondary and higher education in West Bengal, India were chosen at random from 32 government, government-aided, and government-sponsored schools.

4.3 Tool of Research

The present study employed the subsequent research instrument to gather data. Using criteria like relevance, appropriateness, validity, reliability, and suitability, the instrument was chosen. Below is a brief summary of the tool.

4.3.1 Sports Multidimensional Perfectionism Scale (John, Dunn, et al., 2005)

The purpose of the tool is to gauge athletes' perceptions of specific elements of their competitive sporting experiences. Using a 5-point Likert-type scale, athletes indicate how much they agree or disagree with each of the 30 items (1 being strongly disagreed and 5 being highly agreed). Higher scores indicate higher levels of perfectionism in each dimension. Item scores are averaged within each subscale. According to Thurstone's (1947) criteria for simple structure, all items in the four-factor solution discovered by Dunn et al. had appropriate levels of internal consistency, with coefficient alphas ranging from 0.76 to 0.89 for each subscale. The Sport-MPS contains 30 items and four subscales. The subscales are labelled Personal Standards (PS: 7 items, e.g. 'I have extremely high goals for myself in my sport'), Concern Over Mistakes (COM: 8 items, e.g. 'If I play well but only make one obvious mistake in the entire game, I still feel disappointed with my performance'), Perceived Parental Pressure (PPP: 9 items, e.g. 'In competition, I never feel like I can quite meet my parents' expectations'), and Perceived Coach Pressure (PCP: 6 items, e.g. 'Only outstanding performance in competition is good enough for my coach').

Table-4.3.1: Subscale wise Item Distribution

Sl. No.	Subscales	Items
1.	Personal Standards	7
2.	Concern Over Mistakes	8
3.	Perceived Parental Pressure	9
4.	Perceived Coach Pressure	6
Total		30

4.3.1.1 Scoring Procedure

Clearly the subscales are consisted of unequal number of items. The mean score of each subscale is made comparable by normalizing. The normalization procedure is as follows:

Normalized mean = Mean of the item responses in a subscale / Total number of items in that subscale.

Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid-point. **The score at the higher end of the scale should be considered as high perfectionism.**

[As for example, in **Personal Standards**: Normalized Mean = 3.28 (22.96, i.e., Mean of the item responses in the subscale Personal Standards / 7, i.e., Total number of items in the subscale Personal Standards)]

The range of Normalized means score of each subscale of "**Sports Multidimensional Perfectionism Scale**" may be interpreted as –

1.00 to 1.99	:	Very Low Sports Perfectionism
2.00 to 2.99	:	Low Sports Perfectionism
3.00 to 3.99	:	High Sports Perfectionism
4.00 to 5.00	:	Very high Sports Perfectionism

4.4 Procedure for Data Collection

We asked the highest-ranking members of the institutions for their consent to collect the required data. By using the aforementioned tool on the research subjects in compliance with the instructions found in the tool's manual, pertinent data were gathered.

4.5 Analysis of the Collected Data

The comparative statistics was presented by computing with the help of SPSS-20 software.

5. Presentation of Results

The results of the present study are presented in the tabular forms.

5.1. Sports Perfectionism of the School-Going Male Adolescents

To prove the **hypothesis-H₁** (i.e., **School-going male adolescents have high sports perfectionism.**) the descriptive statistics of the scores obtained by the school-going male adolescents in **Sports Multidimensional Perfectionism Scale (Sports MPS)** are presented in table-5.1 and figure-5.1, 5.1(a), 5.1(b), 5.1(c) and 5.1(d).

Table-5.1: Descriptive Statistics of Sports Multidimensional Perfectionism Scale Scores of the School-Going Male Adolescents

Subscales of Sports Perfectionism	N	Range	Mini	Max	Mean	Std. Dev	Remark
Personal Standards (PS)	310	3.71	1.29	5.00	3.28	0.65	High
Concern Over Mistakes (COM)	310	3.37	1.63	5.00	3.12	0.68	High
Perceived Parental Pressure (PPP)	310	3.11	1.78	4.89	3.12	0.59	High
Perceived Coach Pressure (PCP)	310	3.17	1.50	4.67	3.05	0.62	High

Table-5.1 exhibits the descriptive statistics of “**Sports Multidimensional Perfectionism Scale**” scores obtained by the school-going male adolescents in the present study. In case of **Personal Standards** the “minimum” of the scores was 1.29 and the “maximum” of those was 5.00 and the range was 3.71; the “mean” and “standard deviation” of the said distribution were 3.28 and 0.65 respectively. Next, in case of **Concern Over Mistakes** the “minimum” of the scores was 1.63 and the “maximum” of those was 5.00 and the range was 3.37; the “mean” and “standard deviation” of the said distribution were 3.12 and 0.68 respectively. Then, in case of **Perceived Parental Pressure** the “minimum” of the scores was 1.78 and the “maximum” of those was 4.89 and the range was 3.11; the “mean” and “standard deviation” of the said distribution were 3.12 and 0.59 respectively. Finally in case of **Perceived Coach Pressure** the “minimum” of the scores was 1.50 and the “maximum” of those was 4.67 and the range was 3.17; the “mean” and “standard deviation” of the said distribution were 3.05 and 0.62 respectively.

Figure-5.1 shows the bar diagram of means of scores of different subscales [i.e., Personal Standards (PS), Concern Over Mistakes (COM), Perceived Parental Pressure (PPP) and Perceived Coach Pressure (PCP)] of **Sports Multidimensional Perfectionism Scale** scores of the school-going male adolescents.

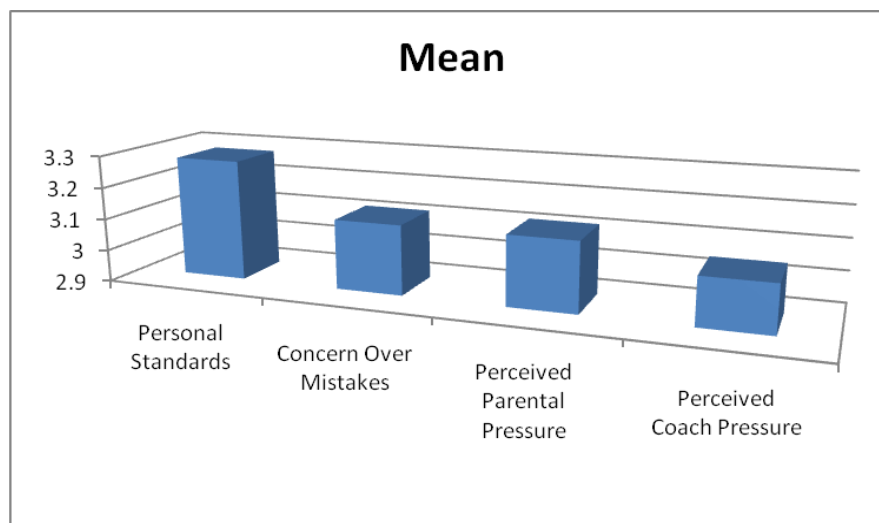


Figure-5.1: Bar Diagram of Mean of the scores of different subscales of Sports Multidimensional Perfectionism Scale of the School-Going Male Adolescents

Figure-5.1(a), 5.1(b), 5.1(c) and 5.1(d) exhibit the histograms with respective normal curve of the Personal Standards (PS), Concern Over Mistakes (COM), Perceived Parental Pressure (PPP) and Perceived Coach Pressure (PCP) subscales of **Sports Multidimensional Perfectionism Scale** scores of the school-going male adolescents. We can see from the visual examination that the aforementioned distribution was about to normal (Fein, Gilmour, Machin & Hendry, 2022).

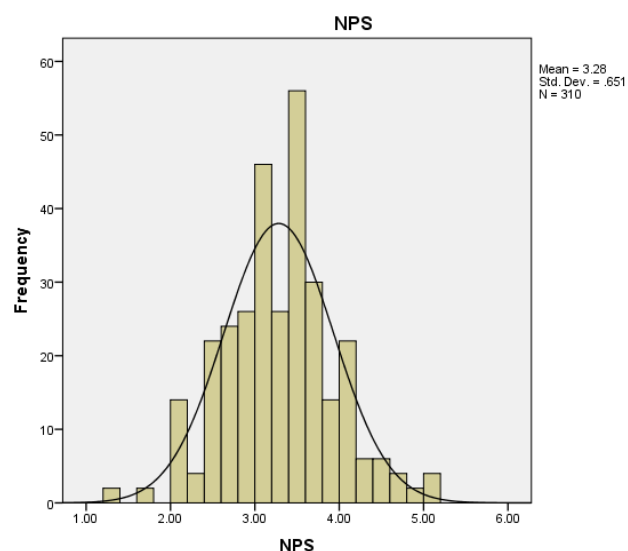


Figure-5.1(a): Histogram with Normal Curve of Personal Standards (PS) Subscale Scores of School-Going Male Adolescents

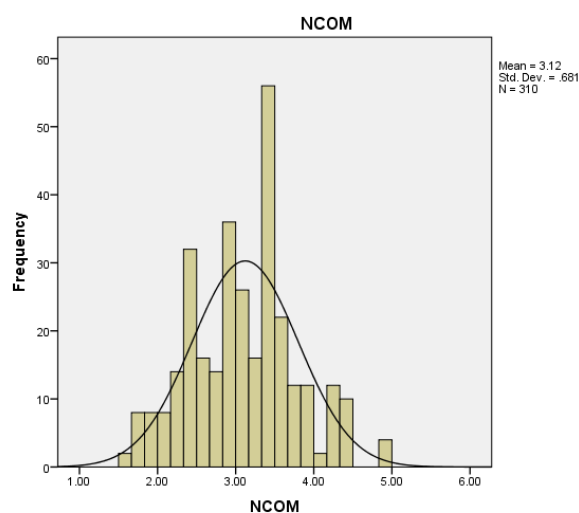


Figure-5.1(b): Histogram with Normal Curve of Over Mistakes (COM) Subscale Scores of School-Going Male Adolescents

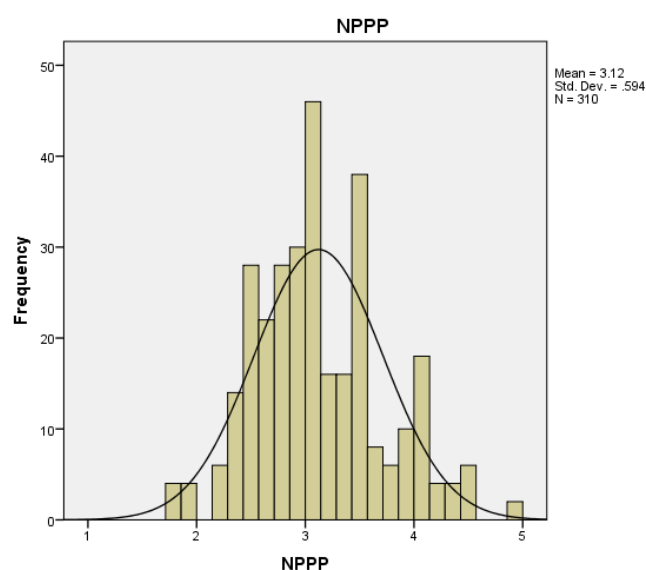


Figure-5.1(c): Histogram with Normal Curve of Perceived Parental Pressure (PPP) Subscale Scores of School-Going Male Adolescents

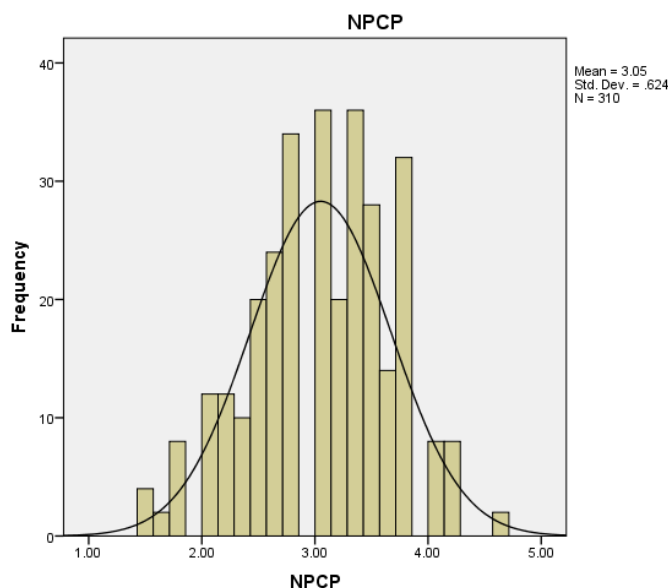


Figure-5.1(d): Histogram with Normal Curve of Perceived Coach Pressure (PCP) Subscale Scores of School-Going Male Adolescents

5.2 Sports Perfectionism of the School-Going Female Adolescents

To prove the **hypothesis-H₂** (i.e., **School-going female adolescents have high sports perfectionism.**) the descriptive statistics of the scores obtained by the school-going female adolescents in **Sports Multidimensional Perfectionism Scale (Sports MPS)** are presented in table-5.2 and figure-5.2, 5.2(a), 5.2(b), 5.2(c) and 5.2(d).

Table-5.2: Descriptive Statistics of Sports Multidimensional Perfectionism Scale Scores of the School-Going Female Adolescents

Subscales of Sports Perfectionism	N	Range	Mini	Max	Mean	Std. Dev	Remark
Personal Standards (PS)	396	3.72	1.14	4.86	3.27	0.72	High
Concern Over Mistakes (COM)	396	3.61	1.14	4.75	3.03	0.76	High
Perceived Parental Pressure (PPP)	396	3.74	1.14	4.88	3.10	0.68	High
Perceived Coach Pressure (PCP)	396	3.53	1.14	4.67	2.97	0.64	Low

Table-5.2 exhibits the descriptive statistics of “**Sports Multidimensional Perfectionism Scale**” scores obtained by the school-going adolescents in the present study. In case of **Personal Standards** the “minimum” of the scores was 1.14 and the “maximum” of those was 4.86 and the range was 3.72;

the “mean” and “standard deviation” of the said distribution were 3.27 and 0.72 respectively. Next, in case of **Concern Over Mistakes** the “minimum” of the scores was 1.14 and the “maximum” of those was 4.75 and the range was 3.61; the “mean” and “standard deviation” of the said distribution were 3.03 and 0.76 respectively.

Then, in case of **Perceived Parental Pressure** the “minimum” of the scores was 1.14 and the “maximum” of those was 4.88 and the range was 3.74; the “mean” and “standard deviation” of the said distribution were 3.10 and 0.68 respectively. Finally in case of **Perceived Coach Pressure** the “minimum” of the scores was 1.14 and the “maximum” of those was 4.67 and the range was 3.53; the “mean” and “standard deviation” of the said distribution were 2.97 and 0.64 respectively.

Figure-5.2 shows the bar diagram of means of scores of different subscales [i.e., Personal Standards (PS), Concern Over Mistakes (COM), Perceived Parental Pressure (PPP) and Perceived Coach Pressure (PCP)] of **Sports Multidimensional Perfectionism Scale** scores of the school-going adolescents.

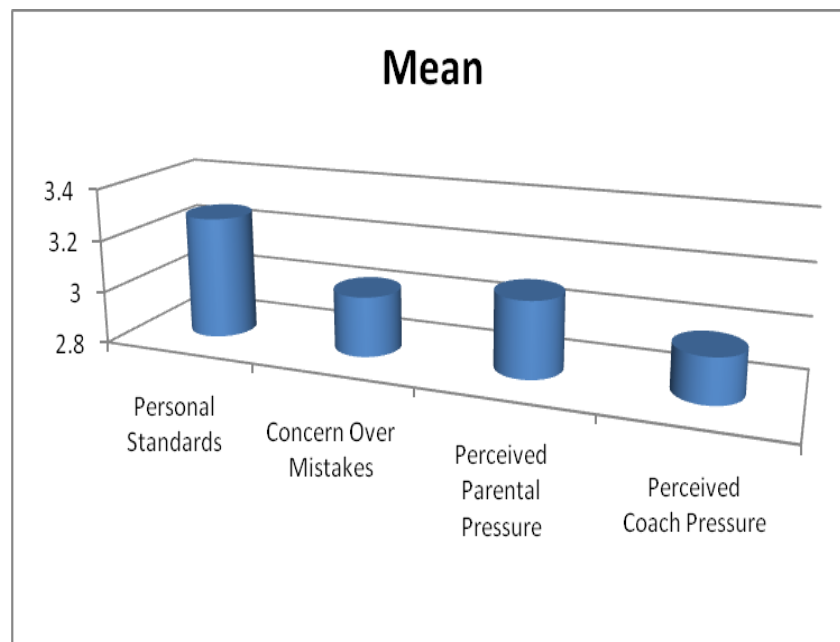


Figure-5.2: Bar Diagram of Mean of the scores of Different Subscales of Sports Multidimensional Perfectionism Scale of the School-Going Female Adolescents

Figure-5.2(a), 5.2(b), 5.2(c) and 5.2(d) exhibit the histograms with respective normal curve of the Personal Standards (PS), Concern Over Mistakes (COM), Perceived Parental Pressure (PPP) and Perceived Coach Pressure (PCP) subscales of **Sports Multidimensional Perfectionism Scale** scores of the school-going female adolescents. We can see from the visual examination that the aforementioned distribution was about to normal (**Fein, Gilmour, Machin & Hendry, 2022**).

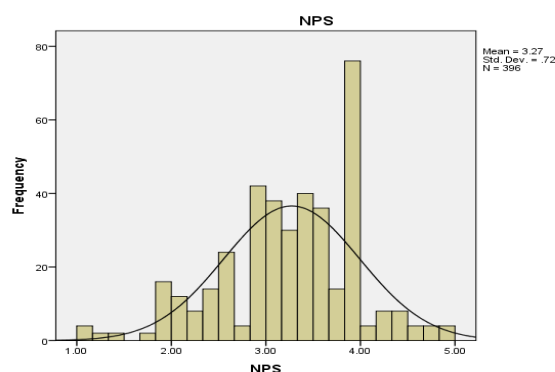


Figure-5.2(a): Histogram with Normal Curve of Personal Standards (PS) Subscale Scores of School-Going Female Adolescents

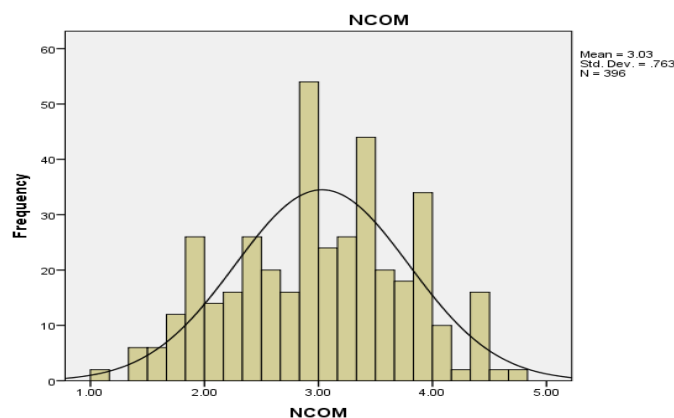


Figure-5.2(b): Histogram with Normal Curve of Over Mistakes (COM) Subscale Scores of School-Going Female Adolescents

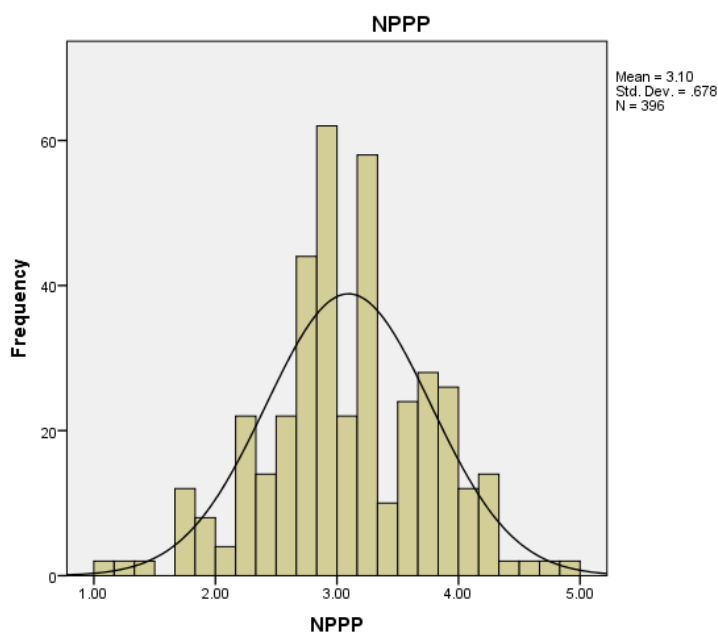


Figure-5.2(c): Histogram with Normal Curve of Perceived Parental Pressure (PPP) Subscale Scores of School-Going Female Adolescents

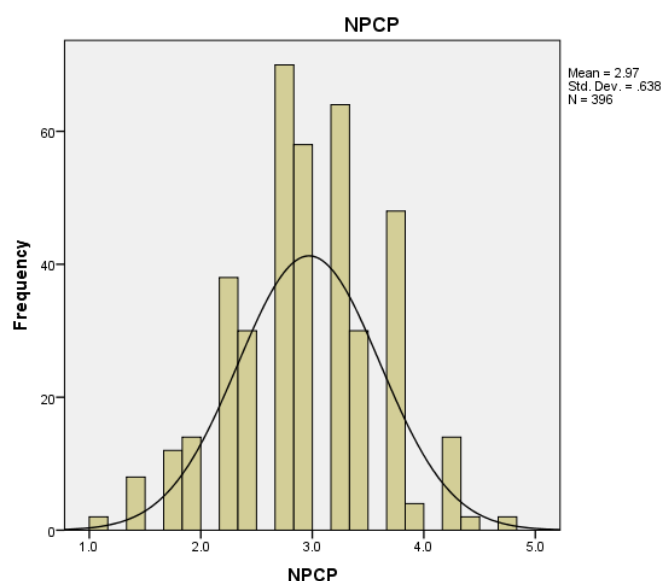


Figure-5.2(d): Histogram with Normal Curve of Perceived Coach Pressure (PCP) Subscale Scores of School-Going Female Adolescents

5.3 Comparative Analysis on Sports Perfectionism

To prove the **hypothesis – H₃ (i.e., Male and female school-going adolescents do not differ with respect to their Sports Perfectionism)** the results are presented herewith in table-5.3(a) and table-5.3(b) as well as figure-5.3.

Table-5.3(a): Group Statistics of Sports Perfectionism of the Male and Female School-Going Adolescents

Subscales of Sports Perfectionism	Type	N	Mean	Std. Deviation	Remark
Personal Standards (PS)	Male	310	3.28	0.65	High
	Female	396	3.27	0.74	High
Concern Over Mistakes (COM)	Male	310	3.12	0.68	High
	Female	396	3.03	0.78	High
Perceived Parental Pressure (PPP)	Male	310	3.12	0.59	High
	Female	396	3.09	0.70	High
Perceived Coach Pressure (PCP)	Male	310	3.05	0.62	High

	Female	396	2.97	0.66	Low
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Table-5.3(a) exhibits the group statistics of **Sports Perfectionism** scores of male and female school-going adolescents. In case of **Personal Standards (PS)** the mean of male and female school-going adolescents were 3.28 and 3.27 respectively; again, the standard deviations were 0.65 and 0.74 respectively. Next, in case of **Concern Over Mistakes (COM)** the mean of male and female school-going adolescents were 3.12 and 3.03 respectively; again, the standard deviations were 0.68 and 0.78 respectively. Then in **Perceived Parental Pressure (PPP)** the mean of male and female school-going adolescents were 3.12 and 3.09 respectively; again, the standard deviations were 0.59 and 0.70 respectively. Finally, in **Perceived Coach Pressure (PCP)** the mean of male and female school-going adolescents were 3.05 and 2.97 respectively; again, the standard deviations were 0.62 and 0.66 respectively.

Figure-5.3 shows the bar diagram of means of group statistics of different subscale of Sports Perfectionism scores of the male and female school-going adolescents.

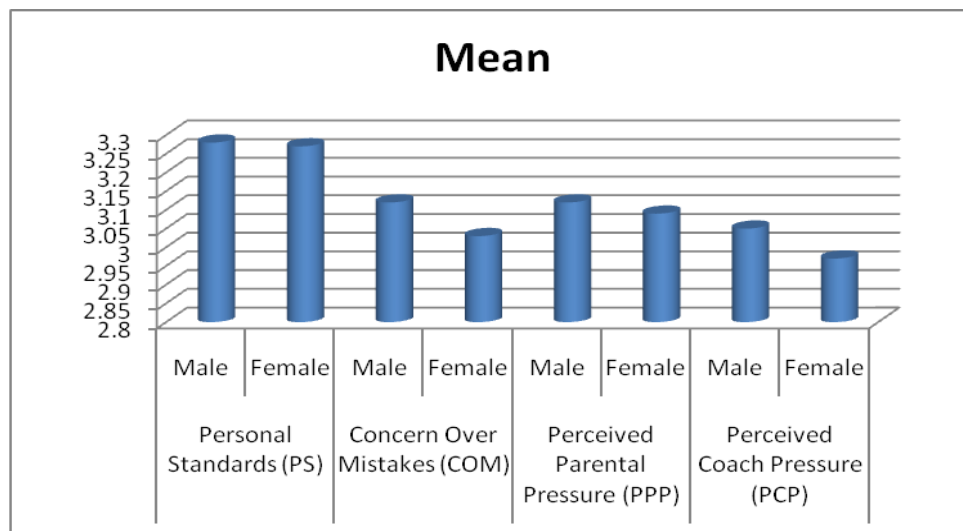


Figure-5.3: Bar Diagram of Means of Group Statistics in Different Subscales of Sports Perfectionism Scores of Male and Female School-Going Adolescents

Table-5.3(b): Results of Independent Samples Test of Type Wise Comparison of Means of Scores of Different Subscales of Sports Perfectionism of Male and Female School-Going Adolescents

Subscales of Sports Perfectionism		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Personal Standards (PS)	Equal variances assumed	3.38	0.07	0.29	704.00	0.77
	Equal variances not assumed			0.29	694.59	0.77
Concern Over Mistakes (COM)	Equal variances assumed	5.93	0.02	1.72	704.00	0.09
	Equal variances not assumed			1.75	695.95	0.08
Perceived Parental Pressure (PPP)	Equal variances assumed	4.29	0.04	0.63	704.00	0.53
	Equal variances not assumed			0.64	699.43	0.52
Perceived Coach Pressure (PCP)	Equal variances assumed	0.01	0.93	1.73	704.00	0.08
	Equal variances not assumed			1.74	679.16	0.08

From table-5.3(b) it is transparent that the two groups (male and female) of school-going adolescents did not differ (statistically) significantly in different subscales of sport perfectionism i.e., Personal Standards (PS), Concern Over Mistakes (COM), Perceived Parental Pressure (PPP), and Perceived Coach Pressure (PCP).

5. Discussion

Table 5.1 shows that, on average, the **male adolescents** enrolled in school showed **high levels of sports perfectionism** in the subscales measuring *Personal Standards*, *Perceived Parental Pressure*, *Concern Over Mistakes*, and *Perceived Coach Pressure*. Then, it was noted from table 5.2 that the **female adolescents** enrolled in school shown **high levels of sports perfectionism** on average in the subscales measuring *Perceived Parental Pressure*, *Concern Over Mistakes*, and *Personal Standards*. However, their level of sports perfectionism was **low** in the *Perceived Coach Pressure* subscale. Ultimately, the findings show that **female adolescents who attended school generally had high levels of sports perfectionism**. Hence, the hypotheses H_1 and H_2 was accepted.

These findings might indicate that a significant emphasis on success and excellence in a variety of sports had an impact on the teenagers who were enrolled in school. Adolescents can manage perfectionism constructively with the help of parents and coaches who offer mental health support and instruction about healthy goal-setting and self-compassion. A great dedication to training and progress is frequently displayed by adolescents with high adaptive sports perfectionism scores, which improves their athletic performance. These pupils have a strong work ethic and may establish difficult but achievable goals that propel their athletic growth. Strong adaptive perfectionism can help develop the fortitude and perseverance that are necessary for success in athletics.

Adolescent athletes with high levels of perfectionism in their games can experience a variety of benefits and drawbacks. Favourable effects can improve output. Teenagers with perfectionistic tendencies may be more motivated to work harder in the gym, pursue greatness, and excel at a particular sport. Setting and achieving difficult goals is encouraged, which develops a strong work ethic and dedication. Adolescents who are held to high standards in their sporting endeavours may find drive and a feeling of direction from these standards.

The above results are supported by all of these research findings. **Hamidi and Besharat (2010)** discovered a positive correlation between high levels of sports perfectionism and both physical and cognitive anxiety According to **Stober (2011)**, athletes should have high personal standards and a strong drive for excellence.

From the results of the table-5.3(a) we obtained the group statistics of **Sports Perfectionism** scores of male and female school-going adolescents. From table-5.3(b) it was transparent that **the two groups (male and female) of school-going adolescents did not differ (statistically) significantly in different subscales of sport perfectionism** i.e., *Personal Standards (PS)*, *Concern Over Mistakes (COM)*, *Perceived Parental Pressure (PPP)*, and *Perceived Coach Pressure (PCP)*. As a result, the H_3 was accepted.

Teenage boys and girls in West Bengal have a propensity to excel in sports since the region's schools and sports organizations frequently give both sexes equal opportunity to participate in a variety of sports. As a result, both positive perfectionism groups have a tendency to establish high but attainable goals, which could boost performance as they work hard to keep improving their abilities. Enhancing the availability of sports training programs, coaching, and facilities for athletes of all gender's aids in their development. The potential for success of both boys and girls is enhanced when they have access to excellent coaching and training environments. **Ahmed et al. (2021)** discovered that male athletes scored better than female athletes in this regard when it came to anxiety over mistakes. There was no discernible variation in the sense of parental pressure.

Both the adolescent males and females typically favour their school sports because they offer an opportunity for peer socialization, friendship-building, and relationship-strengthening. A sense of belonging and friendship are fostered by the team atmosphere. Teens can maintain an active and healthy lifestyle by participating in sports. It contributes to the development of general fitness, physical strength, and endurance. Students who play school sports can develop a sense of pride and allegiance to their institution. It can strengthen a feeling of community and school spirit. School sports give teenagers the chance to improve and hone their athletic abilities. Their skills and knowledge of the sport improve with regular practice and competition. School sports have a competitive element that can be quite intriguing. It offers teenagers a disciplined setting where they may push themselves, make objectives, and work toward success.

Some people can get scholarships and possibilities for higher study by performing well in school athletics. For a lot of student athletes, this can be a major source of motivation. Playing sports contributes to the development of critical life skills like resilience, discipline, leadership, teamwork, and time management. In the end, a lot of teenagers just like being involved in sports.

One major pull for them may be the thrill and fun of participating and getting better at a sport they love. Teenage boys and girls may want to participate in their sports programs for a variety of above-mentioned reasons, some of which are related to each other.

By practicing daily sports activities, they (school-going adolescents) develop a desire to achieve excellence, which leads them to sports perfectionism. Hence no difference can be observed between male and female school-going adolescents in achieving sports perfectionism.

7. Conclusion

Based on the findings and the discussion that followed that the male and female students attending secondary and higher secondary schools had high levels of sports perfectionism as they scored high on all subscales of Sports Perfectionism.

Considering the results and the ensuing discussion, it was determined that there was no statistically significant difference between the two groups of school-age adolescents, who were male and female, in terms of the various subscales of sport perfectionism, namely Personal Standards (PS), Concern Over Mistakes (COM), Perceived Parental Pressure (PPP), and Perceived Coach Pressure (PCP). Therefore, there was no gender difference in the subject of sports perfectionism among teenagers enrolled in secondary and upper secondary schools.

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