



“A Correlational Study of Self oriented perfectionism, Socially prescribed perfectionism, Frustration and Achievement motivation among College Students”

Gaurav S. Borade

Research Scholar, Department of Psychology

North Maharashtra University, Jalgaon

Abstract:

The purpose of this study was to find out the correlation between Self oriented perfectionism, socially prescribed perfectionism, Frustration and Achievement motivation among College Students. For the present study 120 college student from Dhule city were selected. Three psychological tests namely, Perfectionism Scale by Gordon L.Flett and Paul L. Hewitt (1999) Frustration Scale by (Mrs.) K Sharma (1996) & Achievement Motivation Scale by Beena Shah (1986) were used for the data collection. Pearson Product Moment correlation was used as a statistical treatment of data. The obtained result revealed that Self Oriented Perfectionism is positively correlated with socially prescribed perfectionism. Self Oriented Perfectionism is positively correlated with Frustration. Self Oriented Perfectionism is positively correlated with Achievement motivation. Socially Prescribed Perfectionism is negatively correlated with Frustration. Achievement motivation is negatively correlated with Socially Prescribed Perfectionism. Frustration is negatively correlated with Achievement Motivation.

Keywords: Self oriented perfectionism, socially prescribed perfectionism, frustration, Achievement motivation etc.

Introduction:

Frustration is a common emotion for teens. Adolescents face the stress of school, parental expectations, the need to fit in with a peer group and the desire to find their place in society. Although frustration is a normal part of growing up, learning to cope with frustration constructively



is challenging for some teens. Teenagers might also feel frustrated in their struggle to establish an identity and assert their independence while still following family and school rules. (Anderson, R.A, 2001). Perfectionism is a set of self-defeating thought patterns that push you to try to achieve unrealistically high goals. Perfectionism, in the form of "maladaptive perfectionism," can push you to set unrealistically high goals. It can also reduce productivity and creativity, and can lead to various health problems. It becomes important to study Perfectionism in Schools and College settings. (Wei,M.,2008)

Perfectionism:

Perfectionism has been described as “the tyranny of the shoulds” (Horney,1950). Its link with psychological problems has been described for many years but more recently a wide range of studies has investigated the specific links between Perfectionism and psychopathology. In an attempt to understand perfectionism some authors have divided the construct into two aspects; positive and negative perfectionism (Terry-Short, Owens, Slade, & Dewey, 1995). Numerous studies utilizing two different Multidimensional Perfectionism Scales (MPS-F; Frost, Marten, Lahart, & Rosenblate, 1990; MPS-H; Hewitt & Flett, 1991) have provided evidence for this with reliable associations between items measuring positive aspects of perfectionism and positive affect as well as items measuring negative perfectionism and negative affect.

Following Concepts Operationally defined by the Test Authors :

Self-oriented perfectionism refers to harsh self-criticism and placing exacting demands on oneself, so the source and subject of perfectionism are internal. internal (Flett & Hewitt, 2002).

Socially prescribed perfectionism refers to a belief that significant others expect one to be perfect, so the source of perfectionism is external but the subject is internal (Flett & Hewitt, 2002). Greater research attention has been paid to self-oriented and socially prescribed perfectionism, especially in youths, so the emphasis here will be on these constructs.

Achievement Motivation:

McClelland (1953) defined It as a “A Competition with a standard of Excellence”. Achievement Motivation can best be understood by examining the meanings of “achievement” and



“motivation” separately. Achievement typically stresses the importance of accomplishment and attainment with effort involved (Mandel & Marcus, 1988). Motivation relates to an individual’s reason for engaging in an activity, the degree to which an individual pursues the activity, and the persistence of the individual (Graham & Weiner, 1996). Achievement motivation is an important issue for psychologists and individuals in the field of education because it has been correlated with academic self-concept (Marsh & Ayotte, 2003), academic self-efficacy (Bong & Skaalvik, 2003).

Frustration :

Nevertheless, the frustration process may be conceived of in entirety as having *aspects* of emotion, tension, conflict, inhibition, aggression, withdrawal, regression, adjustment, and the like, whose proper relations to frustration constitute a real problem.

Frustration cannot be defined by either the stimuli or the responses considered separately, but rather by the interaction of these two systems. The gross behavior result or, to paraphrase Tolman (78),

Frustration is seen when ,

(a) There is an element of barrier or obstruction.—(Mowrer (61, 62), Clearly such a barrier need not necessarily be real or apparent, as in the case of the rat faced with an electrified grid, but may be quite imaginary or arise out of anticipation of punishment, injury, or the like, as the fear aroused through a warning or danger signal.

(b) The factors of goal-attainment, and reward-expectation.—

Dollard *et al.* have attributed frustration to the "interference with the occurrence of an instigated goal-response at its proper time in the behavior sequence" Interference with attainment of reward, desire, or need represents a special case of disturbance of the goal-response.

Significance of the study:

Gender based Studies on Perfectionism are available Girls were found higher on Perfectionism, Self Oriented Perfectionism was found correlated with intrinsic motivation, in various areas of life such as academics, Perfectionism is a goal oriented factor which revolves around the achievement factor, Hence this study will help us understanding its relationship with



achievement Motivation. lesser studies on Perfectionism in Indian context specifically on adolescent students studying in Indian Educational system , which has its own streams of Science, Commerce and Arts.

Statement of the problem:

To Study the relationships between Self oriented perfectionism, socially prescribed perfectionism, Frustration and Achievement motivation among College Students.

Objectives of the study:

To study the correlations among the following constructs: Self oriented perfectionism, socially prescribed perfectionism, Frustration and Achievement motivation.

Hypotheses:

- 1) Self Oriented Perfectionism will be positively correlated with socially prescribed perfectionism.
- 2) Self Oriented Perfectionism will be positively correlated with Frustration.
- 3) Self Oriented Perfectionism will be positively correlated with Achievement motivation.
- 4) Socially Prescribed Perfectionism will be negatively correlated with Frustration.
- 5) Achievement motivation will be negatively correlated with Socially Prescribed Perfectionism.
- 6) Frustration will be negatively correlated with Achievement Motivation.

Variables used in this study:

➤ Independent Variables:

College Students

➤ Dependent Variables:



Self Oriented Perfectionism , Socially Prescribed Perfectionism, Frustration and Achievement Motivation

Sample:

For the present study 120 students pursuing their graduation were randomly selected from various colleges of Dhule city. The age range was 19-23 years.

Tools:

1. Perfectionism Scale by Gordon L.Flett and Paul L. Hewitt (1999)
2. Frustration Scale by (Mrs.) K Sharma (1996)
3. Achievement Motivation Scale by Beena Shah (1986)

Statistical analysis:

Statistical analyses were done manually; Pearson’s Product Moment Correlation was used to find out correlation between Self Oriented Perfectionism, Socially Prescribed Perfectionism, Frustration and Achievement Motivation

Results:

This section presented the outcome of the statistical analysis of the collected data on 120 College students.

Table showing Means and SD of overall Girls and boys on on Self Oriented Perfectionism, Socially Prescribed Perfectionism, Frustration and Achievement Motivation:

	Gender	N	Mean	SD
Self Oriented Perfectionism	Girls	60	39.85	10.10
	Boys	60	33.18	11.57



Socially Prescribed Perfectionism	Girls	60	30.26	5.50
	Boys	60	32.43	6.14
Frustration	Girls	60	30.38	6.23
	Boys	60	32.25	6.59
Achievement Motivation.	Girls	60	92.91	10.90
	Boys	60	81.73	15.26

Table showing Correlations among Self Oriented Perfectionism, Socially Prescribed Perfectionism, Frustration and Achievement Motivation:

Variables	Correlations
Self Oriented Perfectionism and Socially Prescribed Perfectionism.	.433**
Self Oriented Perfectionism and Frustration	.644**
Self Oriented Perfectionism and Achievement motivation	.899**
Socially Prescribed Perfectionism and Frustration.	-.659
Socially Prescribed Perfectionism and Achievement Motivation.	-.402**
Frustration and Achievement Motivation.	-.569**

**= 0.01 level of Significance,* = 0.05 level of significance

Self Oriented Perfectionism was correlated positively with socially prescribed perfectionism, the Pearson product moment correlation was .433** significant at 0.01 level.



Correlation between self oriented perfectionism and frustration was .644** which was positively correlated, significant at 0.01 level.

The Correlation between self oriented perfectionism and achievement motivation was .899** it was highly correlated and was significant at 0.01 level of significance. It means individual scoring high on Self Oriented Perfectionism have also scored high on achievement motivation. This is because Self Oriented Perfectionism has been linked to scholastic effort, intrinsic motivation, and strong desire to meet academic goals (Castro et al., 2004 ;)

The Correlation between socially prescribed perfectionism and frustration was -.659, shows a negative correlation. Socially Prescribed Perfectionism which was correlated with negative affect than self-oriented perfectionism thus, both types of perfectionism are associated with adaptive and maladaptive elements, but Socially Prescribed Perfectionism was correlated with Depression and Anxiety (Hewitt et.al.)Where Frustration and irritable mood is one symptom of Depression(Kearney & Trull 2012b).

Socially prescribed perfectionism and achievement motivation were negatively correlated at 0.01 level, the correlation was -.402**. This is considerable because,

Socially prescribed perfectionism is associated with Self Blaming and negative affect and psychosocial maladjustment, setting high self standard is a characteristic of Self Oriented Perfectionism which was associated in the findings of earlier researchers with motivational aspects and striving for the self set standards.

The Correlation between frustration and achievement motivation was negative -.569** significant at 0.01 level. Various researches proven that frustration lead to decrease in achievement motivation. Due to frustration individual cannot concentrate on his aims and goals.

Conclusion:

- 1) Self Oriented Perfectionism is positively correlated with socially prescribed perfectionism.
- 2) Self Oriented Perfectionism is positively correlated with Frustration.
- 3) Self Oriented Perfectionism is positively correlated with Achievement motivation.



- 4) Socially Prescribed Perfectionism is negatively correlated with Frustration.
- 5) Achievement motivation is negatively correlated with Socially Prescribed Perfectionism.
- 6) Frustration is negatively correlated with Achievement Motivation.

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