

Impact of Physical Education Teachers' Training Programme on Management of Perfectionism

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Abstract: Perfectionism is a personality trait characterized by striving for flawlessness and setting excessively high standards for performance, accompanied by tendencies toward overly critical evaluations of one's behaviour. In physical education teachers training curriculum there is ample scope of rigorous physical activity as well as educational and mental exercise; so the main goal of the present study was to ascertain the impact of this training on management of Perfectionism. To measure Perfectionism of prospective teachers in physical education, Perfectionistic Self-Presentation Scale (PSPS) was administered on students of B.P.Ed. Course in three different phases during the academic session 2006 – 2007. The mean of the 1st Factor of PSPS (i.e., Perfectionistic Self-Promotion: proclaiming and displaying one's perfection) scores of 1st, 2nd and 3rd phase of testing were 50.69, 41.82 and 25.22 respectively. In 2nd Factor of PSPS: (i.e., Non-display of Imperfection: concealing and avoiding behavioral demonstration of one's imperfection) these were 52.90, 44.65 and 28.38 respectively. In 3rd Factor (i.e., Non-disclosure of Imperfection: evading and avoiding verbal admission of one's imperfection) the means were 54.23, 47.64 and 31.14 respectively. We may conclude that the physical education teachers' training programme (B.P.Ed. Course) have positive impact on management of Perfectionism.

Key words: Likert type scale, Management of Perfectionism, Perfectionism, Perfectionistic Self-Presentation Scale (PSPS), Physical Education Teachers' Training Programme.

I. Introduction

Perfectionism is traditionally viewed as an enduring personality trait (Hewitt & Flett, 1991) [1]. There are numerous definitions of perfectionism in the general psychology literature (Flett & Hewitt, 2002) [2]. Theorists concur that the setting of high performance standards is a central feature of the construct (Frost, Marten, Lahart, & Rosenblate, (1990); Hamachek, (1978) ; Hewitt & Flett, (1991) [3], [4], [1]. These standards can be evaluated according to intrapersonal and interpersonal criteria. Consequently, many researchers view perfectionism as a multidimensional construct (Blatt, 1995; Flett & Hewitt, 2002) [5] [2].

In sports, some researchers see perfectionism as an adaptive trait that helps to achieve elite performance (Gould, Dieffenbach, & Moffett, 2002) [6]. Other researchers, however, see perfectionism as a maladaptive trait that hinders, rather than helps athletic performance (Flett & Hewitt, 2005) [7]. Consequently, athletes may face what Hewitt and Flett call the "perfectionism paradox." Although in many sports athletes are expected to deliver perfect performance outcomes, perfectionism in athletes has been shown to be related to characteristics that may undermine performance, particularly competitive anxiety. Consequently, perfectionism in athletes may prevent the very outcomes that it seeks to promote (Flett & Hewitt, 2005) [7].

However, perfectionism is multidimensional and multifaceted, and only some dimensions and facets are clearly negative, harmful, and maladaptive, while others may be positive, benign, and adaptive (Chang, 2003; Enns & Cox, 2002) [8] [9]. Moreover, research has suggested that two major dimensions of perfectionism be differentiated (Stoeber & Otto, 2006) [10]: a dimension which has been described as positive, healthy, or adaptive perfectionism and a dimension which has been described as neurotic, unhealthy, or maladaptive perfectionism (Rice & Preusser, 2002; Stumpf & Parker, 2000; Terry-Short, Owens, Slade & Dewey, 1995) [11] [12] [13]. The negative dimension of perfectionism subsumes those facets of perfectionism that relate to Perfectionistic concerns such as concern over mistakes, doubts about actions, feelings of discrepancy between expectations and results, and negative reactions to mistakes.

So far, three studies have investigated the relationship between perfectionism and competitive anxiety in athletes (Frost & Henderson, 1991 ; Hall, Kerr, & Matthews, (1998) ; Koivula, Hassmén, & Fallby, (2002) [14], [15], [16]. Frost and Henderson (1991) [14] investigated perfectionism and competitive anxiety in female college athletes. Results showed that overall perfectionism showed a positive correlation with competitive anxiety and an inverse correlation with self confidence in competitions. When the facets of perfectionism were inspected, however, only concern about mistakes (a facet of negative perfectionism) was positively correlated with anxiety and inversely with self-confidence. Personal standards (a facet of positive perfectionism) were

unrelated to anxiety and self-confidence. Hall et al. (1998) [15] investigated perfectionism and competitive anxiety in high school athletes who were to compete in a cross-country meet, measuring cognitive anxiety, somatic anxiety, and self-confidence at four points of time: one week, two days, one day, and 30 minutes before competition. At all points, overall perfectionism showed a positive correlation with cognitive anxiety. At the facet level, however, only concern over mistakes showed a positive correlation with cognitive anxiety. Personal standards did not show a positive correlation with cognitive anxiety (except 30 minutes before competition), but showed a positive correlation with self-confidence at all points of time (including 30 minutes before competition). Finally, Koivula et al. (2002) [16] investigated competitive anxiety in Swedish elite athletes comparing different groups of perfectionists.

From the perspective of maladaptive functioning, perfectionism dimensions have been associated with— (i) heightened anger (Hewitt & Flett, 1991) [1], (ii) depression (Frost et al., 1990) [3] and (iii) eating disorders symptoms (Hewitt, Flett, & Ediger, 1995) [17].

Perfectionistic self-presentation is a pervasive and stable interpersonal style, which can be regarded as a component of personality. This can be conceptualized as a stylistic trait and it involves an expression of perfectionist behaviour. This aspect of the perfectionism construct is related to the extent that they are all part of a broader perfectionism construct. However, Perfectionistic self-presentation also has some clear distinguishing features. Whereas the trait dimensions reflect, a need to be perfect, Perfectionistic self-presentation reflects a need simply to appear to be perfect.

II. Objective of the Study

Physical education takes a crucial role in general education. However, a few numbers of studies are there to probe into the impact of physical education on various psychosocial and moral developments. Again, there is much theoretical speculation and empirical research about the effect of physical education on somatic and mental developmental; but the impact physical education on spiritual development has yet to be probed into. The present study is designed to explore the impact of B. P. Ed. Course on Development of Achievement Motivation.

III. Method

The present study was carried out through the method of experimental research with one-group pre-test – post-test design. The details regarding research design, sample, tools, procedure of data collection and statistical technique are reported herewith.

3.1 Paired Samples Design:

Paired samples (also called dependent samples) are samples in which natural or matched couplings occur. In paired samples, each data point in one sample is matched to a unique data point in the second sample. An example of a paired sample is a pre-test – post-test study design in which factors are measured before and after an intervention. Paired samples may also be achieved by matching individuals on personal characteristics such as age and gender.

3.2 Variables:

Following were the variables in the study. *Independent Variable* – Physical education teachers training programme (B.P.Ed. Course) was the independent variable. *Dependent Variables* - Perfectionism was the dependent variable.

3.3 Demographic Data of the Experimental Group:

Demographic data of the subjects in experimental group are presented in the following tables.

3.3.1 Institute wise Distribution:

Table – 1: Institute wise Frequency Distribution

Institute	Frequency	Percent	Cumulative Percent
Banipur*	118	59.0	59.0
Kalyani**	82	41.0	100.0
Total	200	100.0	

From Table- 1 it is clear that the percentage of participants from Banipur* was 59 and Kalyani** was 41.

3.3.2 Educational Qualification wise Distribution:

Table – 2: Educational Qualification wise Frequency Distribution

	B.A.	B.Sc.	B.Com.	M.A.	M.Sc.	M.Com.

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Institute												
	M	F	M	F	M	F	M	F	M	F	M	F
Banipur	59	12	10	4	23	3	4	1	1	0	1	0
Kalyani	41	14	5	3	11	0	2	2	1	1	2	0
Total	100	26	15	7	34	3	6	3	2	1	3	0
%	62.5	65	9.375	17.5	21.25	7.5	3.75	7.5	1.25	2.5	1.875	0

Here M = "Male" and F = "Female".

3. 3.3 Gender wise Distribution:

Table – 3: Gender wise Frequency Distribution

Gender	Frequency	Percent	Cumulative Percent
Female	40	20.0	20.0
Male	160	80.0	100.0
Total	200	100.0	

From Table –3 it is revealed that there were 20% female and 80% male in the experimental group. In our institutions this picture is very common.

3. 3. 4 Age wise Distribution:

Table – 4: Statistics of Age

Statistics	Value
N	200
Mean	24.07
Median	24.00
Mode	23
Std. Deviation	2.09
Range	10
Minimum	20
Maximum	30

From Table – 4 we can see that the mean age of the subjects was 24.07 years, ranging in age from 20 to 30 years. In question of age this was a homogeneous group.

Table – 5: Age wise Frequency Distribution

Age	Frequency	%	Cumulative Percent
20	1	0.5	0.5
21	8	4.0	4.5
22	41	20.5	25.0
23	49	24.5	49.5
24	34	17.0	66.5
25	21	10.5	77.0
26	15	7.5	84.5
27	6	3.0	87.5
28	22	11.0	98.5
29	2	1.0	99.5
30	1	0.5	100.0
Total	200	100.0	

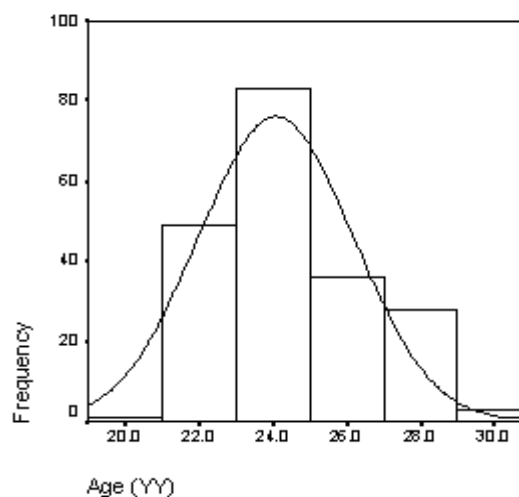


Fig. – 1: Age Wise Frequency Distribution

3. 4 Tool: Perfectionistic Self-Presentation Scale (PSPS; Hewitt et al., 2003):

The PSPS is a 27-item multidimensional scale that assesses an individual's need to appear perfect to others (Hewitt et al., 2003) [18]. The PSPS has three subscales that assess Perfectionistic self- promotion (i.e., need to appear perfect to others; e.g., "I strive to look perfect to others"), Non-display of imperfection (i.e., need to avoid appearing imperfect to others; e.g., "I do not care about making mistakes in public," reverse-scored), and Nondisclosure of imperfection (i.e., need to avoid disclosing imperfections to others; e.g., "Admitting failure to others is the worst possible thing"). The first subscale is comprised of 10 items that assess a need to promote oneself as perfect to others and is labeled "Perfectionistic Self-Promotion" (i.e. proclaiming and

displaying one's perfection), the second subscale is comprised of 10 items reflecting concerns over being seen publicly as behaving in a less-than-perfect manner by others and is labeled "Non-display of Imperfection" (i.e. concealing and avoiding behavioral demonstration of one's imperfection) and the remaining third subscale is comprised of 7 items reflecting non-admission of shortcomings and is labeled "Non-disclosure of Imperfection" (i.e. evading and avoiding verbal admission of one's imperfection).

3. 5 Procedure of Data Collection:

The tools were administered on the subjects in three different phases during the academic session 2006–07 and the responses were scored as per scoring procedure, prescribed in the manual.

The tool was administered in the following three phases –

- a) In the first phase, the test was administered at the beginning of the B.P.Ed. course (in the 1st week of July, 2006);
- b) In the second phase the same test was administered in the middle of the course (3rd week of November, 2006); and
- c) In the final phase, the same test was administered at the completion of the course (1st week of April, 2007, before study leave).

3. 6 Statistical Techniques:

The descriptive as well as inferential statistics were found out by computing appropriate statistics with the help of SPSS-10.01 software. Here "Paired-Samples t Test" was preferred.

IV. Results

Result of the present investigation is furnished in the following tables.

Table – 6: Paired Samples Statistics of Scores in PSPS of Different Phases of Study

Variable		Mean	N	□
Pair 1	1 st Factor ₁	50.69	200	7.54
	1 st Factor ₂	41.82	200	6.18
Pair 2	1 st Factor ₂	41.82	200	6.18
	1 st Factor ₃	25.22	200	5.83
Pair 3	1 st Factor ₁	50.69	200	7.54
	1 st Factor ₃	25.22	200	5.83
Pair 4	2 nd Factor ₁	52.90	200	6.51
	2 nd Factor ₂	44.65	200	6.07
Pair 5	2 nd Factor ₂	44.65	200	6.07
	2 nd Factor ₃	28.38	200	5.52
Pair 6	2 nd Factor ₁	52.90	200	6.51
	2 nd Factor ₃	28.38	200	5.52
Pair 7	3 rd Factor ₁	54.23	200	6.32
	3 rd Factor ₂	47.64	200	5.99
Pair 8	3 rd Factor ₂	47.64	200	5.99
	3 rd Factor ₃	31.14	200	5.01
Pair 9	3 rd Factor ₁	54.23	200	6.32
	3 rd Factor ₃	31.14	200	5.01

From Table – 6, it is observed that in 1st Factor of PSPS (i.e., Perfectionistic Self-Promotion: proclaiming and displaying one's perfection) the means of scores of 1st, 2nd and 3rd phase of testing were 50.69, 41.82 and 25.22 respectively. In 2nd Factor of PSPS: (i.e., Non-display of Imperfection: concealing and avoiding behavioral demonstration of one's imperfection) these were 52.90, 44.65 and 28.38 respectively. In 3rd Factor (i.e., Non-disclosure of Imperfection: evading and avoiding verbal admission of one's imperfection) the means were 54.23, 47.64 and 31.14.

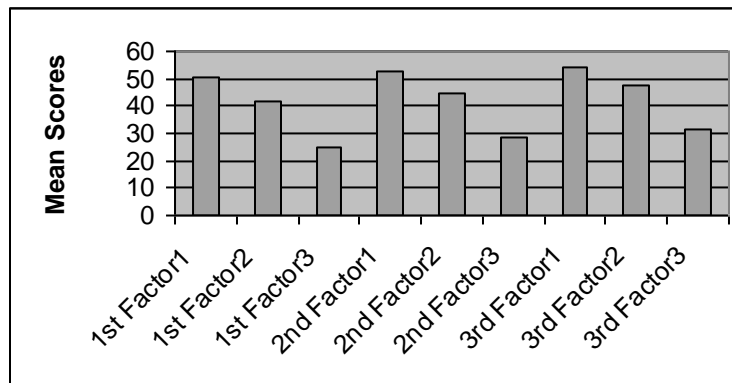


Fig. – 2: Mean of PPS Facets Scores in Different Phases of Study

Table-7: Paired Samples Correlations among Scores in PPS Facets of Different Phases of Study

Variable	N	Correlation	Sig.
Pair ₁ 1 st Factor ₁ & 1 st Factor ₂	200	0.103	0.145
Pair ₂ 1 st Factor ₂ & 1 st Factor ₃	200	0.155	0.028
Pair ₃ 1 st Factor ₁ & 1 st Factor ₃	200	-0.022	0.752
Pair ₄ 2 nd Factor ₁ & 2 nd Factor ₂	200	0.203	0.004
Pair ₅ 2 nd Factor ₂ & 2 nd Factor ₃	200	0.243	0.001
Pair ₆ 2 nd Factor ₁ & 2 nd Factor ₃	200	0.154	0.030
Pair ₇ 3 rd Factor ₁ & 3 rd Factor ₂	200	0.265	0.000
Pair ₈ 3 rd Factor ₂ & 3 rd Factor ₃	200	0.276	0.000
Pair ₉ 3 rd Factor ₁ & 3 rd Factor ₃	200	0.161	0.023

From Table – 7, it is observed that the coefficients of correlations between the PPS scores in the 1st Factor 1st & 2nd phase of testing was 0.103, between the 2nd & 3rd phase of testing was 0.155 and between the 1st & 3rd phase of testing was -0.022. It is observed that the coefficients of correlations between the PPS scores in the 2nd Factor 1st & 2nd phase of testing was 0.203, between the 2nd & 3rd phase of testing was 0.243 and between the 1st & 3rd phase of testing was 0.154. It is also observed that the coefficients of correlations between the PPS scores in the 3rd Factor 1st & 2nd phase of testing was 0.265, between the 2nd & 3rd phase of testing was 0.276 and between the 1st & 3rd phase of testing was 0.161. All correlations were highly (statistically) significant.

Table-8: Paired Samples Test of Scored in PPS Facets of Different Phases of Study

Variable	Paired Differences		t	df	Sig. (2-tailed)
	Mean	S.D.			
Pair ₁ 1 st Factor ₁ - 1 st Factor ₂	8.87	9.24	13.576	199	0.000
Pair ₂ 1 st Factor ₂ - 1 st Factor ₃	16.60	7.81	30.047	199	0.000
Pair ₃ 1 st Factor ₁ - 1 st Factor ₃	25.47	9.63	37.398	199	0.000
Pair ₄ 2 nd Factor ₁ - 2 nd Factor ₂	8.25	7.95	14.678	199	0.000
Pair ₅ 2 nd Factor ₂ - 2 nd Factor ₃	16.27	7.15	32.200	199	0.000
Pair ₆ 2 nd Factor ₁ - 2 nd Factor ₃	24.52	7.86	44.093	199	0.000
Pair ₇ 3 rd Factor ₁ - 3 rd Factor ₂	6.59	7.47	12.477	199	0.000
Pair ₈ 3 rd Factor ₂ - 3 rd Factor ₃	16.49	6.67	34.992	199	0.000
Pair ₉ 3 rd Factor ₁ - 3 rd Factor ₃	23.09	7.41	44.056	199	0.000

From Table– 8, it is observed that the mean of the 1st Factor, 2nd Factor and 3rd Factor of PPS scores of the B.P.Ed. Students decreased significantly as the course was advanced towards the completion.

V. Discussion and Conclusion

In the first phase of testing the Perfectionistic Self-Presentation Scale (PPS) was administered at the beginning of the B.P.Ed. Course (in the 1st week of July, 2006) the scores actually exhibited the entry behaviour (pre-test score). After some time of running the course in the second phase the same test was administered in 3rd

week of November, 2006. In the final phase, the same test was administered at the completion of the course (1st week of April, 2007, before study leave). It is observed that the scores on all of the PSPS sub-scales (i.e., Perfectionistic Self-Promotion, Non-display of Imperfection and Non-disclosure of Imperfection) decreased as the course was advanced towards the completion. Perfectionistic Self-Promotion is actually the tendency of proclaiming and displaying one's perfection, Non-display of Imperfection is the tendency of concealing and avoiding behavioral demonstration of one's imperfection and Non-disclosure of Imperfection is the tendency of evading and avoiding verbal admission of one's imperfection. According to Hewitt, et al, (2003)[18] (a) Perfectionistic self-presentation are generally related to measures of anxiety and (b) that non-display of imperfection is especially linked to social measures of anxiety and (c) nondisclosure of imperfection uniquely predicts one non-socially based of anxiety. As per the progress of the B.P.Ed. Course the students' Perfectionistic self-presentation scores, non-display of imperfection scores and non-disclosure of imperfection scores were decreased. This fact transpires that B.P.Ed. course puts its impact on the management of general anxiety, social anxiety and non-socially based form of anxiety.

From the result it is clear that the scores in different factors of Perfectionistic Self Presentation Scale decreased gradually as the course advanced towards the completion. From this it may be concluded that the B.P.Ed. course had a positive impact on management of perfectionism of the students. This in turn proves that B.P.Ed. Course may put its impact on the management of general anxiety, social anxiety and non-socially based form of anxiety.

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