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Research article

Education

**BUILDING AND CODIFYING THE PERFECTIONISM SCALE FOR  
STUDENTS AT PALESTINIAN HIGHER EDUCATION****为巴勒斯坦高等教育学生建立和编纂完美主义量表**Aysha Abd-Rabo <sup>a</sup>, Sherine Hashaikeh <sup>a</sup>, Yasmeen Abu Mukh <sup>b\*</sup><sup>a</sup>An-Najah National University  
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**Abstract**

Perfectionism tends to set very high levels and standards for self and others, taking different forms. On the one hand, there is self-directed perfectionism, where the individuals set themselves high standards of performance and try to achieve them. This type constitutes a driving force to achieve ambitious goals, and this is normal perfectionism. When there is a risk factor for frustration, neurotic perfectionism is formed. The current study aims to codify a questionnaire of the most important factorial dimensions to measure perfectionism among students of Palestinian higher education institutions and identify the most contributing factors in the interpretation of perfectionism. The descriptive and analytical methods were used to achieve the research objectives. The closed questionnaire was applied as a study tool on a sample of 197 male and female students from Palestinian higher education institutions. The findings of the factor analysis resulted in eight factorial dimensions that constitute the current measure of perfectionism among Palestinian students: motivation, achievement, parental expectations, performance regulation, social perfectionism, anxiety, fear of failure, perfectionism towards self, self-evaluation and parental criticism. In the light of the findings of the study, the most important recommendations can be made, represented in adopting the current measure of perfectionism with its eight factorial components, and 47 items of the scale, to measure perfectionism among students of the Palestinian higher education institutions and at the international levels.

**Keywords:** perfectionism, scale, higher education**摘要** 完美主义倾向于为自己和他人设定非常高的水平和标准, 采取不同的形式。一方面, 存在自

我导向的完美主义，个人为自己设定高标准并努力实现它们。这种类型构成了实现远大目标的动力，这是正常的完美主义。当存在挫折的风险因素时，就会形成神经质的完美主义。目前的研究旨在编纂一份最重要的因素维度的问卷，以衡量巴勒斯坦高等教育机构学生的完美主义，并确定解释完美主义的最重要因素。使用描述性和分析性方法来实现研究目标。封闭式问卷被用作对来自巴勒斯坦高等教育机构的 197 名男女学生样本的研究工具。因素分析的结果产生了八个因素维度，构成了巴勒斯坦高等教育机构学生当前完美主义的衡量标准：动机、成就、父母期望、表现调节、社会完美主义、焦虑、对失败的恐惧、对自我的完美主义、自我-评估和家长批评。根据研究结果，可以提出最重要的建议，即采用现有的完美主义衡量标准及其因子成分，即量表的 8 个和 47 个项目，以衡量高等学生的完美主义。巴勒斯坦、阿拉伯和国际层面的教育机构。

**关键词：**完美主义、规模、高等教育

## I. INTRODUCTION

Everyone aspires to reach perfection as an innate instinct. Perfectionism is a mixture of thoughts and behaviors associated with very high standards or expectations of one's performance [1]. In addition, perfectionism is a personal tendency that seeks to be free from flaws by setting very high standards of performance, and it is accompanied by significantly intense evaluations and control of behavior [2]. Nevertheless, perfectionism can be both a blessing or a curse at the same time. Normally, ideal performance is required and desirable because it leads to positive evaluations of results; however, it is not always achievable. This shortcoming may lead to the exasperation of the perfectionist, and this discontent may be accompanied by clinical symptoms such as eating disorders, obsessive-compulsive disorder, mental and physical syndromes, and anxiety disorders [3].

Historically, perfectionism was defined in early studies in the field of mental health as a one-dimensional, negative, or non-adaptive characteristic, as in [4]-[6], or as a negative and destructive potential for emotional and social harmony. However, it can be a positive force for achievement, performance, adaptability, happiness, and satisfaction with life for people in general and university students in particular, which positively affects academic achievement and quality in competencies and performances among learners [7].

Therefore, the current study aims to codify a questionnaire of the most important factorial dimensions to measure perfectionism among students of Palestinian higher education institutions, measure their degree of

perfectionism, and identify the most contributing factors in the interpretation of perfectionism

### A. The Study Problem

Several metrics are used to measure perfectionism based on the areas it measures and the different target groups. Perfectionism is of special importance among university students due to its influence on and being influenced by various dimensions. The problem of the present study is summarized in proposing and applying a special measure that includes the main factorial dimensions of perfectionism among students of Palestinian higher education institutions, as there are a set of factors that can affect perfectionism among university students and that appear through their behavior, achievements, and communication with others.

### B. The Study Questions

- 1) What are the factorial components of perfectionism among students of Palestinian higher education institutions in Palestine as revealed by the measure of perfectionism?
- 2) What is the degree of perfectionism among students of Palestinian higher education institutions in Palestine, according to the scale of the present study?
- 3) What factors most contribute to the interpretation of perfectionism among students of Palestinian higher education institutions in Palestine?

### C. The Significance of the Study

Shedding light from the theoretical aspect on the topic of perfectionism as it has been dealt with in the theoretical literature from different angles, especially since research and studies in

this field are still few and relatively recent compared to other educational fields.

As for the practical importance of the study, it is due to the need to have metrics related to this concept to measure perfectionism among university students.

#### D. The Objectives of the Study

The objectives of the present study are represented as follows:

- To codify a questionnaire of the most important factorial dimensions to measure perfectionism among students of Palestinian higher education institutions.
- To identify the factors that most contribute to the interpretation of perfectionism among students of Palestinian higher education institutions in Palestine.
- To identify the degree of perfectionism among students of Palestinian higher education institutions.

## II. LITERATURE REVIEW

### A. The Concept of Perfectionism

Researchers have been interested in discussing the concept of perfectionism extensively in the research literature [2], [8]-[9] to reveal the negative or positive implications of this trait. Despite this research interest, there is no agreement on a specific and comprehensive definition of perfectionism except in one common cognitive-behavioral complex, which is the struggle for perfection [10]. According to the general philosophical level, the term *perfection* is derived from the Latin word *Perfection*, which denotes the completion of a thing, an action, or a thought. It also denotes the achievement of something from a material or moral perspective. The perception of perfection differed from one philosopher to another and from time to time, as Plato linked it to goodness, beauty, and virtue, while Aristotle linked perfection to intentionality and teleology [11].

Don Hamachi was the first to describe perfectionism as a two-dimensional structure. On the one hand, a so-called adaptive perfection characterized by achievement and ambition leads to purposeful behavior; therefore, an ideal adaptive person tends to feel contented when facing challenges, and his approach becomes more flexible. On the other hand, non-adaptive perfectionists are characterized by more achievement and ambition, which leads to poor performance. The idealistic, maladaptive person views himself as someone who does not live up to expectations even when he is successful and

never feels satisfied with his efforts [8]. Perfectionism is defined as a personal tendency distinguished by the pursuit of impeccability and the setting of very high-performance standards, accompanied by tremendously intense evaluations and oversight of his behavior [2]. The perfectionist personality is defined as a character that sets high standards for itself and has a bleak aspect that tends to be antisocial and narcissistic when the perfectionist is characterized by excessive criticism of himself and others [9]. Non-adaptive perfectionism arises in families that do not grant independence and relationships based on the dictatorial system. Adaptive perfectionism [12] represents a catalyst for reinforcement positively related to self-concept, self-efficacy, subjective well-being, life satisfaction, social relationships, and academic outcomes. It is emphasized in [10] that gifted students with a tendency to perfection are greatly afraid of failure because they are accustomed to success.

Furthermore, as stated in [13], positive adaptive perfectionism is an internal motivational behavior that gives an individual the desire for progress. It is also related to high levels of happiness, resilience, self-satisfaction, high levels of achievement, academic performance, and social interaction [1]. One of the prominent characteristics of positive adaptive perfectionism in students is that they can set realistic goals, solve problems, and not think about them for a long while, allowing themselves to have room for error or imperfection [12], and find pleasure in difficult work [14]. On the other hand, negative adaptive perfectionism is associated with lesser degrees of self-control, stress, frustration, and self-flagellation [15]; in other words, it is a specific behavior that an individual adopts to avoid negative repercussions and effects [16]. Students with negative non-adaptive perfectionism are students who have the advantage of setting extremely high standards of achievement and performance that may exceed their abilities for fear of negative consequences, making them refrain from engaging in problem-solving [17], and may always feel dissatisfied with their performance [18].

### B. Dimensions of Perfectionism

Researchers have differed in interpreting the dimensions of perfectionism: some have defined it in two basic dimensions; some of them have defined it in three dimensions; and some of them have defined it in six dimensions, according to the psychological literature as of the second half of the twentieth century [5], [6], [8].

Here are some of these dimensions:

- The dimensions of perfectionism, as defined in [19], consist of two basic dimensions: normal perfectionism (adaptive) and neurotic perfectionism (non-adaptive), so that they differ from each other in their ways of thinking and dealing with difficulties and problems [8].

- The dimensions of perfectionism according to [11]: positive and negative perfectionism.

- The dimensions of perfectionism, according to [16], include:

- The first axis: the dimensions of the self, which include personal standards, preoccupation with mistakes, doubt in performance, and organization.

- The second axis: the dimensions of the individual's relationship with parents, including the perception of parental criticism and parental expectations.

According to [2], the dimensions of perfectionism point out that perfectionism includes the personal and social aspects. The model distinguishes among three main aspects of perfectionism: firstly, it is self-oriented (self-directed); secondly, it is oriented towards others; and thirdly, it is socially imposed perfectionism.

Dimensions of perfectionism, according to Hill and others [20], include:

- The first dimension is the perfectionism of conscientiousness, represented in adaptive perfectionism and the pursuit of superiority, organization, planning, and high standards for others.

- The second dimension is the perfectionism of self-evaluation, which represents the non-adaptive aspect of perfectionism. It is represented in concern for mistakes, needs for approval, awareness of parental pressure.

On the positive side, perfectionism works to motivate the individual to achieve achievement and accomplish high levels of ambition. It is linked to positive psychological variables such as achievement motivation, ambition, happiness, and satisfaction with life. As found in [16], there is a positive relationship between perfectionism and achievement motivation. Moreover, perfectionism, in turn, has a positive effect on academic achievement, leading to excellence, which reduces levels of depression, anxiety, and stress; and more use of coping strategies and their association with positive personality variables compared to negative perfectionism [20].

### C. Factors Affecting the Tendency to Perfectionism according to Some Studies

According to the studies on perfectionism, there are a number of factors that influence the tendency towards perfectionism. The most important of which are the following:

#### 1) Gender

Some studies indicate that males obtained higher average perfectionism levels directed at others than females. As for females, they obtained higher average levels on the socially defined dimension of perfectionism compared to males through clinical samples, while males obtained high average levels compared to females in the social samples [21]-[22].

#### 2) Chronological Age

The findings of [21] showed no differences attributable to chronological age in perfectionism.

#### 3) Ethnicity

As shown in [23], Caucasian American college students obtain higher levels than African Americans in three of the six dimensions at the perfectionism scale (anxiety about mistakes, self-criticism, skepticism about performance). The findings of the study by Zhang and others [24] showed that adaptive perfectionism is associated with positive emotion and satisfaction with life for white women, but associated with suicidal thoughts to a lesser degree for black women, while non-adaptive perfectionism is negatively associated with life satisfaction for white women only.

### D. Perfectionism in the Light of Psychological Theories

Several theories have explained perfectionism; among them Edler showed that one of the innate features of human growth is the struggle for supremacy and perfection. Edler's theory focused on the will of power, the will to excel, and the will to achieve perfection, which is the main motivation for individuals to achieve one's self and improve the advancement of society. Edler distinguished between two types of perfection in specific terms, namely, low emotion management and social struggle. Individuals who struggle for adequate levels of mastery and show high levels of social interest are adaptive perfectionists. As for those who struggle and search for unrealistic perfection and feel a lack of achievement, these are the holders of non-adaptive perfectionism [25]. Individuals who have a low sense of their ability move away from performing difficult tasks and consider them as personal threats, and that successful performance depends on the obstacles they face, as they attribute failure to a lack of their capabilities and

weakness in their efforts in difficult situations, which hinders themselves [26].

Parental perfectionism helps develop perfectionism within individuals in childhood due to children imitating the parents' behavior, which means that the reinforcement function directs motivation towards the reinforced stimulus. This develops positive adaptive perfectionism, which is the individual's desire to approach the ideal self, the sense of pleasure, and the sense of satisfaction upon success. The negative reinforcement function occurs when individuals avoid the results of the single environment due to their expectation of set back and failure, which leads to a feeling of dissatisfaction with their behavior to achieve goals [27]. This theory assumes the individual's external behavior and the surrounding environment as it considers that individuals with adaptive perfectionism adopt positive responses in the short term and exclude the negative responses in the long term [26].

Many models emerged in light of previous theories that discussed perfectionism and identified multiple dimensions for it. The model developed in [28] consists of six dimensions: anxiety about mistakes, high parental perceptions and expectations, parental criticism, personal standards, organization, and doubts about the application. The approximate-adjusted-perfection scale of Selene and his colleagues [24] divides the modified approximate perfection scale into three types: adaptive perfectionism, non-adaptive perfectionism, and non-perfectionists.

Perfectionism is an innate tendency to achieve high levels that a person sets for himself, and he exerts his effort in order to reach these levels that are within his capabilities; therefore, adaptive perfectionism results in or may exceed his capabilities, causing him frustration and anxiety if he does not reach it. Here, perfectionism is not adaptive, and a college student is like any other person innately seeking perfectionism.

### III. METHODS

#### A. Study Approach

A descriptive-analytical approach based on the study of reality was clearly used [29], using the Statistical Package for the Social Studies (SPSS) to analyze data. The study sample consisted of 197 male and female students who were randomly selected, intending to build and codify a scale to measure the level of perfectionism of students in higher education institutions using factorial validity.

#### B. Study Tool

The present study used a closed-directed questionnaire by classifying the responses of the sample members according to the degrees of the five-point scale (very low, low, medium, high, very high). The scale results reveal (self-directed perfectionism, social perfectionism, parents' expectations, parental criticism, fear of failure, performance management, motivation of achievement and excellence, self-esteem).

The initial questionnaire consisted of two main axes: the first concerned demographic information, including (gender, geographic region, economic situation, academic year, and achievement). The second consisted of 79 items of the questionnaire to respond to. The scale was presented to university referees specialized in psychology and education at faculties of education. The amendments they recommended were made, including reformulating, deleting some items, and other amendments, so that the number of these items reached (52) items. After conducting the factorial analysis of the scale, (5) items of the scale were deleted, so that the scale in its final form consists of (47) items distributed on (8) factors out of (12) factors, where (4) factors that did not meet the required conditions were omitted, the most important of which is the lack of saturation of three or more expressions on a factor.

#### C. Criteria of Degree Determination

According to the 5-point Likert scale, the range was calculated ( $5-1 = 4$ ), and then divided by the number of items of the scale to obtain the length of the period ( $4/5 = 0.8$ ). Table 3 shows the lengths of periods for each type [30].

#### D. Validity and Reliability Analysis

Validity and reliability analyses were performed for the eight factors. To ensure validity, the first version of the questionnaire has been examined by three experts working in educational sciences institutes to analyze it and thus verify its validity for data collection. Thus, the number of items was reduced, and the necessary corrections were made to the scale, which gave the present 47 items and was designed in the 5-point Likert scale. To ensure reliability, Cronbach's Alpha was found for each of the eight factors. The Cronbach Alpha computation for the whole questionnaire is 0.856, which indicates high reliability. These reliability results indicate good reliability for all constructs because these reliabilities are around 80 [31].

### IV. RESULTS AND DISCUSSION

At first, the factorability of the 47 items was examined. The data was sifted for factorability using several well-recognized criteria. Initially, all the items are correlated at least 0.3 with at least one other item, indicating reasonable factorability. The KMO value measure of sampling adequacy was found 0.83, above the commonly recommended value of 0.6. Bartlett’s test of sphericity result was significant ( $\chi^2(1326) = 4930.48, p < .000$ ). The diagonals of the anti-image correlation matrix were also all over .5; the communalities were all above .40, further confirming that each item shared some common variance with other items. Given these overall indicators, factor analysis was deemed to be suitable with all 47 items.

Factor loadings based on rotated principal components analysis with varimax rotation for 47 items from the above scale (N = 197) are presented in Table 1; the varimax rotation method was used to give a better picture of factors in this analysis. The principal component analysis (PCA) was used to bring out strong patterns in a dataset, and Initial eigenvalues

indicated that the first eight factors explained 10.20 %, 7.10 %, 3.24%, 2.48%, 2.06%, 1.71%, 1.41%, and 1.30 % of the variance respectively.

Our adoption of the eighth-factor model depended on the results of the principal factor analysis, including the total-variance-explained table and the scree plot (see Figure 1). According to the solution, the eight factors explained 65.63 % of the variance in the perfectionism scores, and this percentage is considered acceptable in social science studies [31].

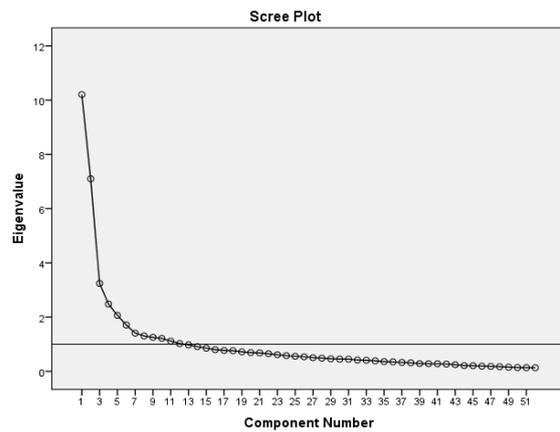


Figure 1. Scree plot of the item factorization

Table 1. Factor loadings based on varimax-rotated principal components analysis (N = 243)

Item	Component							
	1	2	3	4	5	6	7	8
I care about arranging and coordinating all of my works.	0.80							
I care about little details in doing works	0.78							
I always demand myself to be in the highest level of performance	0.73							
I always plan before implementing my work	0.72							
I impose on myself the highest levels of control	0.70							
I care a lot about being organized.	0.55							
I use various strategies for précised work.	0.55							
I seek the furthest level of learning.	0.49							
I seek to be more competent than others	0.37							
My parents do not accept even my minor mistakes.		0.78						
I receive extended parent criticism when I fail to do the work required.		0.78						
My parents use force & compulsion to do the work excellently.		0.77						
My parents complain about me to others when I do not do the work as it should be.		0.74						
My parents do not try to understand my mistakes.		0.72						
My parents punish me if I do not perfectly achieve work.		0.71						
My parents get furious when my performance is less than expected.		0.69						
I have a good social standing in my social environment.			0.76					
I feel others accept me.			0.71					
My thoughts and opinions win the admiration of others.			0.69					
I blend easily with teamwork.			0.62					
I can easily make friendships.			0.61					
I achieve all my work perfectly that satisfies everyone.			0.59					
I fear the others’ look at me when I do not completely achieve work.				0.83				
I fear negative assessment by others.				0.76				
My thinking is preoccupied with how satisfied other people are with everything I do				0.73				
I continually compare myself to others.				0.63				
I strive to reach perfection to get the praise of others.				0.39				
I always fear failure.					0.75			
I lose my sense of satisfaction when I finish the work required of me, because I think it lacks more mastery.					0.60			

Continuation of Table 1	
I feel anxious and fearful when I perform required assignments.	0.56
I think about mistakes very much.	0.54
I feel anxious about achieving my parents' expectations.	0.52
I avoid doing some work so that I would not receive any negative reaction.	0.51
I feel very anxious when I make mistakes with others.	0.49
My parents accept my behavior if it goes along with their standards.	0.81
My parents get satisfied when I adhere to the high rules and standards of performance.	0.72
I feel relieved when my expectations match my parents'.	0.68
My parents expect me to do all the work at its best.	0.68
I rely on myself to achieve my goals.	0.61
I always seek excellence and achievement.	0.61
I have high goals.	0.56
I bear many burdens and responsibilities on my own.	0.50
I always strive to do the work with no mistakes.	0.49
I do not feel satisfied with the works I achieve.	0.69
I do not consider my work good despite its quality.	0.62
I do not care not about any success or achievement I have made.	0.61
I sometimes feel low self-esteem.	0.49

Notes: 1 - performance regulation, 2 - parental criticism, 3 - social perfectionism, 4 - self-oriented perfectionism, 5 - fear of failure, 6 - parental expectations, 7 - the motivation of achievement and excellence, 8 - self-evaluation

To identify the most contributing factors in interpreting perfectionism among the students of the Palestinian higher education institutions in Palestine, the researchers used the simple Linear Regression analysis. All the factors were entered into the regression equations to investigate the factors most contributing to the interpretation of perfectionism among students of Palestinian higher education institutions in Palestine. The researchers used the Stepwise Gradient Regression method to analyze regression. The advantage of this method is that it tests the variance added from any predictor to the regression equation as it is the last variable that enters the equation every time a new variable is introduced. Hence, it avoids the presence of the same variance or part of it in more than a variable, which makes this method suitable to answer this question, as this method removes the variables that have no statistical significance.

To investigate which factors contribute most to the explanation of perfectionism, the associations between them were calculated. The following table illustrates this, as the researchers relied on answering this question on the Pearson correlation coefficient test.

It is evident from Table 2 that there is a positive correlation between the total field of perfectionism and the eight factors. This relationship is statistically significant because the significance value of these variables is less than 0.05.

Table 2.  
Associations between perfectionism factors and the total scope of the questionnaire

Factors	Total scope	Sig. value
Fear of Failure	0.67	0.000
Performance Regulation	0.64	0.000
Parents' Expectations	0.53	0.000
Parental Criticism	0.40	0.000
Social Perfectionism	0.34	0.000
Perfectionism Towards One's Self	0.85	0.000
Motivation Towards Achievement and Excellence	0.54	0.000
Performance Evaluation	0.27	0.000

To ensure no general discrepancy among the variables, which led to a fake statistical significance among the factors according to the correlation analyses, the Stepwise Regression gradient method was used to find out which factors would enter the regression equations as predictors.

Table 3.  
The regression equations for prediction show the most contributing factors to the explanation of perfectionism

Model	The variables that entered the equation	Standard regression coefficient	T-value of the regression coefficient	F value	Sig	R	R <sup>2</sup>
Model (1)	Fear of Failure	0.67	12.36	152.86	0.000	0.67	0.44
Model (2)	Fear of Failure	0.55	13.32	218.57	0.000	0.84	0.69
	Performance Regulation	0.52	12.58				

Continuation of Table 3							
Model (3)	Fear of Failure	0.53	15.22	230.89	0.000	0.89	0.79
	Performance Regulation	0.41	11.31				
	Parents' Expectations	0.32	8.84				
Model (4)	Fear of Failure	0.41	13.45	286.89	0.000	0.93	0.86
	Performance Regulation	0.48	15.76				
	Parents' Expectations	0.29	9.93				
	Parental Criticism	0.29	9.91				
Model (5)	Fear of Failure	0.44	18.24	395.05	0.000	0.95	0.91
	Performance Regulation	0.39	15.73				
	Parents' Expectations	0.23	9.56				
	Parental Criticism	0.37	15.05				
	Social Perfectionism	0.27	10.83				
Model (6)	Fear of Failure	0.33	17.04	670.55	0.000	0.96	0.96
	Performance Regulation	0.40	22.21				
	Parents' Expectations	0.21	12.34				
	Parental Criticism	0.35	20.10				
	Social Perfectionism	0.25	13.47				
	Perfectionism Towards One's Self	0.24	13.34				
Model (7)	Fear of Failure	0.33	20.07	908.31	0.000	0.97	0.97
	Performance Regulation	0.31	17.95				
	Parents' Expectations	0.16	11.41				
	Parental Criticism	0.37	26.22				
	Social Perfectionism	0.21	14.48				
	Perfectionism Towards One's Self	0.24	17.03				
	Motivation Towards Achievement and Excellence	0.18	10.20				
Model (8)	Fear of Failure	0.25	26.76	2656.76	0.000	0.98	0.98
	Performance Regulation	0.33	34.80				
	Parents' Expectations	0.18	22.61				
	Parental Criticism	0.33	40.38				
	Social Perfectionism	0.23	27.85				
	Perfectionism Towards One's Self	0.23	28.83				
	Motivation Towards Achievement and Excellence	0.22	21.29				
	Self-Evaluation	0.18	20.54				

The entire field was the dependent variable continuously, and the following indicators were calculated (Adjusted R square, R square) as Table 3 illustrates this.

Figure (2) shows the effectiveness of the regression line in contributing factors to explaining perfectionism.

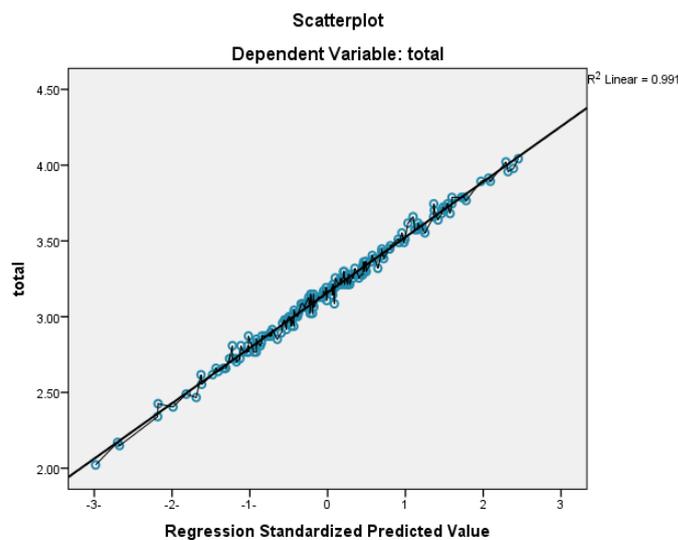


Figure 2. The effectiveness of the regression line in contributing factors to explaining perfectionism

To identify the degree of perfectionism among students of the Palestinian higher education institutions from their perspectives, the arithmetic

averages, standard deviations, and percentages of perfectionism scopes among students of

Palestinian higher education institutions were extracted. Table 4 illustrates that.

Table 4.

The arithmetic averages and standard deviations of the perfectionism scopes for students of the Palestinian higher education institutions from their perspectives arranged in descending order according to the arithmetic mean and percentage

No.	Scope	Arithmetic average	Standard deviation	Percentage	Degree
1	Motivation and achievement	4.20	0.64	84%	Very Strong
2	Parents' Expectations	3.94	0.83	78.8%	Strong
3	Performance regulation	3.92	0.63	78.4%	Strong
4	Social perfectionism	3.82	0.67	76.4%	Strong
5	Anxiety and fear of failure	2.93	0.76	58.6%	Strong
6	Perfectionism towards one's self	2.27	0.78	45.2%	Poor
7	Self-evaluation	2.01	0.75	40.2%	Poor
8	Parental criticism	1.88	0.85	37.6%	Poor
Total Degree		3.15	0.36	63%	Moderate

Table 4 shows that the degree of perfectionism among students of the Palestinian higher education institutions from the students' perspective came with a moderate degree, where the arithmetic average was 3.15 and the standard deviation 0.36, while the arithmetic averages of the responses of the study sample individuals in all fields ranged between 4.20-1.88, and the percentages of the total score ranged for the scopes (63%).

The results of the first question showed that the measure of perfectionism among students of the Palestinian higher education institutions resulted in 47 items distributed in eight major factorial dimensions. The eight dimensions express perfectionism in its normal and neurotic aspects, which reflect the negative and positive dimensions of personality, as stated in the [32]. The researchers explain this result with the importance of these dimensions that measure perfectionism and reflect university students' characteristics by responding to the dimensions of perfectionism. Some consider themselves in high levels of performance standards and strive to achieve them in a good way through self-reliance, organizing work and managing performance, self-evaluation, and gaining the respect of others, which constitutes a positive driving force for achievement, performance, social resilience, happiness, and life satisfaction as stated in [7].

On the other hand, perfectionism can be a negative and destructive force [33] when the university student seeks to work and achieve his goals. However, high levels of standards may exceed his capabilities, which pose great challenges to him and cause fear, frustration, and anxiety from the idea of failure and parental criticism [29], especially when the student is in a stage of insufficient self-reliance and taking responsibility of work and this reflects negative and abnormal perfectionism. The results of the fourth question confirmed that all eight

dimensions contributed according to the gradual decline in the interpretation of perfectionism among students of the Palestinian higher education institutions in the West Bank and inside the Greenline. It also appeared in the results of the first question, where the (fear of failure) dimension was the most contributing to the interpretation of perfectionism among students, as students have the motivation to achieve and excel for fear of failure. The importance of all factors of perfectionism is also emphasized through the models of regression.

The results of the second question indicated that the level of perfectionism among students of higher education institutions came at a moderate level. The moderate level of perfectionism among university students coincided with the results of the two studies [16] and [32]. The researchers attribute the average level of perfectionism from students' perspectives at higher education institutions to the inclusion of the perfectionism scale on various dimensions and items of perfectionism in its normal and abnormal types. This means that the students' tendency to choose the appropriate degree for responses to the items varies according to the nature of the item and its reflection on normal or abnormal perfectionism.

The researchers found that students of educational institutions tend to respond to a very large degree and larger than the dimensions of performance management and achieving motivation and achievement, respectively. This can be explained that they have reached a great degree of self-reliance to achieve the goals they seek. This makes them bear a lot of burdens and responsibilities, stand for the mistakes they make, and try to avoid them in the future to reach out to the excellence and achievement they strive for at the university level. Also, they get to care about arranging and coordinating work, duties, and small details, planning permanently, control, and self-control in order to achieve goals and adopt

appropriate strategies for learning according to a specific system that a student adopts for himself/herself to achieve what is planned for.

On the other hand, the same students who have a large degree towards performance regulation, motivation, and achievement expressing normal positive perfectionism [13] will have a little tendency towards the dimension that reduces self-worth by responding to a small degree to the items expressing abnormal perfectionism as feeling dissatisfied with achievement, lack of interest in achieving success, or feeling underperforming, and low in self-esteem [18].

## V. CONCLUSION AND RECOMMENDATIONS

The researchers also explain that the dimensions of perfectionism included in the current perfectionism scale have a different level of students' responses to them according to the nature of each dimension and what it expresses within the student. This means that there are students affected by the criticism of parents significantly, while there are those who have a positive attitude to a large degree that meets the parents' expectations. There are those who have perfectionism towards oneself versus perfectionism towards others; there are those who strive for excellence and achievement with a strong motivation, and, on the other hand, there are those who fear failure and feel constant anxiety and seek to avoid mistakes. These differences in the degree of responses to the different dimensions that measure perfectionism with its two types, normal and abnormal, have resulted in the intermediate level of perfectionism.

It can be concluded from the findings of the study that students at Palestinian higher education institutions tend towards normal perfectionism, as the dimensions that have achieved the highest averages are the dimensions that constitute normal perfectionism, which is: performance regulations, parents' expectations, motivation, and achievement, and social perfectionism. Therefore, researchers suggest adopting the current scale with its factorial components, including its dimensions and items, in order to measure perfectionism among students of Palestinian, Arab, and international higher education institutions, in addition to developing normal perfectionism among students of higher education institutions through the implementation of counseling and awareness programs.

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