Research Article

COMPARISION OF PSYCHOLOGICAL WELL-BEING AND POSITIVE BELIEFS ABOUT WORRYING AMONG PERFECTIONIST AND NON-PERFECTIONIST STUDENTS

*Leyla Vatandoust, Bahram Mirzaeian and Ramazan Hasan Zadeh
Department of Psychology, Azad University of Sari
*Author for Correspondence

ABSTRACT
The aim of present study is comparison of psychological welfare and positive beliefs about worrying among perfectionist and non-perfectionist students. The research method is after event (Ali and comparative) and the population included all the girl students at high school level in Sari city in Iran. The sample size was estimated about 375 people by using Cochran formula. Sampling method was random and from cluster type. The data was gathered by using Welz *et al.,* Meta well-being questionnaires (1997), Hill measures of perfectionism (2004) and Rief psychological well-being questionnaire (1989). For analyzing the data Spss software in both descriptive and inferential level was used. The result of independent T-test showed that there is a significant difference between psychological well-being and positive beliefs about worrying among perfectionist and non-perfectionist students.

Keywords: Psychological Well-Being, Positive Beliefs about Worrying, Perfectionism, Students

INTRODUCTION
The perfectionism is a personality construct and is identified by features like trying for being perfect and determining ultra-extremist criteria in performance associated with tendency toward critical assesses of behavior (Howeit and Flat, 1991; Astober and Ato, 2006). Basically tendency toward perfection and perfectionism exist in human being and is considered as a positive attribute. But when tendency toward perfectionism, comes with competition, outdo from others and simply for obtaining approval and consent, will be a negative aspect and abnormal. In other words, this character trait can be both helpful and constructive or be negative and destructive (Horney, 1950).
Many psychologists believe that the perfectionist people in comparison with others have more negative cognitive beliefs, this is due to their special kind of cognitive and performance that they react in more negative way to failure and are particularly more vulnerable (Anshe and Mansouri, 2005; Besser *et al.,* 2004). Some studies have also indicated the relationship between perfectionism, especially in its negative aspect and psychological trauma (Hoyt *et al.,* 2002; Konor, 2003; Billing and Antony, 2004; Mahomoud, 2007).
Several studies (Beshart, 2011; Fisak *et al.,* 2007) has shown that there is a relationship between anxiety and meta-cognitive beliefs about worrying and perfectionism in children and adolescent and also the students are not exempt from that. Worrying is an important issue from both research and theorizing aspect, because many of its involved processes, also have other roles in psychological disorders (Devi and Welz, 2006). Therefore, attention to the positive beliefs about worrying and mental well-being in perfectionists and their comparison between perfectionists and non-perfectionist people is an important issue.
As the school is an institution that has an important effect in personality growth, negative and positive beliefs and consequently the society, identifying perfectionist students and comparison of their mental well-being indicators and positive beliefs about worrying with non-perfectionist students is essential. Students in school for achieving to their educational goals face with several challenges. When such challenges to be considered negative, will have harmful effects on their motivation, mental health and mental well-being (Behrozi *et al.,* 2013). The Mental well-being term refers to the evaluation ways of people from their own life. These assessments including both cognitive judgments (life satisfaction) and emotional judgments (feelings, positive and negative emotions) (Diner, 2002).

Research Article

Today the researchers believe that development of psychological well-being forward the human beings toward more success in the life, better health, more supportive social relations and finally more psychological and physical health (Fridge 2006; Dyner *et al.,* 2002). This means the ability to find all the individual talents and originates from the balance between positive and negative effect, life and job satisfaction (Brod, 1969). Meta-cognitive beliefs of those students whom influenced by perfectionism, maybe vary from other students. This includes their use of mental well-beings. So the present study will investigate well-being indicators and positive beliefs about students worrying as well as their comparison among perfectionist students and other students. The objectives of this study include:

- comparison of psychological well-being between perfectionist and non-perfectionist students
- comparison of positive beliefs about worrying between perfectionist and non-perfectionist students

Theoretical Concepts and Principles

For the first time over the past decade a multi aspect definition for well-being has been provided by Radif (1985, 1989). Many studies on well-being has been done by using this model which some of them have investigated the effect of age, sex or economic situation and some others have considered it as an effective factor originated from life experiences (marriage, born baby, divorce and….) and/or life evaluation and also special challenges (having alcoholic parents, mentally retarded children, caring spouse or patient parents) in their studies. These include:

Accepting yourself: one of the key factors of well-being is having positive attitude about yourself, of course not in the sense of narcissism or high or unusual self-esteem but in the sense of respect to that self which is based on strength and weak points. As the Jang (1933) and Reinz (1964) emphasize awareness about self-deficiency and accepting self-mistakes, is one of the most important characteristics for having a complete and evaluated personality. Erikson (1959) states that one of the self-integration factors is achieving to the peace despite of failures, successes and disappointments of the past. Such a high susceptibility is built based on realistic self-testing, awareness of mistakes and limitations, and love toward the self and others.

Purpose and direction in life: the ability to find meaning and direction in life, and having goals and following them, that all of them are against prosperity, is important aspects of well-being. The foremost and lightest theory about having goal in life has been proposed by Frankel (1992). He passed three difficult years in Nazis' camps and during these years by having his goals could survive**.** His vision toward promotion of life level , the goals and life meaning was so deep that he could use a method as psychotherapy(Therapeutic) for helping to his human beings in finding meaning in their life. By using the method the people can have stability and resistance against the difficulties and pains.

Personal growth: or the ability to flourishingall the powers and talents. Developing and reaching to new abilities requires facing with difficulties and hard conditions, because facing with these conditions leads the individual find his internal powers and also gain new abilities. When is the most probability time to find these powers? When the individual is under pressure, these talents repeatedly will be discovered and show their power in changing the conditions. Self-flourishof human being during the challenges and undesired conditions is representative of psychological ability of them to come to term with difficulties, tolerate many problem and returning back to natural state after putting them behind and having progress after passing obstacles.

Dominance on environment: one of the other key factors to achieve to well-being, is having control of the environ world. This means everyone should have greatly the ability to have dominancy on life and his/her around environment. This depends on that an individual form his surrounding environment in conformity with his characteristics and individual needs and can keep it in this form. Such dominancy only by efforts and performance of the individual, and in the context of his/her work, family and social life is possible. Having control in life is a challenge that human is always facing with during of his/her life. This aspect of well-being has emphasis on this matter that every one for creating and maintaining a desire work and family environment needs to have a creativity power. Such an environment for the individual and his/her associates will have the best and when we have in such an environment, understand that having dominancy is the strongest power and ability of human being.

Research Article

Autonomy: this means that the human can based on his criteria and beliefs to act and live, even if they are against the accepted beliefs and customs of society. Jang (1993), emphasis that a fully grown man and self -flourish is the one whom is free from any age and society. It seems that this aspect of well-being completely show us western attainment concept. In this concept the individual for reaching to his autonomy and selecting a life style based on his/her desire and personal and internal view, becomes completely seeking isolation, and even accepts some of the stigmatism. So, the individual who chose such a method for his life will have the ability to live in aloneness. Such a life style requires both courage and being alone.

Positive relation with others: this means the ability to communicate closely and friendly with others and having eagerness for such a communication as well as loving others. This social aspect of well-being, including rises and falls of relations, social interactions and inter –individualist which means a relationship can have a range of being severely intimate and lovingly to a relationships full of problems. The way that these positive and negative feelings mix with each other, is the thing that we are looking for to have a better personal performance in our life.

In a nutshell, lack of existence of undesired feelings and events is not the factor of prosperous, but the way we come to term and facing with these undesired difficulties determines the well-being of an individual.

In this study from the stated definitions of well-being, due to being more than of Reif definition compare to others, this theory as the basis for evaluating well-being was selected.

Theoretical Concepts

Perfectionism: The perfectionism is a personality construct and is identified by features like trying for being perfect and determining ultra-extremist criteria in performance associated with tendency toward critical assesses of behavior (Howeit and Flat, 1991; Astober and Ato, 2006) and as a Nortek and negative style in behavior is identified (Sigel and Schaler, 2000).

Psychological well-being: refers to the evaluation ways of people from their own life. These assessments including both cognitive judgments (life satisfaction) and emotional judgments (feelings, positive and negative emotions) (Diener, 2002).

Meta-cognitive beliefs: study of meta-cognitive at first in the field of growth psychology and learning and involved strategies remembering and emotional disorders were proposed (Flowel, 2011; quoted in Seyf, 2004). Meta-cognitive based on the knowledge and individual`s beliefs about him/herself, meta-cognitive experiences (such as worrying from worrying) and meta-cognitive strategies (like suppression of thoughts or use of distraction methods) is formed (Khanipur *et al.,* 2012).

Worrying: Barlo (2002) defines worrying as an indicator for a kind of effort for problem solving in the form of mind activities on a subject that probably comes with negative consequences (quoted by Devi and Welz, 2006).

Background

Two researches for investigating the relationship between aspects of perfectionism and negative thoughts has been done by Flat *et al.,* (2013). The results showed that social oriented perfectionism come along with ((having more than usual expectation from yourself)), ((requiring others conformity)), ((dependency)), ((tend to blame themselves)) and ((worrying along with anxiety)).

Jang *et al.,* (2007) also in a study about the relationship between perfectionism (agreeable / non agreeable), educational failure and studying in Chinese students, showed that non-agreeable perfectionism have a negative relationship with educational performance while agreeable perfectionism with educational performance have a positive relationship.

In Iran Geranmayepour and Besharat (2007) in a study showed that perfectionism with psychological well-being have has a positive correlation and by psychological agitation has a negative correlation. Also the results from Rahimian *et al.,* (2012) study in predicting well-being and psychological insolvency of student based on meta-cognition beliefs showed that between positive beliefs about worrying, the beliefs about controlling and thought dangerous, some beliefs about requiring to control beliefs and cognitive occurrence with psychological well-being there was a positive and meaningful correlation. Besharat

Research Article

(2006) in a study showed that positive perfectionism through characteristics such as being realistic, accepting personal limitations, flexibility in consent feeling and goodness from personal performance, reinforcing self-confidence and trusting to yourself as well as positive takes of an individual from supports and social evaluations with increasing in valuable successes have a direct relationship. Also Hosseini (2008) in his study named "investing the relationship between perfectionism and coping strategies against with psychological well-being in nurses" showed that from among the coping strategies between problem-oriented strategies with psychological well-being there was a positive and meaningful correlation and between coping strategy oriented with psychological well-being there was a negative and meaningful correlation.

MATERIALS AND METHODS
Methodology
The research method for this study is after event (Ali and comparative) that sectional was performed. The population was including all the girl students in the high school level in Sari city and the sample size by using Chocran formula was estimated about 375 people. The sampling method was random and from cluster type. The data was gathered by using Weilz *et al.,* Meta well-being questionnaires (1997), Hill measures of perfectionism (2004) and Rife psychological well-being questionnaire (1989).
After distributing the questionnaires, the findings by using Spss software and T-test method in both descriptive and inferential level were analyzed.

RESULTS AND DISCUSSION
Results
Descriptive Results

Table 1: Frequency distribution of perfectionism in respondents

Group	Frequency	Percentage
Perfection students	154	41
Non-perfectionism students	221	59
Total	375	100

The above results show that from 375 participants, 41 % (154 individual) are perfectionism and the other 59 % (221 individual) are non-perfectionism.

Table 2: The statistical indicators related to psychological well-being scores in both groups

Chies			Data		Distribution Indicators			Central indicators			Statistical indicators
Third	Second	First	Maximum	Minimum	Range of changes	Standard deviation	Variance	Mode	Mean	Average	**Groups**
59	57	42	70	39	31	10/72	115/09	59	57	54/66	Perfectionism students
81/50	72	67/50	94	54	40	11/48	131/95	71	72	74/42	Non-perfectionism

The data in the table 2 shows that in perfectionism group, the score mean was equal to 54/66 and in non-perfectionism group was 74/42. These results show that the scale of psychological well-being in perfectionism students considerably is lower than the non-perfectionism students.

Research Article

Table 3: The statistical indicators related to positive belief scores about worrying in both groups

Chies			Data		Distribution Indicators			Central Indicators			Statistical indicators
Third	Second	First	Maximum	Minimum	Range of changes	Standard deviation	Variance	Mode	Mean	Average	Groups
65/25	53/50	46/75	77	41	36	10/99	120/88	55	53/50	55/50	Perfectionism students
57	52	41	68	39	29	9/70	94/12	52	52	52/53	Non-perfectionism students

The data in the table 3 shows that in perfectionism group, the score mean was equal to 55/50 and in non-perfectionism group was 52/53. These results show that the scale of positive beliefs about worrying in perfectionism students considerably is higher than the non-perfectionism students.

Inferential Results

1 hypothesis: the psychological well-being between perfectionism and non- perfectionism students are different.

For testing this hypothesis the T-test formula was used. The results are as follows:

Table4: The statistical results for first hypothesis

α	Tc	Degree of freedom	Tpw	Standard Deviation	Mean	Numbers	Statistical indicators Groups
0/5	1/96	373	2/38	3/57	41/54	154	Perfectionism
				4/88	52/49	221	Non-perfectionism

According to the Tpw (psychological well-being) T=2.38 in α=5% (95 %) with df =373 higher than Tc (Critical) T=96, zero hypothesis will reject and the research hypothesis will confirmed. This hypothesis is meaningful and with 95% trust we can say that the psychological well-being between perfectionism and non-perfectionism students are different.

2 hypothesis: positive beliefs about worrying in the perfectionism and non-perfectionism are different.

For investigating this hypothesis the T-test was used. The results are as follows:

Table 5: The statistical results for second hypothesis

α	Tc	Degree of freedom	Tpb	Standard Deviation	Mean	Numbers	Statistical indicators Groups
0/5	1/96	373	3/27	2/9	26/08	154	Perfectionism
				1/8	29/07	221	Non-perfectionism

According to the Tpb (positive beliefs) T=3.27 in α=5% (95 %) with df =373 higher than Tc (Critical) T=96, zero hypothesis will reject and the research hypothesis will confirmed. This hypothesis is meaningful and with 95% trust we can say that positive beliefs between perfectionism and non-perfectionism students are different.

Discussion

The results from this study show that psychological well-being between perfectionism and non-perfectionism students are different and in the non-perfectionism students psychological well-being significantly was lower than perfectionism students. Mental well-being leads to balanced growth and

Research Article

human health and also proper the way for more right and wide foster. Personal growth and social development depends on this matter that how much it is valuable. Also it includes important principles that through the impact of emotions on all aspects of human behavior and his progress (including physical and emotional, academic and skill development and creating positive social relationships) are identifiable (Bridges *et al.,* 2002). As the mental well-being considered as assessment and personal understanding of individuals from social and psychological actions, those with high well-being emotions, will experience more positive emotions. They have positive evaluation from them self and others future and past, events and surrounding environment, while those with low well-being feelings evaluated above subjects undesirable and experience more negative emotions like anxiety and depression. This result is consistent with finding by Lymbursky (2007) and Hosseini (2008). Also the results show that positive beliefs about worrying between perfectionism and non-perfectionism students are different and positive beliefs about worrying were significantly lower in perfectionism students compare to non-perfectionisms. Generally, fear of failure, worrying about evaluation and others thinking ways about themselves, creating high level standards and uncertainty that perfectionism people are grappling with, all are the matters that lead to creation of anxiety, in other word everyone has a set of abilities and it is by awareness about his/her talents that determines his/her goals in life. It is assumed that perfectionism people regardless of their abilities accept the goals beyond their power and capacity and because they are afraid of failure to achieve to their perfections will not satisfy with anything other than complete success. These findings are partly in consistent with Besharat (2011) and Fiask *et al.,* (2007) studies. Having perfectionism thought in students on the one hand, it alone lead to academic failure because perfectionism students only by doing assignments and having great results will not satisfy. They do not rely on the fact that their performance is better than their peers and have done their assignments perfect but they will satisfy only when they do their assignment or job with no errors. So it is possible that because of their fear from failure on the jobs and assignments they will not accept or leave them at the middle of performance, this causes to academic failure and on the other hand perfectionism may lead to depression, anxiety and worrying that indirectly increases academic failure.

REFERENCES
Besharat MA (2006). Investigating the positive and negative perfectionism and defense mechanisms. *Psychological Research* **VIII**(2-1) Ss21-7.
Behrozi Naser, Shahni Yeylagh, Manije PourSaied and Seyed Mohammadi (2013). The relationship between perfectionism, perceived stress and social support. *Psychological Research Journal* **20**.
Mohammad Khani, Hamid Sohrabi F and Tabatabai S (2012). Comparison of metacognitive beliefs and thought control strategies for students with normal or morbid levels of concern. *Research, Clinical Psychology and Counseling* (1).
Seyf AA (2004). The New Educational Psychology. Tehran, Doran.
Mahmoud Alilou M (2005). Perfectionism, perceived parental personality traits and behavior patterns in people with obsessive-compulsive checking. *Journal of Psychology, University of Tabriz* **3** Ss259-229.
Anshel MH and Mansouri H (2005). Influence of perfectionism on motore performance, affect and causal attributionsins in response to critical information feedback. *Journal of Sport Behavior* **28** 99-124.
Besser A, Flett GL and Davis RA (2004). Self-criticism, dependency, silencing the self and loneliness: a test of a meditational model. *Personality and Individual Differences* **35** 1735 -1752.
Hewitt PL and Flett GL (2013). Perfectionism in the self and social contexts: Conceptualization, assessment, and association with psychopathology. *Journal of Personality and Social Psychology* **60** 456-470.
Stoeber J and Otto K (2006). Positive conceptions of perfectionism: approaches, evidence, challenges, Personality and social.
Hewitt PL and Flett GL (2002). Perfectionism and stress processes in psychopathology. In: *Perfectionism: Theory, Research and Treatment,* edited by Flett GL and Hewitt PL, Washington, D.C: *American psychological association* 255-284.

Research Article

Barlow DH (2002). Anxiety and Its Disorders: *The Nature and Treatment of Anxiety and Panic,* 2nd edition (Guilford Press) New York.

Besharat MA, Azizi K and Poursharifi H (2011). The Relationship between Parenting.

Diener E and Biswas-Diener R Rethinking happiness (2008). *The Science of Psychological Wealth* (Malden MA: Blackwell Publishing).

Diener E, Lucas RE and Oishi S (2002). Subjective wellbeing. *Journal of Clinical Psychology* **24** 25-41.

Bradburn N (1969). The structure of psychology well-being. Chicago: Aldine.coyne, *J.c , Aldwin* , c. ,

Lazaruse RS (1981). Depression and coping in stressful episodes. *Journal of Abnormal Psychology* **90** 439-447.