



PERFECTIONISM IN MIDDLE-SCHOOL CHILDREN: ITS RELATIONS TO PARENTAL AUTHORITY AND SELF-ESTEEM

ORTAOKUL ÇOCUKLARINDA MÜKEMMELLİYETÇİLİK: ALGILANAN EBEVEYN OTORİTESİ VE BENLİK SAYGISI İLE İLİŞKİSİ

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ABSTRACT: The main purpose of this study is to investigate the relationship of self-esteem and perceived parental authority to two types of perfectionism (adaptive and maladaptive perfectionism) and non-perfectionism in middle school aged Turkish Cypriot children in London. All participants were administered Almost Perfect Scale – Revised, Parental Authority Questionnaire and Rosenberg Self-Esteem Questionnaire. One-way ANOVA design was used to see the differences in the means of self-esteem scores, and parental authority scores of adaptive, maladaptive perfectionists and non-perfectionists. It was found that the scores on authoritative parenting were significantly higher in maladaptive and non-perfectionists than adaptive perfectionists. In addition, maladaptive and non-perfectionists do not have significantly higher scores on permissive parenting than adaptive perfectionists. Finally, results showed that adaptive perfectionists have significantly higher scores in self-esteem than maladaptive and non-perfectionists.

Keywords: Perfectionism, Perceived Parental Authority, Self-esteem, Children

ÖZET: Bu çalışmanın amacı İngiltere’de yaşayan ortaokul yaşındaki Kıbrıslı Türk çocukların baba otoritesini algılama ve benlik saygısı ile iki çeşit mükemmeliyetçilikle (uyumsal ve uyumsuz) ve mükemmeliyetçi olmayanlar arasındaki ilişkiyi araştırmaktır. Tüm katılımcılara Yaklaşık Mükemmeliyetçilik Ölçeği – Yenilenmiş, Algılanan Ebeveyn Otorite Ölçeği ve Rosenberg Benlik Saygısı Ölçeği uygulanmıştır. Benlik saygısı ve ebeveyn otorite puanlarının olumlu, olumsuz ve mükemmeliyetçi olmayan gruplarla ilişkisini ölçmek için tek yönlü ANOVA modeli kullanılmıştır. Olumsuz mükemmeliyetçi ve mükemmeliyetçi olmayan grubun puanları demokratik ailelerde anlamlı olarak daha yüksek bulunmuştur. Buna ek olarak, olumsuz mükemmeliyetçi ve mükemmeliyetçi olmayan grubun izin verici aile puanları olumlu mükemmeliyetçi grubun puanlarına göre daha yüksek bulunmamıştır. Ayrıca, sonuçlara göre, olumlu mükemmeliyetçi grubun benlik saygısı puanları olumsuz mükemmeliyetçi ve mükemmeliyetçi olmayan grubun benlik saygısı puanlarına göre anlamlı olarak farklılık göstermiş ve daha yüksek çıkmıştır.

Anahtar Sözcükler: Mükemmeliyetçilik, Algılanan Ebeveyn Otoritesi, Benlik Saygısı, Çocuk

INTRODUCTION

1.1. Perfectionism

Some important personality theorists emphasized that some aspects of perfectionism, such as striving for superiority, are important and positive for human development (e.g. Adler, 1956). Adler (1956) states that “striving for perfection is innate in the sense that it is a part of life, a striving, an urge, a something without which life would be unthinkable” (p. 104). Adler (1956) views perfectionism as negative only when it includes the need to dominate others.

Hamachek (1978) identified two types of perfectionism. These are neurotic perfectionism and normal perfectionism. According to his explanations, individuals with normal perfectionism set high standards for themselves and are highly motivated by the need for success (Hamachek, 1978). Yet, Hamachek says that such people accept and recognize their limitations. On the other hand, individuals with neurotic perfectionism set very high standards for themselves in every situation. Contrary to the people with normal perfectionism, neurotic perfectionists do not accept their limitations (Hamachek, 1978). Therefore, they are hardly satisfied with their performance. Consistent with Hamachek’s (1978) conceptualization, different forms of perfectionism have been identified and named differently by

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various scholars. In general, these forms can be summarized under two main headings as positive perfectionism and negative perfectionism (Stumpf & Parker, 2000).

The two forms of perfectionism, i.e. positive and negative, are associated with different dimensions of personality and performance related traits. In a recent review, Stoeber & Otto (2006) called the positive form of perfectionism “striving for perfection”, which represents setting high standards for performance, and is healthy, normal and adaptive. They propose that people who hold this form of perfectionism “enjoy striving for perfection rather than being afraid of falling short of it” (p. 316). Research findings support this differentiation of perfectionisms in that adaptive perfectionism is related with positive aspects (e.g. Stoeber & Otto, 2006; Stoeber & Rambow, 2007; Baş, 2011). Stoeber and Otto (2006) found that striving for perfection is related to academic achievement, higher grade point average and higher well being (less stressed, angry or frustrated). In terms of academic success and motivation, Stoeber and Rambow (2007) also suggest that adaptive perfectionism is related to hope of success and motivation for school.

In contrast to the positive form of perfectionism, negative form of perfectionism is related to negative dimensions of personality. In the review by Stoeber and Otto (2006) it was reported that the negative form of perfectionism, which is unhealthy, neurotic, and maladaptive, represents harsh self-criticism, negative attitudes towards mistakes, and feelings of discrepancy between performance and expectations. Rice, Lopez and Vergara (2005) define maladaptive perfectionism as having “excessive concerns about making mistakes and disabling self-doubt, excessive self-criticism, and enduring sense that self-imposed standards or expectations are not being met” (p. 581). Identification of this negative form of perfectionism is very important because in a number of recent studies, it is found to be associated with very serious consequences and negative outcomes, such as suicidality (Chang, Watkins & Banks, 2004; O’Connor, 2007), test anxiety (Yıldırım, Gençtanırım, Yalçın & Baydan, 2008), academic procrastination (Özer & Altun, 2011) depression, hopelessness and neuroticism (Enns, Cox, Sareen & Freeman, 2001). Further research findings support the view that maladaptive perfectionism is related to negative aspects of personality and emotional states. Likewise, maladaptive perfectionism is found to be associated with academic burnout, i.e. feeling exhausted because of study demands and feeling incompetent as a student (Zhang, Gan & Cham, 2007) and academic procrastination (Özer & Altun, 2011).

For the purposes of consistency, in this study perfectionism will be categorized as adaptive and maladaptive where adaptive refers to the positive form of perfectionism and maladaptive refers to the negative form of perfectionism. The only reason for this choice is to prevent any confusion due to various names given to different forms of perfectionism by different scholars throughout the literature.

1.2. Concept of Self-esteem and Its Relation to Perfectionism

Self-esteem refers to the evaluative aspects of a person’s self-concept and it is defined by Rosenberg (1965) as “a favourable or unfavourable attitude toward the self” (p. 15). In particular, it refers to how well a person “prizes, values, approves, or likes him or herself” (p. 115). This aspect of self-concept has been widely studied by researchers and is found to be related to many important constructs such as academic success, socioeconomic status (Malka & Miller, 2007), parenting styles (DeHart, Pelham, & Tennen, 2006) and perfectionism (Elion, 2007; Leicester, 2007)

As the focus of this study is on perfectionism, associations between self-esteem and perfectionism were researched. In this respect, it is suggested in the literature that adaptive and maladaptive perfectionists differ in their self-esteem scores (e.g. Rice & Slaney, 2002). Positive outcomes of adaptive perfectionism are also reported in psychological well-being. Specifically, self-esteem is generally positively correlated with adaptive perfectionism (Grzegorek, Slaney, Franze & Rice, 2004).

Maladaptive perfectionism, on the other hand, is related to negative aspects of self-esteem and emotions. In contrast to adaptive perfectionists, this kind of a person would have lower scores on self-esteem and higher scores on depression and anxiety scales (Bergman, Nyland & Burns, 2007; Harris, Pepper & Maack, 2008; Rice and Slaney, 2002; Wang, Slaney & Rice, 2007).

1.3. Perceived Parental Authority and Its Relation to Perfectionism

Some theorists view perfectionism as a result of children's interactions with their parents (e. g. Hamachek, 1978). For that reason, attitudes, acceptance, responsiveness, criticisms and expectations of parents together with their way of communicating these to their children are important in shaping their personality traits. In this respect, because perfectionism also involves evaluating the outcomes of acts and performances and reaching to a conclusion about its perfectness, parental authority becomes an important factor in shaping perfectionism in children.

In a comprehensive study with the aim of correlating children's behaviours to parenting styles, Baumrind (1971) has identified three types of parental authority. The first one of these is "authoritarian" parenting. These parents are very directive with their children, they impose many rules and value obedience. They are detached, restrictive, punishing and over-controlling. The second type of parental authority is identified as "permissive" parenting (Baumrind, 1971). These parents place very few demands and control over children and they let their children regulate their own activities and make their own decisions as much as possible. The third type of parental authority is identified by Baumrind (1971) as "authoritative" parenting, which falls somewhere between the first two types of extreme parenting styles. Thus, it is the most democratic parenting style. Authoritative parents provide firm and clear directions for their children and they are open and willing to hear their children's opinions. Flett et al. (1995) who investigated the relationship between perfectionism and parental authority styles found that maladaptive perfectionism is associated with authoritarian and permissive parenting styles whereas adaptive perfectionism is associated with authoritative parenting style. Rice et al. (1996), who investigated this association by considering perceived parenting styles, suggest that maladaptive perfectionists perceive their parents to be more critical and demanding than adaptive perfectionists. In addition, Leicester (2007) found that parents with high authoritative and low permissiveness had children with adaptive aspects of perfectionism. In contrast, parents with high authoritarianism had children with maladaptive aspects of perfectionism (Leicester, 2007).

1.4. Importance of Fathers

Importance of fathers also appears in the studies focusing on father-absent families, i.e. due to divorce or other reasons. Related with this, Hetherington, Camara and Featherman (1983, as cited in Amato, 1994) reported that children growing up in father-absent families as scoring lower on measures of academic achievement and cognitive ability than children in intact families.

Recent research findings indicate the importance of fathers' parenting styles and authority on children's social, academic and emotional lives. For example, Roopnarine et al. (2006) found that fathers' but not mothers' parenting styles were associated with children's early academic skills and social behaviour. In addition, Harris and Howard (2005) found in their study with teenagers that fathers were perceived to be the family authority about three times more often than were mothers.

1.5. Aims and Hypotheses

The main purpose of this study is to investigate the relationship of self-esteem and perceived parental authority to two types of perfectionism and non-perfectionism in middle school aged Turkish Cypriot children in London. It will try to:

1. differentiate between adaptive, maladaptive perfectionists and non-perfectionists,
2. find whether adaptive perfectionists have higher scores on authoritative parenting of fathers than maladaptive perfectionists and non-perfectionists
3. find whether maladaptive perfectionists and non-perfectionists have higher scores on authoritarian and permissive parenting than adaptive perfectionists.
4. and find if children with adaptive perfectionism have higher self-esteem than maladaptive perfectionists and non-perfectionists.

2. METHODS

2.1. Participants

Children aged between 11 and 14 ($\bar{X} = 12.8$) were involved in the present study both in order to contribute to the literature and to have a deeper insight into the understanding of perfectionism at this age group. The total number of participants was 115. 23 participants were 11-year-olds (20%), 19 were 12-year-olds (17%), 26 were 13-year-olds (22%), and 47 were 14-year-olds (41%). The group consisted of 42 females (36.5%) and 73 males (63.5%). Finally, all children who participated in the present study were from one ethnic background; they were all Turkish Cypriots growing up in London. The reason for choosing Turkish Cypriot community in London as a sample is because the United Kingdom (UK) has attracted large numbers of Cypriots (both Greek and Turkish) at different times in history due to its colonial ties with Cyprus. Currently the largest Turkish Cypriot diaspora in the world is in the UK (Mehmet Ali, 2001). Because the Turkish complementary schools in London provide access to large numbers of young people within an educational setting, all participants were chosen from six different Turkish complementary schools in different parts of London.

2.2. Tools

2.2.1. Perfectionism

Almost Perfect Scale – Revised (APS -R) (Slaney et al., 2001) was used to measure perfectionism. The APS-R is a 23 - item scale with three subscales: the Discrepancy subscale (Items 1-12), the High Standards subscale (Items 13-19), and the Order subscale (Items 20-23). Discrepancy subscale measures maladaptive dimensions of perfectionism. High Standards subscale and Order subscale measure adaptive perfectionism. All subscales are rated on a 7 - point Likert scale, where 1 indicates '*strongly disagree*' and 7 indicates '*strongly agree*'. Higher scores indicate greater preference for high standards, discrepancy, and order respectively.

Rice and Slaney (2002) demonstrated internal consistency alphas of High Standards subscale as .82, Order subscale as .86 and Discrepancy subscale as .87. Test – retest correlations over a 3 week period, which range from .72 to .83, suggest considerable stability (Grzegorek, et al., 2004)

For the present study, the Chronbach's alpha reliability scores of High Standards, Discrepancy subscale and Order subscale were above .70, indicating that all subscales had good reliability.

2.2.2. Self-Esteem

Rosenberg Self-Esteem Inventory (RSEI; Rosenberg, 1965) was used to assess self-esteem measures of individuals. It is one of the most widely used tools which measures self-concept as a one dimensional construct. It consists of 10 items designed to measure self-worth in a general perspective. Responses are reported ranging from *strongly agree* to *strongly disagree* on a 4-point Likert scale. Higher scores on this measure indicate positive self-esteem and perception of self-worth. Internal consistency range was reported as .86 to .93 (Goldsmith, 1986). For the present study, Chronbach's alpha reliability was .70, indicating to a good level of reliability.

2.2.3. Perceived Parental Authority

Parental Authority Questionnaire (PAQ; Buri, 1991) was used to assess parental authority of fathers from the child's point of view. This questionnaire contains 30 items and it measures three types of parental authority, namely authoritative, authoritarian, and permissive parenting (Baumrind, 1967). The scale consists of a 5-point Likert scale that ranges from *strongly disagree* (1) to *strongly agree* (5). Test – retest reliability over a two week period yielded high reliability scores (For permissiveness, $r = .77$; for authoritarianism, $r = .85$, for authoritativeness, $r = .92$; Buri, 1991). In the present study, authoritative parenting had a high reliability score ($r = .71$), whereas authoritarian parenting ($r = .64$) and permissive parenting ($r = .61$) had only moderate reliability scores.

The reliability table for Rosenberg Self-Esteem Inventory and for subscales of Almost Perfect Scale and Parental Authority Questionnaire can be found in Table 1 as follows.

2.3. Design

One-way ANOVA design was used to see whether adaptive perfectionists had higher scores on authoritative parenting than maladaptive perfectionists and non-perfectionists and to see whether maladaptive perfectionists and non-perfectionists had higher scores than adaptive perfectionists on authoritarian and permissive parenting. Similarly, one-way ANOVA design was used to see whether adaptive perfectionists had higher self-esteem scores than maladaptive perfectionists and non-perfectionists.

3. RESULTS

3.1. General Findings

3.1.1. Classification of Participants

The data collected through the Almost Perfect Scale – Revised was used to group the participants into three groups of perfectionists; adaptive, maladaptive and non-perfectionists. This grouping was carried out based on the classification method suggested by Rice and Ashby (2007). There appeared to be 16 adaptive perfectionists (13.9%), 27 maladaptive perfectionists (23.5%) and 72 non-perfectionists (62.6%) among the participants. Table 1 shows the percentages of age, gender and year level by groups of perfectionism. Univariate analysis of variance showed that there were no significant differences in the mean ages of three perfectionism groups, $F(2, 114) = 2.21, p > 0.05$.

Table 1. Percentages of age, gender and year level by groups of perfectionism

		Total Perfectionism		
		Adaptive Perfectionists	Maladaptive Perfectionists	Non-perfectionists
Year Level	6th Year	22.2%	11.1%	66.7%
	7th Year	20.0%	30.0%	50.0%
	8th Year	17.4%	8.7%	73.9%
	9th Year	7.4%	31.5%	61.1%
Age	11	17.4%	17.4%	65.2%
	12	21.1%	21.1%	57.9%
	13	19.2%	7.7%	73.1%
	14	6.4%	36.2%	57.4%
Gender	Male	16.7%	21.4%	61.9%
	Female	12.3%	24.7%	63.0%

3.1.2. Subscales of Parental Authority Questionnaire

This questionnaire was given to the participants to see how they perceived their father's authority and parenting style. A summary of means, standard deviations, maximum and minimum scores of subscales of Parental Authority Questionnaire can be found in Table 5. In total, there were 64 (55.7%) authoritative, 30 (26.1%) authoritarian and 21 (18.3%) permissive parenting styles. These results were later used to analyse and determine the nature of possible relations with other variables.

3.1.3. Rosenberg Self-Esteem Inventory

The standard deviation score of Rosenberg Self-esteem Inventory was 4.0, and the mean score was 28.49.

3.2. Main Findings

3.2.1. Perfectionism and Parental Authority Styles

As the participants were classified into one of the three perfectionism groups (adaptive, maladaptive or non-perfectionists) and as there are three types of parental authority, the means and standard deviations for each pair were compared. It appeared that adaptive, maladaptive and non-perfectionists had the highest mean scores on authoritative parenting. Moreover, after classifying each participant into one of three perfectionism types, they were identified to have authoritative, authoritarian or permissive parenting based on the scoring and classification that Buri (1991) suggested. In addition, Figure 1 represents a histogram of the percentages of perfectionists in each parenting style for easier visualization.

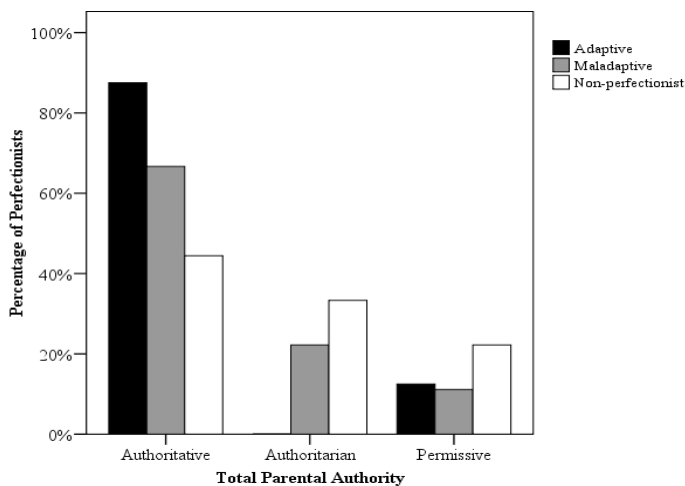


Figure 1. Histogram of percentages of perfectionists in each parenting style.

The first hypothesis was that adaptive perfectionists would have higher scores on authoritative parenting than both maladaptive and non-perfectionists. A one-way ANOVA with planned comparisons was carried out to test this hypothesis. It was found that there was no significant difference in the means of authoritative parenting scores of three perfectionism groups $F(2, 114) = 2.86, p > 0.05$. Specifically, adaptive perfectionists' scores on authoritative parenting was not significantly higher than the scores of maladaptive and non-perfectionists, $t(26, 53) = 1.4, p > 0.05$. Therefore this hypothesis was not supported. However, although it was non-significant, there was a linear trend in mean scores which shows that adaptive perfectionists did have higher scores on authoritative parenting subscale than maladaptive perfectionists and that maladaptive perfectionists had higher scores than non-perfectionists.

The second hypothesis in relation to perfectionism and perceived parental authority was that maladaptive and non-perfectionists would have higher scores on authoritarian parenting than adaptive perfectionists. This was tested by using a simple one-way ANOVA design with planned comparisons. The results of the analysis showed that there was a non-significant difference on authoritarian parenting scores of three perfectionism groups, $F(2, 114) = 3.01, p > 0.05$, although this approached to significance ($p = 0.53$). Specifically, it was found that maladaptive and non-perfectionists had significantly higher scores than adaptive perfectionists on authoritarian parenting, $t(25) = 2.72, p < 0.05$. Therefore this hypothesis was supported and based on this result, it can be claimed that maladaptive and non-perfectionists have higher scores on authoritarian parenting than adaptive perfectionists.

The third hypothesis of the study was that maladaptive and non-perfectionists would have higher scores on permissive parenting than adaptive perfectionists. For instance, one-way ANOVA analysis with planned comparisons showed that the scores of three perfectionism groups on permissive parenting did not differ significantly, $F(2, 114) = 1.10, p > 0.05$. Specifically, maladaptive and non-

perfectionists did not have significantly higher scores on permissive parenting than adaptive perfectionists, $t(22) = -1.4, p > 0.05$. Therefore, the results of this analysis showed that this hypothesis was not supported. Moreover, although this result was non-significant in terms of statistical analysis, it is worth noting that adaptive perfectionists had higher scores than both maladaptive and non-perfectionists on permissive parenting. This result was an unexpected one.

3.2.2. Perfectionism and Self-Esteem Scores

The final hypothesis of the study was that adaptive perfectionists would have higher self-esteem scores than both maladaptive and non-perfectionists. Adaptive perfectionists had the highest self-esteem scores. This was tested with a one-way ANOVA to see whether there was a significant difference in the scores of three groups of perfectionists. The analysis with planned comparisons showed that there was a significant difference in the self-esteem scores of three perfectionism groups, $F(2, 114) = 7.76, p < 0.01$. Specifically, it was found that adaptive perfectionists had significantly higher self-esteem scores than maladaptive and non-perfectionists, $t(112) = -3.84, p < 0.01$ and therefore the hypothesis was supported. Moreover, the post-hoc test (Schaffe procedure), which was carried out to see which two self-esteem scores differed significantly, revealed that adaptive perfectionists' scores were significantly higher than non-perfectionists' scores, $p < 0.005$, but it was not significantly higher than maladaptive perfectionists' self-esteem scores, $p > 0.05$. This is also shown in Figure 2 below.

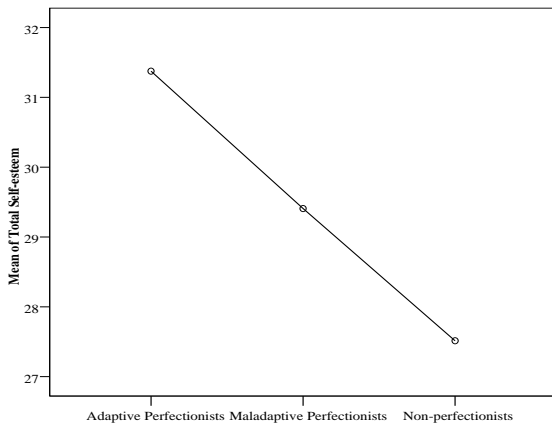


Figure 2. Plotted means of self-esteem scores of three perfectionism groups indicating to higher scores of adaptive perfectionists when compared to maladaptive and non-perfectionists.

4. DISCUSSION

Based on the previous findings in the literature, the first hypothesis of this study was that adaptive perfectionists would have significantly higher scores on authoritative parenting than maladaptive and non-perfectionists. In the present study, it is found that there is no significant difference in the scores of adaptive, maladaptive and non-perfectionists on authoritative parenting. Therefore, this hypothesis was not supported by the data collected in this study. This finding is not consistent with other studies' findings which show that adaptive perfectionism is related with authoritative parenting. For example, Flett et al. (1995) found that adaptive perfectionism is associated with the use of discipline with reason and warmth (authoritative parenting style) whereas maladaptive perfectionism is associated with restriction, over-controlling, punishment (authoritarian parenting style) and little involvement (permissive parenting styles). The findings of the present study show that children who are classified as adaptive perfectionists do not perceive their fathers to be significantly more reasonable, warm and flexible. However, the finding that there was a linear trend shows that adaptive perfectionists have higher scores than maladaptive perfectionists and that maladaptive perfectionists have higher scores than non-perfectionists on this parenting style. This suggests a possibility that with a larger sample, this hypothesis could be supported.

The second hypothesis was that maladaptive and non-perfectionists would have significantly higher scores on authoritarian parenting than adaptive perfectionists. In the present study, this hypothesis was supported and it was found that maladaptive and non-perfectionist children perceive their fathers to be significantly more authoritarian than adaptive perfectionists do. Therefore, this finding is consistent with the findings of previous literature (e.g. Kawamura et al., 2002). This suggests that maladaptive and non-perfectionist children perceive their fathers to set very strict rules for their children, value obedience and use punitive measures for discipline more than adaptive perfectionists do.

The third hypothesis was that maladaptive and non-perfectionists would have significantly higher scores on permissive parenting than adaptive perfectionists. In the present study this hypothesis was not supported and it was found that maladaptive and non-perfectionist children do not perceive their fathers to be significantly more permissive than adaptive perfectionists do. This is not consistent with the findings of previous studies. For example, Flett et al. (1995) found that maladaptive perfectionism is associated with permissive parenting more than adaptive perfectionism. It was interesting that the finding of the present study on this hypothesis was not only inconsistent with this finding but it was also contrary to it.

The final hypothesis that was tested was that adaptive perfectionists would have higher self-esteem than both maladaptive and non-perfectionists. Results of the present study strongly supported this hypothesis. This finding is consistent with the previous findings that adaptive perfectionism is positively correlated with self-esteem (Ashby & Rice, 2002; Grzegorek, et al., 2004; Rice & Slaney, 2002) and that maladaptive perfectionists have lower scores on self-esteem (Ashby & Rice, 2002; Harris et al., 2007; Slaney & Rice, 2007). In addition, these findings are consistent with what Rice et al. (2005) suggested earlier; adaptive perfectionism, which involves striving for perfection and setting high standards, enhances self-esteem. However, there is one important finding that the post-hoc test revealed: although the difference between adaptive and non-perfectionists' self-esteem scores was significant, the difference in self-esteem scores of adaptive and maladaptive perfectionists was not significant. This is important because it shows that being an adaptive or maladaptive perfectionist does not change the self-worth or self-perceptions of children in the present sample.

For some people, perfectionism is a personality trait, for others it is a factor that develops as a result of individuals' interactions. Nevertheless, the general perception of perfectionism by ordinary people is a negative one, where perfectionism is associated with unmet expectations, distress and failure due to excessive focus on detail. Yet, perfectionism is not always negative. Be it positive or negative, perfectionism has been found to be an important indicator of various other academic, social and personal issues (e.g. Grzegorek et al., 2004; Rice & Slaney, 2002; Stoeber & Rambow, 2007). In this respect, the current study focused on types of perfectionism in middle school aged children of Turkish Cypriot background and its relationship to perceived parental authority and self-esteem. The main findings of the study indicated that adaptive perfectionists have significantly higher self-esteem scores than maladaptive and non-perfectionists. In addition, although adaptive perfectionists were expected to have significantly higher scores on authoritative parenting than maladaptive and non-perfectionists, in the present study authoritative parenting was significantly higher in maladaptive and non-perfectionists than adaptive perfectionists. Although the findings on parental authority of fathers were mostly non-significant, the reliability of these findings is debatable due to the cultural factors. The fact that the sample was from one cultural background makes the findings less generalizable and influences the reliability of questionnaires used.

5. LIMITATIONS AND SUGGESTIONS

The strength and weakness of the study is that it looked at only the children's perceptions of their fathers' authorities. In general, studies looking at children's development or perceptions focus on their mothers rather than their fathers. In this respect, focusing on fathers is the strength of this study because it makes the study original. However, there is the fact that the findings cannot be generalized to mothers or female caregivers and this limitation creates a weakness for the present study. On the other hand, as mentioned before, because the sample consisted of only Turkish Cypriot children living

in London, and because these children were from 6 different schools in London, the sample is highly representative of the population of middle school aged Turkish Cypriot children living in London. Thus, it adds to the strength of the study.

With respect to specific findings, a few further comments are worth mentioning at this point. There are a few reasons for why there was no significant difference in the perceived parenting styles of three groups of perfectionists. The first reason is that parental authority was measured by using Perceived Parental Authority Questionnaire (Buri, 1991). This questionnaire is particularly designed to measure children's perceptions of their fathers' or mothers' authorities. Although it is very important to look at the issue from children's perspectives, these findings may not reflect the reality. In other words, although a child may perceive his/her father's authority as highly authoritarian, in reality this may not be the case and the child may be exaggerating or undermining some aspects of his/her father's parenting.

Another interpretation for no significant difference in the perceived parenting styles of three groups of perfectionists may be related to the moderate reliability of subscales of Perceived Parental Authority Questionnaire in the present study. Although this questionnaire is very widely used, some studies indicated that it ignored cultural differences in parenting styles. For example, Dornbusch et al (1987) reported that authoritative parenting is positively associated with school grades of Latino adolescents but not of Asian American and African American adolescents. When Baumrind (1971) developed his parenting styles for this questionnaire, the sample consisted of white, middle-class and two parent families. Therefore, the cultural origin of children in the study, i.e. Turkish Cypriots living in the U.K., may have contributed to the moderate reliability scores for the subscales. It can also be the reason for why parenting styles, except for authoritarian parenting, did not appear to be significantly different in adaptive, maladaptive and non-perfectionists.

To provide basis for comparison, future research should focus on children from other cultural groups. Such studies may also allow for further interpretations in terms of reliability of the questionnaires used in the present study as well as explanations of how perfectionism develops in children from other cultures. Finally, in future studies, it may be useful to include data related to levels of academic achievements of the participants as an indication of how their perfectionism is reflected on their academic achievements. Such data may allow for further interpretations of the relationship between types of perfectionism, academic achievement, parenting styles and self-esteem.

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Geniş Özet

Alfred Adler gibi bazı önemli kişilik kuramcıları mükemmeliyetçiliğin ve daha iyiye ulaşmak için çaba göstermenin olumlu kişilik gelişimi için gerekli ve önemli olduğunu vurgulamıştır. Hamachek (1978) ise mükemmeliyetçiliğin iki boyutu olduğunu belirlemiştir. Bunlar nörotik ve normal mükemmeliyetçiliktir. Bu açıklamaya göre, normal mükemmeliyetçiliğe sahip olan kişiler kendilerine yüksek standartlar belirler ve bu amaçlarına ulaşmak için yüksek motivasyona sahiptirler. Ayrıca bu kişiler sınırlılıkları olduğunu bilirler ve bunların farkındadırlar. Öte yandan nörotik mükemmeliyetçi kişiler ise her durumda kendilerine yüksek standartlar belirler ve performanslarından pek memnun olmazlar. Mükemmeliyetçilik Hamachek tarafından tanımlanan bu iki mükemmeliyetçilik boyutu ile benzer olarak farklı şekillerde de tanımlanmıştır. Genel olarak bu terimler iki başlık altında toplanır ve bu çalışmada da kullanılan kavramlar olumlu ve olumsuz mükemmeliyetçilik kavramlarıdır (Stumpf & Parker, 2000).

Olumlu mükemmeliyetçiliğin farklı değişkenlerle yapılan çalışmalar sonucunda olumlu sonuçlarla ilişkili olduğu, buna karşılık olumsuz mükemmeliyetçiliğin de olumsuz davranışsal sonuçlarla ilişkili olduğu bulunmuştur. Ayrıca yapılan çalışmalar göstermektedir ki, olumlu mükemmeliyetçilik demokratik ebeveyn stili ile daha çok ilişkili iken, olumsuz mükemmeliyetçilik

ihmkar ve otoriter ebeveyn stili ile daha çok ilişkilidir. Son olarak, yapılan araştırmalara göre olumlu mükemmeliyetçilik daha yüksek benlik saygısı ile ilişkili iken olumsuz mükemmeliyetçilik daha düşük benlik saygısı ile ilişkilidir.

Baumrind'e göre ebeveyn otoritesi üç boyutta incelenmektedir. Bunlar; demokratik ebeveyn stili, otoriter ebeveyn stili ve ihmalkar ebeveyn stildir. Literatürde yapılan çalışmalara göre olumlu mükemmeliyetçiliğe sahip kişilerin aileleri demokratik ebeveyn, olumsuz mükemmeliyetçiliğe sahip kişilerin ebeveynleri ise ihmalkar ve otoriter ebeveyn stiline sahiptir.

Bu çalışmanın amacı İngiltere'de yaşayan ortaokul yaşındaki Kıbrıslı Türk çocukların ebeveyn (sadece baba) otoritesini algılama ve benlik saygısı ile iki çeşit mükemmeliyetçilikle (olumlu ve olumsuz) ve mükemmeliyetçi olmayanlar arasındaki ilişkiyi araştırmaktır. Buna göre araştırmanın hipotezleri şöyledir;

1. olumlu, olumsuz mükemmeliyetçilik ve mükemmeliyetçi olmayan kişilerin ortaya çıkacağı,
2. olumlu mükemmeliyetçiliğe sahip kişilerin olumsuz mükemmeliyetçiliğe sahip kişilere göre demokratik ebeveyn stiline daha yüksek puanlarının olacağı
3. olumsuz mükemmeliyetçiliğin ve mükemmeliyetçi olmayan kişilerin otoriter ve ihmalkar ebeveyn stiline olumlu mükemmeliyetçiliğe göre daha yüksek puanlarının olacağı
4. ve olumlu mükemmeliyetçiliğe sahip kişilerin olumsuz mükemmeliyetçilere göre daha yüksek benlik saygısı puanları olacağıdır.

Çalışmaya 11-14 yaşları arasında olan toplam 115 öğrenci katılmıştır. Tüm katılımcılar İngiltere'de yaşayan Kıbrıslı Türk çocuklardan oluşmaktadır. Katılımcıların yaş ortalamaları 12.8'dir. Tüm katılımcılara Yaklaşık Mükemmeliyetçilik Ölçeği – Yenilenmiş, Algılanan Ebeveyn Otorite Ölçeği ve Rosenberg Benlik Saygısı Ölçeği uygulanmıştır. Kişisel bilgi formunda katılımcıların yaş, cinsiyet ve sınıf bilgileri alınmıştır. Sonuçlara göre bu değişkenler ile olumlu / olumsuz mükemmeliyetçilik ve mükemmeliyetçi olmayan grup arasında anlamlı bir ilişkili bulunmamıştır $F(2, 114) = 2.21, p > 0.05$.

Benlik saygısı ve ebeveyn otorite puanlarının olumlu, olumsuz ve mükemmeliyetçi olmayan gruplarla ilişkisini ölçmek için tek yönlü ANOVA modeli kullanılmıştır. Algılanan Ebeveyn Otorite Ölçeğinin güvenilirlik dereceleri demokratik ebeveyn için yüksek ($r = .71$) otoriter ebeveyn ($r = .64$) ve ihmalkar ebeveyn için ($r = .61$) orta derecede çıkmıştır. Olumlu mükemmeliyetçi grubun demokratik aile grubundaki puanlarının olumsuz ve mükemmeliyetçi olmayan gruba göre anlamlı farklılık göstermesi beklenirken, bu ebeveyn stiline mükemmeliyetçilik grupları bakımından anlamlı bir farklılık bulunmamıştır $F(2, 114) = 2.86, p > 0.05$. Buna ek olarak, olumsuz mükemmeliyetçi ve mükemmeliyetçi olmayan grubun izin verici aile puanları olumlu mükemmeliyetçi grubun puanlarına göre daha yüksek bulunmamıştır $F(2, 114) = 3.01, p > 0.05$. Fakat, olumsuz mükemmeliyetçilik ve mükemmeliyetçi olmayan grup otoriter ebeveyn stili bakımından olumlu mükemmeliyetçiliğe göre anlamlı olarak daha farklı bulunmuştur $t(25) = 2.72, p < 0.05$. Yapılan analizlere göre, mükemmeliyetçilik gruplarının benlik saygısı puanları arasında anlamlı bir farklılık bulunmaktadır $F(2, 114) = 7.76, p < 0.01$. Buna göre, benlik saygısı puanları olumlu mükemmeliyetçilik grubunda olan kişilerin olumsuz mükemmeliyetçi olan ve mükemmeliyetçi olmayan gruba göre anlamlı olarak daha yüksektir $t(112) = -3.84, p < 0.01$.

Bu çalışmada kültürel farklılıkların önemi öne çıkmış, kullanılan yaklaşık mükemmeliyetçilik ölçeği - yenilenmiş ile rosenberg benlik saygısı ölçeklerinin farklı kültürlerde kullanımına yönelik güvenilir olduğu ortaya koyulurken algılanan ebeveyn otoritesi ölçeğinin kültürel farklılıklarda güvenilirliği tartışılmıştır.

Sonuçlara bakıldığı zaman, algılanan ebeveyn otoritesindeki beklenen farklılıkların çıkmamış olması çalışmanın farklı bir kültürde yapılmış olmasından kaynaklandığı tartışılabilir. Bunun nedeni ise algılanan ebeveyn otoritesi ölçeğinden çıkan orta derecede güvenilirlik sonuçları olabilir. Ayrıca, yapılan çalışmanın örnekleme daha da genişletilirse yakın farklılık bulunan değişkenlerde anlamlı bir farklılık bulunabileceği de tartışılmıştır.

Mükemmeliyetçiliğin olumlu boyutu ile yüksek benlik saygısının anlamlı derecede ilişkili bulunmuş olması ise literatürde yapılmış olan çalışmalarla istikrarlı sonuçlar vermiştir. Buna göre

olumsuz mükemmeliyetçiliğe sahip kişiler ve mükemmeliyetçi olmayan kişiler anlamlı derecede daha düşük benlik saygısına sahiptirler.

Araştırmanın sınırlılıklarından bir tanesi farklı kültürlere genellenememesidir. Araştırma örnekleminde sadece İngiltere’de yaşayan Kıbrıslı Türk çocuklar olduğundan dolayı farklı örneklemelere genellenemez. Ayrıca bu araştırma sonuçları sadece 11-14 yaş grubu çocuklar için geçerlidir. Son olarak ise çocukların algılanan ebeveyn otoritesi sadece babaları göz önünde bulundurularak belirlenmiştir. Bir diğer deyişle, araştırma sonuçları çocukların annelerinin otoritesini algılamaları boyutunda değerlendirilemez ve bu alanda genellemeler yapılamaz.