

Neurotic Perfectionism among Students of the Kindergarten Department and Its Relationship to Some Variables

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Abstract

The aim of the current research is to identify the level of neurotic perfectionism among students of the kindergarten department and to identify the most common dimensions of the research sample, as well as to identify the significance of the differences according to the variable (stage, the scientific level of the parents), and in order to achieve the goals of the current research, the two researchers built the neurotic perfectionism scale based on the theory (Frost and others 1991), where the number of its final paragraphs amounted to (38) paragraphs, and its psychometric properties were confirmed, and the tool was applied to a sample of (200) students randomly selected from the kindergarten department of the College of Education for Girls, University of Baghdad 2019-2020.

In light of the objectives of the current research, the following results were reached:-

- 1-The current research sample of female students in the kindergarten department has neurotic perfectionism with a moderate degree.
- 2-All dimensions of neurotic perfectionism are a function, but the most common among students of the kindergarten department is the dimension (personal criteria, expectations and parental criticism).
- 3-There are no statistically significant differences between students of the kindergarten department in neurotic perfectionism according to (the variable of the first stage and the fourth stage).
- 4-There are differences between students of the kindergarten department in neurotic perfectionism depending on the scientific level variable of the father (junior high school and below, university and higher) and in favor of the academic level at university and above.
- 5-There are statistically significant differences between female students in the kindergarten department in neurotic perfectionism according to the variable of the mother's scientific level (junior high and below, university or higher) and in favor of the scientific level of the university mother and above.

Key words: neurotic perfectionism, kindergarten students and variables.

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Chapter One

Research's Definition

The Problem of research:

University youth are the wealth of society and future leaders, and they are the ones who bear the responsibility for the progress of the homeland. These young people think greatly about their future as they dream of a prosperous future full of happiness, a prestigious social position, and a good economic condition. The thinking and ambition of these young people may reach a stage that may reach perfectionism in all aspects of their lives.

Perfectionism means reaching the highest peaks of the things that any human being seeks to achieve his highest goals. Perfectionism is a personal trait that may be positive or negative, and it may be one of the reasons for success in academic and professional life, but a very thin line separates the normal from the abnormal state (neurotic). Neurotic perfectionism may prevent a person from achieving his goals, and it may become a problem for some when it becomes fulfilling. High requirements are extremely difficult or when the standards exceed an individual's mental and physical ability.

Neurotic perfectionism causes a lot of trouble to the individual or students and may lead to depression and despair, which affects the academic performance of students, so the effects of perfectionism appear in academic and academic achievement represented by poor achievement and fear of failure and procrastination in the performance of school duties as well as poor family relations and the relationship with others (The Imam; 2013: 5).

The neurotic Kamali sees his work and efforts not good despite what this performance appears to be of his quality and is constantly looking for preference, and this is accompanied by a state of constant dissatisfaction, and he sets himself levels that he cannot reach with his capabilities and abilities with fear and failure and it is not uncommon to accompany dissatisfaction with Performance which is better achievement or ingenuity, but this does not happen in the neurotic individual, which makes him more nervous and neurotic and is unable to feel satisfied with his work and himself.

This is in addition to the fact that perfectionists suffer from the problem of postponement and procrastination. Especially parents, when he fails to fulfill their hopes and expectations, he hastens to postpone and procrastinate in order to preserve his self-worth (Attia, 2009: 284). Al-Kamali also depends on the evaluation of his performance The individual's ability to meet the standards he set for himself increases the individual's satisfaction with his life and the relationship between perfectionism and life satisfaction is a negative relationship.

Perfectionist ideas reduce the level of life satisfaction and this effect appears clearly in socially oriented perfectionism. The student of the College of Education - the teacher of the future - must have a great deal of psychological health and be similar in mental health, in order for him to become a productive and useful teacher in the education of the starch. Those who have the characteristics of perfectionism, whether normal or neurotic, that their students have the same characteristics go with them in different stages of education (Capan, 2010: 166). Therefore, it is evident through the previous presentation that there is a need for such a study, so the current study will be interested in knowing the level of neurotic perfectionism among students of the kindergarten department and its relationship to some variables. The problem of the current study falls in the following question:-

What is the level of neurotic perfectionism among the students of the kindergarten department?

The Significance of Research

The importance of the study emerges in theory through the importance of its topic, as it deals with an important variable in the field of mental health, which is: neurotic perfectionism and its psychological effects on the individual. In addition to new results, it helps to provide a good theoretical building on the importance of this variable in the educational situation, and measuring the level of neurotic perfectionism among university students (students of the College of Education for Girls / Kindergarten Department) helps in evaluating one of the dimensions of the psychological aspect of female students, which in turn has a great influence. On their future performance and the extent of their success in carrying out the roles assigned to them.

Hence, the kindergarten student segment deserves attention and attention to being invested in a vital investment in building society in all economic, social and cultural aspects, and thus the university becomes an active and influential element in society, and considers concern for the behavior of female students in the kindergarten department and their psychological and social harmony as necessary for the advancement of society. The flexibility of their behavior is a vital issue that researchers must confront and study in order to achieve the highest levels in employing their energies and developing them according to the needs of society. Kindergarten students are the basis of the educational process as they are future teachers for whom the role of building an advanced society falls (Kayal and Chubu, 1990: 76).

The study also seeks to prepare a measure of neurotic perfectionism in university applications due to the lack of measures that meet the purpose and fit the sample of the current study in addition to the preventive importance of the current study because it may motivate university officials and parents to increase interest in caring for the mental health of children and work to enhance their psychological stability in order to ensure their growth A balanced personality, stable psychologically, which achieves their goals and the goals of the society to which they belong, and the knowledge of students who may have high levels of neurotic perfectionism and their guidance

before it becomes aggravated in them and becomes a problem difficult to solve.

The aims of the research

- 1-Identifying the level of neurotic perfectionism among students of the kindergarten department,
- 2-Knowing the level of the most common dimensions of neurotic perfectionism among students of the kindergarten department,
- 3-Identify the significance of the difference in neurotic perfectionism according to the stage variable (first - fourth) for female students in the kindergarten department,
- 4-Identifying the significance of the difference in neurotic perfectionism according to the scientific level variable of the father (middle school or under- university and higher) among students of the kindergarten department, and
- 5-Identifying the significance of the difference in neurotic perfectionism according to the variable of the mother's scientific level (preparatory or undergraduate and higher) among students of the kindergarten department.

Limits of the research

1-Human limits

-The pilot study sample: It consisted of (25) female students from the College of Education for Girls, other than the basic study sample.

-The final study sample: It consisted of 200 female students from the Kindergarten Department, College of Education for Girls

2-Time limits:

This research was applied in the second semester of the 2019/2020 academic year.

3-Objective limits

Building the Neurotic Perfectionism Scale, which relied on the Social Learning model (Frost et al. 1991) is used to assess the level of Neurotic Perfectionism among university students and on previous studies.

Define terminology

Neurotic perfectionism is known to both Forrest et al. (1991) defined it as: a state of dissatisfaction that the individual shows for his efforts and actions, and believes that it is not good enough despite the quality of performance, as the individual sets himself unrealistic levels and seeks to achieve them, and the perfectionist is unable to feel satisfied with his performance of things And at the same time, he is not able to perform the good level that deserves to be satisfied (Abdul-Khalq, 2005: 219).

Definition (Bada:1996)

It is that the individual sees in it that his work and efforts are not good despite the quality of his performance, and thinks that he must be constantly better, and this is accompanied by his feeling of dissatisfaction and critical self-exaggerations and he sets himself levels that he cannot reach with his abilities and capabilities, and he has a constant fear of failure), (Baza, 1996: 232).

Definition (Childs, Julian H: 2011)

Neurotic perfectionism is defined as the character characterized by the individual's struggle to attain perfection and the setting of high standards of performance, accompanied by exaggerated critical self-assessments, as well as irrational concerns (Childs, Julian H; 2011: 584).

Abu Salima (2015)

It is a personal trait that includes the aspiration to achieve high personal standards with the expectation of failure and increased focus on mistakes and dissatisfaction with any achievement or progress made by the individual, in which the individual resorts to postponing the task.

The theoretical definition of neurotic perfectionism adopted by the two researchers is The Definition of (Forrest et al., 1991):

The procedural definition of neurotic perfectionism

It is determined by the grade the student obtains on the scale prepared for the purposes of the current study.

-Students of the kindergarten department: - They are students who completed middle school and were accepted in the kindergarten department, and their graduation gets a bachelor's degree in kindergarten education.

Chapter Two

Theoretical framework

The concept of neurotic perfectionism

The concept of perfectionism has received research and study in the field of personality psychology, psychology, sociology and history because of its many meanings in the lives of individuals. Perfectionism may be a need for everything to be in the best and best way, and it may be a feeling of dissatisfaction with the performance until everything is under control and it may be For fear of stepping and retreating from decision-making, according to the report (Hamacik 1978) regarding perfectionism as a

personality trait, a difference between a normal perfectionist and a neurotic perfectionist is as follows:

A- The right perfectionist: Hamacik defined him as the individual who views his work and effort as good, and truly values him, and who derives happiness from difficult efforts and actions and tends to increase his self-esteem, through his performance, meaning that his feeling of happiness is commensurate with his performance and his satisfaction with him.

B- Neurotic perfectionist: Hamacik is also defined as the individual who views his efforts and actions as not good enough despite the quality of this performance, and in which the individual sets him unrealistic levels and strives to achieve them, and is unable to feel satisfied with his performance. He is not able to reach the good level that he deserves to feel satisfied with (Baza, 1997: 191). Perfectionism is also energy in the individual that can be used in a negative or positive way, and this depends greatly on the level of awareness and comprehension of the individual and may lead the individual to not accomplish what he wants. To him, if this individual feels unable to fulfill the expectations that he was setting for himself or others set for him.

Neurotic perfectionism is one of the personal characteristics that the environment has a role in its inception and parenting methods are among the most important factors contributing to the formation of an individual's personality as it grows and develops during childhood and as a result The pressure of the family, the pressure from self, society and from the media, all of this causes some individuals to have fears, feel guilt, work hard and believe that if they do not do so completely, they will lose love and respect (1999: 47, Silverm).

The perfectionists strive in an almost compulsory and continuous manner towards achieving far-fetched goals and value themselves based on their productivity, achievement, and feelings of disappointment. Constructively, he urges him to perform better. He is not very concerned about high levels and does not feel discouraged and fearful when he does not achieve his goals.

On the other hand, we find the neurotic Kemalists deeply concerned about his high hopes and expectations. The concept of perfectionism is one of the fertile concepts in the psychological field, as some researchers have dealt with it through a one-dimensional (negative) perspective, while

others are interested in approaching it from a two-dimensional (positive / negative) perspective, and then the concept of perfectionism must be defined by addressing the one-dimensional and two-dimensional perspectives together.

The Concept of Perfectionism (one-dimensional)

It is considered a group of behavioral manifestations of the highest levels of performance. It is a group of behavioral manifestations that crystallize in the constant pursuit of unrealistic levels in the completion of work and the achievement of impossible goals,

The Concept of Perfectionism (two-dimensional)

It is represented in normal perfectionism, as the individual feels satisfied with his performance, level of achievement, and what he has achieved. He also sets realistic goals for himself and has awareness of the methods of achieving them with strategies related to time consistent with the age stages of the individual according to the nature of each stage. The second dimension is abnormal perfectionism in which the individual feels lack Satisfaction with his performance and achievements, and usually the individual tends to adopt unrealistic goals and high standards of performance and evaluation, which makes the individual driven by fear of failure (Kottman, 2000: 185).

Frost and others also clarified that perfectionism is a state of dissatisfaction that an individual feels about his efforts and actions that it is not good enough, as he sets unrealistic standards for himself striving for an investigation, and it is difficult for a perfectionist to feel satisfied with his performance of the tasks assigned to him, and at the same time, the level of goodness that deserves to be satisfied is not appreciated, and there are a set of indicators that explain the individual's suffering from neurotic perfectionism, as in:-

- Excessive preoccupation with making mistakes and punishing oneself for them.
- High standards of performance and achievement set by the individual for himself.
- Being aware of negative expectations of parents or one of them.
- Being aware of criticism of one or both parents.
- Suspicion of his ability to perform as required by others.

-Loss of confidence in his skills and competencies in dealing positively in solving problems. (Frost et al.; 1991: 451).

The perfectionism concept has changed during the later periods, as both (Stomp and Parker) defined it as: a general trend that everything you try to do in your life must be done with literal perfection without any deviation, error or slips, and it usually develops from scratch as it makes you aware of shyness, failure, and weakness in you and in others, with a high level of alertness to deviation from values or outlines, or on what things are supposed to be (stumpf & parker, 2000: 52).

As a result of the differences among scholars in defining the concept of perfectionism, and defining its dimensions, a number of different tools have emerged to measure Perfectionism, and through the researchers' exposure to these tools, it was noticed that most of them describe those who obtain a medium degree as a perfect perfectionist, obtain a high degree are described as a perfectionist neurotic, and who have a lower degree are described as non-perfectionist.

Researchers (Parker & Ablard 1997, Fei Zi & Min Ma: 2011) indicate that individuals with high degrees of perfectionism do not feel good enough about their personal performance, and feel pessimistic, anxiety, stress, guilt, remorse and anger, which negatively affect their motivation and self-confidence, and it may affect their self-esteem.

Causes of Neurotic Perfectionism

The reasons for the emergence of neurotic perfectionism are due to the increasing doubts about the values, actions, and expectations of the parents towards the children, as well as the parental criticism of them, and also the neurotic perfectionism stems from those pressures that individuals feel to be exemplary and which may stem mainly from that praise or excessive praise of those adults in Their environment and from the models for the ideal features presented to them by adults, and neurotic perfectionism also stems from those pressures that individuals feel to be idealistic, which may stem mainly from the praise or excessive praise of those adults in their environment and from the examples of the ideal features presented to them from Before adults (Slevia Rim, 2003: 266).

Among the causes of neurotic perfectionism is also the occurrence of the person in the so-called

phenomenon of procrastination represented in the inability to make decisions, and failure to complete the tasks entrusted to him and psychologists consider this procrastination as part of the hesitation and to the increasing doubts about the values, actions and expectations of the parents from the children, as well as the parents' criticism of them (Kenneth) It is also due to dealing with everything that is irrational or irrational, and the person's endeavor to set difficult and elusive goals, striving to achieve it and suffer the self in that and thus exhaust it (Dibiase.et al, 1998: 56). The high aspirations of parents that they ask of their children to fulfill by setting high and long-term goals are also considered to be the causes of neurotic perfectionism (Frost.et al., 1991: 469).

Dimensions of Neurotic Perfectionism

First - non-adaptive dimensions

1-Parental expectations \ It ensures that the individual realizes that his parents have high hopes and expectations directed towards him and that he must fulfill them

2-Parental criticism: It means the individual realizing that his parents will be very critical of him.

3-Concern about mistakes / is represented in negative reactions towards committing mistakes and the tendency to interpret them as aspects and manifestations of failure and the belief that failure causes a permanent loss of respect from others.

4-Skepticism about actions / is meant a mixture of anxiety and concern about making objects correctly, repetition of work, and the individual being late.

Second - Adaptive dimensions

1-Personal levels / means setting high levels and standards for performance and the tendency towards an individual's self-evaluation based on performance.

2-Organization and arrangement / is represented in coordination and arrangement and severe organization in a wasteful degree.

As for Miller and Fellancourt, they believe that perfectionism consists of the following dimensions:

1-Perfectionism directed towards the self / in which the individual sets for himself high levels of performance and tries to achieve them.

2-Perfectionism directed towards others / in which the individual sets unreal high levels of performance for others of importance in his life,

imposes them on them, demands them to achieve them, and evaluates them based on these levels.

3-Socially defined perfectionism / in which the individual realizes that others of importance in his life set unrealistic high levels of performance for him, impose them on him, demand him to achieve them, evaluate it strictly and pressure him to be perfect or complete.

In Miller and Velcourt's view, self-directed perfectionism is described as a normal, adaptive dimension. Other-oriented perfectionism and socially defined perfectionism are described as two dimensions not normal and not adaptive, (Hawkins & Sinclair K.E, 2001: 33).

Characteristics of neurotic perfectionism

The researchers in the field of perfectionism indicate that what distinguishes between neurotic perfectionism and perfectionism is the degree of sense of the position assigned to it or which it will perform (neurotic perfectionism that appears in neuroticism in the form of complete mastery and attention to the finer details and criticism and blame of the self and others for their actions due to the excuse of lack of mastery and the emergence of signs of anxiety and discomfort. Fear of failure) is a group of characteristics and features of the perfectionist neurotic personality. It is related to:

1-Attempting to exaggerate perfection, feeling inadequate and dissatisfied with business results. And holding oneself accountable and hunting for its mistakes as if it were a competing opponent, anxiety about making mistakes, doubts about the quality of one's own work, excessive anxiety with parents' expectations, persistent negative business appraisals, and high standards of performance accompanied by tendencies to evaluate one's behavior too much. (Forst, Marten, lahart & rosenblate, 1990,478).

2-Low self-esteem, as it is not appreciated in the true form due to the belief in the inability to achieve the goals as required, and thus this feeling is reflected in the self-esteem negatively, and the high degree of suspicion, persecution, and high concern for others with the aim of controlling them and exercising bullying. (Mahmoud, 2010,5,6).

3-Violent behavior towards others and the practice of aggression against them physically, verbally, or emotionally, and this is confirmed by (Mazloun, 2013: 40) that one of the characteristics that

characterize some neurotic perfectionists is aggressive behavior, whether internal or external.

4- High depression, less life satisfaction, a feeling of inferiority and worthlessness, and less self-insight and contempt.

5-Negative feelings such as feelings of guilt, pessimism, and shame.

6-Exaggeration in expectations, cruelty in self-accountability, and severe criticism, as there is potential energy that pushes strongly to high achievement, suffering from sensitivity to situations and crying just because of a feeling of failure, and not accepting the mistake, even if it is small, so there are attempts for many times, and great interest in respecting others except That this matter may be impossible even if there are high capacities of talent and creativity, (Al-Quraiti, 178,2014).

Theories explaining neurotic perfectionism

The analytical school where (Horney 1950) distinguished the real self that expresses what we are and the basic essence, including the possibilities of development and self-realization, and the ideal self that expresses what we think we should be and is used as a model that helps us in developing capabilities and realizing the self. Correspondence between the ideal self and the real self, because the ideal self depends on a realistic evaluation of the capabilities and capabilities of the individual, as for neurotic people, there is a disconnect between the true and ideal self, this results from their belief that they should be able to endure everything and be aware of everything and be loved by everyone and be productive. Horney always refers to this kind of perfectionism as neurotic perfectionism, the struggle for glory, or the domination of obligatory ideas, (Aldea, 2007: 14).

Cognitive theory considers perfectionism and explains it in the context of cognitive distortions and the individual's tendency to adopt non-adaptive attribution methods that make him attribute his failure to internal factors. The individual's perfectionist thinking, which is characterized by rigidity and rigidity, causes the individual to feel anxiety, shyness and depression, which causes him to repeat the work over and over again thinking that he did not rise To the required level, or his belief that he will never achieve this level, it causes him to procrastinate in doing the work and resort to procrastination.

Behavioral theory focuses on the effect of the external environment on the upbringing of the

child and how this environment can affect the formation of his perfectionism, such as the social expectations model, the social learning model, and the social expectations model is derived from Rogers' views on self-worth.

The child learns that he will gain the acceptance and love of his parents through high levels. For his performance, which the parents expect from him, and that his performance was not good enough, he will not enjoy this love and acceptance, and because the child needs to feel the love and acceptance of his parents for him, his motivation for perfectionism becomes not only external but also internal. As for the social learning model, according to him, children learn behaviors from others about the way of observation and imitation, and if parents are perfectionists, children strive to have their behavior as perfectionist as their parents (Kearns, 2008: 23).

The third trend in the study of neurotic perfectionism, which views perfectionism as a multidimensional concept and one of the proponents of this trend, Forest, which identified six dimensions of neurotic perfectionism, namely: excessive concern for errors and high personal standards, interest in parental criticism, parental expectations, suspicion about performance, and the ability to organize, (Frost, 1991: 449).

The two researchers have adopted this trend in the current study.

From the above, it is noticed that there is a difference in the researchers' viewpoints regarding the interpretation of perfectionism. Some of them made the impulse for perfectionism directed towards obtaining social benefits or improving the advancement of society.

Though, some of them attributed it to high parental expectations, that is, when there is a deficiency in any of the parents' expectations, perfectionism occurs, and some of them said It is a cognitive system and a disturbance in the way of thinking, and some of them refer it to criticism of parents, and some refer to reinforcement and a tendency to avoid or approach, and some of them attributed it to the individual's exposure to a harsh environment in which insults and psychological abuse are common, and some refer to it as a mechanism to confront hostile parental expectations. Although these attitudes differ, they all have in common the consideration of perfectionism as a trait that may be normal or neurotic.

Previous Studies

Arabic Studies

-Zaghalil study (2008) aimed to find out how common the trait of perfectionism is among university students, and how this affects their academic achievement, and to know the extent of the difference in this trait according to their gender, academic level and specializations. The study sample of (321) male and female students was selected from one of the Jordanian universities.

To achieve the objectives of this study, the Almost perfect scale - Revised (2001) prepared by Slaney, Rice, Mobley, Trippi, & Ashby, was used, and the results showed a slightly below average level of perfectionism among university students, generally. There was no correlation between perfectionism and academic achievement. And there were no differences in the quality of perfectionism among university students, depending on the sex variables.

-Mustafa and Ahmed (2011) study in the Kingdom of Saudi Arabia. Title of the study: Predicting neurotic perfectionism among academically gifted university students and its relationship to some psychological variables they have. The study aimed to identify the relationship between neurotic perfectionism among academically gifted students and some variables represented in self-esteem, type (A) and methods of parental treatment. The sample of the study consisted of (160) male and female students. The study concluded:

The existence of a negative correlation between neurotic perfectionism and self-esteem.

-The existence of a positive correlation between neurotic perfectionism and parenting tactics as perceived by children in relation to the father and mother, which is (protection - cruelty - provoking psychological pain)

-The existence of a negative correlation with (democracy - acceptance - discrimination - neglect)

-The existence of a positive correlation between neurotic perfectionism and (A) behavior pattern among the study sample.

-The results showed that cruelty by the father and excessive protection from the mother - behavior pattern (A) and self-esteem contributed to predicting neurotic perfectionism among the study sample.

-Abu Salima (2015) study of neurotic perfectionism and its relationship to quality of life among university students.

The study aimed to reveal the nature of the relationship between neurotic perfectionism and quality of life among university students, and the study sample consisted of (118) male and female students (90) females and (28) males, with a mean mean of (19,827) and a standard deviation of (0.588) The study used the following tools, the neurotic perfectionism scale for university students (the researcher numbers).

The study found that the sample members enjoyed neurotic perfectionism and that there were no statistically significant differences between males and females in both neurotic perfectionism and quality of life, and the study also found a negative correlation between perfectionism. Neuroticism and quality of life among university students.

-The Andijani study (2017) aims to identify the degree of neurotic perfectionism and narcissism and the relationship between them among a sample of gifted and ordinary students in the first grade of secondary school in Al-Baha region, and the study concluded that: The degree of neurotic perfectionism was moderate, as was the degree of narcissism.

There is a positive correlation between the neurotic perfectionist narcissism, while there are no differences between the gifted and the ordinary in the dimensions of the neurotic perfectionism scale and the total, except for the self-blame dimension where there were significant differences in favor of the ordinary, and there were no differences between the two groups in the dimensions of the narcissism scale and the total.

As well as There are no differences in all the dimensions of the neurotic perfectionism scale and the total degree according to the variable of the Gregorian order and the educational level of the parents of the Moopen, while there are statistically significant differences in the variable of the Gregorian order and the educational level in the total score of the Narcissism scale according to the Gregorian ranking variable in favor of the first, second, and third son, The quarter versus the fifth, and there are no differences in the dimensions of the narcissism scale and the overall degree, depending on the variable of the educational level of the father and the mother.

Foreign Studies

Shan's study (2010) entitled "Dimensions of Perfectionism for Frost and its Relationship with **Table (1)**

Outstanding Students in Hong Kong" The study aimed to identify perfectionism and its dimensions in a sample of students of outstanding Chinese, and the sample included (380) students from Hong Kong schools excelling, and Frost and others were used. Out of 35 words distributed in six dimensions (Frost. Et.al; 1990) in the multidimensional, the results showed that the degrees of normal perfectionists on the organizational dimension, following parental expectations, and their lower scores on the other dimensions showed higher degrees of perfectionists on all levels. Scale dimensions.

Discuss Studies

Previous studies and research have been concealed in their objectives, as some have researched the relationship between perfectionism and another variable, such as the study (Abu Salima, 2015) and al-Zghalil (2008) (Mustafa and Ahmad study, 2011) and (Al-Andijani study, 2017) and (Shan's study, 2010). Where the sample can be observed, although all studies were applied to male and female students, but they differ in academic stages between high school and university. The two researchers noted from the results of previous studies that there was an effect of the gender variable on neurotic perfectionism and neurotic perfectionism was more among females, which helped to choose the sample from females Previous studies have helped the two researchers in building the tools that they used in the current study, such as constructing the neurotic perfectionism scale.

Chapter Three

Procedures of the Research

First: Research community: The current research community consisted of female students in the Kindergarten Department (College of Education for Girls / University of Baghdad), and their number (297) for the academic year 2019-2020

The research sample:

The two researchers relied on the simple random method in selecting their research sample from the students of the kindergarten department, as the number of the research sample was (200) students distributed into (two stages) from the kindergarten department by (100) students of the first stage and (100) students of the fourth stage. Table No. (1) explains that:

Table of individuals of the research sample distributed according to the stage variable and the scientific level of the father and mother

The scientific level of the mother		The father's scientific level		Stage		Department	University and College
university or above	preparatory and below	university or above	preparatory and below	The fourth	The first		
97	103	111	89	100	100	Kindergarten	University / Baghdad College of Education for Girls
200						Total	

Search tool:

In order to verify and identify the objectives of the current research, and after reviewing the theoretical framework and previous studies, the two researchers drafted (38) a paragraph measuring the six dimensions defined by (Frost 1991) theory, which is after (excessive concern for mistakes, high personal standards, interest in paternal criticism, and parental expectations). The two researchers believe that the extent of the difference between the measures in the dimensions of perfectionism and the method of assessment may be due to the difference in the definition of perfectionism that each researcher adopted. It (applies to me always, applies to me often, applies to me sometimes, applies to me rarely, does not apply to me) and the degrees of alternatives (1,2,3,4,5) this is for the positive paragraphs, and the negative paragraphs were the degrees of alternatives (5, 4,3,2,1).

Paragraphs validity (logical truthfulness):

For the purpose of identifying the validity of the paragraphs, the neurotic perfectionism scale was presented to a group of specialists in education, psychology, and kindergartens to determine the validity of the paragraphs, and in light of the opinions of specialists, the paragraphs that obtained an agreement rate of 80% or more were preserved and based on that, all the paragraphs were preserved In the neurotic perfectionism scale.

Statistical Analysis of Paragraphs:

The Neurotic Perfectionism Scale was applied to (200) female students from the Kindergarten Department, and this sample was approved for the purposes of paragraph analysis and was adopted as a basic research sample as well, and the goal of this procedure is to maintain good paragraphs.

The two extreme groups: For the purpose of conducting the analysis in this way, the following were followed via determining the total score for each questionnaire, arranging the forms from the highest degree to the lowest degree. And then assigning 27% of the forms that obtained the highest grades and 27% of the forms that obtained the lowest grades, representing two groups of the largest size and the maximum possible differentiation, and the number of forms in each group was (54) forms.

The T-test was applied to two independent samples to test the difference between the average scores the upper group and the lower group, the T-value was considered an indicator to distinguish each paragraph by comparing it with the tabular value of (1.96), (The tabular value at the level of significance (0.05) and the degree of freedom (106) equals (1.96)).

The paragraphs in the (Neurotic Perfectionism) scale were all distinguished at a significance level (0.05) except for one paragraph, which is the paragraph (No. 11) and thus The scale has become in its final form, consisting of (37) paragraphs, and Table (2) illustrates that.

Table (2)

The Discriminatory Power of Paragraphs of the Neurotic Perfectionism Scale

The level Significance (0.05)	The calculated T-Value	the lower group		The upper group		S eq.
		Arithmetic deviation	Average Standard	Arithmetic deviation	Average Standard	
	3,34	1,34	3,08	1,14	4,70	1
	5,41	1,15	3,99	1,04	4,76	2
	3,54	0,95	3,26	0,72	4,70	3
	4,23	1,11	3,31	1,13	4,44	4
	7,88	0,98	3,15	1,36	4,02	5
	4,08	1,04	3,99	0,78	4,52	6
	5,87	1,02	3,50	1,22	4,23	7
	4,27	1,11	3,47	1,31	4,11	8
	2,09	1,14	3,34	1,18	4,50	9
	4,37	1,15	3,98	0,82	4,57	10
Non-Sig.	1,03	1,12	4,21	1,002	4,44	11
	6,03	1,15	3,11	1,42	4,04	12
	6,12	1,03	3,09	1,12	4,39	13
	3,73	1,16	3,33	1,45	4,14	14
	4,11	1,07	3,03	0,86	4,58	15
	6,18	1,33	3,64	1,44	4,63	16
	5,45	1,28	3,59	1,35	4,44	17
	5,51	1,34	3,47	1,54	4,37	18
	5,79	1,92	3,86	2,30	4,61	19
	6,79	1,81	3,76	2,34	4,70	20
	6,16	2,02	3,45	1,53	4,93	21
	6,31	1,33	3,40	0,96	4,52	22
	5,62	1,94	3,66	1,65	4,32	23
	7,81	2,07	3,47	1,74	4,75	24
	7,92	1,68	3,40	1,28	4,38	25
	7,11	1,71	3,47	1,54	4,01	26
	9,47	1,87	3,36	1,39	4,66	27

	9,01	1,77	3,12	1,22	4,12	28
	8,24	1,83	3,64	1,59	4,75	29
	6,65	2,12	3,91	1,75	4,79	30
	9,85	1,87	3,36	1,62	4,77	31
	6,65	1,48	3,85	0,83	4,53	32
	8,09	2,12	3,64	1,59	4,88	33
	6,96	1,90	3,15	1,57	4,04	34
	7,38	1,82	3,81	1,62	4,77	35
	9,03	1,83	3,24	1,21	4,42	36
	9,47	1,91	3,69	1,56	4,03	37
	5,33	1,52	3,25	1,64	4,82	38

The Relationship of the Paragraph Score to the Total Score:

The Pearson correlation coefficient was used to extract the correlation between the score of each of the scale paragraphs and the total score, and the correlation coefficients were a significant

significance when compared to the tabular value of (0.138) at a level of significance (0.05) and with a degree of freedom (198). With the exception of one paragraph in the Neurotic Perfectionism Scale, which is Paragraph (11), and Table (3) illustrates that.

Table (3)

Spine Correlation Coefficients of Neurotic Perfectionism Scale

Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph
0,255	27	0,183	14	0,306	1
0,175	28	0,378	15	0,162	2
0,320	29	0,219	16	0,365	3
0,222	30	0,465	17	0,155	4
0,297	31	0,395	18	0,226	5
0,295	32	0,277	19	0,221	6
0,218	33	0,234	20	0,304	7
0,292	34	0,338	21	0,459	8
0,307	35	0,231	22	0,208	9
0,276	36	0,173	23	0,210	10
0,280	37	0,264	24	0,112	11

0,294	38	0,265	25	0,267	12
		0,358	26	0,229	13

Psychometric properties:

Validity:

It is one of the basic standard characteristics of the educational and psychological tests and measures, and the neurotic perfectionism scale had two indicators of honesty, namely, the outward honesty and the construct validity:

Face Validity: The apparent validity of the neurotic perfectionism scale was extracted after it was presented to a committee of experts and referees in the field of educational and psychological sciences and kindergartens.

The characteristic that was set for it.

Construction validation:

This type of validity was achieved in the current research scale through the use of two methods to extract the distinction of paragraphs in the statistical analysis, which are the method of the two extremes and the method of internal consistency (the relationship of the score of the paragraph to the degree of the total score).

Reliability:

The stability of the neurotic perfectionism scale was calculated by the Cronbach Alfa method, with the reliability coefficient in this method (0.79).

Statistical means:

- *T-test for two independent samples.
- *Coefficient associated with Pearson.
- *Alpharonbach equation.
- *T-test for one sample.
- *Percentage equation.

Chapter Four

View results

The first goal: To identify the level of neurotic perfectionism among students of the kindergarten department:

The results of the statistical analysis showed that the average of the sample scores reached (120.67) with a standard deviation of (12.98), while the hypothetical mean of the test was (111), and by using the t-test for one sample, it appeared that the calculated T value was (When compared to the tabular value of (1.96), it was found that it is a statistically significant function at the level of (0.05) and with a degree of freedom (199), which means that the students of the kindergarten department have neurotic perfectionism at an average rate, and Table (4) illustrates this.

Table (4)

The value of the T-test for the difference between the arithmetic and hypothetical mean of the research sample in neurotic perfectionism

Significance (0,05)Level	T- Value		Hypothesized Average	Standard Deviation	Arithmetic Average	Sample
	tabular	calculated				
Sig.	1,96	10,53	111	12,98	120,67	200

This result may indicate that the female students have a medium level of perfectionism, and this is consistent with the theoretical framework and theory (Frost et al. 1991) that was adopted in the current study that neurotic perfectionism is a state of dissatisfaction that the individual feels about his efforts and actions that they are not good enough.

He sets unrealistic standards for himself, he strives to achieve, and it is difficult for Al-Kamali to feel satisfied with his performance of the tasks assigned to him, and at the same time he does not

appreciate the good level that deserves to feel satisfied, that is, the students of the current research sample set high standards and standards for themselves and others, since Al-Kamali wants In his behavior, he reaches the highest appreciation of teachers, parents and colleagues, and this is clear and clear, and this result is consistent with the study (Mustafa and Ahmed, 2011), the study (Salima, 2015) and the study (Shan, 2010).

The second goal: to identify the most common dimensions of neurotic perfectionism among students of the kindergarten department:

To achieve this goal, the average scores of the dimensions of the neurotic perfectionism scale

were calculated for each dimension independently of the other, and by using the t-test for one sample to calculate the scores of each dimension independently of the other. The result was as shown in Table (5).

Table (5)

The result of the t-test for the difference between the arithmetic and hypothesis average of the research sample in the dimensions of the neurotic perfectionism scale

significance level (0.05)	T-value		hypothesized mean	standard deviation	arithmetic mean	sample size	Dimensions of neurotic perfectionism
	tabular	calculated					
Sig.	1,96	5,42	21	4,678	01,22	200	Excessive attention to mistakes
Sig.	1,96	13,7	15	5,753	11,23		High personal criteria
Sig.	1,96	11,11	18	6,935	34,25		Parental expectations
Sig.	1,96	55,6	21	5,249	10,23		Parental criticism
Sig.	1,96	12,3	18	677,5	08,19		Skepticism about performance
Sig.	1,96	3,09	18	5,45	19,02		The ability to organize

It turns out that all the dimensions are a significance, but the most common among students of the kindergarten department is the dimension (personal criteria, expectations and parental criticism). This result can be explained by the fact that students at this stage tend to be very sensitive to the criticism of others, especially parents, as they set high standards of achievement that they try to achieve as they try. Avoidance of failure and characterized by dissatisfaction with the achievements they reach. This result is consistent with the findings of the study (Shan, 2010).

The third objective: To identify the significance of the difference in neurotic perfectionism according to the stage variable (first - fourth) among students of the kindergarten department:

To achieve this goal, the average grades of the first and fourth students were calculated independently of the other, as the average of the first grades was (120.37) with a standard deviation of (13.21), while the average of the grades for the fourth was (120.97) and with a standard deviation of (11). So, by using the T-test for two independent samples, it emerged that the calculated T value is (1,52) and when compared to

the tabular value of (1.96), it was found that there is no significant difference between the first-stage students and the fourth-stage students in neurotic perfectionism, at the level of (0.05), and the degree of freedom (198), and Table (6) illustrate that.

Table (6)

Results of the T-test of two independent samples between the mean scores of first and fourth in neurotic perfectionism

Significance level (0,05)	T-value		Standard deviation	Arithmetic mean	Number	Stage
	tabular	Computed				
Non-Sig.	1,96	1,52	13,21	120,37	100	First
			11,25	120,97	100	Fourth

This result can be explained by the fact that there are no differences between the first and fourth stage students, because neurotic perfectionism is socially acquired and the student gains it from her perception of social situations as she believes that others expect them to perform financially perfect and also realize that those around them impose standards on them beyond their energy, regardless of the stage.

Fourth Objective: To identify the significance of the difference in neurotic perfectionism according to the scientific level variable of the father (middle school or under- university and higher) among students of the kindergarten department:

To achieve this goal, the average grades of female students were calculated according to the

scientific level of the father in the neurotic perfectionism scale, as the average grades of students according to the scientific level of the father in junior high school and below (116.57) and with a standard deviation of (13.85), while the average grades of students according to the scientific level For the father, university and above (123.95) with a standard deviation of (11.26), and by using the T-test for two independent samples, it appeared that the calculated T value was (4.15) and when compared to the tabular value of (1.96), it was found that there are differences and in favor of the level Academic studies for the father are university and above, at a level of (0.05) and a degree of freedom (198), and table (7) illustrates that.

Table (7)

The results of the T-test are between two average scores according to the father's scientific level in neurotic perfectionism

significance (0.05)	T- value		standard deviation	arithmetic mean	No.	Scientific level
	tabular	Computed				
Sig. of the educational level of the father, university and	1,96	4,15	13,85	116,57	89	Junior high and below
			11,26	123,95	111	University And

above						above
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This result can be explained in light of the social learning model of Bandura (1986, Bandura), which sees that perfectionism in children is linked to estimates of parental perfectionism, and in light of this the child imitates the behavior of the parents.

In addition, neurotic perfectionism is one of the personal characteristics that the environment plays in its inception. Parental upbringing is one of the most important factors contributing to the formation of an individual’s personality as it grows and develops during childhood and as a result of family pressure and pressure from Self, society and from the media all this causes some individuals to have fears, feel guilt, act hard and believe that if they do not do so completely, they will lose love and respect (Silverman, 47; 1999).

Fifth Objective: To identify the significance of the difference in neurotic perfectionism according to the variable of the scientific level of the mother

(middle school or below - university and above) among students of the kindergarten department:-

In order to achieve this goal, the average grades of the female students were calculated according to the scientific level of the mother in the neurotic perfectionism scale, as the average grades of the female students according to the scientific level of the middle school and less than (116.51) and with a standard deviation of (13.13).

While the average grades of the students according to the scientific level for the whole country and above (125.08) with a standard deviation of (11.30), and by using the T-test for two independent samples appeared that the calculated T value was (4.93) and when compared with the tabular value of (1.96), it was found that there are differences and in favor of the level Academic level for a university mother or above, at a level of (0.05) and a degree of freedom (198), and table (8) illustrates that. This explains the previous result as well.

Table (8)

The results of the T-test are between average scores according to the scientific level of the mother in neurotic perfectionism

level of significance (0.05)	T-value		standard deviation	arithmetic mean	No.	Scientific level
	tabular	Computed				
Sig. of the educational level of the mother, university and above	1,96	4,93	13,13	116,51	103	Junior high and below
			11,30	125,08	97	University and above

Recommendations

- 1-Establishing extension programs for university students to develop their proper perfectionism.
- 2-Establishing curative and preventive programs for university students to reduce their neurotic perfectionism
- 3-Accepting children and providing positive support for all the capabilities they have and not asking them for what they cannot

The Proposals

- 1-Conducting a study dealing with the neurotic perfectionism variable and its relationship with psychological variables and knowing the nature of the correlational relationship between them.
- 2-Conducting a study dealing with the neurotic perfectionism variable on other samples such as (high school students, students with special needs).

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Appendix No. (1)

The faculty	Specialization	Name and Scientific Title	ت
University of Baghdad / College of Education for Girls	General Psychology	Prof. Dr. Altaf Yasin Khader Al-Rawi	-1
University of Baghdad / College of Education for Girls	Educational Psychology	Prof. Dr. Doha Adel Mahmoud	-2
University of Baghdad / Educational and Psychological Research Center	Educational Psychology	Asst. Prof. Dr. Muhammad Abbas Muhammad	-3
University of Baghdad / College of Education for Girls	Personal and Psychological Health	Asst.Prof. Dr. Elham Fadel Abbas	-4
University of Baghdad / College of Education for Girls	Kindergarten	Asst.Prof. Dr. Sijla Faiq Hashem	-5
University of Baghdad / College of Education for Girls	Educational Psychology	Asst.Prof. Dr. Mayada Asaad Moussa	-6
University of Kufa / College of Education	Educational Psychology	Asst.Prof. Dr. Salwa Faiq Abdel-Shihabi	-7
University of Baghdad / College of Education for Girls	Kindergarten	Asst.Prof. Dr. Raghad Shakib Rasheed	-8
University of Baghdad / College of Education for Girls	Kindergarten	Asst.Prof. Dr. Zahraa Zaid Shafiq	-9
Al-Mustansiriya University / College of Basic Education	Kindergarten	Asst. Prof. Dr. Bidaa Abd Al-Salam Mahdi	-10