

Study of Meditational Role of Self-Esteem in the Relationship Between Perfectionism and Competitive Anxiety Elite Athletes

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Abstract

This study examined the mediating role of self-esteem in the relationship between perfectionism and competition anxiety. Participants included 246 elite athletes from Fars province. Participants completed the Competitive Anxiety Inventory and the Excellence Questionnaire by Don and colleagues and completed the Rosenberg Self-Esteem Questionnaire. Cronbach's coefficient was used to check the validity of the instrument. The structural equation model was used to evaluate the proposed model, based on which self-esteem perfectionism was used to influence the anxiety of athletic competition. The results showed that elite athletes had a low self-esteem with negative perfection and experienced high competitive anxiety. The findings also indicated that self-esteem plays a mediator role in the relationship between perfectionism and competitive anxiety. The implications and uses of the findings were discussed.

Keywords

Perfectionism, Competitive Anxiety, Self-Esteem, Elite Athletes

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1. Introduction

The stressful nature of the sport and the competitive environment require many athletes' needs and requirements. Based on the research field, exercise psychology focuses its attention on emotional responses to such stressors, and in particular the study of competitive anxiety [8]. Significant anxiety in competitive conditions is considered to be a multidimensional position-dependent structure, which consists of both physical and perceptual components. Under conditions of competitive anxiety, three essential dimensions can be distinguished: cognitive anxiety, physical anxiety, and self-confidence. Perceptual anxiety involves one's thinking about a possible failure while physical anxiety involves understanding physical symptoms and exacerbated negative arousal. On the other hand, self-esteem involves the

perception that responsibility lies with the individual and he can show the best possible performance. As a result, feeling confident before and during competition is usually evidence of competitive anxiety and is often associated with better performance [5]. Several studies have examined the factors affecting anxiety in athletic positions and the role of variables such as fear of failure, feeling of lack of ability, loss of control, feeling of guilt, lack of security, high tension, lack of sense of stability [1]. Previous performance and irrational beliefs about performance [3]. have been considered as predicting competitive anxiety. The present research is also seeking to provide a model for explaining competitive anxiety. Therefore, the role of perfectionism and self-esteem constructs in the form of a causal model in the definition of competitive anxiety is examined.

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2. Research Methodology

The present research is correlational. The purpose of this type of research is to describe the relationships between variables.

The research population included all elite athletes from Fars province who participated in national and national competitions. The sample of this study was 246 elite athletes

in the province selected by available sampling method. It should be noted that the number of participants in the study is calculated according to the model. Further, the characteristics of the sample group are presented based on the demographic variables (demographics) of age, gender, education, and type of sport (individual and group).

Table 1. Specimen sample group by age.

standard deviation	Middle	Average	Maximum	At least	Number	Variable
7.60	21	22.43	50	12	227	Age

2.1. Research Tools and Their Validity and Reliability

In this section, the tools used to measure the variables of research, which include the Martinez Competition Anxiety Questionnaire, the Multidimensional Perfectionism Scale of Dunn and Associates, and the Rosenberg Self-Esteem Scale, with their validity and reliability steps is explained. It should be noted that questions about gender, age, education, and sport of participants were included in the beginning of the self-esteem questionnaire.

2.1.1. Competition Anxiety Questionnaire Martins et al

The Competitive Anxiety Questionnaire was compiled by Martins, Willie and Breton (1990). The questionnaire has 15 items that measure state anxiety and are used in sports competition situations. Each subject answers these items with a five-point scale (from never to too much).

2.1.2. Multi-dimensional Perfectionism Scale of Sportsman and Colleagues

The multidimensional perfectionism scale of exercise by Dunn et al. [2]. Is based on factor analysis. This scale has 30 items and each subject answers these items with a five-point scale (totally agree to completely disagreeing). These subscales are: 1. Personal standards, 2. No worries. Limitations on mistakes, 3. Parental perceived pressure, 4. Perceived pressure of the coach.

2.1.3. The Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale was made in 1965. This scale has 10 items and each item is answered in the opposite or the opposite direction.

2.2. Data Analyzing Method

In analyzing the data, LISREL software was used to model the structural equations in order to investigate the fit of the model.

3. Results

Table 2. Shows the total mean, standard deviation and minimum-maximum related to the obvious variables of the research.

Minimum - Max	standard deviation	average	Number	Obvious variables	Structure
5-10	0.72	63.9	246	Parcel of self-esteem	Self-esteem
5-10	1.30	91.8	246	Two Parsley Self Esteem	
14-30	3.05	10.23	245	Personal standards	Perfectionism
9-43	6.68	35.26	246	Worry about mistakes	
9-41	5.89	14.26	246	Parental pressure	
10-59	4.43	89.19	246	The pressure of the coach	
5-15	2.28	26.8	246	Parcel is a competitive anxiety	Competitive anxiety
5-15	2.35	68.7	246	Parcel two competitive anxiety	

Table 3. Mean and standard deviations of the variables of research in two groups of girls (115) and boys (131 persons), t value and significance level.

Significance level	T value	Mean and standard deviation of boys	average and standard deviation of girls	Variables
NS (0.38)	0.87	18.45 (1.64)	18.64 (1.83)	Self-esteem
NS (0.26)	1.11	15.67 (4.19)	16.25 (3.90)	Competition Anxiety
NS (0.65)	0.45	23.02 (3.23)	23.19 (2.82)	Personal standards
NS (0.12)	-1.53	26.95 (6.86)	25.65 (6.41)	Worry about mistakes
0.008	-2.69	27.08 (5.67)	25.08 (5.96)*	Parental pressure
NS (0.54)	-0.60	20.05 (3.77)	19.7 (5.07)	The pressure of the coach

* The numbers in parenthesis indicate the standard deviation of the scores.

As can be seen from Table 3, the difference in the scores of girls and boys in all variables, except for the score in the parental subscale, is unreasonable. Parents had higher scores in boys than girls. These findings provide the necessary information to examine the question of a research. The question states, "Is there a difference between the research

variables (perfectionism, self-esteem and competitive anxiety) according to the athlete's gender?" As it was mentioned, the findings of this section showed that there is no significant difference between male and female athletes in research variables except parental pressure.

Table 4. Relationship between research variables with demographic variables of age (N = 227).

Competition Anxiety	Self-esteem	pressure of the coach	Parental pressure	Worry about mistakes	Personal standards	Age
-0.11	-0.08	-0.04	-0.16	-0.09	-0.15*	

P<0.01*

As the results of Table 4 show, only the relationship between personal standard variables and parent's pressure with the age-demographic variables is significant; as the age increases, the score in these variables decreases. These findings provide the necessary information for examining the two research questions. This question states, "Is there a relation between the variables of research (perfectionism, self-esteem and competitive anxiety) with age athletes?" As the findings show, there is only a significant relationship between the two variables of personal standards and parental

pressure. In order to investigate the difference between four groups (below the diploma, diploma, associate, bachelor and master) in the anxiety variables of competition and self-esteem, one-way ANOVA was used. The results of these analyzes are presented in Table 5. What is presented in this table explains part of the answer to question three of the research on the difference in the anxiety of competition and self-esteem of various academic groups and explicitly states the existence or absence of differences.

Table 5. One-way variance analysis of different educational groups in the anxiety variables of competition and self-esteem.

Sig	F	Average squares	Degrees of freedom	Sum of squares	Source of variance	Variable
NS (0.1)	1.95	32.10	4	4.128	Between groups	Competition Anxiety
		16.39	239	5.3918	Intergroup	
NS (0.3)	1.19	3.55	4	2.14	Between groups	Self-esteem
		2.97	239	8.709	Intergroup	

As the results of Table 5 show, there is no difference in the anxiety of competition and self-esteem of different educational groups. Multivariate analysis of variance was

carried out in order to compare different educational groups in different aspects of perfectionism. Table 6 Pillai Value and Lambda Wilkes shows this multivariate analysis of variance.

Table 6. Pillai and Lambda Wilkes Value Multivariate Analysis of Variants of Different Study Groups in Dimensions of Perfectionism.

Sig.	Error df	Hypothesis df	F	value	
0.02	952	16	1.82	0.119	Pillai's Trace
0.02	718.574	16	1.84	0.884	Wilks' Lambda

After ensuring the value of Pillai and Lambda Wilkes Multivariate analysis of variance was performed.

Table 7. Multivariate Analysis of Variable Groups of Different Educational Groups in Dimensions of Perfectionism.

Sig	F	Average squares	Sum of squares	Degrees of freedom	Source of variance	Variable
NS (0.83)	0.36	3	13	4	Between groups	Personal standards
		9	2248	238	Intergroup	
0.02	2.82	122	490	4	Between groups	Worry about mistakes
		43	10344	238	Intergroup	
0.01	3.21	107	430	4	Between groups	Parental pressure
		33	7958	238	Intergroup	
0.006	3.66	47	189	4	Between groups	The pressure of the coach
		12	3072	238	Intergroup	

As the results of Table 7 show, the difference between the different educational groups in three dimensions (worries about mistakes, parental pressure and instructor pressure) is significant from the four dimensions of perfectionism.

Therefore, one-way analysis of variance (ANOVA) was used to investigate significant differences. The findings of this study are shown in Table 8. And then in the Tukey follow-up test. The answer is part of the question of three research that addresses the difference between perfectionism in different

academic groups and explicitly states the existence or absence of differences.

Table 8. Analysis of variance in a way of different educational groups in dimensions of perfectionism.

Sig	F	Average squares	Sum of squares	Degrees of freedom	Source of variance	Variable
0.02	2.83	122	491	4	Between groups	Worry about mistakes
		43	10345	239	Intergroup	
0.01	3.22	107	429	4	Between groups	Parental pressure
		33	7959	239	Intergroup	
0.01	3.33	63	253	4	Between groups	pressure of the coach
		19	4544	239	Intergroup	

As Table 8 shows, significant variables in multivariate analysis of variance in one way analysis of variance also have meaningful F. To investigate the differences, Tukey post hoc tests were performed. The results of these tests are shown in Table 9.

Table 9. Tukey's follow-up tests to examine the differences between different educational groups in dimensions of perfectionism.

Significance level	standard error	Difference of meanings	Groups	Variables
0.05	1.02	2.78	Masters	Diploma
0.02	0.89	2.74	Masters	Diploma
0.04	0.68	1.91	Masters	Diploma

Table 9 shows that athletes in high school have higher scores in terms of worries about mistakes, parental pressure and trainer pressure compared to athletes. Other differences were not significant. In order to examine the difference between athletes in individual and group sports, independent t-test was used. The findings of this study are based on Question 4 of the research "Whether there is a difference between individual and group athletes in terms of research variables or not. The answer says.

4. Discussion

Analysis of the findings showed that all path coefficients were met and all the effects were statistically significant. The variables of the model explained the significant variance of competition anxiety. The study of direct, indirect and direct effects of the final model of research showed that negative perfectionism, both directly and with self-esteem, predicts competitive anxiety; thus, negative perfectionism is a negative predictor of self-esteem and self-esteem In turn, it is a negative predictor of competition anxiety.

These findings confirm the main hypothesis of the research that the role of the interfaces of self-esteem structure in the relationship between perfectionism and competitive anxiety. The significant amount of explanatory variance (30%) indicates the importance of studying perfectionism in relation to competitive anxiety based on the hypothesized model. These findings are in line with the existing research literature on the strong relationship between perfectionism and anxiety (in its general sense). Since the direct route to the impact of perfectionism has been discussed earlier on competition anxiety, the repetition of the material here is avoided. In addition, these findings are in line with the research results

that show that perfectionism is related to self-esteem.

5. Conclusion

As discussed earlier, the relationship between the apparent variables of latent perfectionism in this study suggests that perfectionism in this research is negative. In other words, concerns about mistakes, perceptions, pressure from parents and instructors to achieve an unbiased function have a high weight in defining this structure, and the positive dimension of perfectionism (having high personal standards) plays a lesser role It defines this structure. With this in mind, one can conclude that people who have high standards and at the same time are very concerned about the mistakes they make, and that parents and coaches have a great deal of pressure to complete. They are expected to have lower self-esteem. In explaining this finding, we can point to the connection between two different types of self-esteem, namely fundamental or fundamental esteem, and self-assimilation acquired by the perfectionist structure. Research shows that people with high self-esteem need a lot of success and experience fear of failure. These people are not content with what they are, and therefore they are very important in showing their ability and ability, and are constantly worried about the failure of experience [4]. These features are high fear of failure, dissatisfaction with self, and the need to demonstrate their ability and ability to negative negatives [3], [4], [7], and the feature Shared groups are considered as two groups (negative perfectionists and people with self-esteem).

People with high self-esteem and lower fundamental self-esteem seem to work to perfectionism and hard work and gain self-esteem for others to acknowledge and admire. Therefore, failure and failure experience is a serious threat to their weak and fragile self-esteem. As another explanation

for the low self-esteem of the negative perfectionists, one can most likely point out the failure experience of these individuals. Due to the interference of perfectionist concerns with performance and success, the probability of failure and failure to achieve optimal performance by idealist perfectionists is greater. Such as Wesley [11]. and Mehrabizadeh Honarmand et al [10]. found that negative perfectionism has a negative relationship with performance. Hence, with the experience of experiencing greater failure, the self-confidence of these individuals is reduced.

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