



Multi-dimensional Perfectionism Among Public Elementary School Teachers

Locynth S. Legarde¹, Renante A. Egcas²

¹School Principal II, Cadiz Viejo Elementary School SDO-Cadiz, Philippines

²President, State University of Northern Negros, Philippines

Corresponding Email: locynth.legarde@deped.gov.ph

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ABSTRACT

This descriptive research aimed to determine the level of multi-dimensional perfectionism among 135 public elementary school teachers in District VI, Division of Cadiz City. Using total enumeration, the study employed a modified Multidimensional Perfectionism Scale (MPS) that achieved high content validity (mean = 4.67) and high reliability (Cronbach's alpha = 0.950). Data analysis was conducted using frequency, percentage, mean, standard deviation, t-test for independent means, and Analysis of Variance (ANOVA). The findings revealed that the level of multi-dimensional perfectionism among teachers, as a whole and across the three dimensions (self-oriented, other-oriented, and socially prescribed), is high. Inferential statistics indicated a significant difference ($p < .05$) in perfectionism levels when grouped by sex, with female teachers exhibiting significantly higher self-oriented perfectionism than males. Significant differences were also found regarding age and teaching experience, as older and more experienced teachers demonstrated higher self-standards and greater adherence to socially prescribed norms compared to their younger counterparts. On the other hand, variables such as civil status and highest educational attainment showed no significant differences in perfectionism levels. The practical implications of this study suggest that while high perfectionism can foster dedication and productivity, its prevalence requires institutional support to mitigate potential burnout. It is recommended that the Department of Education incorporate specialized topics on managing workplace perfectionism into In-Service Training (INSET). These programs should feature reflective sessions led by licensed Guidance Professionals to help educators balance high standards with psychological well-being. Furthermore, the Teacher Induction Program (TIP) should be strengthened to support newly-hired teachers in navigating these internal and external expectations effectively.

Keywords: Cadiz District, Descriptive Research, Multi-dimensional Perfectionism, Public Elementary School Teachers, Teacher Induction Program

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INTRODUCTION

Perfectionism is a complex, multi-dimensional personality disposition characterized by striving for flawlessness and setting exceedingly high standards of performance, accompanied by overly critical evaluations of one's behavior (Stoeber, 2017). Globally, it is often viewed as a set of self-defeating thoughts and behaviors focused on reaching excessively high and unrealistic goals, even in areas where high performance is not critical. Perfectionists frequently engage in overly critical self-evaluations, overgeneralizing failure while ignoring success, and measuring their entire self-worth through the lens of productivity and accomplishment (Brophy, 2005).

In the school setting, a high degree of perfectionism is often expected from teachers as they manage themselves, interact with others, and navigate socially prescribed contexts. Teachers serve as the epitome of values and culture within the school system; consequently, their behavior in the classroom, the school, and the community is often expected to be handled with near perfection. At its most extreme, this belief manifests as a conviction that they must be perfect—without hesitation, deviation, or inconsistency—making them super-sensitive to any perceived weakness or mistake (Furman).

Despite the inherent pressure for perfection in the field of education, there remains a lack of consensus on how these traits manifest specifically across different demographic variables in the teaching workforce. While perfectionism is widely discussed in psychology, there is limited empirical evidence specifically mapping the multi-dimensional nature of these traits—self-oriented, other-oriented, and socially prescribed—within the public school teacher population. In the Philippines, the Department of Education (DepEd) recognizes the need for continuous professional and personal development. To address the challenges and pressures of the teaching profession, DepEd provides In-Service Training (INSET) to develop the skills and values of educators. Specifically, in the Division of Cadiz City, the implementation of D.O. 43, s. 2017, or the Teacher Induction Program (TIP), aims to support newly hired teachers through the principle of lifelong learning. These programs are designed to help teachers perform their tasks with the high standards expected of professional educators in the Filipino civil service.

On a global scale, the teaching profession is increasingly characterized by high rates of occupational burnout. The relentless pursuit of educational excellence and the expanding administrative and emotional demands placed on teachers have led to a worldwide crisis of teacher exhaustion and attrition. This burnout not only affects the individual health of educators but also compromises the quality of instruction and the stability of educational institutions.

Perfectionism plays a critical role in this stress cycle. For many educators, the "all or nothing" mentality means they do not understand the concept of "good enough." This sensitivity to imperfection turns every minor classroom deviation into a perceived failure, significantly heightening occupational stress. When self-worth is tied strictly to near-perfect productivity, the emotional weight of the profession becomes a primary driver of psychological strain. While programs like INSET and TIP exist to improve teacher efficiency, there is a significant research gap in understanding the underlying personality structures, like multi-dimensional perfectionism, that may influence how teachers respond to these professional demands in the local context. There is a need to determine if high perfectionism is a driving force for success or a precursor to stress among local educators. It is therefore in this premise that the researcher conducted an investigation to determine the level of multi-dimensional perfectionism among public elementary school teachers in District VI, Division of Cadiz City.

OBJECTIVES OF THE STUDY

The main purpose of this investigation was to determine the multi-dimensional perfectionism of public elementary school teachers in Cadiz District VI during the school year 2018-2019. Specifically, this investigation sought to answer the following:

1. What is the level of perfectionism among public elementary school teachers, both as a whole and across its three dimensions:
 - 1.1 Self-oriented perfectionism;
 - 1.2 Other-oriented perfectionism; and
 - 1.3 Socially prescribed perfectionism
2. What is the level of multi-dimensional perfectionism when the respondents are categorized according to:
 - 2.1 Sex;
 - 2.2 Age;
 - 2.3 Civil Status;
 - 2.4 Teaching Experience; and
 - 2.5 Highest Educational Attainment?
3. Is there a significant difference in the level of multi-dimensional perfectionism (as a whole and per dimension) when teachers are grouped according to the aforementioned demographic variables?



LITERATURE REVIEW

Perfectionism in Teachers

Teachers often operate as the "epitome of values," leading to high-performance standards in the classroom (Flett & Hewitt, 2012). This can manifest as "neurotic perfectionism," where a teacher's self-worth is tied entirely to their pedagogical success (Hamachek, 2008).

Teachers may adopt different styles; for instance, the **Facilitator style** is often at odds with high "Concern over Mistakes," as the former requires flexibility while the latter demands rigid control (Lowe, 2013). **Pirmohammadi (2016)** highlights that teachers' own perfectionism significantly influences their perceptions of student mental health and academic expectations.

Perfectionism in Asian and Philippine Contexts

In Asian cultures, perfectionism is frequently viewed through the lens of collective honor and social connectivity. High GPAs and academic expectations are often used as benchmarks for social value (Nounopoulos, 2013).

The Philippine Context (2020-2025): Within the Department of Education (DepEd), perfectionism is often masked as "professional dedication." Recent local research by **Bautista et al. (2024)** suggests that Filipino teachers experience high SPP due to the "culture of excellence" emphasized in programs like the **Teacher Induction Program (TIP)**. While intended to support growth, these frameworks can inadvertently pressure teachers to maintain a flawless facade to avoid social stigma or professional reprimand. This aligns with **Hewitt's (1991)** finding that SPP leads to anger and depression when these external, often unrealistic, standards are not met.

METHODOLOGY

Research Design

This study aimed to determine the level of multi-dimensional perfectionism among public elementary school teachers in the Division of Cadiz City; hence the descriptive method of research was used. According to Koh and Owen (2000), descriptive research is a study of status and is widely used in education, nutrition, epidemiology, and the behavioral sciences. Its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description. The most common descriptive research method is the survey, which includes questionnaires, personal interviews, phone surveys, and normative surveys.

Respondents of the Study

The respondents of the study were the 135 public elementary school teachers in District VI in the Division of Cadiz City. Public elementary school teachers as participants of the study were determined using total enumeration. This means that all public elementary school teachers in District VI in the Division of Cadiz city were considered as actual participants of the study because the researcher believes that their number is manageable. The respondents of the study were grouped according to sex, age, civil status, teaching experiences, and highest educational attainment.

Research Instrument

The research instrument was adopted by the researcher and was subjected to validity and reliability testing since some of the items were modified. This was subjected to Factor Analysis with the help of a statistician. According to Cosner (1998) Factor analysis is a collection of methods used to examine how underlying constructs influence the responses on a number of measured variables. It is performed by examining the pattern of correlations (or covariances) between the observed measures. Measures that are highly correlated (either positively or negatively) are likely influenced by the same factors, while those that are relatively uncorrelated are likely influenced by different factors. Appendix C shows the result of factor analysis
The final instrument after the factor analysis consisted of two main parts.

Part I. Respondents' Profile

Part I of the research instrument deals with public elementary school teachers' profile. This includes public elementary teachers name which was optional, sex, age, civil status, teaching experiences, and highest educational attainment.

Part II. Multidimensional Perfectionism Scale

The second part of the instrument a multidimensional perfectionism scale adopted from the work of Hewitt and Flett, but was modified by the researcher and was subjected to factor analysis to fit items appropriate to the three categories namely: (1) Self-oriented perfectionism, (2) Other-oriented perfectionism, and (3) Social prescribed perfectionism. Categories for self-oriented perfectionism consisted of 12 items while categories for other-oriented and socially prescribed perfectionism consisted of 8 and



10 items, respectively with five options to choose from. The options are strongly agree, agree, undecided, disagree and strongly disagree.

Validity of the Research Instrument

McMillan as cited by Laguda (2011) states that validity is a judgment of the appropriateness of a measure for the specific inferences or decisions that result from the score generated by the measure. The research instrument used in this study was subjected to content validation using experts in the field. The conduct of validity in this regard is for the second look of the expert because the questionnaire is already valid since factor analysis was conducted.

This was undertaken by presenting the research instrument to the three jurors considered experts in their field of their field of specialization. These experts went over the research instrument item-by-item and judged the suitability and appropriateness of the questions. Recommendations or suggestions for improvement were taken into consideration and was given due consideration by the researcher. In the conduct of validity, the researcher adapted the criteria developed for evaluation of the survey questionnaire set forth by Carter V. Good and Douglas V. Scates. The mean rating obtained from the three jurors was 4.67. This obtained mean showed that the research instruments were very good and are valid to a very high degree.

Reliability of the Research Instrument

The reliability of measurement is the degree of stability, trustworthiness and dependability. If a measuring device varies randomly, there will be greater error and reliability will be lower. A reliable measure is one that is consistent, that gives very similar results its time it is used (Keyton, 2001).

In the conduct of the reliability, Cronbach Alpha was used. The Cronbach Alpha is used whenever the researcher has items that are not scored simply as right or wrong (Carlson, 2004). The Cronbach Alpha formula is as follows:

$$\alpha = \frac{K \left[S_{dx^2} - \frac{(\sum S_{dxi})^2}{K} \right]}{(K-1) S_{dx^2}}$$

where:

α	=	Cronbach Alpha reliability
K	=	number of items
S_{dx^2}	=	variance of whole test
$\sum S_{dxi}^2$	=	sum of variance of all items

To use Cronbach Alpha, the research instrument was pilot tested first; the pilot testing was conducted to the dry-run respondents which are not considered as actual respondents of the study. The value obtained was 0.950 interpreted as high reliability. This means that the data gathering instrument is highly reliable.

Data Gathering Procedure

In the conduct of the study, permission from the respective authorities was asked by the researcher for the conduct of the research instrument to the target respondents. After permit was granted, the researcher reproduced sufficient copies of her questionnaires and administered it to the target respondents. After the conduct, questionnaires were retrieved and the data were tallied, tabulated, analyzed, and were interpreted according to the specific problem, and hypotheses set forth in this investigation.

Data Analysis

The following descriptive and inferential statistics were used by the researcher to answer questions proposed in this study:

For problem 1 which determined the profile of the respondents, frequency and percentage were used.

For problems 2 and 3 which determined the level of multidimensional perfectionism of public elementary teachers, mean and standard deviations were used.

Scale:

Mean	Verbal Interpretation
4.21 – 5.00	Strongly Agree
3.41 – 4.20	Agree
2.61 – 3.40	Uncertain
1.81 – 2.60	Disagree
1.00 – 1.80	Strongly Disagree

For problem 4 which determined significant differences in the level of multidimensional perfectionism of public elementary teachers t-test for independent means was used for dichotomous variable while for multivariate, ANOVA was used.



Ethics Approval Statement

The conduct of this study strictly adhered to the ethical standards for research involving human participants. Formal permission was sought and granted by the **Schools Division Superintendent of Cadiz City** and the **District Supervisor of District VI**. All research protocols were reviewed to ensure the protection of the participants' welfare. The researcher ensured that the data collection process did not disrupt the teachers' primary duties and that no harm—physical, psychological, or professional—befell the respondents. Furthermore, the study followed the provisions of the **Data Privacy Act of 2012 (RA 10173)**, ensuring that all information gathered was used solely for academic purposes.

Informed Consent Statement

Prior to the administration of the research instrument, the researcher provided a clear explanation of the study's nature, purpose, and duration to the respondents. An **Informed Consent Form** was attached to each questionnaire, which participants were required to sign. This document explicitly stated that:

- Participation was entirely voluntary.
- The respondents had the right to withdraw at any time without penalty.
- **Anonymity and Confidentiality** were guaranteed; names were optional (Part I), and all individual responses were treated with the strictest confidence through the use of aggregate data reporting.

Factor Loading Summary

To ensure that the modified Multidimensional Perfectionism Scale accurately measured the intended constructs, the instrument underwent **Factor Analysis**. This statistical process identified the underlying structure of the 30-item scale across three distinct factors. Items with a factor loading of **0.40 or higher** were retained, as they indicated a strong correlation with their respective sub-constructs:

Factor/Dimension	Number of Items	Description of Construct
Self-Oriented (SOP)	12	Internal standards and self-critical evaluative tendencies.
Other-Oriented (OOP)	8	Expectations and standards directed toward colleagues/others.
Socially Prescribed (SPP)	10	Perceived external pressure to meet unrealistic standards.

The high factor loadings and the resulting **Cronbach Alpha of 0.950** confirm that the items within each category are cohesive and represent a singular, stable dimension of perfectionism.

Sampling Justification

This study utilized Total Enumeration (also known as a Census Study) for the 135 public elementary school teachers of District VI. This sampling method was justified based on the following criteria:

1. **Manageable Population Size**
Because the total population ($N = 135$) was small and accessible, the researcher opted to include all members rather than a representative sample to eliminate sampling error.
2. **Statistical Power**
Total enumeration provides the highest level of precision and statistical power, ensuring that the findings regarding the high level of perfectionism truly reflect the district's status.
3. **Total Representation**
This approach ensures that all subgroups (by sex, age, experience, etc.) are represented in their actual proportions, providing a more robust basis for the t-test and **ANOVA** analyses.

RESULTS AND DISCUSSION

Profile of the Respondents

The first major concern of this investigation was to determine the profile of the respondent of study in terms of sex, age, civil status, teaching experience, and highest educational attainment. This is presented in Table 1.



Table 1

Respondents of the Study when Grouped According to the Selected Variables

Variables	Frequency	Percentage
Sex		
Male	24	20.8
Female	111	79.2
Total	135	100.0
Age		
Younger	66	48.9
Older	69	51.1
Mean	135	100.0
Civil Status		
Single	40	29.6
Married	95	70.4
Total	135	100.0
Teaching Experience		
Shorter	64	47.4
Longer	71	52.6
Total	135	100.0
Educational Qualification		
Bachelors Degree	33	24.4
With M.A Units	82	60.7
M.A. Degree	20	14.8
Total	135	100.0

Table 1 shows that when grouped according to sex, 24 or 20.8% of the respondents are males while 111 or 79.2% of them are females. It can be gleaned from this data that majority of the teacher respondents are female. This data reflects that teaching as a profession is female dominated.

On the other hand, when grouped according to age, the number of younger teachers as respondents of the study is almost the same as that of the older ones with the frequency of 66 or 48.9% and 69 or 51.1%. In terms of civil status, majority of the participants are married (f=95, %=70.4), while only 40 or 29.6% are single.

Considering the teaching experience of the participants, more than half of them have longer teaching experience as shown in the f=71 or 52.6%, while 64 or 47.4% have shorter teaching experience. However, in terms of educational attainment, most of the participants obtained M.A. units as reflected in the f=82 which is 60.7% of the total participants, whereas only a few have completed master's degree as depicted by the f=20 or 14.8%, while only some, that is 33 or 24.4% are bachelor's degree holders only.

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers in Terms of the Dimensions

One of the main concerns of this study was to determine the level of multi-dimensional perfectionism of public elementary school teachers in terms of self-oriented perfectionism. This is presented in Table 2.

Table 2

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers in Terms of Self-Oriented Perfectionism

Self-Oriented Perfectionism	Mean	SD	Interpre-tation
1. I feel the need to be perfect in any undertaking in my school especially in my classroom.	3.94	0.90	High
2. When I am working on my task in school, I cannot relax until it is done perfectly.	3.96	0.87	High
3. Everything that other teachers are doing in their school must be of top-notch quality.	3.70	0.86	High



4.	It is very important that I am perfect in everything I attempt especially in matters related to school and my classroom.	3.41	0.96	High
5.	I feel that people in my school is too demanding of me especially in matters related to my job as a teacher.	3.06	0.99	Average
6.	I find it easy to meet others' expectations of me as a teacher.	3.51	0.85	High
7.	It matter to me when my colleagues do not try harder in any undertakings in school.	3.43	1.00	High
8.	One of my goals as a teacher is to be perfect in my work.	3.64	1.03	High
9.	I demand perfection of myself as a teacher.	3.42	1.00	High
10.	I aim for perfection on my work as a teacher.	3.70	0.98	High
11.	It is very important that I am perfect in everything I attempt especially in matters related to school and my classroom.	3.19	1.07	Average
12.	I strive to be as perfect as I can be even in my work as a teacher.	3.64	0.96	High
Overall Mean		3.55	0.65	High

Table 2 shows that level of multi-dimensional perfectionism of public elementary school teachers in terms of self-oriented perfectionism is high ($M = 3.55$, $SD = 0.65$). On the other hand, when issues were taken individually, the level of perfectionism is also high except on issues “feeling that people in school is too demanding especially in matters related to the job as a teacher” and “importance of being perfect in everything that a teacher attempted to do especially in matters related to school and classroom” which are only average. This is supported by the obtained mean of 3.06 and 3.19 at standard deviations of 0.99 and 1.07, respectively. Result presented reflects that public elementary school teachers have high personal standards. According to Anderson (2015) perfectionists who set impossibly high standards for other people have a bit of a dark side.

They tend to be antisocial, narcissistic, and to have an aggressive sense of humor. And they don't care much about social norms or readily fit into the bigger social picture. Anderson added that “Self-oriented” perfectionists have exceedingly high personal standards, strive for perfection and expect themselves to be perfect. However, public elementary school teachers subscribe to the fact that in their respective schools people are too demanding especially in matters related to their work as a teacher. This is true because the fact that you choose to be a teacher meaning you accepted your profession and sometimes they subsume that they are human beings and they are not perfect.

Table 3

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers in Terms of Other-Oriented Perfectionism

Other-Oriented Perfectionism	Mean	SD	Interpre-tation
1. It is important to me if other teachers are successful in doing their job.	3.92	0.93	High
2. I have very high goals for myself as a teacher.	3.79	0.77	High
3. I must always be successful in my work as a teacher.	3.79	0.85	High
4. The people around me expect me to succeed at everything I do especially in managing my classroom.	3.70	0.85	High
5. The better I do in my school, the better I am expected to do much better.	3.99	0.77	High
6. I criticize colleagues for giving up too easily.	2.80	1.14	Average
7. If I ask my colleague to do something, I expect it to be done flawlessly.	3.38	0.91	Average
8. I must work to my full potential as a teacher.	4.07	0.86	High
Overall Mean	3.68	0.58	High

Table 3 reveals that level of multi-dimensional perfectionism of public elementary school teachers in terms of other-oriented perfectionism is high ($M = 3.68$, $SD = 0.58$). On the other hand, when issues were taken individually, the level of perfectionism is also high except on issues “they criticize colleagues for giving up too easily” and “asking colleague to do something, it is expected to be done flawlessly” which are only average. This is supported by the obtained mean of 2.80 and 3.38 at standard deviations of



1.14 and 0.91, respectively. This means that there is no such thing as perfection and they respected ones work as long as it is with the boundary of your profession, you don't need to be criticized.

Table 4

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers in Terms of Social Prescribed Perfectionism

Social Prescribed Perfectionism	Mean	SD	Interpre-tation
1. I set very high standards for myself as a teacher.	3.40	0.77	Average
2. I need to be the best at whatever I am doing as a teacher.	3.67	0.93	High
3. My colleagues cannot accept that I can make mistakes.	2.67	1.08	High
4. I respect people in my school.	4.39	0.96	Very High
5. I expect colleagues to excel at whatever they do.	4.05	0.88	High
6. Everything that other teachers are doing in their school must be of top-notch quality.	3.74	0.86	High
7. Anything that I do that is less than excellent will be seen as poor work by my colleagues.	3.12	0.94	Average
8. My superior and colleagues expect me to be perfect.	3.15	0.90	Average
9. I criticize my colleagues for accepting second best.	2.60	0.94	Average
10. I strive to be as perfect as I can be even in my work as a teacher.	3.93	0.91	High
Overall Mean	3.47	0.52	High

Considering social prescribed perfectionism, result disclosed that the level is high ($M = 3.47$, $SD = 0.52$). On the other hand, when issues were taken individually, the level of perfectionism is also high except on “respecting people in school” where teacher’s responses is very high. This means that respect is very important in an organization. In the context of teaching, respect to one another is an important “catch word” because without respect, the school will not work harmoniously and success in any endeavor will not be attained. Furthermore, results also reveal that they are average on issues such as: “setting very high standards for myself as a teacher”, “Anything that I do that is less than excellent will be seen as poor work by my colleagues”, “My superior and colleagues expect me to be perfect” and “I criticize my colleagues for accepting second best”. This is supported by the obtained means ranging from 2.60 to 3.40 at standard deviations ranging from 0.77 to 0.94.

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers

The second major concern of this investigation was to determine the level of the multi-dimensional perfectionism of public elementary school teachers. This is presented in Table 2.

Table 5

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when taken as a Whole

Categories	Mean	SD	Interpretation
1. Self-oriented Perfectionism	3.55	0.65	High
2. Other-oriented Perfectionism	3.68	0.58	High
3. Socially prescribed perfectionism	3.47	0.52	High
As a Whole	3.57	0.53	High

Table 5 reflects that the level of the overall perfectionism of the public school elementary teachers was high as reflected in the obtained mean of 3.57 at a standard deviation of 0.53. This result connects to that of Buyukbayraktar and Temiz (2015) and Farjami (2016) for they also found that the perfectionism of pre-school and Iranian EFL teachers, respectively, was at high level. Meanwhile, each category of the multi-dimensional perfectionism was also interpreted high with the other-oriented perfectionism obtained the highest mean of 3.68, while the socially-prescribed perfectionism obtained the lowest mean of 3.47. These results are consistent to that of Farjami (2016) in terms of socially-prescribed perfectionism but contrary in terms of the two remaining dimensions. Farjami found that Iranian EFL teachers reported moderate levels of self-oriented perfectionism and other-oriented perfectionism.

Despite these corroboration and contradiction of findings, results of the present study are interesting yet also alarming. According to Ghorbanzadeh and Rezaie (2016), perfectionism was correlated to teachers’ efficacy, which suggests that higher levels of perfectionism lead to higher efficacy of teachers. However, studies have also found that perfectionism was positively correlated



to teachers' burnout but negatively correlated to students' engagement, and it did not predict learning motivation and achievement (Buyukbayraktar and Temiz, 2015; Farjami & Ramani, 2016; Rezvani et al., 2015). Moreover, Farjami and Rahmani (2016) also found that other-oriented and socially prescribed perfectionism were both negatively and significantly associated with engagement.

Childs and Stoeber (2010) also discussed in their study the effects of high levels of multi-dimensional perfectionism to the levels of engagement and burnout of employees. They discussed that employees with higher levels of self-oriented perfectionism had lower levels of burnout and higher levels of engagement. Moreover, they stated that employees with higher levels of other-oriented perfectionism had higher levels of engagement (vigor) and lower levels of burnout (exhaustion). Also, employees with higher levels of socially prescribed perfectionism had higher levels of burnout (exhaustion, cynicism, reduced efficacy) and lower levels of engagement (vigor, dedication). Their discussion may imply that having high levels of perfectionism may have a number of negative effects to the employees, and to the teachers in this case. As concluded by Rezvani et al. (2015), perfectionism practices and behaviors employed by teachers may not pedagogically benefit learners.

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers

The third major concern of this investigation was to determine the level of the multi-dimensional perfectionism of public elementary school teachers when grouped according to sex, age, civil status, teaching experience, and highest educational attainment. This is presented in Tables 6, 7, 8, 9, and 10.

Table 6

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when Grouped According to Sex

Categories	Male			Female		
	Mean	SD	Interpre-tation	Mean	SD	Interpre-tation
1. Self-oriented Perfectionism	3.23	0.48	Average	3.60	0.67	High
2. Other-oriented Perfectionism	3.44	0.41	High	3.72	0.59	High
3. Socially prescribed perfectionism	3.29	0.61	Average	3.50	0.50	High
As a Whole	3.32	0.45	Average	3.61	0.53	High

In terms of sex, Table 6 reveals that female (M=3.61, SD=0.53) public school elementary teachers reported a higher level of perfectionism than males (M=3.32, SD=0.45). Interestingly, Buyukbayraktar and Temiz (2015) and the studies they cited (Yaoar, 2008; Circir, 2006; Hankin, Roberts & Gotlib, 1997) also found that women's perfectionism is higher than men's. Moreover, even though males and females have the same high level of other oriented perfectionism, females still have higher levels of self-oriented and socially prescribed perfectionisms than males. These results may imply that female elementary teachers are striving more than males for "flawlessness" (Flett & Hewitt, 2002 as cited by Fatma, 2017). Similarly, female teachers may have higher standards for herself that put pressure on them to be superior and flawless. Moreover, these female teachers may be more afraid than males of being negatively judged by others. However, both female and male teachers may not want to assign duties to others as they think that others will disappoint them in the likely event of failure. Both male and female teachers may highly believe that it is important for others to meet one's excessively high standards for performance and it is characterized by imposing one's own perfectionistic standards onto others. As a result, female teachers may have greater productivity, success in career, and conscientiousness but they may also have greater risk of depression and anxiety.

Table 7

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when Grouped According to Age

Categories	Younger			Older		
	Mean	SD	Interpre-tation	Mean	SD	Interpre-tation
1. Self-oriented Perfectionism	3.43	0.65	High	3.67	0.64	High
2. Other-oriented Perfectionism	3.60	0.57	High	3.76	0.59	High



3. Social prescribed perfectionism	3.35	0.51	Average	3.59	0.50	High
As a Whole	3.46	0.51	High	3.67	0.52	High

Table 7 presents that both younger (M=3.26, SD=0.51) and older (M=3.67, SD=0.52) elementary teachers have high levels of perfectionism. Contradictory to the findings of Yildizbas (2014) that there were differences in the perfectionism scores of preschool teachers according to age groups. In terms of each dimension, both younger and older elementary teachers have high levels of self-oriented and other oriented perfectionisms but older teachers have higher level of socially prescribed perfectionism than younger ones. Results in this regard may mean that both young and old teachers wanted to set excessively high standards for performance and overly critical evaluations of one’s behavior. However, older teachers may have higher expectations that others impose perfectionistic standards onto them. In line with this, it is undeniably true, especially in a public school, that younger teachers may have higher expectations to their older colleagues. As a result, these older teachers are associated with greater risk of anxiety and depression because of the expectations of their younger colleagues. While younger teachers may be proficient in ICT, they still look up for senior teachers for aspects related to the knowledge of the students and teacher’s role as an educator (Okas et al., 2014).

Table 8

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when Grouped According to Civil Status

Categories	Single			Married		
	Mean	SD	Interpre-tation	Mean	SD	Interpre-tation
1. Self-oriented Perfectionism	3.56	0.52	High	3.54	0.71	High
2. Other-oriented Perfectionism	3.70	0.53	High	3.67	0.60	High
3. Social prescribed perfectionism	3.46	0.52	High	3.48	0.52	High
As a Whole	3.58	0.46	High	3.56	0.56	High

Table 8 indicates that both single (M=3.58, SD=0.46) and married (M=3.56, SD=0.56) teachers reported a high level of perfectionism. Similarly, both single and married teachers reported the same high levels of self-oriented, other oriented, and socially prescribed perfectionisms. According to Aboalshamat et al. (2017), marital status did not significantly influence any of the three dimensions of perfectionism. Results in this regard may be interpreted to mean that both single and married teachers are strongly striving for “flawlessness” in their teaching career. Similarly, single and married teachers may have high standards for themselves, strive for these standards, tend to overly focus on their selves, and try to avoid failure. Likewise, both single and married teachers may have unrealistic expectations and standards about the abilities of others, that they may be overly evaluative of other’s performance. On the other hand, both single and married teachers may think that others have high expectations onto them and they feel they must attain these expectations.

Table 9

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when Grouped According to Teaching Experience

Categories	Shorter			Longer		
	Mean	SD	Interpre-tation	Mean	SD	Interpre-tation
1. Self-oriented Perfectionism	3.36	0.63	Average	3.73	0.63	High
2. Other-oriented Perfectionism	3.54	0.57	High	3.81	0.57	High
3. Social prescribed perfectionism	3.35	0.51	Average	3.58	0.50	High
As a Whole	3.41	0.46	High	3.71	0.51	High

Table 9 shows that teachers who have shorter (M=3.41, SD=0.46) and longer (M=3.71, SD=0.51) teaching experience have high levels of perfectionism. However, it is interesting to note that the mean score obtained by teachers with longer experience is higher than those with shorter teaching experience. According to Yildizbas (2014), there were differences in the levels of perfectionism among preschool teachers when grouped according to professional experience. Meanwhile, even though teachers with longer teaching experience have the same high level of other-oriented perfectionism with those with shorter teaching



experience, they still have higher levels of self-oriented and socially prescribed perfectionisms. These results may mean that teachers with longer experience have higher standards for themselves and that they also expect that others are looking at them as they perform their duties and responsibilities as senior teachers. These teachers are being looked up by the novice teachers. As a result, teachers with longer teaching experience are associated with greater risk of anxiety and depression. However, greater productivity, success in career, and conscientiousness are also expected from them. Studies have found that teachers learn from their younger and older colleagues. Geeraerts (2018) stressed that older teachers learned innovative teaching methods and ICT skills from younger colleagues, whereas younger teachers learned practical information, classroom management skills, self-regulation and community building from older colleagues.

Table 10

Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when Grouped According to Highest Educational Attainment

Categories	Bachelor's Degree			With M.A Units			With M.A		
	Mea n	SD	Interpre- tation	Mea n	SD	Interpre- tation	Mean	SD	Interpre- tation
1. Self-oriented Perfectionism	3.44	0.55	High	3.59	0.70	High	3.58	0.65	High
2. Other-oriented Perfectionism	3.55	0.51	High	3.71	0.60	High	3.76	0.62	High
3. Social prescribed perfectionism	3.43	0.51	High	3.44	0.53	High	3.67	0.55	High
As a Whole	3.47	0.43	High	3.58	0.55	High	3.67	0.58	High

In terms of educational attainment, Table 10 shows that the level of perfectionism of teachers who were bachelor's degree holder only (M=3.47, SD=0.43), with M.A. units (M=3.58, SD=0.55), and those with master's degree (M=3.67, SD=0.58) was high. Likewise, regardless of the educational attainment of the teachers, the levels of their self-oriented, other oriented and socially prescribed perfectionisms were high. These results are contrary to that of Macinga & Dobrita (2010) for they found that there were differences in the perfectionism levels according to the educational levels. Regardless of the educational attainment, teachers may have strived for "flawlessness" in their teaching career. These teachers might have high standards for themselves and for others. Moreover, it is interesting to note, that as teachers obtain higher educational attainment, their expectations and standards for others and their expectations of what others expect onto them also became higher. This may lead to state that as teachers gained higher educational attainment, they became more prone to anxiety and depression due to striving to meet self-standards and others' expectations.

Differences in the Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers

Another major concern of this investigation is to determine significant differences in the level of the multi-dimensional perfectionism of public elementary teachers when grouped according to sex, age, civil status, teaching experience, and educational attainment. This is presented in Tables, 11, 12, 13, 14, and 15.

Table 11

Differences in the Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when Grouped According to Sex

Categories	Sex	Mean	Sd	Df	t	p	Interpre-tation
1. Self-oriented Perfectionism	Male	3.23	0.48	133	-2.25	0.03	Significant
	Female	3.60	0.67				
2. Other-oriented Perfectionism	Male	3.44	0.41	133	-1.92	0.06	Not Significant
	Female	3.72	0.59				
3. Social prescribed perfectionism	Male	3.29	0.61	133	-1.63	0.11	Not Significant
	Female	3.50	0.50				
As a whole	Male	3.32	0.45	133	-2.17	0.03	Significant
	Female	3.61	0.53				

Table 11 reveals that when t-test was employed, a significant difference was found between the level of perfectionism of male and female teachers (t=-2.17, p=0.03). This means that female teachers' level of perfectionism was significantly higher than that of males. This result negates those of Yildizbas and Topus (2014) and Ghorbanzadeh and Rezaie (2016) but affirms the findings of Macinga and Dobrita (2010). On the other hand, considering the dimensions of perfectionism, a significant difference was found only between male and female teachers' self-oriented perfectionism (t=-2.25, p=0.03). This means that the level of female



teachers' self-oriented perfectionism was significantly higher than that of male. However, Ghosh and Roy (2017) found that gender differences exist with regard to other-oriented perfectionism, socially prescribed perfectionism and academic procrastination. Moreover, that study of Aboalshamat et al. (2017) found that none of the three types of perfectionism were significantly correlated with gender, faculty (medicine or dentistry), marital status, family income, or type of college (government or private). Female teachers are mostly perfectionist than males. They may want to do things perfectly maybe because it is their way of satisfying themselves when they work on certain things. Moreover, female teachers may have higher standards for themselves that they strive to meet. In addition, female teachers may have valued perfection more important than males do. In this regard, greater productivity, success in their career, and conscientiousness are expected of them. This might be due to the positive effects of high level of self-oriented perfectionism as determined by Childs and Stoeber (2010), that it is associated with lower levels of burnout and higher levels of engagement. This means that since females are found to have higher levels of self-oriented perfectionism, they were seen to be more vigorous and dedicated to their jobs as teachers.

Table 12

Differences in the Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when Grouped According to Age

Categories	Age	Mean	Sd	Df	T	p	Interpre-tation
1. Self-oriented Perfectionism	Younger	3.43	0.65	133	-2.12	0.04	Significant
	Older	3.67	0.64				
2. Other-oriented Perfectionism	Younger	3.60	0.57	133	-1.56	0.12	Not Significant
	Older	3.76	0.59				
3. Socially prescribed perfectionism	Younger	3.35	0.52	133	-2.76	0.01	Significant
	Older	3.59	0.50				
As a whole	Younger	3.46	0.51	133	-2.35	0.02	Significant
	Older	3.67	0.52				

Table 12 depicts that there was a significant difference between the level of perfectionism of younger and older elementary teachers ($t=-2.35, p=0.02$). This is supported by Yildizvas (2014) for he also found that the level of perfectionism among preschool teachers when grouped according to age was significantly different. Similarly, significant differences were also found in the levels of self-oriented perfectionism ($t=-2.12, p=0.04$) and socially prescribed perfectionism ($t=-2.76, p=0.01$). Older teachers are more perfectionist than younger ones. This may be attributed to their vast experience in the field as teachers. In addition, older teachers might have set higher self-standards. These teachers have thought that their younger colleagues have higher expectations onto them. Moreover, the high levels of self-oriented and socially prescribed perfectionisms among older teachers may lead them to be more dedicated to their job which may result to success, productivity and conscientiousness. According to Kuntsi (2014), a dedicated employee is strongly involved in his or her work and experiences a sense of significance, enthusiasm, inspiration, pride, and challenge. However, older teachers are also associated with greater risk of anxiety and depression which may be due to the pressure on them by their colleagues.

Table 13

Differences in the Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when Grouped According to Civil Status

Categories	Civil Status	Mean	Sd	Df	t	p	Interpre-tation
1. Self-oriented Perfectionism	Single	3.56	0.52	133	0.17	0.87	Not Significant
	Married	3.54	0.71				
2. Other-oriented Perfectionism	Single	3.70	0.53	133	0.31	0.76	Not Significant
	Married	3.67	0.60				
3. Socially prescribed perfectionism	Single	3.46	0.52	133	-0.18	0.86	Not Significant
	Married	3.48	0.52				
As a whole	Single	3.58	0.46	133	0.12	0.90	Not Significant
	Married	3.56	0.56				

Table 13 reveals that there was no significant difference in the level of perfectionism of public elementary teachers when grouped according to civil status ($t=0.17, p=0.87$). Similarly, no significant differences in the levels of self-oriented, other oriented, and socially prescribed perfectionisms of teachers when grouped according to civil status. The study of Aboalshamat et al. (2017) corroborates these results when they found that gender, faculty (medicine or dentistry), marital status, family income, or type of college (government or private) were not significantly correlated to any type of perfectionism. Results in this regard may be interpreted to mean that both single and married teachers are strongly striving for "flawlessness" in their teaching career. Likewise, both single and married teachers may have unrealistic expectations and standards about the abilities of others, that they may be



overly evaluative of other's performance. On the other hand, both single and married teachers may think that others have high expectations onto them and they feel they must attain these expectations.

Table 14

Differences in the Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when Grouped According to Teaching Experience

Categories	Teaching Experience	Mean	Sd	Df	t	p	Interpre-tation
1. Self-oriented Perfectionism	Shorter	3.35	0.63	133	-3.40	0.00	Significant
	Longer	3.73	0.63				
2. Other-oriented Perfectionism	Shorter	3.54	0.57	133	-2.78	0.01	Significant
	Longer	3.81	0.57				
3. Social prescribed perfectionism	Shorter	3.35	0.51	133	-2.67	0.01	Significant
	Longer	3.58	0.50				
As a whole	Shorter	3.41	0.51	133	-3.32	0.00	Significant
	Longer	3.71	0.51				

When grouped according to teaching experience, Table 14 depicts that there was a significant difference in the level of perfectionism of teachers who have shorter and longer teaching experience ($t=-3.32$, $p=0.00$). Moreover, significant differences were also found in the levels of self-oriented ($t=-3.40$, $p=0.00$), other-oriented ($t=-2.78$, $p=0.01$), and socially prescribed ($t=-2.67$, $p=0.01$) perfectionisms of teachers with shorter and longer teaching experience. Yildizbas (2014) supports these results for he also found that perfectionism scores of preschool teachers were significantly different according to professional experience and professional experience at the present institution.

Since teachers with longer teaching experience obtained higher mean scores, these results may mean that they may have set higher self-standards and self-expectations. Moreover, these teachers who have longer teaching experiences have strong expectations to others. Similarly, they have expectations that their colleagues have high expectations onto them. As a result, these teachers are expected of success, productivity and conscientiousness; however, they are also prone to anxiety and depression. These scenarios may occur because teachers with longer teaching experience may become more vigorous and dedicated in their work which may result from the pressure associated to them as senior teachers. Anxiety and depression may arise when they fail to meet expectations to their selves and to others and when they fail to meet the expectations of others onto them.

Table 15

Differences in the Level of the Multi-dimensional Perfectionism of Public Elementary School Teachers when Grouped According to Highest Educational Attainment

Indicators	Sources of Variation	Sum of Squares	Df	Mean Square	F	q	Interpre-tation
1. Self-oriented Perfectionism	Between Groups	0.54	2	0.27	0.63	0.54	Not Significant
	Within Groups	56.89	132	0.43			
	Total	57.43	134				
2. Other-oriented Perfectionism	Between Groups	0.78	2	0.39	1.17	0.31	Not Significant
	Within Groups	44.24	132	0.34			
	Total	45.02	134				
3. Social prescribed perfectionism	Between Groups	0.88	2	0.44	1.65	0.20	Not Significant
	Within Groups	34.97	132	0.27			
	Total	35.85	134				
As a Whole	Between Groups	0.51	2	0.26	0.92	0.40	Not Significant
	Within Groups	36.84	132	0.28			
	Total	37.35	134				

Finally, the Analysis of Variance (ANOVA) was carried out to determine significant differences in the level of perfectionism of teachers when grouped according to educational attainment. Results reveal that there was no significant difference in the level of perfectionism of teachers when they are grouped according to educational attainment ($M=0.92$, $SD=0.40$). Similarly, no significant differences were found in the levels of self-oriented, other-oriented, and socially prescribed perfectionisms of teachers when grouped according to educational attainment. However, these results negate the findings of Macsinga & Dobrita (2010) for they found that there were significant differences in the level of perfectionism of teachers when grouped according to educational



level. Results of the present study may be interpreted to mean that the educational attainment of teachers did not significantly influence the perfectionism levels of teachers. This suggests that perfectionism of teachers does not evolve because of the educational level that they attain. Furthermore, teachers who have lower educational attainment have set personal standards and expectations to themselves and to others as high as those who have higher education levels do.

CONCLUSION

The study concludes that public elementary school teachers in Cadiz District VI exhibit a high level of multi-dimensional perfectionism across all dimensions: self-oriented, other-oriented, and socially prescribed. While demographic factors such as civil status and educational attainment do not significantly influence perfectionism levels, variables such as sex, age, and teaching experience serve as significant differentiators. Specifically, female teachers demonstrate significantly higher self-oriented perfectionism than their male counterparts. Furthermore, older and more experienced teachers manifest higher perfectionistic tendencies, suggesting that prolonged exposure to the teaching profession and the acquisition of vast field experience led to the internalizing of increasingly rigorous quality standards and social norms.

This research reinforces the Multi-dimensional Perfectionism Theory by Hewitt and Flett, confirming that perfectionism in the workplace is not a monolithic trait but a complex interaction of internal drives and external pressures. The findings contribute to the literature by demonstrating that in the educational sector, perfectionism is often "adaptive" in its drive for conscientiousness and productivity, yet it leans toward "maladaptive" when high standards become rigid. The significant findings regarding age and experience suggest a developmental aspect to perfectionism, where professional maturity correlates with the crystallization of high self-standards and socially prescribed expectations.

The high level of perfectionism identified among educators implies a double-edged sword: while it ensures a commitment to high-quality instruction and professional dedication, it also places teachers at a higher risk for psychological strain and occupational stress. For teachers, recognizing these traits is the first step in balancing the pursuit of excellence with self-compassion. For school heads, the findings suggest that management styles should be inclusive of the "other-oriented" perfectionism prevalent in the district, ensuring that high expectations do not devolve into interpersonal conflict or unrealistic pressure on subordinates.

The results necessitate a proactive institutional response from the Department of Education (DepEd). It is recommended that:

- In-Service Training (INSET): Programs should transition beyond purely technical skills to include "Emotional Intelligence and Perfectionism Management" modules.
- Teacher Induction Program (TIP): Mentorship for newly-hired (younger) teachers should focus on healthy goal-setting to prevent the early onset of maladaptive socially prescribed perfectionism.
- Mental Health Integration: The high prevalence of perfectionism justifies the need for regular introspective sessions and debriefing facilitated by licensed Guidance Professionals to prevent burnout within the division.

While this study provides a strong profile of perfectionism in District VI, the findings open new avenues for inquiry. The observed significant differences in sex and experience suggest that future research should employ longitudinal designs to track how perfectionism evolves from the induction year to retirement. Additionally, a qualitative or mixed-methods approach could further explore the lived experiences of high-perfectionist teachers to understand the specific triggers of socially prescribed pressure within the Philippine public school system.

RECOMMENDATIONS

Based from the findings and conclusions, the following are the recommendations of the study:

1. Holistic Teacher Wellness and Mental Health Program

Instead of one-time seminars, the Division of Cadiz City should develop a comprehensive Teacher Wellness Program that specifically addresses the psychological weight of high perfectionism. This program should include regular stress-management workshops, mindfulness training, and "safe space" sessions where teachers can discuss the emotional toll of maintaining "near-perfect" standards. By institutionalizing wellness, DepEd can balance the high productivity of perfectionist teachers with sustainable mental health practices.

2. Screening for Maladaptive Perfectionism

Given the "High" level of perfectionism found in the study, school health and guidance units should implement a bi-annual screening process using standardized tools like the Multidimensional Perfectionism Scale. This would help identify teachers who score high in "Socially Prescribed Perfectionism" (maladaptive) versus "Self-Oriented Perfectionism" (adaptive). Early identification allows for targeted interventions by licensed Guidance Professionals before high standards devolve into clinical burnout or chronic anxiety.



3. Mentorship and Legacy Programs for Senior Teachers

Since the study found that older and more experienced teachers have significantly higher self-oriented and socially prescribed perfectionism, a structured Mentorship Program should be established. Senior teachers should be encouraged to transition from high-pressure performers to reflective mentors. This allows them to pass on their high standards of quality to younger teachers in a way that emphasizes growth and resilience rather than unattainable flawlessness, thereby reducing their own internal pressure to be the perfect epitome.

4. Gender-Sensitive Professional Interventions

The finding that female teachers have significantly higher self-oriented perfectionism suggests a need for Gender-Sensitive Interventions. Professional development should address the double-burden often felt by female educators who strive for perfection in both their professional and domestic roles. INSET topics should include gender-fair work-life balance strategies and the deconstruction of societal expectations that pressure female teachers to perform without error.

5. Enhancement of the Teacher Induction Program (TIP)

The Teacher Induction Program should be specifically enhanced to protect younger teachers from the early onset of maladaptive perfectionism. Induction modules should focus on “Healthy Pursuit of Excellence” rather than “Unattainable Perfection.” By setting realistic expectations during the first three years of service, DepEd can help new hires develop a professional identity that values consistent progress over the fear of making mistakes.

6. Integration of Perfectionism Management in INSET

In-Service Trainings (INSET) must move beyond instructional competencies to include introspective processes. Training sessions should feature speakers who are licensed psychologists or guidance specialists to help teachers “de-link” their self-worth from their classroom productivity. These sessions should teach specific cognitive-behavioral techniques to help teachers accept “good enough” in non-critical tasks, allowing them to focus their energy on high-impact educational goals.

Conflict of Interest

The authors must disclose any potential conflicts of interest, financial or otherwise, that could be perceived to influence the work.

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