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Original Article

Predictors of Sports Perfectionism, Burnout Juxtaposed with Student-Athletes' Sports Performance: A Correlational Analysis

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Abstract. The student-athletes' involvement in any sports competition has been integral to their lives, bringing school pride. Hence, this study was conducted to determine the relationship between sports perfectionism and burnout as predictors of student-athletes' sports performance. A descriptive-correlational research design was employed, involving a computed sample size of 116 student-athletes. Adapted structured survey questionnaires were used to assess the levels of sports perfectionism, burnout, and sports performance. The frequency and percentage, weighted mean, and Pearson's correlation coefficient were utilized to analyze the data statistically. The research recognized that the presence of athletes' balanced demographics and broad sports involvement creates a solid foundation for analyzing perfectionism, burnout, and performance. Overall, athletes exhibit adaptive perfectionism characterized by high standards and organized routines, while maintaining manageable levels of concern. The study found a moderate positive association between perfectionism and burnout, driven mainly by perfectionistic concerns such as fear of mistakes and doubt. The link between burnout and performance was weak, suggesting that athletes' short-term performance remains resilient even when psychological strain is present. The strongest pathway in the analysis was between perfectionism and performance, where adaptive striving predicted stronger performance behavior. This pattern aligns with positive perfectionism frameworks, which associate high standards and disciplined routines. The findings emphasize that perfectionism supports performance when directed constructively but becomes harmful when driven by external pressure or fear of mistakes. Finally, the results highlight the value of supportive school sport environments that promote autonomy, competence, SMART goal setting, and mental skills training.

Keywords: *Sports perfectionism; Burnout; Sports performance; Student-athletes.*

With the advent of modern sports around the world. The young athletes are dealing with growing expectations brought by sports concentration training and competitive sports competitions. Sports have been the most essential and integral part of overall character building, discipline, a strong work ethic, and respect for athletes. The International Olympic Committee (IOC, 2021) reminds sports communities that the strict protection of young athletes' well-being is best. These global viewpoints revealed that perfectionism and burnout are not isolated concerns but common issues affecting youth sports worldwide.

To understand the growing body of literature and studies on this concern, Gustafsson et al.'s (2017) study showed that many student-athletes feel pressured to perform perfectly, which may eventually lead to mental fatigue and physical strain. The Philippine Sports Commission (PSC, 2022) emphasized that many student-athletes participate in daily practices while doing academic tasks, which adds to their stress. Cotiangco-Santos (2019) noted that many Filipino student-athletes feel intense pressure when preparing for district, regional, and national competitions, which can leave them feeling overwhelmed or worn out. According to Hill and Curran (2016), athletes who constantly push themselves to meet extremely high standards are more likely to feel emotionally drained and perform below their potential. In the local setting, Javier and Cinco (2021) discovered that young Filipino athletes who fear making mistakes often lose motivation and experience signs of burnout. On the other hand, Oliveira et al. (2020) reported that athletes who set realistic goals and manage expectations perform more consistently in competition.

Despite these contributions, there remains a significant gap in understanding the problem. According to Madigan et al. (2016), burnout among young athletes develops when persistent performance pressure and high expectations are not balanced with adequate rest and emotional support. Although their work includes broader contexts, its findings are relevant to local settings where student-athletes face academic and sports demands simultaneously. In addition, Cagas (2022) explained that when psychological needs such as autonomy, competence, and relatedness are not met in sports participation, athletes are more likely to feel emotionally drained and disengaged. Furthermore, Odanga et al. (2024) emphasized that goal-setting and motivation influence students' performance in both academics and sports, suggesting that athletes who manage their goals demonstrate greater focus and consistency. These local sources stated that performance is a multidimensional outcome affected by psychological and environmental factors.

Additionally, the study applies established psychological theories that provide an overall assessment of sports perfectionism, burnout, and student-athletes' sports performance. The perfectionism theory by Hewitt and Flett (1991) posits that adaptive perfectionism involves setting high yet realistic standards that foster motivation and personal improvement. In contrast, maladaptive perfectionism shows excessive fear of mistakes, self-criticism, and pressure from external sources such as coaches, parents, or peers. This theory helps explain how perfectionistic tendencies shape athletes' reactions to training demands and competitive situations. The sports burnout theory (Smith, 1986) is characterized by emotional and physical exhaustion, a reduced sense of accomplishment, and decreased interest in sports among student-athletes. This theory explains how prolonged stress and fatigue negatively affect athletes' motivation and well-being. The study also incorporated cognitive theory and motivation-based performance concepts; self-efficacy, or an athlete's belief in their ability to succeed, plays a crucial role in performance outcomes.

Furthermore, the study aimed to address the following objectives: (1) Identifying the respondents' demographic profile; (2) Determining the level of sports perfectionism; (3) Determining the level of sports burnout; (4) Determining the level of sports performance; (5) Examining the significant relationship between respondents' profile and sports perfectionism; (6) Examining the significant relationship between burnout and sports perfectionism; (7) Examining the significant relationship between burnout and spots performance; (8) Examining the significant relationship between respondents' profile and sports burnout; (9) Examining the significant relationship between respondents' profile and sports performance; (10) Examining the significant relationship between sports perfectionism and sports performance. Thus, the result of this study will provide at least initial support and literature to the link between sports perfectionism and burnout in the student-athletes' sports performance. This study will provide insight into the contributing factors associated with the above-mentioned variables, which can significantly help coaches and trainers understand the situation and improve athletic performance.

Methodology

Research Design

The study utilized the descriptive-correlational research design. Quantitative research techniques are used to evaluate objective theories by exploring the interrelations among variables. These variables are often quantified using specific measuring instruments, allowing the gathered numerical data to be subjected to statistical analysis (Creswell, 2012). The research design was deemed appropriate because the purpose of this study was to determine the relationship between sports perfectionism and burnout in student-athletes' sports performance. The

correlational aspect of the design will help determine whether there is a significant relationship between the research variables, providing insight into how these factors influence student-athletes' sports performance in the District of Rosario.

Research Participants

This study includes 279 respondents from secondary schools in the District of Rosario. A minimum acceptable sample size of 116 student-athletes was recommended for the survey with a (5%) margin of error and (95%) confidence interval. These student-athletes were randomly selected from the target population using simple random sampling. These student-athletes also came from three secondary schools in the District of Rosario, Division of Northern Samar. They were chosen regardless of their gender, age, and grade level.

Research Instrument

This study utilized an adapted research questionnaire divided into four parts. The first part is on the demographic Profile of the respondents. An adapted survey questionnaire from Valdez & Juan (2020), titled "Levels of Perfectionism and Burnout among Student-Athletes," was used in the second and third parts of the questionnaire, particularly regarding the determinants of sports perfectionism and burnout. The fourth part was also adapted from the Sports Performance Perception Scale (SPPS) Manual by Adam et al. (2023). Cronbach's Alpha was used to assess the questionnaire's internal consistency. Moreover, Education and assessment experts reviewed the adapted questionnaire to ensure study objectives were met. Second, a pilot test with a small sample of respondents identified question-wording ambiguities and assessed the instruments' clarity and comprehensiveness of the content indicators. Lastly, the questionnaire was personally administered by the researchers in accordance with safety protocols, and respondents were informed of the study's purpose.

Data Gathering Procedure

This study used rigorous, systematic methods to collect data. Initially, the researchers sought permission from the school district supervisor to conduct the study in the district. Second, sought permission from the principal or head of the school to disseminate the survey questionnaires. Third, the researchers introduced themselves and explained the study's purpose and objectives to the respondents. Fourth, once all respondents had completed the research questionnaires, the researchers personally collected them. Lastly, the researchers assured the respondents that their responses would be kept strictly confidential and that the study's findings would only be used for academic and educational purposes.

Data Analysis Procedure

The empirical findings of the study on sports perfectionism, sports burnout, and sports performance among 116 secondary school athletes follow the sequence of the problem statement to ensure clarity and systematic presentation. The results are reported in accordance with American Psychological Association standards, emphasizing transparency, reliability, and interpretive rigor. The data in this study were processed using descriptive statistics and the test of relationship. First, the frequency and percentage were used to determine the demographic profile of the student-athletes. Second, a weighted mean was used to assess how well the indicators of sports perfectionism, burnout, and sports performance were being manifested. Additionally, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine whether the demographic profile, sports perfectionism, burnout, and sports performance of student-athletes were significantly correlated.

Ethical Considerations

This research study followed ethical guidelines. Informed consent was provided to the student-athletes. The researchers explained the purpose and objectives of the study, which were to safeguard the respondents' fundamental rights. The respondents' participation was voluntary, and they could withdraw from the study at any time if they felt uncomfortable. The student-athletes were protected from harm (physical, social, psychological), and all other forms of harm were kept to an absolute minimum. The dignity and well-being of the participants who responded were always protected. The research data remained confidential throughout the study, and the respondents' rights were protected, ensuring scientific or academic integrity. Furthermore, proper communication of results must be practiced to ensure this research study is free from plagiarism or research misconduct.

Results and Discussion

Demographic Profile of Student-Athletes

Table 1 presents the demographic characteristics of the respondents. The age distribution shows that the majority are 14–15 years old (39.7%), followed by 12–13 years old (31.0%) and 16–17 years old (29.3%), with a mean age of 14.46 years (SD = 1.55). Sex is nearly evenly split between males (49.1%) and females (50.9%), reflecting balanced representation. Sports participation is diverse, with the largest group classified under "Other" sports (27.6%). Volleyball and badminton each account for 12.9%, while basketball (12.1%) and wrestling (10.3%) also represent notable shares. This distribution highlights the breadth of athletic engagement across multiple disciplines. Competitive exposure is concentrated at the unit meet level (56.9%), with comparable proportions competing at municipal and provincial levels (17.2% each). A smaller group (8.6%) advanced to regional competitions, while none reached the Palarong Pambansa. In terms of achievement, bronze medalists (30.2%) comprise the largest group, followed by silver medalists (27.6%). Approximately one-fourth (25.9%) of athletes have no medal, while gold medalists represent 16.4% of the cohort. Overall, the sample reflects a balanced demographic profile, diverse sports engagement, and competitive experience primarily at local tiers, with a meaningful proportion achieving medals.

Table 1. *Descriptive Statistics of Respondents' Demographic Profile*

Profile / Variable	Frequency (F)	Percentage (%)
Age Group		
M = 14.46 years; SD = 1.55 years		
12 to 13 years old	36	31.0%
14 to 15 years old	46	39.7%
16 to 17 years old	34	29.3%
Sex		
Male	57	49.1%
Female	59	50.9%
Sports Attended		
Basketball	14	12.1%
Volleyball	15	12.9%
Badminton	15	12.9%
Track and Field	12	10.3%
Taekwondo	8	6.9%
Arnis	6	5.2%
Wrestling	12	10.3%
Table Tennis	2	1.7%
Others	32	27.6%
Highest Training Attended		
Municipal Level	20	17.2%
Unit Meet Level	66	56.9%
Provincial Level	20	17.2%
Regional Level	10	8.6%
Palarong Pambansa	0	0.0%
Highest Sports Achievement		
Gold Medalist	19	16.4%
Silver Medalist	32	27.6%
Bronze Medalist	35	30.2%
As a Participant	30	25.9%

Such breadth of participation typically fosters motivation and performance through structured environments and goal pursuit (Cagas, 2022; Subang, 2022). Adolescent athlete profiles of this nature often demonstrate grit and hope dynamics that sustain both academic and athletic engagement (Longakit et al., 2025). Goal setting enhances self-regulation and readiness for competition (Odanga et al., 2024). Together, these demographic characteristics provide the context needed to understand athletes' psychological tendencies. Building from this foundational profile, the next section examines their levels of sports perfectionism.

Predictors of Sports Perfectionism

Table 2 summarizes athletes' responses across the six predictors of sports perfectionism. The Sports Club/Organization dimension yielded the highest mean score (M = 3.73), suggesting that athletes commonly rely on structured routines and pre-competition plans. Personal Standards, with a mean of 3.52, indicate that athletes generally hold high expectations for themselves. The remaining dimensions: Concern Over Mistakes (M = 3.31), Parental Pressure (M = 3.26), Coach Pressure (M = 3.25), and Doubts about Action (M = 3.48) fall within the Neutral

range. These values suggest moderate levels of self-doubt and external pressures, but not to an excessive degree. The overall perfectionism score (M = 3.43) also lies within the Neutral range, reflecting balanced perfectionistic tendencies, with adaptive striving more pronounced than performance crippling concerns. Overall, perfectionism in this cohort appears moderate and largely adaptive. Athletes endorse high standards and organized routines without excessive concern or pressure.

Table 2. *Mean Distribution on Sports Perfectionism*

Indicators	Mean	Std. Deviation	Verbal Interpretation
Personal Standard			
1. If I do not set the highest standards for myself in my sport, I am likely to end up second-rate.	3.54	0.96	Agree
2. I hate being less than the best at things in my sports.	3.50	1.04	Agree
3. It is important to me that I be thoroughly competent in everything I do in my sports.	4.00	0.82	Agree
4. I feel that other players generally accept a lower standard for themselves in sports than I do.	3.50	0.90	Agree
5. I set extremely high goals for myself in my sport.	3.19	1.11	Neutral
6. I set higher achievement goals than most athletes who play my sport.	3.37	1.02	Neutral
Average	**3.52**	**0.62**	**Agree**
Concern Over Mistakes			
1. Even if I fail slightly in competition, it feels as bad to me as a complete failure.	3.47	1.09	Neutral
2. If I fail in the competition, I feel like a failure as a person.	3.15	1.23	Neutral
3. I should be upset if I make a mistake in a competition.	3.22	1.10	Neutral
4. If a teammate or an opponent who plays a similar position performs better than I do during competition, I feel a certain degree of pressure.	3.18	1.07	Neutral
5. People will probably think less of me if I make a mistake in the competition.	3.29	1.11	Neutral
6. If I play well but only make one obvious mistake in the entire game, I still feel disappointed with my performance.	3.57	1.22	Agree
Average	**3.31**	**0.77**	**Neutral**
Perceived Parental Pressure			
1. My parents set very high standards for me in my sports.	3.41	1.22	Neutral
2. Only outstanding performance during competition is good enough in my family.	3.47	1.10	Neutral
3. My parents have always had higher expectations for my future in sport than I have.	3.26	1.26	Neutral
4. I feel like my parents never try to understand the mistakes I make in the competitions.	3.23	1.15	Neutral
5. In competition, I never feel like I can quite live up to my parents' standards	3.10	1.12	Neutral
6. My parents want me to be better than all the other players who play in my sports.	3.09	1.27	Neutral
Average	**3.26**	**0.88**	**Neutral**
Perceived Coach Pressure			
1. I feel like my coach criticizes me for doing things less than perfectly in competition.	3.20	1.07	Neutral
2. Only outstanding performance in competition is good enough for my coach.	3.28	1.06	Neutral
3. I feel like I can never quite live up to my coach's standards.	3.28	1.16	Neutral
4. My coach set a very high standard for me in the competition.	3.33	1.16	Neutral
5. My coach expects excellence from me at all times, both in training and in competition.	3.24	1.10	Neutral
6. I feel like my coach never tries to fully understand the mistakes I make sometimes.	3.16	1.21	Neutral
Average	**3.25**	**0.76**	**Neutral**
Doubts about Action			
1. I usually feel uncertain about whether my training effectively prepares me for competition.	3.57	1.00	Agree
2. I usually feel unsure about the adequacy of my pre-competition practices.	3.48	0.96	Neutral
3. I rarely feel that my training fully prepares me for competition.	3.58	1.11	Agree
4. Prior to competition, I rarely feel satisfied with my training.	3.33	1.09	Neutral
5. I rarely feel that I have trained enough in preparation for a competition.	3.44	1.09	Neutral
6. I usually have trouble deciding when I have practiced enough heading into a competition.	3.47	1.12	Neutral
Average	**3.48**	**0.73**	**Neutral**
Sports Club/Organization			
1. On the day of the competition, I have a routine that I try to follow.	3.78	1.09	Agree
2. I have to follow a competitive routine.	3.72	1.09	Agree
3. I follow pre-planned steps to prepare myself for competition.	3.85	1.07	Agree
4. I follow a routine to get myself into a good mindset going into a competition.	3.78	1.12	Agree
5. I developed plans that dictate how I want to perform during the competition.	3.67	1.04	Agree
6. I set plans that highlight the strategies I want to use when I compete.	3.59	1.14	Agree
Average	**3.73**	**0.77**	**Agree**
Overall Sports Perfectionism	**3.43**	**0.50**	**Neutral**

Note. Scale range: 1 = Strongly Disagree to 5 = Strongly Agree.

This pattern aligns with adaptive (striving) perfectionism, which is positively associated with discipline and achievement when concerns are managed (Stoeber & Otto, 2006). At the same time, concern-focused facets such as fear of mistakes and doubts must be monitored, given their established link to maladaptive outcomes (Madigan et al., 2016). School sport structures can support autonomy, competence, and relatedness, thereby helping athletes channel high standards of performance (Cagas, 2022; Subang, 2022). Having established athletes' perfectionistic tendencies, the analysis now turns to how these tendencies relate to their psychological strain, beginning with the assessment of sports burnout.

Predictors of Sports Burnout

Table 3 shows that the overall burnout level among athletes is categorized as Sometimes (M = 3.15, SD = 0.66). All three determinants of burnout fall within the same interpretive range. Sports Devaluation recorded the highest mean (M = 3.21), followed closely by Physical/Emotional Exhaustion (M = 3.12) and Reduced Sense of Accomplishment (M = 3.12). Most items scored within the Sometimes category, indicating that athletes occasionally feel fatigued, question their performance, or experience reduced motivation. A notable exception emerged under Reduced Accomplishment: the item "The effort I put into sport would be better used in another activity" received a higher mean rating (M = 3.53, Often), suggesting that some athletes periodically question the long-term value of their investment in sport.

Table 3. *Mean Distribution on Sports Burnout*

Indicators	Mean	Std. Deviation	Verbal Interpretation
Physical/Emotional Exhaustion			
1. I feel so tired from the training that I do not find the energy to do other things.	3.40	1.16	Sometimes
2. I feel extremely tired from sports participation.	3.06	1.23	Sometimes
3. I feel "destroyed" by the sport.	2.88	1.18	Sometimes
4. I feel physically exhausted from the sport.	3.03	1.18	Sometimes
5. I am exhausted by the sport's physical and mental demands.	3.25	1.13	Sometimes
Average	**3.12**	**0.85**	**Sometimes**
Sports Devaluation			
1. I am performing many worthwhile things in sport.	3.27	1.14	Sometimes
2. I am not meeting my personal interest with the sport.	3.09	1.08	Sometimes
3. I am not performing up to my ability in the sport.	3.16	1.25	Sometimes
4. No matter what I do in the sport, I do not perform as well as I should.	3.25	1.29	Sometimes
5. I feel unsuccessful in my sport.	3.29	1.13	Sometimes
Average	**3.21**	**0.77**	**Sometimes**
Reduced Sense of Accomplishment			
1. The effort I need to put into sport would be better used in another activity.	3.53	1.15	Often
2. I am not as concerned about my performance in my sport as I used to be.	3.11	1.20	Sometimes
3. I am not interested in sports as I used to be.	2.91	1.24	Sometimes
4. I feel less concerned about being successful in the sport than I used to.	2.95	1.08	Sometimes
5. I have negative feelings toward the sport.	3.11	1.14	Sometimes
Average	**3.12**	**0.78**	**Sometimes**
Overall Burnout Average	**3.15**	**0.66**	**Sometimes**

Note. Scale range: 1 = Never to 5 = Almost Always

Overall, burnout in this cohort appears consistent with adolescent profiles, in which exhaustion and reduced accomplishment manifest at moderate levels (Gustafsson et al., 2017). Importantly, when perfectionistic concerns intensify, burnout tends to rise. However, supportive coaching environments and programs, such as clear feedback, recovery, and supportive practices, can buffer these effects and sustain athlete engagement (Cagas, 2022; Subang, 2022). Given that athletes report intermittent burnout, it is essential to determine whether these symptoms affect their performance. Thus, the succeeding section explores their level of sports performance.

Predictors of Sports Performance

Table 4 presents performance behaviors, with an overall mean rating of Often (M = 3.74, SD = 0.67). Most indicators consistently fall within this category, including serious training, focus during competition, constructive use of feedback, recovery practices, and sport-supportive eating habits. The highest mean score was observed for performance supportive nutrition (M = 4.13), reflecting strong dietary awareness among athletes. Only one indicator (confidence in winning situations) scored lower, within the Sometimes range (M = 3.44). This suggests that competitive confidence is the least stable component; the athletes demonstrate strong performance habits, with confidence under pressure emerging as a developmental area requiring further support.

Table 4. *Mean Distribution on Sports Performance*

	Indicators	Mean	Std. Deviation	Verbal Interpretation
1.	I recognize that I have a primary sport.	3.91	1.07	Often
2.	I take my training seriously.	3.77	1.04	Often
3.	I complete all my trainings.	3.70	1.12	Often
4.	When I am in training, I am focused on improving my sport-specific skills.	3.69	1.15	Often
5.	I feel confident in my sport-specific skills in winning situations.	3.44	1.12	Sometimes
6.	I feel like I can manage my emotions in my training.	3.54	1.11	Often
7.	I am able to stay focused when I am in training.	3.61	1.10	Often
8.	I am able to stay focused when I am competing.	3.54	1.06	Often
9.	I take a rest from competition when I am told to.	3.56	1.14	Often
10.	In competition, I always try my best.	3.93	1.09	Often
11.	I am able to take feedback from my coaches and other athletes constructively.	3.66	1.08	Often
12.	During competition, I follow the plans set by my coach.	3.93	1.05	Often
13.	I get at least 7 hours of sleep every night.	3.64	1.09	Often
14.	In competition, I always try to do my best.	3.80	1.14	Often
15.	When I'm injured, I do what I can to heal fully first.	3.59	1.16	Often
16.	In my training, I always try to do my best.	3.90	1.15	Often
17.	I take a rest after a big competition to improve my recovery.	3.85	1.02	Often
18.	I eat food that helps me train and compete well in my sport.	4.13	1.01	Often
19.	I recognize situations in competition when I should think strategically.	3.83	1.01	Often
20.	I can tell the difference between being scared and being hurt.	3.81	1.10	Often
Overall Sports Performance		**3.74**	**0.67**	**Often**

Note. Scale range: 1 = Never to 5 = Always

These findings highlight that performance habits such as discipline, focus, recovery, and nutrition are consistently strong, while confidence under pressure remains less stable. This is an expected developmental challenge in adolescence, one that benefits from targeted mental skills training and situational practice drills. The pattern aligns with adaptive striving forms of perfectionism, which typically reinforce disciplined performance behaviors (Stoeber & Otto, 2006). Moreover, constructs such as grit and hope contribute to sustained performance with competitive demands, enabling athletes to persist despite setbacks and maintain motivation (Longakit et al., 2025). Given the identified strengths and areas for development in performance, the next step is to examine whether demographic factors help explain variations in perfectionism

Relationship Between Respondents' Demographic Profile and Sports Perfectionism

Table 5 shows that only sex demonstrated a statistically significant relationship with sports perfectionism ($t(114) = 2.255$, $p = .026$, $d = 0.419$), with males reporting slightly higher scores than females. All other demographic indicators (age, sport attended, highest training level, and highest achievement) did not yield significant associations. The regression model examining the combined effect of all demographic variables was not significant ($F(5, 110) = 1.946$, $p = .092$) and explained only 3.9% of the variance in perfectionism. This indicates that demographic factors do not meaningfully predict perfectionistic tendencies within this sample.

Table 5. *Test of the Relationship Between the Demographic Profile and Sports Perfectionism*

Predictor Variable	Statistical Test	n	Statistic	df	p	Effect Size
Age	Spearman's rank-order correlation	115	$\rho = 0.139$	—	.136	—
Sex (Gender)	Independent samples *t-test*	115	$t = 2.255$	114	.026*	$d = 0.419$
Sports Attended (9 Groups)	One-way ANOVA	115	$F = 1.324$	8, 107	.240	$\eta^2 = 0.090$
Highest Training Attended	Spearman's rank-order correlation	115	$\rho = 0.038$	—	.685	—
Highest Sports Achievement	Spearman's rank-order correlation	115	$\rho = 0.028$	—	.767	—
Overall Model (All Predictors → Sports Perfectionism)	Multiple Linear Regression	115	$F = 1.946$	5, 110	.092	Adjusted $R^2 = .039$

Note. Analyses were conducted on n = 115 valid cases due to one missing value. All tests were two-tailed. Regression Model: $R = .285$; $R^2 = .081$; Adjusted $R^2 = .039$. $p < .05$ (*)

Overall, only sex emerged as a predictor of perfectionism, with males scoring slightly higher; this finding aligns with prior evidence of gender differences in perfectionistic strivings among junior athletes (Madigan & Stoeber, 2016). The minimal variance explained by demographics suggests that perfectionism is shaped more by psychological and contextual influences such as motivation, coaching climate, and self-regulation than by age, sport type, or athletic accolades (Stoeber & Otto, 2006; Madigan et al., 2016). As sex emerged as the only significant demographic correlate of perfectionism, the analysis progresses toward understanding how perfectionism itself relates to burnout.

Relationship Between Burnout and Sports Perfectionism

Table 6 shows a moderate, positive, and statistically significant correlation between sports perfectionism and burnout ($r = .412$, $p < .001$). The confidence interval [.248, .553] confirms the stability of this relationship. Approximately 17% of the variance in burnout is explained by perfectionism, indicating that athletes with stronger perfectionistic tendencies are more likely to experience burnout. Specifically, higher perfectionism, particularly dimensions related to external pressure, doubts, or fear of mistakes, is associated with higher levels of burnout among athletes.

Table 6. *Test of Relationship Between Burnout and Sports Perfectionism*

Measure	Mean	SD	Pearson *r*	95% CI (*r*)	*p* (two-tailed)
Sports Perfectionism Overall Score	3.425	0.503	—	—	—
Athlete Burnout Overall Score	3.151	0.655	—	—	—
Perfectionism ↔ Burnout	—	—	0.412	[0.248, 0.553]	< .001

Note. Shapiro–Wilk test indicated acceptable normality for both variables (ps = .442 and .052). The insignificant correlation indicates that burnout does not meaningfully predict performance ($r^2 \approx .01$). Effect size benchmarks: small ≈ .10, medium ≈ .30, large

This finding is consistent with prior evidence that perfectionistic concerns drive exhaustion and reduced accomplishment (Madigan et al., 2016; Gustafsson et al., 2017). At the same time, supportive coaching climates and balanced training loads can mitigate these risks, helping athletes sustain motivation and performance (Cagas, 2022; Subang, 2022). These results underscore the dual nature of perfectionism: while adaptive striving can enhance discipline and achievement, maladaptive concerns increase vulnerability to psychological strain. Since perfectionism is associated with burnout, it is important to determine whether burnout also influences sports performance.

Relationship Between Burnout and Sports Performance

Table 7 reveals a weak and non-significant correlation between sports burnout and sports performance. Pearson's r was .101 ($p = .280$), and Spearman's ρ was similarly negligible ($\rho = .109$, $p = .242$). The confidence interval included zero, indicating no meaningful relationship. These results suggest that burnout levels do not significantly influence athletes' performance behaviors in this sample. Despite occasional fatigue or reduced motivation, performance habits remain relatively stable. Burnout accounted for only about 1% of the variance in performance, underscoring its limited predictive value in this context. While some studies suggest limited direct links in specific contexts, most research indicates that athlete burnout is characterized by emotional exhaustion, reduced accomplishments, and devaluation of sports, which are generally linked to decreased athletic performance.

Table 7. *Test of the Relationship Between Burnout and Sports Performance*

Measure	Mean	SD	Pearson *r*	95% CI (*r*)	*P* (two-tailed)
Sports Burnout Overall Score	3.151	0.655	—	—	—
Sports Performance Overall Score	3.741	0.668	—	—	—
Burnout ↔ Performance	—	—	0.101	[–0.083, 0.278]	.280

Note. Shapiro–Wilk test indicated acceptable normality for both variables (ps = .442 and .052). The insignificant correlation indicates that burnout does not meaningfully predict performance ($r^2 \approx .01$). Effect size benchmarks: small ≈ .10, medium ≈ .30, large ≈ .50.

However, findings are inconsistent, with some evidence showing no significant relationship between burnout dimensions, physical exhaustion, and performance, or between burnout and years of competition. The relationship between burnout and performance can be influenced by factors such as self-oriented perfectionism, where athletes may increase effort despite burnout to maintain performance, and may experience a significant drop in performance (Olsson et al., 2025). In addition, the study by Holden et al. (2013) found no significant correlation between burnout and years of sports competition. With burnout showing no significant effect on performance, the study shifts to investigating whether demographic factors account for differences in burnout levels among athletes.

Relationship Between the Respondents' Demographic Profile and Sports Burnout

Table 8 shows that burnout is not significantly related to any demographic variables. Age, sex, sport attended, training level, and achievement all yielded non-significant p values, with group differences remaining minimal. The regression model was also not significant ($F(5, 110) = 1.696$, $p = .142$), explaining only 2.9% of the variance in burnout.

Table 8. *Test of Relationship Between the Demographic Profile and Sports Burnout*

Predictor Variable	Statistical Test	*N*	Statistic	*df*	*p*	Effect Size	95% CI
Age	Spearman's rank-order correlation	116	$\rho = 0.167$	—	.074	—	[−0.016, 0.339]
Sex (Gender)	Independent samples *t*-test	116	$t = 0.052$	114	.959	$d = 0.010$	[−0.354, 0.374]
Sports Attended (9 Groups)	One-way ANOVA	116	$F = 0.500$	8, 107	.854	$\eta^2 = 0.036$	—
Highest Training Attended	Spearman's rank-order correlation	116	$\rho = 0.113$	—	.227	—	[−0.071, 0.289]
Highest Sports Achievement	Spearman's rank-order correlation	116	$\rho = 0.148$	—	.112	—	[−0.035, 0.322]
Overall Model (All Predictors → Burnout)	Multiple Linear Regression	116	$F = 1.696$	5, 110	.142	Adjusted $R^2 = .029$	—

Note. One case contained missing data; analyses used n = 115 valid cases. Group means for gender: Male (n = 57; M = 3.15, SD = 0.70), Female (n = 59; M = 3.15, SD = 0.62). Sports attended means ranged from 2.77 (Table Tennis) to 3.37 (Basketball). Tukey HSD post hoc tests for sports attended indicated no significant pairwise differences (all adjusted p ≥ .811). Confidence intervals for Spearman correlations were computed via Fisher transformation; CI for Cohen's d used the standard approximation.

These results indicate that burnout levels are relatively consistent across demographic groups and are influenced more by psychological than by personal background factors. Overall, burnout does not appear to be demographically driven in this sample. These findings indicate that psychological constructs such as perfectionism, stress, and coping strategies are stronger predictors of burnout than demographic characteristics (age, sex, or sport grouping) (Gustafsson et al., 2017; Madigan et al., 2016). Having established the limited role of demographics in predicting burnout, the analysis now considers their potential influence on sports performance.

Relationship Between the Respondents' Demographic Profile and Sports Performance

Table 9 demonstrates that demographic variables generally do not predict sports performance. Age, sex, and sport attended all yielded non-significant results. Although the highest training level showed a small, significant bivariate correlation (ρ = .185, p = .047), this effect did not remain significant in the regression model. The full regression model was not significant (5, 110) = 1.726, p = .135), with 3.1% of the variance in performance, indicating that demographic characteristics influence athletes' performance patterns.

Table 9. *Test of Relationship Between the Demographic Profile and Sports Performance*

Predictor Variable	Statistical Test	*N*	Statistic	*df*	*p*	Effect Size	95% CI
Age	Spearman's rank-order correlation	116	$\rho = 0.057$	—	.542	—	[−0.126, 0.237]
Sex (Gender)	Independent samples *t*-test	116	$t = 0.858$	114	.393	$d = 0.159$	[−0.206, 0.524]
Sports Attended (9 Groups)	One-way ANOVA	116	$F = 1.818$	8, 107	.081	$\eta^2 = 0.120$	—
Highest Training Attended	Spearman's rank-order correlation	116	$\rho = 0.185$	—	*.047**	—	[0.003, 0.355]
Highest Sports Achievement	Spearman's rank-order correlation	116	$\rho = 0.153$	—	.100	—	[−0.030, 0.326]
Overall Model (All Predictors →Performance)	Multiple Linear Regression	116	$F = 1.726$	5, 110	.135	Adjusted $R^2 = .031$	—

Note. One case contained missing data; analyses used n = 115 valid responses. Gender descriptive: Male (n = 57; M = 3.796, SD = 0.682), Female (n = 59; M = 3.689, SD = 0.657). Tukey HSD post hoc tests for sports attended indicated no significant pairwise differences (all adjusted p ≥ .107). Confidence intervals for Spearman's ρ were computed using Fisher's z transformation; confidence intervals for Cohen's d were calculated using the standard approximation.

Overall, demographic factors accounted for negligible variance in performance. The small bivariate link between training tier and performance did not hold in the multivariate model, suggesting that performance is shaped more by psychological skills, coaching quality, and disciplined routines than by background characteristics. This interpretation aligns with prior evidence that adaptive perfectionism and psychological constructs such as grit and self-regulation are stronger predictors of performance than demographic variables (Stoeber & Otto, 2006; Longakit et al., 2025). As demographics contribute minimal explanatory power to performance levels, the final relational analysis examines how perfectionism affects athletic performance.

Relationship Between Sports Perfectionism and Sports Performance

Table 10 shows a moderate, positive, and statistically significant relationship between sports perfectionism and sports performance. Pearson's r was .491 (p < .001), and Spearman's ρ was .473 (p < .001), indicating consistent results across both tests. Approximately 24% of the variance in performance was explained by perfectionism, suggesting that athletes with higher adaptive perfectionism, strong personal standards, and structured routines are more likely to demonstrate stronger performance behaviors.

Table 10. *Test of the Relationship Between Sports Perfectionism and Sports Performance*

Measure	Mean	SD	*r* (Pearson)	95% CI	*p*	*ρ* (Spearman)	95% CI	*p*
Sports Perfectionism	3.425	0.503	—	—	—	—	—	—
Sports Performance	3.741	0.668	—	—	—	—	—	—
Perfectionism ↔ Performance	—	—	0.491*	[0.339, 0.618]	< .001	0.473*	[0.318, 0.604]	< .001

Note. Both Pearson and Spearman results indicate a moderate, statistically significant positive association. Approximately 24% of the variance in performance was explained by perfectionism ($r^2 \approx .24$). $p < .05$ (*).

These results highlight that adaptive striving forms of perfectionism (e.g., high standards, organization) tend to enhance training effort, execution, and recovery behaviors, thereby bolstering performance (Stoeber & Otto, 2006). This finding that adolescent sport literature emphasizing grit and hope persistence sustains motivation across competitive demands (Longakit et al., 2025). Moreover, school sport structures that fulfill athletes' psychological needs, such as supportive coaching and balanced routines, further reinforce performance habits and protect against performance decline (Cagas, 2022; Subang, 2022).

Conclusion

This study highlights the dual character of sports perfectionism: adaptive perfectionism enhances performance through disciplined routines and high standards, whereas maladaptive perfectionism increases the risk of burnout. However, burnout did not significantly diminish performance outcomes, suggesting that athletes possess resilience and coping resources that help sustain sports performance despite psychological strain. Supporting adaptive striving, strengthening mental skills, and cultivating a positive training environment can help athletes develop into more resilient, motivated, and well-rounded competitors.

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Conflict of Interests

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