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Effect of perfectionism, social competence and psychological well-being on physical activity of students

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ABSTRACT

The purpose of this study was to investigate the effect of perfectionism, social competence and psychological well-being on physical activity of physical education students of the University of Gümüşhane in Turkey. To measure variables some questionnaires were used: Wells and Cartwright-Hatton (2004) for perfectionism; Julvez et al. (2008) for social competence, Reif (1995) for psychological well-being and Charbonneau et al. (2001) for performance sport. The reliability of the questionnaires was also assessed by Cronbach's alpha test. The Cronbach's alpha coefficient for the perfectionism questionnaire was 0.74, for social competence questionnaire 0.81, for the psychological well-being questionnaire 0.85, and for the sports performance questionnaire equal to 0.89. Questionnaires were distributed among the statistical sample (142 physical education students of the University of Gümüşhane, Turkey). Findings showed that perfectionism has no significant effect on students 'athletic performance, but then the normal perfectionism with a beta coefficient of 0.16 and abnormal perfectionism with a beta coefficient of -0.308 (negative) had a significant effect on students' athletic performance. Also, social competence with a coefficient of beta of 0.631 and its nine dimensions had a significant positive effect on physical activity of physical education students of Gümüşhane University. Psychological well-being with a beta coefficient of 0.74 and its six dimensions had a significant positive effect on physical activity of physical education students of Gümüşhane University. It can be concluded that with the increase of social competence and psychological well-being of students as well as their normal perfectionism can improve performance of students. But with an increase in abnormal perfectionism, students' athletic performance decreases.

Keywords: Normal perfectionism, abnormal perfectionism, social competence, psychological well-being, sport performance.

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INTRODUCTION

Psychologists believe that psychic skills, like any other skill, are taught and practiced, and without the use of them, it will not be possible to achieve peak performance; therefore, athletes of the elite at different levels and their instructors should have practical concepts and methods of development readiness would be psychologically familiar. For this reason, today, trainers and athletes are working on improving their performance and achieve more success by use of scientific and psychological techniques. For this reason, sports psychology has always considered two components of psychological variables, as well as improving exercise performance (Swann et al., 2017).

Physical and psychological endeavors of individual or team sports that can be used to achieve a specific goal can be called sport performance. Also, athletic performance means, in particular, physical and psychological endeavors of an individual or a sports team who engaged in sports competitions in order to win or defeat an individual or team (Heaney et al., 2015).

Factors that affect an athlete's or an athletic team's performance or exercise performance are very diverse,

such as economic, social and cultural conditions, climate, sociology, management; and psychological and physical factors of athletes such as athlete personality type, athlete's attitude, athlete's mental and athletic condition, athlete's stress and anxiety, self-confidence and self-esteem, type of relationship between athletes and coaches and sports managers in terms of intimacy and friendship, and physical fitness of athletes. Although all of the above factors are very effective in the quality of athletic performance, in recent years, sports researchers have emphasized the psychological factors of athletes in improving their athletic performance (Ryba, 2017).

Among the psychological factors that have become more prominent in recent years, it has been identified that can be related to athletic performance are perfectionism, social competence and psychological well-being. The purpose of psychological well-being is the individual's emotional and cognitive assessment of his or her life (Sirigatti et al., 2016). Psychological well-being includes the experience of pleasant emotions, low levels of negative mood, and satisfaction with high life (Heizomi et al., 2015). Well-being is defined in terms of the quality of the components by which people find themselves enjoyable (Kim and Stavrositu, 2018).

In other words, how people evaluate their lives are related to well-being. The subjective well-being refers to the fact that people are able to determine whether they have come to enjoy a happy life that depends on the criteria of success or not (Trainor et al., 2010). Raivio calls psychological well-being a person's quest for realizing his/her potential. In this regard, some studies have shown that people's demands and competencies affect their psychological well-being (Raivio et al., 2015).

Among athlete students, psychological well-being is very important for their academic achievement and athletic performance (Gray et al., 2017). If they have a good understanding of their activities, they will also be better off pursuing lessons and sports goals. Hence, scientific research has been conducted to investigate the effect of psychological well-being on sport performance.

Social competence is the ability of an individual to organize and preserve personal and environmental resources (Gebauer-Bukurov et al., 2015). Social competencies represent the ability to work effectively with others and involve recognizing and managing the emotions and feelings of others (Lecce et al., 2017). Social competence is also defined by the individual's ability to achieve personal goals in social interactions if the individual maintains positive relationships with other individuals in an effective way (Leduc and Bouffard, 2015). In general, social competence is the ability to coexist with other human beings. This ability makes it possible for individuals to do group work effectively. Researchers believe that people with social competence and, therefore, with the readiness and ability to coexist better with other people, will have more enthusiasm and satisfaction in their careers (Battaglia et al., 2017; Larson and Bradshaw, 2017).

In general, social competence is a set of knowledge, skills, personality traits, interests, experiences and job-related capabilities that enable them to take on responsibility at a higher than average level (Gadecka et al., 2015). In fact, social competencies provide a model that represents a person with superior performance in a given occupation (Corredor et al., 2017). According to Cohen's model, social competence has nine dimensions: creativity and leadership, systemic and scientific attitude, sharpness and flexibility, interaction and communication management, conflict management, planning and organizing, strategic management, adherence to professional ethics, and performance management and individual skills (Shen et al., 2018).

Also, perfectionism is the persistence of a person to complete unreachable standards and attempts to realize them (Donachie et al., 2018). This continuous effort to advance and succeed in the work is a factor that can influence the motivation, the desire for progress and the creativity of individuals (Wang and Li, 2017). Of course, it should be noted that although the behavioral patterns of perfectionism are described as positive and consistent, this structure has also been considered as a negative style in behavior (Bardone-Cone et al., 2017). Perfect and unrealistic personal criteria impose self-blame and helplessness on the individual through increasing the failure experience (Stoeber and Yang, 2015).

And these failure experiences in perfectionism criteria lead to critical evaluations and a decrease in self-esteem and increase psychological and behavioral problems, and this factor can affect the performance and athletic performance by increasing inappropriate behaviors in athletic students (Park and Jeong, 2016). Therefore, perfectionism based on the Hill model has two dimensions: normal perfectionism (positive) and abnormal perfectionism (Cox and Hill, 2018).

According to the above, in this research, we try to investigate the effect of perfectionism, social competence and psychological well-being on physical activity of physical education students of the University of Gümüşhane in Turkey. It seems that perfectionism and its two dimensions: normal perfectionism and abnormal perfectionism have a significant effect on the performance of physical education students, as well as social competence and its nine dimensions: creativity and development, systemic and scientific perseverance, excellence and flexibility, interaction and communication management, conflict management, planning and organizing, strategic management, adherence to professional ethics, and performance management and individual skills have a significant effect on the performance of physical education students. It is also anticipated that psychological well-being and its six dimensions: "autonomy, environmental domination, personal growth, positive relationships with others, goals in life, and self-acceptance" have a significant effect on

physical activity of physical education students.

MATERIALS AND METHODS

The present research was applied was descriptive and correlation one. Therefore, in terms of data collection method, the research method is a survey strategy. The statistical population of this study is all physical education students of Gümüşhane University in Turkey, whose number is 233, and a sample size of 142 was determined using the Morgan table. The statistical sample was selected using simple random sampling method among the members of the statistical society. In order to measure the perfectionism variable, the standard questionnaire (Wells and Cartwright-Hatton, 2004) was used to measure social competence variables by standard questionnaire (Julvez et al., 2008). To measure the psychological well-being variable, a standard questionnaire (Reif, 1995) was used. Measurement of sport performance variable has been used by the standard questionnaire (Charbonneau et al., 2001).

Cronbach's alpha test was used to measure reliability. Cronbach's alpha coefficient for perfectionism questionnaire was 0.74, for social competence questionnaire 0.81, for psychological well-being questionnaire 0.85 and for sports performance questionnaire 0.89. For statistical analysis of the research data, simple and multivariate regression analysis has been used.

RESULTS

Effect of perfectionism on sport performance of physical education students of Gümüşhane University using simple regression

According to the results of Table 1 and considering that the significance level of the test error is more than 0.01, it can be said that the effect of perfectionism on physical activity of physical education students of Gümüşhane University has no significant effect. It can be concluded that with the increasing perfectionism of physical education students, sport performance has not improved significantly. Probably the reason is that perfectionism has two normal and abnormal dimensions, and two opposing dimensions have neutralized each other. For greater certainty, there are multiple regressions for two dimensions.

Effect of perfectionism dimensions "Normal Perfectionism and Abnormal Perfectionism" on sport performance of physical education students of Gümüşhane University

According to the results of Table 2 and with regard to the beta coefficients, it can be said that the highest predictive power with a coefficient of 0.308 (negative) is related to the dimension of "abnormal perfectionism" and then the dimension of "abnormal perfectionism" is located with a beta coefficient of 0.16 (Positive) predict the performance of Physical Education Students at Gümüşhane University. It can be concluded that after the abnormal perfectionism, the ability to lower the athletic performance of the students and improve normal performance with a lower level of athletic performance.

Evaluation of the effect of social competence on physical activity of physical education students of Gümüşhane University using simple regression test

According to the results of Table 3, and considering that the significance level of the test error is less than 0.01, it can be said that social competence has a significant positive effect on physical activity of physical education students of Gümüşhane University. Also, the beta coefficient shows that social eligibility of 0.631 predicts the changes in student's athletic performance. It can be concluded that by increasing the social competence of physical education students, sports performance will also improve.

Impact of nine dimensions of social competence; "creativity and excellence, systemic and scientific attitude, excellence and flexibility, interaction and communication management, conflict management, planning and organizing, strategic management, adherence to professional ethics, and performance management and individual skills" on sport performance of physical education students of Gümüşhane University

According to the results of Table 4, and with regard to the beta coefficients, it can be said that the highest predictive power with the coefficient of 0.238 is related to the dimension of "systemic and scientific attitude" and then the dimensions of "adherence to professional ethics" with a beta coefficient of 0.221, "Accuracy and Flexibility" with beta coefficient of 0.211, conflict management with beta coefficient of 0.201, "strategic management" with beta coefficient 0.2, "performance management and individual skills" with beta coefficient of 0.198, "creativity and success" with beta coefficient 0.197, "Interaction and Communication Management" with a beta of 0.169, and "planning and organizing" with a beta of 0.192. They predict the dependent variable (sports performance of Physical Education Students at Gümüşhane University).

Effect of psychological well-being on physical activity of physical education students of Gümüşhane University using simple regression test

According to the results of Table 5 and considering that

Table 1. Results of simple regression coefficient.

Coefficients[a]						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.979	.270		11.046	.000
	Perfection	.034	.085	.034	.402	.689

a. Dependent Variable: Sport performance.

Table 2. Results of multivariate regression.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.299	.241		13.701	.000
	Normal perfectionism	.088	.004	.160	8.553	.023
	Abnormal perfectionism	-.145	.042	-.308	-3.420	.001

a. Dependent Variable: Sport performance.

Table 3. Results of simple regression coefficient.

Coefficients[a]						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.005	.116		17.221	.000
	Social competence	.375	.039	.631	9.620	.000

a. Dependent Variable: Sport performance.

the significance level of the test error is less than 0.01, it can be concluded that psychological well-being has a significant positive effect on physical activity of physical education students of Gümüşhane University. Also, the beta coefficient shows that psychological well-being (0.74) predicts the changes in student's athletic performance. It can be concluded that by increasing the psychological well-being of physical education students, sports performance will also be improved.

Investigating the effect of six dimensions of psychological well-being; autonomy, environmental domination, personal growth, positive relationships with others, goal in life and self-acceptance on sport performance of physical education students of Gümüşhane University

According to the results of Table 6, and with respect to beta coefficients, the highest predictive power with beta coefficient of 0.349 is related to the dimension of "positive relationship with another", and then the dimensions of "personality development" with a coefficient of 0.28, "acceptance" "With a beta coefficient of 0.211," environmental domination "with a beta coefficient of 0.198," goal in life "with a beta coefficient of 0.171 and self-determination with a beta coefficient of 0.146. They predict the dependent variables (sports performance of Physical Education Students at Gümüşhane University).

DISCUSSION

In this research, the effect of perfectionism on physical activity of physical education students at Gümüşhane University was studied. The results showed that perfectionism has no significant effect on students' athletic performance. It can be concluded that with the increasing perfectionism of physical education students, sport performance has not improved significantly. Probably the reason is that perfectionism has two normal and abnormal dimensions, and two opposing dimensions have neutralized each other.

Also, the highest predictive power with a coefficient of 0.308 (negative) is related to the dimension of "abnormal perfectionism", and then the dimension of "abnormal

Table 4. Results of multivariable regression coefficient.

Coefficients[a]						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.703	.042		16.893	.000
	S1	.091	.008	.197	11.299	.000
	s2	.093	.007	.238	13.070	.000
	s3	.091	.008	.211	11.429	.000
	s4	.074	.008	.169	9.596	.000
	s5	.082	.008	.201	10.587	.000
	s6	.080	.008	.192	10.606	.000
	s7	.082	.008	.200	10.684	.000
	s8	.095	.008	.221	12.437	.000
	s9	.093	.009	.198	10.569	.000

a. Dependent Variable: Sport performance.

Table 5. Simple regression coefficient results.

Coefficients[a]						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.27	.087		3.085	.000
	Psychological well-being	.927	.028	.74	33.105	.000

a. Dependent Variable: Sport performance.

Table 6. Results of multivariable regression coefficient.

Coefficients[a]						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.318	.089	-	3.579	.000
	Self-governing	.125	.027	.146	4.564	.000
	Dominate the environment	.154	.031	.198	4.952	.000
	Personality development	.219	.026	.280	8.444	.000
	Positive relationship with another	.264	.028	.349	9.432	.000
	Goal in life	.149	.030	.171	5.026	.000
	Self-admission	0.212	0.024	.211	7.791	.000

a. Dependent Variable: Sport performance.

perfectionism" is predicted by the Beta coefficient of 0.16 (positive) of the sports performance of physical education students of the University of Gümüşhane. It can be concluded that abnormal perfectionism decreases the ability of the athletic performance. The results of this section were consistent with Mathew et al. (2014) and Stoeber and Corr (2016).

The results also showed that social competence has a significant positive effect on physical activity of physical education students of Gümüşhane University. Also, the beta coefficient shows that social eligibility of 0.631 predicts the changes in student's athletic performance. It can be concluded that by increasing the social competence of physical education students, sports performance will also be improved.

Also, the highest predictive power with a 0.238 beta coefficient is related to the "systemic and scientific attitude" dimension, followed by dimensions of "adherence to professional ethics" with a beta coefficient of 0.221, "sharpness and flexibility" with a beta coefficient of 0.211, "conflict management" with beta coefficient 0.201, "strategic management" with a coefficient of 0.2,

"performance management and individual skills" with a beta coefficient of 0.198, "creativity and happiness" with a beta coefficient of 0.197, "interaction and communication management" with a beta coefficient of 0.169, and also, they are "planning and organizing" with a beta of 0.192. They predict the dependent variable (sports performance of Physical Education Students at Gümüşhane University). The results of this section were consistent with the research by Corredor et al. (2017), as well as Larson and Bradshaw (2017).

Finally, the results showed that psychological well-being had a positive effect on physical activity of physical education students of Gümüşhane University. Also, the beta coefficient shows that spiritual well-being predicts 0.74 of the changes in student's athletic performance. It can be concluded that by raising well-being of physical education students, their sport performance will also improve. Concerning the dimensions of spiritual well-being, the highest predictive power with the beta coefficient of 0.349 was related to the dimension of "positive relationships with another", dimensions of "personality development" with a beta coefficient of 0.28, "acceptance itself" with a beta coefficient of 0.211, dominance on the environment with a beta factor of 0.198, goal in life with a beta coefficient of 0.171 and a self-determination with a beta coefficient of 0.146 were predictive powers. They predict the dependent variable (sports performance of Physical Education Students at Gümüşhane University). The results of this section were consistent with Trainor et al. (2010) and Raivio et al. (2015).

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