

SZEGEDI TUDOMÁNYEGYETEM  
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THE BACKGROUND AND IMPLICATIONS OF PERFECTIONISM IN EDUCATION

The purpose of the present dissertation was to investigate the impact of perfectionism on the daily school lives of students in Hungary. We examined the relationship between perfectionism and self-regulated learning, social self-esteem, well-being, self-handicapping, parenting styles, and parents' perfectionism. We conducted three assessments in total, with two pilot studies and a large-scale assessment. The first two pilot studies' aim was to adapt the questionnaires needed for our more comprehensive study. The pilot study chapters provide a detailed description of the adaptation process, the statistical basis for our decision-making process, and the psychometric properties of the questionnaires. The instruments we adapted to Hungarian were the Big Three Perfectionism Scale, the Social Self-Esteem Scale, the Parental Authority Questionnaire, the Perfectionistic Self-Presentation Scale-Jr., and the Academic Self Handicapping Scale. 497 students filled out our questionnaires, with a balanced gender ratio of 260 girls and 235 boys. Most of them were between the age of 15 and 17. For our large-scale assessment, we employed the adapted instruments along with measures of self-regulated learning, well-being, and various background questions. Common characteristics emerged across the dimensions of perfectionism. Perfectionists were all desperate for others' approval and were all driven by performance motives. Self-critical perfectionism was identified as the most detrimental dimension, displaying significant connections with self-handicapping, anxiety, procrastination, and negative self-efficacy. In terms of parenting's influence on perfectionism, the authoritarian parenting style emerged as the most significant predictor of students' perfectionism. Parents should set up conditions where their kids can succeed, and compliment them for their efforts, so that they are protected against the potentially harmful effects of perfectionism.

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