MOTIVATION, EMOTIONAL REGULATION, PERCEIVED SOCIAL SUPPORT AND BURNOUT IN WOMEN ATHLETES

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Abstract:
A cross-sectional research design was used to execute the quantitative study on motivation, emotional regulation, perceived social support, and burnout in women athletes. It was hypothesized that motivation, emotional regulation, and perceived social support would have a negative correlation with burnout. The sample consisted of female student-athletes (n=150) between the age range of 18 to 25 years who were selected from different universities of Lahore using a non-probability purposive sampling technique. In addition to the demographic information sheet, Sports Motivation Scale (Pelletier et al., 2013). Emotional Regulation Questionnaire (Gross & John 2003), Multidimensional Scale of Perceived Social Support (Zimet et al., 1988), and Athlete Burnout Questionnaire (Raedeke & Smith, 2009) were used to assess the relationship among the variables. The data was analyzed using Pearson Product Moment correlation and linear regression analysis using SPSS version 20. Results also indicated that motivation, perceived social support, and reappraisal had a negative correlation with burnout while suppression had a positive correlation with burnout. Perceived social support and reappraisal were significant predictors of burnout. This study sheds light on the field of sports psychology and how motivation, emotional regulation, perceived social support, and burnout can be explained in women athletes' lives.

Keywords: Motivation, Emotional Regulation, Perceived Social Support, Burnout & Women Athletes.

Introduction
Sports Psychology emphasizes the guidelines and principles that help people who participate in sports both as team and individual players. Sports activities play a very important role in the overall development of the participants without the segregation of gender and society. In this view, sports carry equal opportunities and inspire the participation of both female and male participants but females are facing a number of problems all over the world in general because of some social norms

and restrictions, particularly in the Muslim world (Bibi, 2016). Two psychological experiences in which social interactions may be very important in sports are athlete burnout and self-determined motivation. Athlete burnout is a maladaptive psychosocial experience that is usually described as a proximal correlate of athlete ill-being (Amorose et al., 2009; Ntoumanis et al., 2012). Oppositely, self-determined motivation, described as the degree to which effort and continuity come from internal sources (Ryan & Deci, 2000) represents a positive outcome of sport participation as well as a proximal correlate of athlete well-being (Gagné & Blanchard, 2007). Social support in athletes mostly contains the existence of individuals on whom athletes could depend and whom they feel regard and care for them (Williams, 2001). It is accepted through a number of studies that social support, coping behaviors, stress, and burnout are related to one another (Maslach et al., 2001). The emotions that an athlete is going through before and during the game have a huge impact on his performance (Hanin, 2010). The conscious and automated use of different methods to initiate, retain, modulate, and show emotional response is called emotional regulation (Gross & Thompson, 2007). The problems of sports participation are more severe especially in Islamic countries of the world and particularly in our country Pakistan (Bibi, 2016).

Motivation is defined as a process that governs choices between different types of activities that are voluntary by Vroom (1964). Motivation should compel the person to do an action. An unmotivated person is defined as a person who doesn't have any kind of inspiration or desire to complete the assigned task, conversely, the individual who is inspired and has the desire to complete the given task is said to be motivated (Ryan & Dei, 2000). According to different types of motivation, behavior is influenced by each type of motivation in a unique way such that no single type of motivation works for everyone.

According to achievement goal theory, achievement goals depend on capabilities that people target in such places that require evaluation, i.e., in sports. Basically, two distinguished achievement goals were pointed out on the basis of the description of personal adequacy: task and ego goals (Jagacinski & Nicholls 1984). Specifically, task goals indicate competence that is perceived in terms of the standards to judge that are absolute. When a person is interested in a task, his basic goal is to learn and attain competence in the work for it. Involvement in the task is seen when the performer takes an interest in the task due to intrinsic motivation and judges herself by comparing her actions with the past self. The theory of achievement motivation is a theoretical model that explains how the motive to achieve and the motive to avoid failure influence behavior in a situation where performance is evaluated against some standard of excellence (Atkinson, 1957). Self-determination theory presents that humans have three needs to be fulfilled in the social scenario. The first of them is the feeling of autonomy during the performance of a task. Autonomy includes a state of self-governance and the power to determine and represent the person's sense of abilities (Deci & Ryan, 2000). The second requirement is the ability to relate oneself with others in the surroundings. The third important need is to regard one's efficiency according to the task. Competence is mostly perceived as core to the motivation in the domain of sports (Duda, 2005; Reinboth & Duda, 2006). Research agrees with the view that in order to achieve a more self-determined type of regulation, individuals should be on the higher stages of satisfaction and feel their important needs are fulfilled (Deci & Ryan, 2000).

On the other hand, the emotions that an athlete is going through before and during the game have a huge impact on his performance (Hanin, 2010). Such emotional responses that are according to the situation may be very helpful for the athlete, for instance, it will improve the relation between the teammates, will not let the athlete do such actions that are not beneficial for him, and will reduce the chances of accidents. That is why emotional regulation is considered to be a very beneficial psychological skill by Sports Psychologists. The conscious and automated use of different methods to initiate, retain, modulate, and show emotional response is called emotional regulation (Gross & Thompson, 2007).

Several theories exist on the regulation of the origin of emotions, and how they influence us. For instance, according to the process model of emotion regulation Gross and Thompson (2007) gave five categories of emotion regulation strategies that are antecedent- and response-focused: situation selection, situation modification, attentional deployment, cognitive change, and response modulation

(the first four being antecedent-focused; the last, response-focused). Situation selection refers to the process in which an athlete chooses to indulge him/herself in one situation rather than another. Situation modification is defined as the attempts to change external aspects of the environment. Attention deployment is the process in which an athlete directs his/her attention to affect his/her emotions. Cognitive change refers to the change in the meaning of a situation or an event. Response modulations are defined as strategies that are designed to maintain the cognitive and physiological aspects of emotion as directly as possible.

Further, Dalgard (2009) defined perceived social support as a belief that the person cares for and loves, respects, and values. Social support systems can be a very important feature in the physical and psychological health of an athlete. It is important to know if an athlete is getting the social support that is appropriate to help them in their career. Social support systems provide information to athletes that they are esteemed, valued, loved, and cared for, and are included in the network of communication and mutual obligations (Loutsch, 2007).

Kahn and Antonucci (1980) gave a convoy model of social relations. According to this model, throughout the lives of the individuals they go through life in which they form personal networks with people from the ones they give and receive social support. Circles are used to separate people in terms of the closeness of their relationship with an individual. According to relational regulation theory there is a relationship between perceived support and mental health. This theory states that perceived support has both moderate and direct effects on mental health. It was hypothesized that the link between perceived support and mental health comes from people regulating their emotions through shared activities and ordinary conversations rather than conversations on how to cope with stress (Lakey & Orehek, 2011).

Moreover, in the early 1970s (Freudenberger, 1974) burnout was first introduced into the literature. He classified burnout as a state of exhaustion or frustration that resulted from not achieving the expected. Maslach (1982) later defined burnout as a broad-spectrum psychological disorder involving emotional frustration, depersonalization, and a reduced sense of personal accomplishment that more likely occurred among various professionals who work with other people in testing situations. Indications for burnout include tension, fatigue, frustration, irritability, and diminished energy level, sleeping issues, vulnerability to illness, exhaustion, and inconsistent performance. Behavioral signs of burnout are feeling helplessness, depression, anger, dismay, and feeling of disappointment that one's contribution to the team is insignificant.

Some of the models on burnout have been discussed. *As* in Smith's cognitive-affective stress model (1986), sports psychologist Ron Smith formulated burnout as a psychological, emotional, and sometimes physical withdrawal from previously pleasurable activities. Model views burnout as a process involving four stages: situational demands, cognitive appraisal, physiological responses, and behavioral responses. He formulated that the process of burnout prevails when an athlete is subjected to a situational demand, such as high-intensity training, and parental high expectations for success. The second stage, cognitive appraisal, sets in when the athlete estimates the situation and judges whether he or she has the necessary resources for success. If the athlete feels burdened by the resources, then he or she will experience physiological responses such as insomnia, tension, fatigue, and exhaustion. The final stage of this model is the behavioral response of the athlete the task behaviors and responses to face the situation.

Silva's negative-training stress response model (1990) focused on putting more attention on responses to physical training. In particular, Silva submitted that physical training affects the athlete physically and psychologically and can have both positive and negative influences. Positive modification is the desired outcome and the main goal of training (e.g., in weight training body is purposely overloaded in order to adapt to the stress to become stronger). However, extensive training can also result in negative adaptation. This negative adaptation is considered to lead to negative training responses, progressing from staleness (an initial failure of the body's adaptive mechanisms to cope with psychophysiological stress) to overtraining (detectable psychophysiological malfunctions characterized by easily observed changes in the athletes' mental orientation and physical performance), and finally to burnout (an exhaustive psychophysiological response exhibited as a

result of frequent, sometimes extreme, but generally ineffective efforts to meet excessive training and sometimes competitive demands).

Coakley's unidimensional identity development and external control model (1992), states that in terms of identity burnout occurs because the structure of increased performance sport (e.g., time demands) the young athlete does not get the time to develop a normal multifaceted identity (e.g., no time to spend with peers or in other non-sport activities). Instead, identity foreclosure develops where the identity of young athletes is purely focused on sports success. As a result, in many cases (e.g., when injury or performance failure occurs), this sole identity pays attention to being a good athlete which leads to stress that can ultimately lead to burnout.

Rationale of the study: As the field of sports psychology is emerging over time different issues such as amotivation, and burnout are also emerging which leads our attention to the work on these issues of athletes. Sports activities play a very important role in the overall development of the participants without the segregation of gender and society. In this view, sports carry equal opportunities and inspire the participation of both female and male participants but females/women are facing a number of problems all over the world in general because of some social norms and restrictions, particularly in the Muslim world (Bibi, 2016). Social interactions make the psychological experiences of athletes, in a way by influencing the athletes to cope with the physical and mental requirements of taking part in sports (Smith, 1986; Udry et al., 1997). Two psychological experiences in which social interactions may be very important in sports are athlete burnout and self-determined motivation. Similarly, the social context is very important in each prospect, making the examination of social correlates of burnout-related perceptions in athletes an important research topic. It is accepted through a number of studies that social support and burnout are related to one another (Maslach et al, 2001). The emotions that an athlete is going through before and during the game have a huge impact on his performance as well (Hanin, 2010).

Additionally, the problems of sports participation are more severe especially in Islamic countries of the world and particularly in our country Pakistan (Bibi, 2016). Moreover, work in sports psychology is very scattered in Pakistan because it was considered to be a very taboo topic, especially for women in the sports field and to be a sports person but with the passage of time, social media has had a very strong impact on us today people are accepting females as a sport's person and awareness is being increased.

Hypotheses of the study: Hypotheses of the study are as follows:

1. Hypotheses of the study were that there is likely to be a relationship between sports motivation, emotional regulation, perceived social support, and burnout among women athletes. Motivation, emotional regulation, and perceived social support are likely to be significant predictors of burnout among women athletes.
2. There is likely to be a significant difference between nuclear and joint family systems in motivation, emotional regulation, perceived social support, and burnout among women athletes.
3. There is likely to be a significant difference between individual and team sports in motivation, emotional regulation, perceived social support, and burnout among women athletes.

Materials and Methods

Sample: A cross-sectional research design was used in the present study. The present research was conducted to assess the relationship among motivation, emotional regulation, perceived social support, and burnout in women athletes. The sample comprised of 150 women athletes (N= 150). The age range was 18-25 years. Non-probability purposive sampling technique was employed to collect the data from the colleges and universities in Lahore, according to the criteria that women who were non-professional athletes at college and university level, unmarried, not getting paid for their sports, and had been playing minimally from two years or more. Women who were disabled and professional athletes were not included in the study.

Measurement Scales: Following measurement scales were used:

Motivation: Sports Motivation Scale (SMS-II) was used to measure the motivation of athletes by using the seven subscales that include: intrinsic motivation; extrinsic motivation of external,

introjected, integrated, and identified regulation; and amotivation in regard to participation in sports. The SMS-II contains three items from every subscale and it forms a total of 18 items on the scale. Seven-point Likert scale will be used to give a response by the participants that ranges from not corresponding at all to exactly corresponding. By combining the scores of all the subscales, a score of self-determined motivation is obtained. Athletes with high positive scores would have high levels of sport self-determined motivation and low scores would indicate low self-determined motivation. The reliability of each subscale was calculated using Cronbach's alpha and the results indicate that they range from 0.73 to 0.86 (Pelletier et al., 2013).

Emotional Regulation: Emotion Regulation Questionnaire was used to measure the emotional regulation of athletes. A 10-item scale was designed to measure participants' capacity to regulate their emotions in two ways: cognitive reappraisal and expressive suppression. Participants answer every item on a seven-point Likert scale ranging from 1 which indicates strongly disagree to 7 which indicates strongly agree. Reappraisal items are 1, 3, 5, 7, 8, and 10 while Suppression items are 2, 4, 6, and 9. Internal consistencies (Cronbach's alpha) of the two subscales are .81 for cognitive reappraisal and .73 for expressive suppression (Gross & John 2003).

Perceived Social Support: The Multidimensional Scale of Perceived Social Support (Zimet et al., 1988) was used to find out perceived social support. The MSPSS is a 12-item questionnaire on a seven-point Likert scale ranging from very strongly disagree to very strongly agree. Alpha scores for the three subscales are .93 for friends, .92 for family, and .93 for significant others (Clara et al., 2003).

Burnout: The Athlete Burnout Questionnaire assigns burnout scores to the frequency at which personal feelings and attitudes of the athletes towards the practice of sport are experienced. The questionnaire contains 15 items equally divided into three components that are physical/emotional exhaustion, reduced sense of personal accomplishment, and sport devaluation. And followed by the question "How often do you feel this way?" The items are scored on a five-point Likert scale from 1 to 5, where 1 = almost never, and 5 = almost always.

The scores of each component are calculated as the arithmetic mean of the points attributed to the five items of the component studied. Two of the five items from the component reduced sense of personal accomplishment are reverse coded (item 1: "I am performing many worthwhile things in the sport", and item 14: "I feel successful in the sport"). Thus, the lower the range of the score, the more reduced the sense of personal accomplishment. The internal consistency was examined for each of the three subscales, emotional/physical exhaustion, sport devaluation, and reduced sense of accomplishment, resulting in alpha coefficients of between .78 and .89 (Raedeke & Smith, 2009).

Procedure: The research was started in an orderly manner by acquiring permission from the authors of the scales that were used for the purpose of data collection. Formal authority letters were sought from the institute and were presented to the director/principal of the universities. After receiving written permission from the authorities of the college/university the questionnaires were administered to willing students/women athletes who were fulfilling the inclusion/exclusion criteria. Participants were chosen on the basis of their availability and interest. A sample of 150 women athletes was selected according to the inclusion and exclusion criteria. Before the administration of the questionnaires, formal consent was taken from the participants just to ensure them that their information would be kept confidential and would not be used for any other purpose except the studies. The participants were guaranteed that they had the right to withdraw from the study at any stage. Each set of questionnaires required around 10-15 minutes for administration. The researcher visited different departments of both universities for data collection. 80 questionnaires were distributed among the students in university A. 73 of the questionnaires were returned by the students while 2 got discarded due to incomplete information so the data collected from university A was from about 71 students. In University B 100 questionnaires were distributed. 89 questionnaires were returned by the students, and 10 were discarded because they were incomplete and had wrong-filled information. The data was analyzed using Pearson product-moment correlation and regression analysis.

Data Analysis and Results

The data analytic strategy began with reliability analysis using Cronbach's alphas for scales. In the second step, Pearson product-moment correlation was computed to assess the relationship among demographics, motivation, perceived social support, emotional regulation, and burnout. In order to clarify the relationship between possible predictors and burnout; linear regression analysis was conducted.

Additional analyses were performed to assess the differences in motivation, emotional regulation, perceived social support, and burnout in female athletes due to family system (nuclear, joint) and sports type (individual and team) by using independent samples t-test.

Table 1 *Reliability coefficients of the Scales used in the Present Study (N=150)*

Variables	M	SD	k	Potential	Actual	α
Motivation	72.05	10.4	18	18-126	57-106	.65
Perceived Social Support Emotional Regulation	55.83	14.89	12	12-84	23-84	.95
Reappraisal	30.6	10.6	06	06-42	09-40	.97
Suppression	10.9	6.01	04	04-28	05-27	.83
Burnout	36.2	9.47	15	15-75	26-60	.73

Note. k = No. of items, α = Cronbach's alpha

Table 1 shows the means, standard deviations, number of items, reliabilities, and potential and actual ranges of assessment measures. The reliability analysis for each assessment measure was carried out using Cronbach's Alpha. The internal consistency of the scale measuring the variables was from .65 to .97.

Table 2 *Demographic Characteristics of the Sample (N=150)*

Characteristics	f (%)	M (SD)
Age (in years)		
18-20	55(39.7)	
21-23	66(44.0)	
24-25	29(19.3)	
No. of siblings		
1-3	64(42.7)	
4-5	74(49.3)	
6 and above	12(8.0)	
Family income (in rupees)		73900 (55138.3)
Family structure		
Nuclear	35(23.3)	
Joint	115(76.6)	
Residence		
Hostel lite	72(48)	
Day scholar	78(52)	
Sports interested in		
Cricket	45(30)	
Football	46(30.6)	
Table tennis	20(13.3)	
Karate	28(18.6)	
Swimming	11(7.3)	
Years of playing sports		5.34(2.47)
Sports type		
Individual	54(36)	
Team	96(64)	
Average time in playing sports (in hours per day)		3.61(1.39)
Parents success expectations in sports		

Low	66(44)
Medium	49(32.6)
High	34(22.6)
Parents success expectations in studies	
Low	42(28)
Medium	63(42.0)
High	45(30)
Role of sports in life	
Low	28(18.6)
Medium	69(46)
High	53(35.3)
Satisfaction from sports	
Yes	125(83.3)
No	25(16.7)
Opt sports as profession in future	
Yes	87(58)
No	63(42)
Sports'll fulfill your financial needs in future	
Yes	118(78.6)
No	32(21.3)
Being athlete is a respectable profession to opt	
Yes	132(88)
No	18(12)
Education (in years)	14.7(1.09)
Previous year percentage	75.14(10.6)

Table 3 *Correlations of Study Variables (N= 150)*

	Variables	1	2	3	4	5	6	7	8
1	Monthly family income	1	-.03	.02	.10	.03	.01	.00	-.03
2	Age		1	.19*	-.00	.01	.05	-.03	-.02
3	Percentage			1	.02	-.02	-.00	.01	-.08
4	Motivation				1	.69**	-.70**	.70**	-.59**
5	5. Perceived social support					1	-.81**	.82**	-.77**
6	Suppression						1	-.95**	.76**
7	Reappraisal							1	-.77**
8	Burnout								1

*Note: *p< .05, **p< .01, ***p < .000*

Correlational analysis for demographic variables, as well as subscales, was performed, and the results revealed a high correlation among all the subscales. A high negative correlation between the measures showed that women athletes are less likely to feel burnout when motivation, perceived social support, and reappraisal are high and vice versa.

Table 4 *Regression analysis for Motivation, Perceived Social Support, and Emotional Regulation as a Predictor of Burnout (N=150)*

Variables	Burnout	
	B	**95% Cl**
Constant	3.89***	(2.72,5.05)
Motivation	.001	(-.009,.011)
Perceived social support	-.222***	(-.316,-.128
Reappraisal	-.021*	(-.41,.000)
Suppression	.013	(-.022,.49)
R^2	.659	

Variables	Burnout	
	B	95% Cl
Constant	3.89***	(2.72,5.05)
Motivation	.001	(-.009,.011)
F	69.935	

Note. *p<.05; **ṗ<.01; ***p<.001; B = Unstandardized Co efficient; CI=Confidence Interval

The results shown in Table 4 indicated that the overall model for burnout explained 65% of the variance in burnout, F (2, 145) =69.935, p<.001, and indicated that perceived social support and reappraisal negatively predict burnout while motivation and suppression did not predict burnout.

Table 5 *Table for Independent Samples t-test Comparing Study Variables in Nuclear and Joint Family Systems (N= 150)*

Variable	Nuclear(n=35)		Joint(n=115)		t	p	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
Motivation	53.0	5.99	69.3	6.44	-13.1	.00	-17.7	-12.9	2.62
Perceived social support	2.76	1.08	5.23	0.49	-13.1	.00	-2.84	-2.07	2.94
Suppression	21.3	1.95	7.67	1.45	38.3	.00	13.0	14.4	7.93
Reappraisal	11.9	1.62	36.3	1.92	-74.4	.00	1.85	7.01	13.7
Burnout	3.39	0.60	2.14	0.30	11.6	.00	1.02	1.46	2.63

Note: CI=Confidence Interval; LL=Lower Limit; UL=Upper Limit.

Additional analyses were performed to assess the differences in motivation, emotional regulation, perceived social support, and burnout in female athletes due to family system (nuclear, joint) and sports type (individual and team). The results in Table 5 indicated that there were significant differences in motivation, emotional regulation, perceived social support, and burnout between nuclear and joint family systems.

Table 6 *Table for Independent Samples t-test Comparing Study Variables in Individual and Team Sports (N= 150)*

Variable	Individual (n=54)		Team (n=96)		t	p	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
Motivation	59.7	10.4	67.5	6.77	-4.9	.00	-10.6	-4.69	0.89
Perceived social support	3.95	1.42	5.04	0.91	-5.06	.00	-1.52	-0.66	0.91
Suppression	14.59	7.09	8.7	4.02	5.55	.00	3.73	7.92	1.02
Reappraisal	23.7	12.6	34.4	6.7	-5.79	.00	-14.3	-7.0	1.06
Burnout	2.77	0.80	2.24	0.47	4.4	.00	0.29	0.76	0.81

Note: CI=Confidence Interval; LL=Lower Limit; UL=Upper Limit.

The results in Table 6 indicated that there were significant differences in motivation, emotional regulation, perceived social support, and burnout between individual and team sports.

Discussion

The present study aimed to investigate the relationship among motivation, emotional regulation, perceived social support, and burnout in women athletes. It was hypothesized that suppression was likely to have a positive relationship with burnout and there would be a negative relationship between motivation, perceived social support, reappraisal, and burnout. The present study also indicated that perceived social support and reappraisal were positive predictors of burnout in women athletes. Pearson product-moment correlation and regression analysis were used to test the hypothesis. The present research findings are discussed with the previous literature review.

It was hypothesized that there is a negative relationship between motivation and burnout. Results revealed a negative significant relationship between the two variables, i.e., motivation and burnout.

Cresswell and Eklund (2005) tested the relationship between motivation and burnout in rugby players. Their results showed significant relationships between variables in the same direction as the formulated hypotheses. In another study Li and colleagues (2013) investigated the relationship between motivational regulation and burnout among athletes, the results revealed that motivational regulation had a small to large effect in predicting burnout. It was also hypothesized that motivation would predict burnout but the results did not support the prediction. It could be due to the fact that other factors might be more important in our culture than motivation as the results of the study illustrated that as much the players observed their coach to be helpful, as much their level of motivation for performing their sports movement was strong-minded (Gillet et al, 2010). Ahmed and Jamshaid (2014) also conducted research on intrinsic and extrinsic motivation in athletes and the research also proposed that when the needs of athletes for social support are fulfilled by their teammates and coaches during training, it will improve their training practices and will decrease the level of exhaustion and chances of injury. Another research conducted by Bibi (2016) revealed that parents' concerns, societal limitations, cultural norms, and traditions are an obstacle in the way of female athletes and affect the sports participation of female athletes.

It was hypothesized that perceived social support would have a negative correlation with burnout. The results were in favor of the hypotheses. Jibeen's (2015) study discussed the difference in the values of a culture in regard to the importance of social support in collectivistic cultures pointing out that the people with low family support are more likely to face different psychological problems. Moreover, Baruch et al., (2002), conducted research on sources of social support, burnout, and productivity, and the result indicated that family support was more closely related to burnout than productivity. Results indicated that perceived social support negatively predicted burnout. DeFreese and Smith (2013) conducted a study on teammate social support and burnout. Regression analyses proved perceived social support to be inversely related to burnout.

It was also hypothesized that cognitive reappraisal would have a negative correlation with burnout. Results were in the same direction as the hypothesis while cognitive reappraisal was a negative predictor of burnout according to the results. Cutuli (2014) conducted research that the people who use cognitive reappraisal for emotional regulation show better emotions, social functioning, and well-being than the people who use suppression. Recent studies have shown that the culture in which a person lives has a very important role in emotional regulation in regard to suppression and is negatively related to mental health, a study also proved that this relationship is stronger in the Western culture as compared to Eastern ones (Soto et al., 2011). The analyses showed that athletes in joint families and those who play team sports show higher perceived social support which indicates that for athletes living in collectivistic cultures like in Pakistan perceived social support is a very important component of the culture.

Hence the findings of the present study were consistent with previous literature. So, it can be concluded that an increase in motivation, perceived social support, and reappraisal will lead to a decrease in burnout among female athletes. These findings are consistent with the Pakistani system, where perceived social support is a very important component as being part of a collectivistic culture social support is highly related to burnout while motivation, perceived social support, and cognitive reappraisal had a negative correlation with burnout.

Conclusion
The study showed that there was a positive relationship between suppression and burnout and a negative relationship between motivation, perceived social support, reappraisal, and burnout. The study also indicated that perceived social support and reappraisal were positive predictors of burnout in women athletes. The study revealed that women athletes having high motivation, perceived social support, and reappraisal showed less burnout and low suppression. The study also revealed that perceived social support and cognitive reappraisal in emotional regulation were negative predictors of burnout. Additional studies also indicated that athletes living in joint family systems and who play team sports show high motivation, perceived social support and reappraisal, and low suppression and burnout.

Future research: This study can be applied to males and other working conditions such as professional athletes; future studies can inquire about males and professional athletes as well. There might be a difference in the level of motivation, perceived social support, emotional regulation, and burnout among the athletes in other universities of Lahore and other remote areas. There should be a consideration of these confounding in future studies. There is a need for longitudinal research that could probe into the behavioral changes leading to burnout in women athletes over time. It is advised to conduct more research on motivation, perceived social support, emotional regulation, and burnout among the athletes in Pakistan. Moreover, along with objective measures, qualitative measures should also be used to assess motivation, perceived social support, emotional regulation, and burnout in women athletes. There should be psychological skill training programs for athletes to increase their performance and decrease the burnout they are facing.

Limitations: In the present study, only female athletes were focused because of the limited resources. Women athletes from only a particular city were taken as a sample, so these results cannot be generalized. Moreover, only a few universities were taken as a sample which can limit the external validity of the study. In further studies, the sample size should be increased and other universities can also be taken as a sample. Self-reported measures were used for data collection. Self-reported answers may be exaggerated; respondents may be too embarrassed to reveal private details; various biases may affect the results, like social desirability bias. Professional athletes were not included in the research. Behavioral observation was not included in the research.

Implications: The study will help in understanding that there is a need to pay attention to the interface of low motivation, perceived social support, and emotional regulation which could result in burnout and the negative consequences arising from the burnout. The study adds to the literature. It will also be beneficial in the field of sports psychology and in all the sports fields, helping to understand the concern of female athletes for motivation, emotional regulation, perceived social support, and burnout, which would otherwise benefit the sports (along with female athletes) by increasing the productivity. Furthermore, the research opens the door to a more thorough understanding of the relationship between variables in a specific context and new ideas have indeed emerged as a result of the present research and further studies can be conducted on this research, strengthening its reliability.

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