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Predicting the students' perfectionism from their parents' perfectionism

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Abstract

The aim of this study is to predict the perfectionism level of secondary school students from their parents' perfectionism. This study was performed with 408 parents and 591 students. FMPS, adapted to Turkish by Özbay and Mısırlı-Taşdemir, was used. According to the analyses; it was seen that there is a meaningful effect while predicting the scores of female students in Organization, Doubts About Actions, Parental Expectations and Parental Criticisms subscales of FMPS; scores of parents and mothers on its own. It was seen that there is a meaningful effect while predicting the male students' scores only in Parental Expectation subscale; scores of parents and mothers on its own.
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Keywords: Perfectionism; FMPS (Frost Multidimentional Perfectionism Scale); secondary school students; level of perfectionism; parents' perfectionism-.

1. Introduction

When the studies about perfectionism are taken into account in literature, Hollander (1965), Burns (1980), Patch (1984) and Frost, Marten, Lahart and Rosenblate (1990) explained that perfectionism as setting goals that are out of range and as a structure in which it causes the person to experience negative feelings as a consequence. Likewise, according to the Cognitive Therapy introduced by Beck (1979), it was mentioned that "cognitive distortions" are related with perfectionist mind. Bandura, establisher of Social Learning Theory, argued that learning occurs in a social environment and most important learning experience of children happens by observing others' behaviors. At this point, reinforcements and praises that the parents give might be effective in the development of perfectionism, together with imitations of parents by children. When the studies were taken into account, Parker (1997) with Frost, Lahart and Rosenblate (1991) have found that points of mother and father scored together predicted the points that children scored about 10% and points that female children scored by mothers and points that male children scored in common were explained by fathers. Besides Soenens, Vansteenkiste, Luyten and Duriez (2005) with Vieth and Trull (1999) put forth that by scaling up the perfectionism of parents, perfectionism of children also scaled up nevertheless Enns, Cox and Clara (2002) with Flett, Hewitt and Singer (1995) put forth that there is no relationship

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such like this. In the light of the points mentioned above the aim of this study is determined as predicting the perfectionism level of secondary education students from their parents' perfectionism.

2. Method

2.1. Study Group

The study group of the research is composed of the 9th and 10th class students continuing to secondary education in Science High School, Ayrancı Anatolia High School, Balgat Anatolia Technical, Anatolia Vocational, Technical and Industrial Vocational High Schools and Balgat Aliye Yahşi Anatolia Female Vocational and Female Vocational Schools in 2007-2008 Academic year in Ankara and their parents. The study group includes 591 students, 271 females and 320 males, and their 408 parents, 209 mothers and 199 fathers.

2.2. .Data Collection Instrument

2.2.1. Multidimensional Perfectionism Scale

Frost Multidimensional Perfectionism Scale (FMPS) developed by Frost and his friends (1990) is a 5 point likert scale with 35 items. Adoption of the scale to Turkish was carried out by Özbay and Mısırlı-Taşdemir (2003). It was explained that the factors interpreted and named as Concern over Mistakes", "Personal Standards", "Parental Expectations", "Parental Criticism", "Doubts about Actions", "Organization" accounted for %47.8 of the total variance. Reliability of the test was provided via the method of internal consistency between items and it was found that alpha values/measurements varied between .63 and .87 for general and subtests. Cronbach reliability co-efficient was found as .83 (Özbay and Mısırlı-Taşdemir, 2003).

2.3. Process

While predicting the perfectionism points that students scored from the perfectionism points that their parents scored, Multiple Regression Analysis was used. Statistical analyses of the data collected were made via SPSS 17.0 and margin of error was accepted as .05.

3. Results (Findings)

For the purpose of predicting the perfectionism scale's subscale points that female and male students scored from the subscale points that their mother and father scored, multiple regression analysis was performed and results of analysis were showed in Table 1,2,3,4,5 and 6.

Table 1. Predicting the Organization subscale scores of students from scores of their mother and father

		B	**Std.Error**	**ß**	**t**	**p**	**ZeroOrder**	**Partial**
Female Student	CONSTANT	12.31	5.31		2.32	.02		
	Organization-Father	-.02	.16	-.02	-.15	.88	.07	-.02
	Organization-Mother	.48	.18	.29	2.69	.01	.29	.28
	R= .29 R^2 = .08		$F_{(2,85)}$ = 3.87	p= .03				
Male Student	CONSTANT	21.49	3.60		5.96	.00		
	Organization-Father	.23	.15	.20	1.55	.13	.14	.17
	Organization-Mother	-.11	.14	-.11	-.84	.40	-.01	-.09
	R= .17 R^2 = .03		$F_{(2,80)}$ = 1.20	p= .31				

In Table 1, when the points from Organization subscale were taken into account, it is seen that from the predicting variables namely points that mother and father scored have a meaningful relationship with points that female students scored (R=.29, p<0.5). These predicting variables explain 8% of the total variance of the points that students scored. Besides while predicting the points that female students scored, there is no meaningful effect of the points that fathers scored (ß= -.02; t= -.15; p= .88) on its own as for the points that mothers scored (ß= .29; t= 2.69; p= .01) have an effect on its own. When the correlation coefficients were taken into account, between zero-order correlation points that mothers with female students scored (r=.29) and partial correlation points (r=.28) it has been found that there is a medium level positive relationship. Furthermore it is seen that no meaningful relation existed in predicting variables namely between points that mother and father scored with points that male students scored (R=.17, p>0.5). While predicting the points that male students scored it was seen that neither points of fathers scored (ß= .20; t= 1.55; p= .13) on its own nor points that mothers scored (ß= -.11; t= -.84; p= .40) on its own have meaningful effect.

Table 2. Predicting the Doubts About Actions subscale scores of students from scores of their mother and father

		B	Std.Error	ß	t	p	ZeroOrder	Partial
Female Student	CONSTANT	10.43	1.29		8.11	.00		
	Doubts About Action-Father	-.07	.12	-.08	-.62	.54	.21	-.06
	Doubts About Action-Mother	.36	.10	.44	3.51	.00	.39	.34
	R= .39 R^2 = .15 $F_{(2,97)}$ = 8.76 p= .00							
Male Student	CONSTANT	13.41	.85		15.76	.00		
	Doubts About Action-Father	.04	.09	.07	.42	.67	.17	.04
	Doubts About Action-Mother	.07	.10	.12	.68	.50	.18	.07
	R= .19 R^2 = .04 $F_{(2,96)}$ = 1.73 p= .18							

In Table 2, when the points from Doubts About Actions subscale were taken into account, it is seen that from the predicting variables namely points that mother and father scored have a meaningful relationship with points that female students scored (R=.39, p<0.5). These predicting variables explain 15% of the total variance of points that female students scored. While predicting the points that female students scored, there is no meaningful effect of the points that fathers scored (ß= -.08; t= -.62; p= .54) on its own as for the points that mothers scored (ß= .44; t= 3.51; p= .00) have a meaningful effect on its own. When the correlation coefficients were taken into account, between zero-order correlation points (r=39) that mothers with female students scored and partial correlation points (r=.34) it has been found that there is a medium level positive relationship. Besides it is seen that no meaningful relationship existed in predicting variables namely between points that mother and father scored with points that male students scored (R=.19, p>0.5). While predicting the points that male students scored it was seen that neither points that fathers scored (ß= .07; t= .42; p= .67) on its own nor the points that mothers scored (ß= .12; t= .68; p= .50) on its own have meaningful effect.

Table 3. Predicting the Parental Expectation subscale scores of students from scores of their mother and father

		B	Std.Error	ß	t	p	ZeroOrder	Partial
Female Student	CONSTANT	11.05	1.81		6.11	.00		
	Parental Expectation-Father	.19	.12	.20	1.60	.11	.30	.17
	Parental Expectation-Mother	.16	.10	.19	1.58	.12	.30	.17
	R= .34 R^2 = .12 $F_{(2,85)}$ = 5.65 p= .01							
Male Student	CONSTANT	10.71	2.08		5.16	.00		
	Parental Expectation-Father	.14	.13	.13	1.12	.27	.28	.12
	Parental Expectation-Mother	.28	.12	.29	2.40	.02	.35	.26
	R= .37 R^2 = .14 $F_{(2,80)}$ = 6.42 p= .00							

In Table 3, when the points from Parental Expectations subscale were taken into account, it is seen that from the predicting variables namely points that mother and father scored have a meaningful relationship with points

that female students scored (R=.34, p<0.5). These predicting variables explain 12% of the total variance of points that female students scored. While predicting the points that female students scored, there is no meaningful effect of points that both fathers scored (ß= .20; t= 1.60; p= .11) on its own and that mothers scored (ß= .19; t= 1.58 ; p= .12) on its own. When the correlation coefficients were taken into account, in zero-order correlation points that female students with fathers scored (r=.30) and that mothers scored (r=.30) it has been found that there is a medium level positive relationship. Besides it is seen that there is a meaningful relationship in predicting variables namely between points that mother and father scored with points that male students scored (R=.37, p<0.5). These predicting variables explain 14% of the total variance of points that male students scored. While predicting the points that male students scored it was seen that points that fathers scored (ß= .13; t= 1.12; p= .27) have no meaningful effect on its own. As for the points that mothers scored (ß= .29; t= 2.40; p= .02) it was seen that there is a meaningful effect on its own. When the correlation coefficients were taken into account, between the zero-order correlation points that male students scored with that fathers scored (r=.28) and that mothers scored (r=.35) it was found that there is a medium level positive relationship.

Table 4. Predicting the Parental Critisim subscale scores of students from scores of their mother and father

		B	Std.Error	ß	t	p	ZeroOrder	Partial
Female Student	CONSTANT	6.02	1.25		4.83	.00		
	Parental Critisim- Father	.09	.11	.10	.82	.41	.21	.09
	Parental Critisim- Mother	.22	.13	.21	1.75	.08	.26	.19
	R= .29 R^2 = .08	$F_{(2,85)}$ = 3.56 p= .03						
Male Student	CONSTANT	7.28	1.16		6.26	.00		
	Parental Critisim- Father	.12	.08	.16	1.47	.15	.20	.16
	Parental Critisim- Mother	.14	.09	.17	1.54	.13	.21	.17
	R= .26 R^2 = .07	$F_{(2,80)}$ = 2.93 p= .06						

In Table 4 , when the points from Parental Critism subscale were taken into account, it is seen that from the predicting variables namely points that mother and father scored have a meaningful relationship with points that female students scored (R=.29, p<0.5). These predicting variables explain 8% of the total variance of points that female students scored. While predicting the points that female students scored, there is no meaningful effect of points that both fathers scored (ß= .10; t= .82; p= .41) on its own and that mothers scored (ß= .21; t= 1.75; p= .08) on its own. Besides it is seen that no meaningful relation existed in predicting variables namely between points that mother and father scored with points that male students scored (R=.26, p>0.5) While predicting the points that male students scored it was seen that neither points that fathers scored (ß= .16; t= 1.47; p= .15) on its own nor points that mothers scored (ß= .17; t= 1.54; p= .13) on its own have meaningful effect.

Table 5. Predicting the Concern Over Mistakes subscale scores of students from scores of their mother and father

		B	Std.Error	ß	t	p	ZeroOrder	Partial
Female Student	CONSTANT	18.03	3.01		6.00	.00		
	Concern Over Mistakes-Father	.16	.16	.15	.98	.33	.23	.11
	Concern Over Mistakes-Mother	.12	.17	.11	.71	.48	.22	.08
	R= .24 R^2 = .06	$F_{(2,85)}$ = 2.63 p= .08						
Male Student	CONSTANT	22.26	2.36		9.46	.00		
	Concern Over Mistakes-Father	.12	.13	.15	.88	.38	.17	.10
	Concern Over Mistakes-Mother	.03	.14	.04	.20	.84	.15	.02
	R= .18 R^2 = .03	$F_{(2,80)}$ = 1.31 p= .28						

In Table 5, when the points from Concern Over Mistakes subscale were taken into account, it is seen that from the predicting variables namely points that mother and father scored have no meaningful relationship with points that female students scored (R=.24, p>0.5). While predicting the points that female students scored, it was seen that there is no meaningful effect of points that both fathers scored (ß= .15; t= .98; p= .33) on its own and that mothers scored (ß= .11; t= .71 ; p= .48) on its own. Besides, it is seen that no meaningful relationship existed in predicting variables namely between points that mother and father scored with points that male students scored

(R=.18, p>0.5). While predicting the points that male students scored it was seen that neither points that fathers scored (ß= .15; t= 1.88; p= .38) on its own nor points that mothers scored (ß= .04; t= .20; p= .84) on its own have meaningful effect.

Table 6. Predicting the Personal Standards subscale scores of students from scores of their mother and father

		B	Std.Error	ß	t	p	ZeroOrder	Partial
Female Student	CONSTANT	16.03	2.24		7.16	.00		
	Personal Standarts- Father	.06	.11	.07	.59	.56	.15	.06
	Personal Standarts- Mother	.14	.10	.17	1.39	.17	.20	.15
	R= .21 R^2 = .05	$F_{(2,80)}$ = 1.98	p= .14					
Male Student	CONSTANT	15.95	2.50		6.39	.00		
	Personal Standarts- Father	.19	.11	.21	1.72	.09	.22	.19
	Personal Standarts- Mother	.03	.11	.03	.23	.78	.12	.03
	R= .22 R^2 = .05	$F_{(2,85)}$ = 2.06	p= .14					

In Table 6, when the points from Personal Standards subscale were taken into account, it is seen that from the predicting variables namely points that mother and father scored have no meaningful relation with points that female students scored (R=.21, p>0.5). While predicting the points that female students scored, it was seen that there is no meaningful effect of points that both fathers scored (ß= .07; t= .59; p= .56) on its own and that mothers scored (ß= .17; t= 1.39 ; p= .17) on its own. Besides it is seen that no meaningful relationship existed in predicting variables namely between points that mother and father scored with points that male students scored (R=.22, p>0.5) While predicting the points that male students scored it was seen that neither points that fathers scored (ß= .21; t= 1.72; p= .09) on its own nor that mothers scored (ß= .03; t= .23; p= .78) on its own have meaningful effect.

4. Discussion

In this study, while predicting the points that female students scored it was seen that there is a meaningful effect of the scores on Organization, Doubts About Actions, Parental Expectations and Parental Criticism subscales; points that mother and father scored together and points that mother scored on its own have meaningful effect. These results are similar with the studies of Parker (1997) and Frost and his friends (1991). In these subscales, except Parental Criticism, it has been found that there is a medium level meaningful and positive relationship between points that females scored and that mothers scored. While these results are similar with the studies of Soenens and his friends (2005) with Vieth and Trull (1999) they are contradictory with the studies of Enns and his friends (2002) with Flett and his Friends (1995). Besides, while predicting the points that male students scored it has been found that there is a meaningful relationship on only Parental Expectations subscale scores; points that mother and father scored together and points that mothers scored on its own have meaningful effect.These results are similar with the studies of Parker (1997) with Frost and his friends (1991). Furthermore it has been found that there is a medium level meaningful and positive relationship between the points that male students' mothers and fathers scored. While these results are similar with the studies of Soenens and his friends (2005) with Vieth and Trull, they are contradictory with the studies of Enns and his friends (2002) with Flett and his friends (1995). It has been found that there is no meaningful effect of points that mother and father scored together and that on their own while predicting the points that either female or male students scored from the Concern Over Mistakes and Personal Standards subscales.These results are not similar with the studies of Parker (1997) with Frost and his friends (1991).

Bandura argues that learning is shaped in a social environment and the most important learning experiences come out by observing others' behaviors (Altıntaş and Gültekin, 2005, p.289). In the light of these facts, it can be interpreted that trying to do the best of everything, to be faultless with a perfectionist attitude and that such situations are consolidated in the house are effective in child's observation and imitation of such situations. It might be said that the attitudes of parents towards the children and the children's imitation of their parents as a model. The positive relationship between female children and their mothers can be explained by the fact, just like Yavuzer (1998) pointed out, that female childrens imitate their mothers more than their fathers. Besides the fact that male students' high scores on "parental expectations" can be explained by the facts, as Cırcır (2006) put forth too, that in

our community boys have more responsiblities than girls and expectations from boys are higher than the girls about finding job, earning a living and fulfilling the necessities of their families.

5. Conclusion and Recommendation

According to the study; it was seen that there is a meaningful effect while predicting the scores of female students in Organization, Doubts About Actions, Parental Expectations and Parental Criticisms subscales of FMPS; scores of parents and mothers on its own. It was seen that there is a meaningful effect while predicting the male students' scores only in Parental Expectation subscale; scores of parents and mothers on its own. These results obtained from the study can be shared with families in educational seminars. By this way, it might be provided that parents realize that these characteristics of themselves reflected over their children. At this point, parents can be helped for recognizing themselves better, for being better model and for how to communicate better with their children.The only limitation of the study is that the research was carried out on the 9th and 10th class students continuing to secondary education in Science High School, Anatolia High School, Anatolia Technical, Anatolia Vocational, Technical and Industrial Vocational High Schools and Anatolia Female Vocational and Female Vocational Schools and their parents in Ankara. The research can be carried out in more different high school types (General High School, Social Sciences High School and Fine Arts School) and in different cities. By this way, generalizability of the information derived from the study can be elevated. And also this research can be studied with other groups such as primary and university students. For example, with a study on primary school students, it can be determined whether the correlation between the perfectionism levels of students and their parents starts at earlier ages. Moreover, it can also be explained whether this relationship between students and their parents continues over the time with a study on university students.

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