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Psychological and pedagogical features of students' perfectionist relationships in the educational process

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Abstract

Relevance. The relevance of the study is due to the need to solve the problem of the influence of perfectionism on the academic results of students in the increasingly busy environment of the latter in the modern world.

Purpose. In this regard, this article is aimed at revealing the factors influencing the negative aspects of perfectionism on the psychological state of students.

Methodology. To solve this problem, system analysis, logical analysis, synthesis, deduction, comparison method, classification, as well as a survey were used, which made it possible to reveal both the theoretical and empirical components of the study.

Results. A survey was conducted to reveal the average level for the four subscales of perfectionism in the sample, the correlation of these indicators with the academic performance of students was calculated, the results of three surveys were compared and the influence of perfectionism on the psychological state of students was described and their academic successes, detailed recommendations are given to reduce the influence of destructive perfectionism on the psychological state of students, the significance of the described activities is substantiated, and recommendations are given for the implementation of these activities in educational practice.

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Conclusions. The article reveals the concept of perfectionism, presents internal, external and sociocultural factors in the development of perfectionist relationships, examines two main theories of perfectionism: the theory of Multidimensional and social perfectionism, collects and presents data on the academic performance of students. Thus, the study of this topic has practical significance for the development of educational programs that will contribute to the healthy and successful educational process of students, as well as promote their psychological well-being and personal development.

Keywords: academic efficiency; psychological well-being; the pursuit of excellence; anxiety; self-esteem; empirical research.

Introduction

Perfectionism is a common phenomenon among students, and its impact on academic performance and psychological well-being has significant consequences [1]. High levels of perfectionism can lead to excessive anxiety and stress, which negatively impacts students' emotional and mental well-being, while perfectionist standards and a desire for perfection can cause task overload and excessive self-criticism, which can ultimately lead to exhaustion and burnout. In addition, perfectionism can have an impact on the educational results of students: the pursuit of perfection and avoidance of mistakes can lead to perfectionist procrastination and reduced efficiency of the educational process, reduce educational motivation, negatively affect the emotional well-being and general mental health of students, which indicates the need to study this topic. The study of the psychological and pedagogical features of perfectionist relationships will help to understand the mechanisms of development and maintenance of perfectionism in students, as well as to develop effective support and assistance strategies to overcome the negative consequences of perfectionism.

The problem of perfectionism among students has been relevant for a long time and is gaining increasing importance in the modern educational context of Kazakhstan [2]. In modern realities, the problem of perfectionism among students continues to be relevant and causes concern among representatives of educational institutions, teachers and psychologists, since numerous students experience pressure and stress, which can affect their educational results, emotional state and general well-being. Research in this area helps to better understand the scope of the problem, the factors that contribute to the development of perfectionism, and the development of effective strategies and interventions aimed at supporting students and reducing the negative consequences of perfectionist attitudes. In her article, Z. Manabayeva [3] examined how teachers in Kazakhstan help restore the educational achievements of gifted students. The author emphasized the importance of the role of teachers in individualizing learning and creating a stimulating environment for gifted students, and the results of the work included methods and programs to support gifted students in the educational system of Kazakhstan.

Burnout syndrome among students in Kazakhstan was studied by A.K. Bolatov et al. [4]. During the work, the authors assessed the prevalence of burnout syndrome and its relationship with various factors of perfectionism among students and came to the conclusion that burnout is a common problem among students in Kazakhstan and may be associated with high levels of stress, low levels of self-efficacy and insufficient support from the educational environment. A. Almukhambetova and D. Hernández-Torrano [5] studied the academic, social, emotional and

institutional adaptation of gifted students in Kazakhstan. By studying various aspects of adaptation of gifted students in the university environment of Kazakhstan, the authors of the article came to the conclusion that gifted students face unique challenges and advantages in the university environment, and effective adaptation depends on psychological support, social integration, emotional well-being and institutional support from the university.

The article by D.S. Eley et al. [6] was devoted to studying the role of perfectionism as a mediator of psychological distress and its impact on students' mental health vulnerabilities. The authors of the article drew attention to the connection between perfectionism and psychological distress in students, and examined perfectionism as a possible factor that increases vulnerabilities in mental health. The work highlighted the importance of understanding and adequately addressing perfectionism in the context of supporting students' mental health. S.L. Holden et al. [7] examined impostor syndrome among first- and subsequent-generation college and university students and examined the roles of perfectionism and stress in the development of this syndrome. The study found that first- and second-generation college students have an increased risk of developing impostor syndrome. Moreover, perfectionism and stress play a significant role in the emergence and maintenance of impostor syndrome in both groups of students. These findings highlight the importance of understanding and considering factors such as perfectionism and stress when developing approaches to supporting and overcoming impostor syndrome among students in higher education.

A person-centred approach to studying the profiles of perfectionism among college students was used in their work by S. Lin and K. Muenks [8]. As a result of the study, the authors identified different profiles of perfectionism, which differ in motivation, reaction, and emotions. The authors found that certain profiles of perfectionism were associated with high achievement motivation, but also with increased levels of stress and negative emotions. Other profiles may be associated with more adaptive functioning and positive emotions. Perfectionism among academically gifted students was studied by M.C. Grugan et al. [9]. As a result of the work, it was revealed that perfectionism is a common phenomenon among academically gifted students and, moreover, the article revealed a connection between perfectionism and various aspects of the psychological characteristics of students, such as stress levels, self-esteem, and motivation.

Therefore, the purpose of this study is to examine the relationship between perfectionism and students' academic performance. This work also sets itself the task of determining the role of perfectionism in shaping the psychological well-being of students and developing

adequate approaches to supporting and helping students, aimed at overcoming the negative aspects of perfectionism to achieve healthier and more successful educational adaptation.

Materials and Methods

Studying the issue of psychological and pedagogical features of students' perfectionist relationships in the educational process required the use of valid theoretical and practical research methods. The following were used: system analysis, logical analysis, synthesis, deduction, comparison method, classification, as well as a survey of respondents. The empirical part of the study was carried out on the basis of L.N. Gumilyov Eurasian National University with the participation of students from various faculties and specialities. N=261 students took part in the survey, with an average age of 21.7 years. The number of women in the sample was 54.4%, men – 45.6%. Sampling was carried out using a stratified random approach. Each department and major was considered as separate groups, and a representative set of students was randomly selected from each group. This approach ensured equal representation and diversity in the sample, and the sample itself allowed for a comprehensive overview of perfectionism and its relationship to academic performance in different groups of students.

Students who agreed to participate in the survey were informed about the purposes of the study and gave their informed consent to participate. The study was conducted in compliance with ethical principles and data confidentiality. To measure the level of perfectionism, the psychological questionnaire Multidimensional Perfectionism Scale (MPS) was used, which includes such subscales as worry about mistakes and doubts about actions, excessive concern with expectations and evaluations of parents, excessively high personal standards, caring about precision, order, and organization [10]. To assess the academic effectiveness of students, objective indicators were used, such as semester average, exam performance and other success criteria, as well as subjective assessments of students regarding their own academic performance and satisfaction with the educational process. To determine the subjective assessment of students regarding their own academic performance and satisfaction with the educational process, the adapted College Student Satisfaction Questionnaire (CSSQ), as well as the Self-evaluation and academic achievement questionnaire, were used [11; 12].

To determine the relationship between perfectionism and academic performance, the following standard deviation formulas (1) were used, as well as the correlation with academic performance (2):

$$\sqrt{\frac{\sum(X-\bar{X})^2}{N}}, \quad (1)$$

$$r = \frac{\sum(X_i-\bar{X})(Y_i-\bar{Y})}{\sqrt{\sum(X_i-\bar{X})^2}\sqrt{\sum(Y_i-\bar{Y})^2}}, \quad (2)$$

where: X – perfectionism subscale; Y – academic performance of students.

The theoretical component of the study was aimed at processing the results obtained during the survey, identifying patterns and providing recommendations for improving the situation with the formation/development of destructive perfectionism in students. Using system analysis, the work identified and comprehended the connections between the components of perfectionism and the academic success of students. Using logical analysis, definitions were formulated for key terms for this study. The synthesis method made it possible to combine and comprehend all the information obtained during the study and describe methods for overcoming the negative aspects of perfectionism on the psychological state of students. Using deduction, specific, private methods for implementing the proposed activities in practice were described. The comparison method made it possible to identify correlations between academic performance and the level of perfectionism by comparing the results of surveys. A classification method was used to categorize theoretical concepts into groups and describe the theoretical underpinnings of perfectionism.

Results

Perfectionism is the desire to achieve high standards and strict self-criticism in completing tasks. Perfectionism is twofold: constructive (adaptive) and destructive (maladaptive). Constructive perfectionism is usually accompanied by high motivation, a strong desire for achievement and positive results, while destructive perfectionism is associated with excessive self-criticism, fear of failure and low self-esteem. Students' perfectionist attitudes in the educational process have a number of psychological and pedagogical features that are important to take into account when developing teaching methods and approaches to supporting students. Some characteristics of perfectionism associated with the learning process include:

1. Striving for Perfection: Students who tend to be perfectionists may expect perfect academic results from themselves. They may be critical of their own mistakes and failures, which can cause them stress and anxiety.
2. High standards and self-control: Perfectionists tend to set very high standards for themselves and strictly monitor their achievements. They may be prone to excessive self-criticism and being demanding of themselves in any type of activity.
3. Fear of Failure: Perfectionists may experience a strong fear of failure and failure. These individuals will avoid new challenges or take on too much workload to avoid the possibility of failure.
4. Procrastination: Perfectionists may be prone to procrastination due to the fear of doing something wrong or less than perfect. They may spend too much time planning and preparing, putting off actually completing the task.

To effectively teach students who are prone to perfectionism, it is necessary to take into account their characteristics and needs. Educators can help students differentiate healthy from destructive perfectionism by encouraging the pursuit of improvement without excessive self-criticism and stress [13]. During the educational process, it is important to help students develop flexibility of thinking and the ability to analyse their successes and

failures objectively, without excessive self-criticism, as well as make efforts to create an environment where students feel supported and safe, which would help them overcome the fear of failure and encourage them to try new approaches to learn.

To study the role of perfectionism in shaping the psychological well-being of students, various theories and approaches to understanding this concept should be considered. The most relevant today is the theory of multidimensional perfectionism and the theory of social perfectionism. The multidimensional perfectionism theory suggests that there are different types of perfectionism, including internally focused, externally based anxiety, and high personal standards as a result of social influences [14]. These types may interact and have different effects on students' psychological well-being. The theory of social perfectionism indicates the primacy of social factors in the formation of perfectionist behaviour. It emphasizes the role of the expectations and evaluations of others, such as parents, teachers, and peers, in shaping students' striving for excellence and self-esteem [15]. It is important to note that the development of perfectionist relationships is a complex and multifaceted process in which various factors interact, including internal, external and sociocultural ones. Factors influencing the formation of perfectionism can be divided into internal, external and sociocultural. Intrinsic factors include personality traits such as high self-control, achievement orientation, and a desire for excellence. Some people are naturally more prone to perfectionism due to these personality traits. Also, low self-esteem and anxiety can be an internal factor and

contribute to the development of perfectionist attitudes, since such people may strive for ideals and high standards in order to increase their self-esteem and avoid feelings of inferiority.

External factors, such as family environment, can influence the development of perfectionism in students. High parental expectations, constant criticism, or low tolerance for mistakes can create pressure and contribute to the development of perfectionist attitudes in students. The educational environment also plays an important role: highly competitive conditions, strict assessments and expectations of perfect academic performance can create pressure on students and increase their desire to be perfect. Sociocultural factors undoubtedly influence the formation of perfectionism in students. Society and the media promote ideals of perfection, which can become an incentive to develop perfectionist relationships. Constant comparison with others and the desire to live up to ideals can contribute to the development of perfectionism. Studying the theoretical concepts of perfectionism allows more deeply understanding its versatility and relationship with the psychological well-being of students. This knowledge provides the basis for subsequent analysis and empirical research into the impact of perfectionism on the emotional state, self-esteem, self-efficacy and overall mental well-being of students. Table 1 provides information on the average academic score, the average assessment of one's own performance and the average assessment of satisfaction with the educational process of students.

Table 1. Results of a survey of respondents on CSSQ, Self-evaluation and academic achievement, as well as the real average score of students

Index	Average score
Grade point average (GPA)	83.9
Average self-assessment	77.75
Average rating of satisfaction with the educational process	75.5

Note: GPA is presented on a 100-point grading scale corresponding to the grading system in Kazakhstan.

Source: compiled by the authors based on A.M. Starr [11] and B. Borislow [12].

The average academic performance score of the students in the sample is quite high, indicating a high level of overall academic performance of the students. The average self-assessment indicates that students rate their own performance below the average academic achievement score. This may indicate subjective dissatisfaction or self-criticism in assessing one's successes. The average rating of satisfaction with the educational process indicates a moderate level of satisfaction with the educational process as a whole. These data indicate that students have high academic efficiency,

but may experience some uncertainty or dissatisfaction in assessing their own performance. Also, the level of satisfaction with the educational process may be slightly lower than expected. These results highlight the importance of psychological support and interventions aimed at improving students' self-esteem, satisfaction, and overall psychological well-being. Table 2 shows the mean score, standard deviation, and correlation with academic performance for each perfectionism subscale.

Table 2. Results of a survey of respondents using the MPS questionnaire

Subscale	Average score	Standard deviation	Correlation with academic performance
Worry about mistakes and doubts about actions	4.12	0.76	0.45

Excessive preoccupation with parental expectations and evaluations	3.89	0.82	0.29
Excessively high personal standards	4.25	0.7	0.51
Concern for accuracy, order, and organization	3.95	0.68	0.2

Source: compiled by the authors based on R.O. Frost et al. [10].

The average score of the subscale “Worry about mistakes and doubts in actions” indicates an above average level of anxiety and doubts among students regarding their mistakes and actions. This subscale is strongly positively correlated with academic performance (correlation 0.45), indicating that higher levels of anxiety may be associated with higher academic performance. The average score of the subscale “Excessive concern about the expectations and evaluations of parents”, which indicates a moderate level of concern among students about the expectations and evaluations that are imposed by their parents. The correlation score with academic performance indicates a weaker relationship between this subscale and academic performance. The mean score for the “Excessively high personal standards” subscale indicates that students have high expectations and standards for their achievements. This subscale has a strong positive correlation with academic performance (0.51), indicating that higher levels of personal standards are associated with higher academic performance. The mean score for the Concern for Precision, Order, and Organization subscale indicates that students pay attention to detail, order, and organization in their learning activities. However, the correlation with academic performance is only 0.2, indicating a less strong relationship with this indicator.

Conclusions from the results of the empirical part of the study indicate that perfectionist traits, such as worry about mistakes and doubts in actions, excessive concern with the expectations and assessments of parents, and excessively high personal standards, can have a multidirectional impact on the academic effectiveness of students. Some aspects of perfectionism may contribute to higher academic motivation, productivity, and achievement, which is also supported by other studies, while other aspects may lead to increased stress, anxiety, and negative impact on academic performance [16]. The specific direction of influence will depend on many factors, including individual student characteristics, the context of the learning environment, and other factors. Thus, the results of the perfectionism subscales support the relationship between certain aspects of perfectionism and students’ academic performance. When comparing the results of a survey of respondents on the Multidimensional Perfectionism Scale questionnaire with the results of a survey of respondents on the CSSQ, Self-evaluation and academic achievement, and also taking into account the actual average score of students [11; 12]. The following observations can be made:

1. The subscale “Worries about mistakes and doubts in actions” has a relatively high mean score, which indicates that students experience anxiety and doubts in their actions, and the average rating of satisfaction with the educational process (75.5) may indicate a slight decrease in the level of satisfaction, in connection with this concern.

2. The subscale “Excessive preoccupation with parents’ expectations and evaluations” has a mean score

indicating students’ preoccupation with the expectations and evaluations imposed by parents. At the same time, the average rating of satisfaction with the educational process (75.5) may indicate that this concern does not greatly affect the level of student satisfaction.

3. The “Excessively High Personal Standards” subscale has a high mean score indicating that students set high standards for themselves, and the mean self-score (77.75) may indicate that these high standards may be associated with higher self-scores. The results obtained made it possible to assess the impact of various aspects of perfectionism on students’ academic motivation and success. This may have important practical implications for the development of student support measures aimed at reducing the negative impact of perfectionism and increasing their academic effectiveness.

Various practical approaches can be used to reduce the negative aspects of perfectionism in students. One of them is psychological training, which may include elements of cognitive behavioural therapy. Such training can help students recognize and change counterproductive beliefs and thinking associated with perfectionism, teach strategies for managing anxiety, strengthening self-esteem, and developing confidence in their skills [17]. Psychological trainings can be conducted individually or in groups under the guidance of qualified specialists such as psychologists or teachers. Trainings should be conducted in an interactive format and include tasks, exercises, and discussions that help students understand and overcome the negative aspects of perfectionism. Mindfulness plays an important role in overcoming the negative aspects of perfectionism. To increase awareness, mindfulness, or meditation training may be recommended. Trainings may include practices aimed at focusing participants on the present moment, awareness of their thoughts and emotions without judgment, and self-observation. Reflective practices such as journaling or writing thoughts/moods can also help students pay attention to their perfectionist attitudes, their impact on psychological well-being, and the development of alternative and more flexible thoughts and approaches. Self-monitoring techniques, such as recording achievements and progress, can help students monitor their progress and worth despite possible imperfections.

To develop psychological flexibility and willingness to make mistakes, it is recommended to give students tasks that promote experimentation and the development of creative thinking. These could range from open-ended assignments that challenge students to explore different paths and approaches, as well as challenging assignments that allow students to try new ideas and solutions without fear of making mistakes. Activities like these help students develop flexible thinking, accept uncertainty, and cope with failure, which helps reduce the anxiety and worry associated with perfectionism. Also, to reduce the level of perfectionism among students, it is recommended to create

an atmosphere in which they can interact through healthy competition and cooperation. Organizing team projects and group assignments will allow students to learn from each other, share experiences and support each other. This approach will encourage the development of collective responsibility, cooperation and mutual assistance, and will help students realize that the pursuit of excellence can be more constructive when they work together and support each other.

Supporting self-efficacy is an important aspect in overcoming the negative aspects of perfectionism in students, and requires the organization of training aimed at developing skills in planning and assessing achievements. This will help students develop effective time management strategies, set realistic goals, and providing feedback and support from teachers and advisors will help students develop self-confidence and increase motivation to achieve goals [18]. Social support plays an important role, so it is recommended to create and develop a supportive environment for students, which may include the organization of support groups where students can meet and communicate, share their experiences and find understanding and support from peers and teachers [19]. Such meetings can provide students with an opportunity to discuss their problems, receive advice and formulate strategies for coping with destructive perfectionism, and receive emotional support from a group of like-minded people.

Managing stress and developing adaptive coping mechanisms are important skills that require specialized interventions that include training in planning, prioritization and self-regulation, as well as effective problem-solving skills [20]. These strategies will help students effectively cope with anxiety and perfectionist demands, as well as develop flexible thinking and the ability to adapt to changes and challenges in the learning environment. To implement the above recommendations, representatives of the Ministry of Education of Kazakhstan, heads of universities and teachers should take the following steps:

1. Integration of educational programs: it is recommended to include modules or courses in educational programs that focus on developing skills in stress management, mindfulness, flexible thinking and effectively coping with perfectionism. Teaching students these skills should be an integral part of the educational process.

2. Faculty support: Providing faculty with the necessary knowledge and skills in the areas of perfectionism and coping strategies will help them better understand and support students. For this purpose, specialized trainings or seminars for teachers can be conducted.

3. Creating a supportive environment: College leaders and faculty can help create a supportive environment for students, which may include organizing support groups, clubs, or mentoring programs where students can network, share their experiences, and receive support from peers and educators.

4. Psychological support: It is important to provide access to psychological support and counselling for students, especially those who suffer from the negative aspects of perfectionism. Universities may set up

counselling services or collaborate with local psychological centres to provide professional help.

5. Promotion of information: University leaders and ministries of education can conduct information campaigns and workshops to educate students, teachers, and parents about the negative consequences of perfectionism and what resources and support are available to students.

Implementing these practical recommendations will help create a supportive environment where students can overcome the negative aspects of perfectionism and maintain and develop their psychological well-being.

Discussion

To analyse and interpret the results obtained, this section reviewed works on the topic by other authors. The relationship between anxiety, dimensions of perfectionism, and mindfulness among first-year college students was studied in their article by S. Lamarre and D. Marcotte [21]. The researchers aimed to find out how anxiety, various aspects of perfectionism and mindfulness in students are related, and also whether mindfulness can serve as a mediator between anxiety and perfectionism. In the study, the authors used questionnaires and techniques to measure anxiety levels, various dimensions of perfectionism (e.g., achievement striving, self-demandingness, fear of failure), and mindfulness levels in first-year college students and determined that there was a positive relationship between anxiety and some dimensions of perfectionism. Mindfulness has been found to play a mediating role in the relationship between anxiety and some aspects of perfectionism, meaning that the level of mindfulness may influence the relationship between anxiety and perfectionism in college students. Based on their findings, the authors concluded that developing mindfulness may be beneficial in reducing anxiety and destructive perfectionism in first-year college students, highlighting the importance of mindfulness in educational settings to improve students' psychological well-being. Thus, the results of this study are consistent with the research reviewed, confirming that developing mindfulness can be beneficial in improving students' psychological well-being and reducing destructive perfectionism. Both studies highlight the importance of incorporating mindfulness training and other supportive strategies into educational settings to help students cope with anxiety and the negative aspects of perfectionism.

An article by R. Wu et al. [22] explores methods for reducing the impact of perfectionism and statistics anxiety on student performance. The authors of the article set themselves the task of studying effective approaches to reduce the negative impact of perfectionism and anxiety on student success. During the study, various techniques were identified and described that help reduce the level of perfectionism and anxiety in students, which in turn had a positive effect on their academic performance. The conclusions made by the authors indicate the importance of introducing such psychological interventions into the educational process to reduce the negative impact of perfectionism and anxiety on students' academic results. The reviewed study confirms the results obtained, which also indicate the influence of perfectionism and anxiety on student performance. Both studies stated the goal of

studying methods for reducing the negative impact of perfectionism and anxiety on student success and, as a result, described various techniques that help reduce the level of perfectionism and anxiety in students. Both studies emphasized the importance of introducing such psychological interventions into the educational process to improve students' academic results, reducing the negative impact of perfectionism and anxiety.

J. de la Fuente et al. [23] dedicated their study to developing a structural model that explains the relationship between achievement emotions, coping strategies, and engagement-burnout in undergraduate students. In the study, the authors collected data using questionnaires and techniques to measure achievement emotions, various coping strategies (e.g., active coping or problem avoidance), and the level of perfectionism among undergraduate students. The results of the developed structural model allowed the authors to see the relationships between various variables and determine how achievement emotions and coping strategies interact with perfectionism and how these factors influence the level of engagement and burnout in students. It was found that certain types of perfectionism can predict different emotions of achievement and coping strategies in students. Certain achievement emotions and coping strategies have also been found to be associated with high levels of engagement and low levels of burnout in students. Perfectionism may play an important role in understanding students' emotional and psychological well-being, suggesting the need to consider levels of perfectionism, achievement emotions, and coping strategies when developing support programs to reduce burnout in undergraduate students. In addition to the general conclusions about the role of perfectionism in understanding the psychological well-being of students, it is worth noting the differences between the studies conducted, and the studies reviewed, which used various methods and instruments to measure perfectionism, as well as questionnaires and techniques aimed at measuring emotions of achievement and coping strategies. In summary, both studies complement each other by providing valuable practical guidance for developing student support programs, but focusing on different aspects of psychological well-being and using different methodologies and measures.

J. Stricker et al. [24] conducted a meta-analytic review examining the relationship between intellectual giftedness and multidimensional perfectionism. During the work, various dimensions of perfectionism were examined, such as the desire for achievement, self-demandingness and fear of failure, as well as the level of intellectual talent among the participants in the studies reviewed. The results of the review indicated a link between intellectual giftedness and perfectionism: gifted individuals were found to have higher levels of perfectionism compared to those who do not have this level of intellectual ability. However, the strength of this relationship may vary depending on the specific dimensions of perfectionism and the research methodology. Since the authors of the reviewed article came to the conclusion that intellectual giftedness and perfectionism can be interrelated, this fact is important to take into account when further studying the psychological characteristics of students' perfectionist relationships.

Confirmation of the connection between intellectual giftedness and perfectionism may indicate that students with a high level of intellectual ability may have a more pronounced desire for achievement, self-demandingness and fear of failure. These results support and extend the research conducted to develop more targeted support programs and reduce the negative consequences of perfectionist behaviour.

Y.J. Lee and E.M. Anderman [25] examined perfectionism profiles in college students and their relationship to educational outcomes. In the study, the authors collected data on perfectionism, achievement goals, and educational outcomes among college students. Using statistical analysis, several perfectionism profiles have been identified that differ in levels of various aspects of perfectionism, such as achievement striving, self-demandingness, and fear of failure. The study's findings indicate differences in educational outcomes among students depending on their perfectionism profile: Some perfectionism profiles are associated with higher academic achievement, while others may be associated with poor performance or stress in the learning environment. Of particular interest is the moderating role of achievement goals. Research suggests that achievement goals may influence the relationship between perfectionism profiles and educational outcomes. For example, for students with a perfectionism profile associated with high self-demand and achievement drive, achievement goals may enhance the positive relationship with academic outcomes. Analysing the authors' research in the context of the work carried out, it is possible to conclude that perfectionism in college students has different profiles, differing in the level of various aspects of perfectionism. The current study noted a link between perfectionism and academic outcomes, while the research reviewed focused on the link between perfectionism profiles and educational outcomes, indicating the importance of considering perfectionism profiles and achievement goals when developing educational programs and approaches to supporting students.

The relationship between the Big Five (five personality/character traits), perfectionism and the mental health of vocational students in the UK was reviewed by E.G. Lewis and J.M. Cardwell [26]. The purpose of the study was to understand how the Big Five (openness to experience, conscientiousness, extraversion, agreeableness, neuroticism) and perfectionism are associated with the mental health of professional students, using standardized measures of these constructs and conducting statistical analyses. to determine the connections between them. The results of the study indicated a connection between five personality traits, perfectionism, and the mental health of college students. For example, high levels of agreeableness may be associated with better mental health, while high levels of perfectionism may be associated with worse mental health. This study has similar thematic motives to the conducted research, since it examined the influence of perfectionism on the psychological aspect of students' lives. However, instead of academic effectiveness, the study focused on mental health. These results support that perfectionism may play an important role in college students' psychological well-being, including their mental health.

Both studies point to the need to consider perfectionism when developing programs and approaches to support students to reduce its negative impact on psychological aspects and improve their well-being.

This section had a deeper look at the significance of the results obtained, their practical significance and possible avenues for further research. Analysing the reviewed works, it is possible to conclude that there is a connection between perfectionism and the psychological well-being of students. All authors of the reviewed studies noted that high levels of perfectionism may be associated with negative emotions, anxiety, low self-esteem and stress in students. However, different measures of perfectionism and research contexts may lead to some differences in the findings. Despite this, all studies highlight the importance of taking perfectionism into account when developing programs and strategies to support students to improve their psychological well-being.

Conclusions

In the course of studying perfectionist attitudes of students and their impact on the educational process, a survey of students was conducted and such indicators as satisfaction with the educational process, subjective and objective academic performance, as well as four subscales of perfectionism were assessed. Data were collected using various questionnaires and techniques; Further, an analysis of the obtained results was carried out, which made it possible to identify a significant connection between perfectionism and negative emotions: anxiety, low self-esteem and stress among students. As a result of the analysis, it was also found that a high level of perfectionism can negatively affect the psychological well-being of students, create additional pressure and stimulate anxiety.

This study set itself a number of objectives, the general purpose of which was to study the relationship between perfectionism and the psychological well-being of students

in the context of achieving academic effectiveness. The goal was successfully achieved as a link was established between perfectionism and the psychological well-being of students: the study demonstrated that perfectionism can have a negative impact on students, leading to emotional discomfort and stress. To address the issue of accounting for perfectionism in educational settings, the study provided recommendations aimed at helping students overcome the negative consequences of perfectionism. These include various trainings, reflective practices and self-observation techniques. All of them are aimed at helping students monitor their perfectionist attitudes and their negative consequences in order to reduce anxiety and stress. In addition, the paper describes ways to implement these recommendations at universities.

However, the study also indicated that some other issues need to be considered. In future research, it is important to take into account the fact that the psychological well-being of students can be influenced by various factors, including sociocultural and educational conditions. Conducting research that takes these factors into account may help to gain a more complete understanding of the relationship between perfectionism and college students' psychological well-being, and potentially serve as a basis for developing more comprehensive and in-depth programs and strategies to support students in coping with the negative consequences of perfectionism.

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Conflict of Interest

None.

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Психолого-педагогічні особливості перфекціоністських стосунків студентів у навчально-виховному процесі

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Анотація

Актуальність. Актуальність дослідження зумовлена необхідністю вирішення проблеми впливу перфекціонізму на навчальні результати студентів у все більш навантаженому середовищі сучасного світу.

Мета. У зв'язку з цим дана стаття спрямована на розкриття факторів впливу негативних сторін перфекціонізму на психологічний стан студентів.

Методологія. Для вирішення поставленої задачі використовувалися системний аналіз, логічний аналіз, синтез, дедукція, метод порівняння, класифікація, а також опитування, що дозволило виявити як теоретичну, так і емпіричну складові дослідження.

Результати. Проведено анкетування для виявлення середнього рівня за чотирма субшкалами перфекціонізму у вибірці, розраховано кореляцію цих показників з успішністю студентів, порівняно результати трьох опитувань та визначено вплив перфекціонізму на психологічний стан студентів, описано студентів та їх навчальні успіхи, надано детальні рекомендації щодо зменшення впливу деструктивного перфекціонізму на психологічний стан студентів, обґрунтовано значення описаних видів діяльності та надано рекомендації щодо впровадження цих видів діяльності в навчальну практику.

Висновки. У статті розкрито поняття перфекціонізму, представлено внутрішні, зовнішні та соціокультурні чинники розвитку перфекціоністських стосунків, досліджено дві основні теорії перфекціонізму: теорія багатовимірного та соціального перфекціонізму, зібрано та представлено дані про навчальну успішність студентів. Таким чином, вивчення даної теми має практичне значення для розробки освітніх програм, які сприятимуть здоровому та успішному навчальному процесу студентів, а також сприятимуть їх психологічному благополуччю та особистісному розвитку.

Ключові слова: академічна ефективність; психологічне благополуччя; прагнення до досконалості; занепокоєння; самооцінка; емпіричне дослідження.