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**A SURVEY RESEARCH ON DETERMINING THE MULTIDIMENSIONAL PERFECTIONISM
PERCEPTIONS OF UNIVERSITY STUDENTS' IN NORTHERN CYPRUS**

**UNA ENCUESTA DE INVESTIGACIÓN SOBRE LA DETERMINACIÓN DE LAS PERCEPCIONES
DE PERFECCIONISMO MULTIDIMENSIONAL DE LOS ESTUDIANTES UNIVERSITARIOS
EN EL NORTE DE CHIPRE**

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Abstract

The main aim of this study was to see whether the perfectionist personality trait in university students in Cyprus International University students predict their academic and daily life. This study investigated the multidimensional perfectionism in three phase: self-oriented, other-oriented and socially-oriented perfectionism. The research carried on in 2017-2018 academic year. A survey method is used to carry on the research. There are 230 university students and the age range of the students varies between 18-25. There are 120 female (52.2%) and 110 male (47.8%). Students are from special education (n=72), foreign language education (n=68) and basic education (n=90). There are 115 freshman and 115 senior students. In order to collect the data from participants 45 itemed Likert scale questionnaire is used. The outcomes of this research show that students' perception of perfectionism between the number of siblings, other-oriented perfectionism with respect to gender and social-oriented perfectionism with respect to mothers' education level, other-oriented perfectionism with respect to family income and students' academic year at university have a significant difference.

Keywords

Perfectionism – Education – University students – Low self-esteem

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Introduction

In recent years, many researchers are interested in the significance of perfectionism. Perfectionism is known as a personality trait with both adaptive and maladaptive aspects. Adaptive perfectionism is characterized by setting high personal standards and striving for flawlessness. Maladaptive perfectionism, on the other hand, is negative reactions to mistakes, fear of failure, critical self-evaluations, and concerns regarding others' evaluations¹. Many researchers took maladaptive perfectionism as a very important neurological disorder. Hereby, in recent literature reviews show that maladaptive perfectionism is seen as a high risk factor for various forms of psychopathology, such as depression and depressive symptoms².

Psychologist Freud proposed that perfectionism is a characteristic of super-ego. Moreover, he defined perfectionism as "overly willing to achieve success"³. Holender⁴ accepted perfectionism as a "one sets high standards for himself or herself" and it is seen that "I am not as good as, I can do better" thought under lie. So, perfectionism was seen like negative and pathological problem. Besides, perfectionism has not only got one dimension. In time, it is seen that perfectionism focused on multidimensional way view in humans. For instance, Hewitt and Flett⁵ stated that there were self-oriented, other-oriented and socially-oriented perfectionism. Self-oriented perfectionism, one's self-directed impossible standards to achieve. Also, this is accompanied by rejection of self-criticism and mistakes. Other-oriented perfectionism is to set high standards for others and to expect others to obey them. Social-oriented perfectionism; one has a certain belief that one expects things impossible for others to reach⁶.

¹ K. Gluschkoff; M. Elovainio; M. Hintsanen; S. Mulla; L. Pulkki-Raback; L. Keltikangas-Jarvinen & T. Hintsanen, "Perfectionism and depressive symptoms: The effects of psychological detachment from work", *Personality and Individual Differences*, num 116 (2017), 186-190 y Juan Pablo Trámpuz and Daniel Barredo Ibáñez, "Convergencia y medios universitarios: Una aproximación al nuevo escenario ecuatoriano", *Opción* Vol: 34 num 86 (2018): 898-923.

² E. Chang; A. Watkins & K. H. Banks, "How adaptive and maladaptive perfectionism relate to positive and negative psychological functioning: Testing a stress-mediation model in black and white female college students", *Journal of Counseling Psychology*, Vol: 51 num 1 (2004): 93-102; K. Gluschkoff; M. Elovainio; M. Hintsanen; S. Mulla; L. Pulkki-Raback; L. Keltikangas-Jarvinen & T. Hintsanen, "Perfectionism and depressive... y M. Eisvandi; Y. Gorji & F. Niknejadi, "Effectiveness of Emotional Intelligence on Increasing the Psychological Dimension of Quality of Life of Mothers of Educable Mentally Retarded Children in Esfahan". *UCT Journal of Social Sciences and Humanities Research*, Vol: 2 num 4 (2015): 58-73.

³ F. Altun & H. Yazıcı, "Öğrencilerin Olumlu ve Olumsuz Mükemmeliyetçilik Özellikleri ile Akademik Başarıları Arasındaki İlişkiler", *International Conference on New Trends in Education and Their Implications*, Antalya, Turkey. Full paper retrieved from. 2010. <http://www.iconte.org/FileUpload/ks59689/File/118.pdf> y M. Gamarra; E. Zurek & H. San-Juan, "Addendum for: A Study of Image Analysis Algorithms for Segmentation, Feature Extraction and Classification of Cells. *Journal of Information Systems Engineering & Management*, Vol: 3 num 1 (2018): 128-147.

⁴ M. H. Holender, "Perfectionism", *Comprehensive Psychiatry*, Vol: 6 num 2 (1965): 94-103.

⁵ P. L. Hewitt & G. L. Flett, "Perfectionism in the Self and Social Contexts: Conceptualization, Assessment, and Association with Psychopathology", *Journal of Personality and Social Psychology*, num 60 (1991): 456-470.

⁶ H. Çelik; H. Ekşi & N. Gülsu, "Orta Çocukluk Döneminde Güvenli Bağlanma ile Mükemmeliyetçiliğin Çeşitli Değişkenler Bağlamında İncelenmesi", *Türk Psikolojik Danışma ve Rehberlik Dergisi*, Vol: 7 num 47 (2017): 53-68; U. S. Borisova & G. M. Parnikova, "Methodological Approaches and Pedagogical Conditions of the Educational Autonomy Formation in Students-Natives of Yakutia", *International Electronic Journal of Mathematics Education*, Vol: 11 num 10

In this study, which was performed to determine the relationship between characteristics of perfectionism and various demographic variables, was investigated. In demographic features, specially age, gender, department, grade, social economic status (SES) of family, whether students' mother or father alive or not, mother's educational status, father's educational status, number of siblings, place where the family lives and place where a student lives. On the other hand, the detailed information about multidimensional perfectionism Likert scale is going to be given in methodology part of the research. Besides, in order to achieve the objectives of this research, it is sought to find answers for the questions below:

1. How are university students' general belief for multidimensional perfectionism?
2. How is the difference in multidimensional perfectionism with respect to:
 - a. Gender
 - b. Year of education
 - c. Departments
 - d. Family income
 - e. Mother's vital status
 - f. Father's vital status
 - g. Mother's educational status
 - h. Father's educational status
 - i. Number of siblings
 - j. The place where family live
 - k. The place where students live

Methodology

Participants

This research was applied in Special Education (n=72), Foreign Language Education (n=68) and Basic Education (n=90) departments of Education Faculty at Cyprus International University. There were 230 students. There were 120 (52, 2%) female students and 110 (47, 8%) male students. Students voluntarily participated in the survey. All the students who participated in the survey were between the ages of 18-25. Students (n=115) were freshman and (n=115) were from senior at university. On the other hand, rest of the variations are given in frequency (f) range and percentage (%) below in Table 1.

Variables		f	%
Gender	Female	120	
	Male	110	47.8
Department	Special Education	72	31.30
	Foreign Lang. Ed.	68	29.56
	Basic Education	90	
Years	Freshman	115	50

(2016): 3397-3403 y J. Suleri & E. Cavagnaro, "Promoting pro-environmental printing behavior: The role of ICT barriers and sustainable values", International Journal of Education and Development using ICT, Vol: 12 num 2 (2016): 289-394.

	Senior	115	50
Family income	<1000	34	
14.8	1001-2000	80	34.8
	>2000	116	50.4
Mother's Vital Status	alive	222	96.5
	dead	6	2.6
	separate	2	0.9
Father's Vital Status	alive	213	92.6
	Dead	14	6.1
	Separate	3	1.3
Father's	primary	74	
32.2	secondary	40	17.4
Educational Status	high school	61	26.5
	bachelor and over	55	23.9
Mother's Educational Status	primary	116	50.4
	secondary	42	18.3
	high school	42	18.3
	bachelor and over	30	13.0
Number of Siblings	1	39	17.0
	2	62	27.0
	3	55	23.9
	4 and over	74	32.2
Place where Family lives	village	38	16.5
	district centre	97	42.2
	province centre	50	21.7
	big city	43	18.7
	abroad	2	0.9
Place where Students live	with family	42	18.3
	dorms	68	29.6
	beside relatives	6	2.6
	in a separate house	114	49.6

Table 1
Participants' Socio-Demographic Characteristics Distributions

Data collection tolos

Demographic Information Form: In this form, participants were asked about ages of participants, gender, departments, family income, mother's vital status, father's vital status, father's educational status, mother's educational status, number of siblings, place where family lives, place where students live and year in higher education.

Multidimensional Perfectionism Scale: In this research, multidimensional perfectionism scale was used to collect data from participants. 7th Likert type (Strongly Agree=7-Strongly Disagree= 1) scale was used. This scale suitable for university students.

The content of the scale consists of 3 dimensions. Self-oriented dimension has 19 (1,6,7,8,12,14,15,16,17,20,23,26,28,29,30,32,40,42) items. Other-oriented dimension has

10 (5,9,11,13, 18,21,25,27,31,33,35,37,39,41,44) items. Social-oriented dimension has 10 (2, 3, 4, 10, 19, 24, 34, 38, 43, 45) items. As a result, there were totally 45 items.

Reliability of form shows that the alpha coefficient calculated for self-oriented perfectionism subscale is .91, other-oriented subscale is .80 and social-oriented perfectionism subscale calculated as .73 at the end of the test. This scale was developed by Hewitt & Flett⁷ and Oral⁸ adapted it into Turkish.

Process

A scale battery was created by adding one instruction to the scale mentioned in the data collection tools section. An enclosure envelope for the scale battery and then taken back in the sealed envelope. Participants were not asked for identity information. Implementation of scale took about 25-30 minutes.

Data Analysis Techniques Used in Research

In order to analyse data SPSS 20.0 packet programme is used. In this context, data in this research group and the various research variables are described by using descriptive statistics techniques. The Pearson Moments Multiplication correlation coefficient is used to determine inter-variable correlations. T-test, One-Way Anova, mean, standard deviation, frequency and percentage were used to define the findings.

Findings & comments

The results of t-test scores of multidimensional perfectionism scale results between gender, departments, grades, family income, mother's vital status, father's vital status, education status of mother, educational status of father, number of siblings, the place where family lives and the place where a student lives are given below.

Descriptive statistics of university students' general belief for multidimensional perfectionism

The general belief for multidimensional perfectionism average score determined as (M= 3.75, SD=0.73). The general result of this study shows that university students' belief for multidimensional perfectionism is determined as at the middle level. So, this means that students believe that they are neither agree nor disagree. On the other hand, as this scale gathered from three dimensions. It is important to know the mean scores of self-oriented perfectionism, other-oriented perfectionism and social-oriented perfectionism. So, it is useful to look at self-oriented perfectionism. General mean score of self-oriented perfectionism is found to be (M=4.57, SD=1.11) which means that Cyprus International University (CIU) students have somewhat self-oriented perfectionist belief. On the other hand, these students' other-oriented perfectionism is (M=4.12, SD= 1.02). This means that they believe they have somewhat other-oriented perfectionism. The last dimension of this scale social oriented perfectionism found to be (M=3,94, SD=1.04). This means that they

⁷ P. L. Hewitt & G. L. Flett, "Perfectionism in the Self and Social Contexts..."

⁸ M. Oral, The relationship between dimensions of perfectionism, stressful life events and depressive symptoms in university students "A test of diathesis-stress model of depression. Unpublished Postgraduate Thesis. Middle East Technical University, Ankara. 1999.

merely have social-oriented perfectionism. Regard of these data, the researcher tried to give the answer to the second research question.

Perception of perfectionism by gender

A statistically significant difference was found between other-oriented perfectionism and gender in the subscales of perfectionism ($t(60.861)$, $p=.001$). When the median values are taken into consideration, the findings of male perfectionism perceptions are higher. According to students gender variable, male students' multidimensional perfectionism belief ($M=3.95$, $SD=.79$) is higher than female students ($M=3.57$, $SD=.62$). The differences between the sub-dimensions of gender and perfectionism are given in Table 2.

Dimensions p	Gender	N	M	t
Other-oriented 60.861 Perfectionism	Female	120	3.91	.001
	Male	110	4.35	

Table 2
Perfectionism and Gender

Perception of Perfectionism Based on Mother's Education

The perception towards social-oriented perfectionism and the statistics of the education levels of the mothers of the students has been found a meaningful difference ($F=3.002$ $p=0.031$). As a result of post-hoc tests to determine the source of the difference, the mother of students with bachelor's and above education level has higher perception of perfectionism than the mother of primary school graduate. The difference between mother's educational status and the social-oriented perfectionism dimension is given in Table 3.

Dimensions p	Education Level	N	M	sd
Social-oriented ,031 Perfectionism	Primary	116	4.07	,875
	Secondary	42	3.65	,971
	High school	42	3.69	1,101
	Bachelor and above	30	4.15	1,474

Table 3
Perfectionism and Education Level of Mother

Perception of Perfectionism and Number of Siblings

A statistically significant difference was found between self-oriented, other-oriented and social-oriented perfectionism and the number of siblings of students. Self-oriented perfectionism and number of siblings mean scores are higher than other dimensions. Number of siblings and sub-dimensions of perfectionism are given in Table 4.

Dimensions	Number of Siblings	N	M	F	p
Social-oriented	1	39		3.82	
	2	62	3.85		
	3	55	4.29	2.903	
	4+	74	3.81		
Total		230	3.94		
Self-oriented	1	39	4.79		
	2	62	4.37		
	3	55	4.89	3.228	
	4+	74	4.41		
Total		230	4.58		
Other-oriented	1	39		4.20	
	2	62	3.86		
	3	55	4.41	2.985	
	4+	74	4.08		

Table 4
Perfectionism and Number of Siblings

Perception of perfectionism according to family income

A significant difference was found in other-oriented perfectionism with respect to family income, $F(2, 227)=3.011$, $p=0,05$. In order to find the difference between other-oriented perfectionism and family income, post-hoc tests were used. The results which was found by One-Way ANOVA scores are shown in Table 5.

Dimensions	Source of Variance	Sum of Squares	sd	F	p
Other-oriented	Between groups	6.254	2	3.011	
Perfectionism	Within groups	235.722	227		.005
	Total	241.976	229		

Table 5
Perfectionism and Family Income

Differences between students' perfectionism beliefs with respect to gender and year at CIU

Table 6 shows that CIU students' multidimensional perfectionism scale results and gender showed to have a meaningful ($t(44,783)$, $p=, 000$) difference. On the other hand, these students placed in freshman (1st year) and senior (4th year) at CIU. So, students' belief for multidimensional perfectionism result between their years of education at university found to have significant ($t(25,221)$, $p=000$) difference. These results are shown below.

	N	X	S	sd	t
Gender	230	1,47	,50062	,03301	44,783
Year at CIU	230	2.50	1.50	,09912	25,221

Table 6

T-test findings of multidimensional perfectionism scale results between gender and year in higher education

Conclusions & discussions

As mentioned earlier, the main purpose of this study is to examine the multidimensional perfectionism of freshman and senior students at Cyprus International University by considering students' demographic features. When gender is considered from socio-demographic characteristics; it is seen that in some of the studies done by males have higher perceptions of general perfectionism perceptions or subscales of perfectionism than girls⁹. The high perfectionist perception of men, especially those of others; the tendency of parents to always wait for their children in the traditional way of raising children. These family expectations and criticisms are often felt intensely in children and the interpretation can be interpreted that the expectation level of parents in boys is higher in Turkish family system¹⁰. In some studies, it was found that females had higher perceptions than males¹¹. In addition to this, in some of the surveys conducted, the increase in maternal education level leads to the development of perfectionism perception. On the other hand, as the income of the family rose, it was found that there was an increase in the perceived perfectionism of others. However, the increase in the number of siblings has led to the finding that perfectionist perceptions have increased. Bozdemir¹² stated that when the number of siblings is low, it means that it will strengthen the understanding of competitiveness and that this increase will be gradually weakened due to the increase in the number of siblings. According to some researches, it has been found that in some sub-dimensions of perfectionism the level of mothers' education decreases as the perception of perfectionism weakens¹³. Similarly, the perfectionism sub-dimensions and that the mothers' education changed in an inverse proportion. However, in some of the surveys conducted, the increase in mother's education level leads to the development of perfectionism perception¹⁴. These findings suggest that as the level of mother's education level increases, the mother adopts a repressive attitude to be successful in academic life for her child and wants to put her children in a race with other children.

⁹ Ç. Büyükbayraktar, "Üniversite Öğrencilerinde Mükemmeliyetçilik ve Öfke İlişkisi". 2011.

¹⁰ B. Nauck & D. Klaus, Families in Turkey. Handbook of world families (USA: Sage Press, 2005); J. K. Deuling & L. Burns, "Perfectionism and work-family conflict: Self-esteem and self-efficacy as mediator". Personality and Individual Differences, num 116 (2017): 326-330 y S. M. Razavi; M. Nasirian & I. Afkhami, "The effectiveness sleep hygiene training on the job performance of employees Shift or rotating shifts parvadeh tabas coal companies", UCT Journal of Management and Accounting Studies, Vol: 3 num 1 (2015): 5-7.

¹¹ J. Rayman; B. Shapiro; P. L. Hewitt & G. L. Flett, Perfectionism, Beliefs, and Adjustment in Dating Relationships. In Love, Romance, Sexual Interaction (UK: Routledge, 2018).

¹² E. Bozdemir, "Ergenlerin Mükemmeliyetçilikleri ile Mizah Duyguları Arasındaki. 2011.

¹³ M. Genç; H. Abuhanoğlu & Y. Ayanoğlu, "İşletme Alanında Eğitim Gören Lisans Öğrencilerinin Mükemmeliyetçilik Algısının Belirlenmesine Yönelik Bir Araştırma", Gazi Journal of Economics and Business, Vol: 2 num 3 (2016): 65-88.

¹⁴ E. Bozdemir, "Ergenlerin Mükemmeliyetçilikleri ile Mizah...

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