

# THE RELATIONSHIP BETWEEN ADAPTIVE/MALADAPTIVE PERFECTIONISM AND SUBJECTIVE WELL-BEING AMONG COLLEGE STUDENT-ATHLETES: EXAMINATION OF LIFE STRESS AND ACTIVE/AVOIDANCE COPING STRATEGIES AS MEDIATORS

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## ABSTRACT

### Background:

Perfectionism is a multidimensional personality characteristic including several constructs that together encapsulate two higher-order dimensions (adaptive and maladaptive perfectionism). The different dimensions of perfectionism have been found to contribute differentially to adaptive and maladaptive outcomes. Previous research has indicated that perfectionism may be an important antecedent of subjective well-being.

**Purpose:** The purpose of this study was to examine the relationship between adaptive/maladaptive perfectionism and subjective well-being of college student-athletes, and to examine the mediating effects on life stress and active/avoidance coping strategies.

**Methods:** In the study 313 college student-athletes (119 males and 114 females) as subjects with an average age of 20.23±1.62 years who were asked to complete the “Multidimensional Perfectionism Scale”, “College Student-Athletes Life Stress Scale”, “Stress Coping Strategies Scale” and “Subjective Well-Being Scale”.

**Results:** The SEM analysis suggests that adaptive perfectionists (high standards) are likely to positively predict their subjective well-being indirectly via life stress and active coping. On the other hand, maladaptive perfectionists (pressure from coach and parents) are liable to

negatively predict their subjective well-being indirectly by means of life stress and active coping.

**Conclusions:** The findings from the present study indicate that both adaptive and maladaptive perfectionism may be critical antecedents of subjective well-being, but that the psychological mechanisms underpinning their association with subjective well-being may differ. Finally, the findings of this study and recommendations are available for school teachers, sports coaches, counselors, and future research.

**KEYWORDS:** Coach, parents, stress generation model, structural equation model.

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