

Relationship between mother's personality traits with perfectionism and Academic procrastination in first grade of high school girl student

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Abstract

Introduction: The Aims this ready project has done to determine relationship between mother's personality traits with perfectionism and academic procrastination in first grade of high school girl students. Group of studying in this search involve all girl student who studied in first grade of high school in Robatkarim city.

Methods: this sample chose base on science contained 200 person by simple random sampling method. For collecting data has used of NEO five factor inventory (short form) and Solomon & Roth Blum academic procrastination scale and frost perfectionism scale. Finding: This project is type of correlation. For data analyze has used describing statistic and perennial statistic person correlation and multi variable Regression step by step and was used.

Results: There is significant positive correlation between academic procrastination and mother (neuroticism) and negative or relation with (extraversion, openness, agreeableness, conscientiousness). Also analyze regression showed that mother's conscientiousness, agreeableness, openness are suitable predictor for academic procrastination.

Conclusion: Some of the mother, personality traits, are predictors for perfectionism & girls academic procrastination .This subject confirm more than before intending parent-finials relationship interaction, especially Mother in shape some behavioral characteristics.

Keywords: Mother's Personality Traits, Perfectionism, Procrastination.

Introduction

If we consider individuals' tendency to do some educational activities on a continuum ,perfectionism is placed in its intemperate hand and procrastination is placed on the other hand . Perfectionists are considered as those with convictions. So, stiffness and rigidity of beliefs is one of the first features that is raised about perfectionism. In other words perfectionism is defined as individuals' enduring desire to set perfect and out of reach criteria and making effort to make them true and it is accompanied with critical self-evaluation (1). In this case, individuals are always in search of the best and the highest things. It seems that they are never satisfied with what they have and what they are and are always seeking the better things. Perfectionists want to be the best and show the best performance. They

may occasionally become anxious or depressed due to lack of satisfaction of the result of things and since they usually set out of reach and more than their abilities goals. Understanding a lot of behaviors of humans is difficult because they are very complex .It is one of the concerns of psychologists and researchers. They are trying to discover the cause and origin of humans' behavior because of the sensitivity of this field. Procrastination is one of the complex behaviors that exists in other dimension. People with this trait usually tend to postpone doing homework till the moment that is possible .They are of that group of people that only study lessons a night before their exam and usually cannot organize the materials well before the exam . Focusing on hard materials during doing the tasks is difficult for them. They feel a sense of loss of energy

during doing a task .Getting prepared for the approaching exam is difficult for them and they usually do not have a pleasant feeling of procrastination (2). In general, these personality and behavioral trends are shaped in students affecting by a lot of factors. Mothers 'personality traits and their impact on children is one of those factors. There were a lot of efforts from many years ago to understand humans' personality. Some of these efforts are impractical, some are superstitious, and a few are valid and scientific. Personality is an abstract concept, i.e. It is invisible like energy in physics and can be inferred through combination of behavior, thoughts, motivation, emotion, etc. Personality makes the people different from each other (3)

Perfectionism is a consistent pattern of thought and behavior that varies slightly over time, unlike other states such as fear or anxiety that are used in specific situations. Several studies consider perfectionism as a stable personality trait that is formed from early life (4). Researches about perfectionism were also observed in studies of pioneers in psychology .For example Freud attributed perfectionism to the action of intemperate superego (5). Many researchers have pointed out and presented the negative effects of perfectionism in their studies, but there are conflicting views such as Adler's (1956) that considers high standards of perfectionism essential for mental and intellectual health. The conflicting views caused many researchers believe that perfectionism is a multidimensional construct that has both normal and abnormal dimensions (6). Normal perfectionism is a situation in which achieving satisfaction is common and achievable for individuals. Abnormal or neurotic perfectionism is a situation in which achieving satisfaction is completely out of reach (4). About the etiology of perfectionism, since it was identified and conceptualized for the first time, important factors were introduced as causative factors in developing perfectionism. The effect of personality, attachment styles and parent-child relationship are of those factors (7). As children interact with caregivers, internal patterns are formed in them that is a schematic representation of self and others. They apply these patterns as a guide in interpreting the events and forming expectations about relationships between people .Bernz believes the need to be perfect derives from individuals' childhood

experiences and usually of parental expectations. Since children usually have the most interaction with the mother in the family, so may be some features of mother be effective in creating perfectionism and procrastination in children. Many studies have shown that children's future behavior in life, will be a sample obtained from their parents' behaviors. Many of them have pointed out the importance of mother-child relationships in case of attachment styles theory and personality traits (8). In this research, five important features of personality and its related fields including neuroticism, extraversion, openness to experience, consensus - oriented, responsibility, or conscientiousness are considered. Neuroticism includes the general tendency to experience negative emotions such as fear, sadness, confusion, anger, sense of guilt and hate. Extraversion includes liking people, collectivism, assertiveness and being active. Openness to experience includes flexibility, aesthetics, variety seeking and mental curiosity. Paln (9) conducted a study and concluded that there was a significant correlation between the difference in perfectionism and total scores related to the amount of procrastination with writing articles, fear of failure and annoyance of existing activities. Given the above explanations and considering that students are a large part of the manpower of the country, especially in Iran, and now manpower is the most important factor for the development and strengthening economic, cultural and political structures of every society and trying to provide optimum efficiency areas of these rich potentialities is necessary and to identify the role of parents' personality, especially mothers in nurturing the children more and more ,the purpose of this study was examining the correlation between mother 's personality traits with perfectionism and academic procrastination.

Methods

This study is a correlation research. All first grade high school students of Robat Karim consisted the statistical population of this study. Simple random sampling method was used in this study. Among female high schools of Robat Karim, six schools were selected randomly .In each school among three first grade classes, two classes were randomly selected and examined. Sample size was calculated using Cochran formula and included 200 participants.

NEO Five -factor Personality Inventory (short form): NEOPI-R questionnaire is one of personality tests that is made based on factor analysis. It is one of the latest tools in the field of personality .It was introduced by Costa and Mc Cary in 1992 named Neo Personality Questionnaire .The revised form of this questionnaire was represented by its makers named Revised form of NEO Personality Inventory. The long form of this questionnaire with 240 items is designed to measure the five major domains including neuroticism, extraversion, flexibility, consensus-oriented and responsibility. Results of studies conducted by McCary and Costa (1992) showed that correlation of 5 subscales of short form and long form is from 77% to 92%. The internal consistency of its subscales was estimated in the range of 68% to 86%. Items are graded on a range of Likert's five-option range including totally disagree (0), disagree (1) , no idea(2), agree(3), totally agree (4). In addition, some items are scored reversely. Cronbach's alpha was used in the present study to determine the reliability of the questionnaire and it was calculated 0. 45. Of course, by eliminating items about the neuroticism, the validity and reliability rises to 60 percent.

Frost Multidimensional Perfectionism Scale: Frost Multidimensional Perfectionism scale is made to assess various dimensions of perfectionism. This test is consisted of 35 items with six subscales including: concern about mistakes, doubts about

actions, parental expectations, personal standards and discipline. In addition, score of perfectionism is obtained by adding up the scores of all 35 items. Getting high score in this test indicates high perfectionism in individuals in the targeted field. Items are scored on a Likert' five- option range. Frost et al. (1993) reported that internal consistency coefficient of test subscales was between 73% to 93% and internal consistency coefficient of the whole test was 91%. Cronbach's alpha was used in the present study to determine the reliability of the questionnaire, and it was 0.51 which is an acceptable reliability coefficient.

Academic Procrastination Scale (Student version): To assess academic procrastination, 27-item questionnaire of Solomon and Ruth Bloom (10), was used .Items are answered on the Likert scale, from never (1 score) to always (score 5) . Items number 2, 4, 6, 11, 15, 16, 21, 23 and 25 are scored reversely in this questionnaire. The questionnaires is translated into Persian by Jokar and Delavarpoor (11).Its reliability and validity is obtained 0.61 and 0.88, respectively. Cronbach's alpha was used in the present study to determine the reliability of the questionnaire and it was 0.55.

Results

Descriptive findings related to variables including mean and standard deviation.

Table 1. Descriptive indices of independent and dependent variables

N=200	Perfectionism	Responsibility	Consensus-oriented	Flexibility	Extraversion	Neuroticism	Procrastination
mean	109.13	30.87	27.99	23.29	25.66	22.59	57.31
st.d	16.269	8.316	6.175	5.457	6.010	6.408	9.931
minimum	77	13	11	9	7	5	27
maximum	164	48	42	12	48	41	75

As you can see in the Table above, responsibility and consensus-oriented have the highest mean and neuroticism has the least mean among personality traits. Perfectionism has higher mean than academic procrastination.

Table 2 shows correlation matrix of variables associated with mothers' personality traits with perfectionism and academic procrastination in their children.

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N=200	Consensus-oriented	Flexibility	Extraversion	Neuroticism	Responsibility
Perfectionism	0.032		-0.016	0.081	0.140*
Procrastination	-0.358**		-0.143*	0.188**	-0.372**

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Table 2 shows that perfectionism in children has a positive significant relationship with their mothers' personality trait of responsibility at the level of alpha 0.05 (0/14). It means that by increasing the responsibility dimension in mother, perfectionism increases in children.

Among mothers' personality traits, extraversion and flexibility has negative significant relationship at the level of alpha 0.05. Neuroticism in mother has a positive significant relationship with procrastination at the level of alpha 0.01. Consensus-oriented and responsibility has negative significant relationship at the level of alpha 0.01 with academic procrastination.

Table 3. shows the results of stepwise regression analysis to predict perfectionism through mothers' personality traits.

Section	Fixed values predictor variables	R	T	Df	β	SE	B	R2	F
Section 1	Fixed value	0.140	22.875	1	0.140	4.40	100.649	0.020	3.978
	Responsibility		1.994	198		0.138	0.275		
section 2	Fixed values	0/207	17/944	2	0.161	6.130	109.998	0.043	4,380
	Responsibility		2/288	197		0.138	0.315		
	Flexibility		-2/170	199	-0.153	0.210	-0.450		

Assuming that R2 is the common variance percent of mothers' personality traits in predicting perfectionism, the results of Table 3 indicate that in the first step of regression, responsibility predicts two percent of variance and in the second step, responsibility and flexibility predict 4.3 percent of perfectionism. Considering that calculated F in the second step is significant at a level of lower than (p

<0/01), so among mothers' personality traits, responsibility and flexibility have significant linear relationship with perfectionism. The results show that in the second step of regression, among mothers' personality traits, responsibility and flexibility can predict perfectionism in children. T-test for significance of regression coefficients is significant at the level of less than 0.001.

Table 4. shows the results of stepwise regression analysis to predict procrastination through mothers' personality traits.

section	Fixed values and predictor variables	R	T	df	β	SE	B	R2	F			
Section 1	Fixed values	0.372	28.191		-0.372	2.519	71.006	0.138	702.31			
	Responsibility		-5.630				-0.444					
Section 2	Fixed values	0/405	24.443	2	-0.243	3.090	75.523	0.164	293.19			
	Responsibility		-2.902	197			-0.206			0.100	-0.290	
	oriented Flexibility		-2.464	199						0.134	-0.331	
Section 3	Fixed values	0.426	20.253	3	-0.218	3.988	80.778	0.181	14.863			
	Responsibility		-2.601				196			-0.216	0.100	-0.260
	Consensus-oriented		-2.604				199			-0.135	0.134	-0.348
	Flexibility		-2.059								0.119	-0.245

Based on the above Table, R2 is the common variance percent of mothers' personality traits in predicting academic procrastination, the results indicate that in the first step of regression, responsibility solely predicts 13.8 percent of procrastination variance and in the second step, responsibility and consensus-oriented predict

16.4 percent of procrastination. As it can be seen, in the third step responsibility, consensus-oriented and flexibility variables altogether predict 18.1 percent of variance of academic procrastination. Considering that calculated F in the third step is significant at a level of lower than (p<0/01), so among mothers'

personality traits, responsibility, consensus-oriented and flexibility have significant relationship with academic procrastination .

Conclusion

Based on the obtained results, among mothers' personality traits, responsibility ($p<0/05, r=0.140$) has positive significant correlation with perfectionism in female children. So, increasing responsibility and conscientiousness are associated with increased perfectionism in children. Results of the present study are consistent in some cases with the results of studies conducted by (12), (13), (14), (15), (16), (17), (18), (19), (20), (21), (22) and (23).

Based on the results of various studies, many researchers agree that family and social environment have role in the creation and development of perfectionism in children. They believe that perfectionism is rooted in childhood experiences, especially in parent – child relationships (24). Among mothers ' personality traits, responsibility and flexibility have linear relationship with perfectionism. In fact, among the mothers' personality traits, responsibility and flexibility can predict perfectionism in children. Responsibility has positive relationship and flexibility has negative relationship with perfectionism in children. There are some studies conducted in Iran and other countries about this issue and studies conducted by (25), (24), (26), (27), (28), and (21) and (29) can be mentioned. According to the obtained results and examining research variables, mothers' personality traits can affect perfectionism and academic procrastination of female children in different ways. Some mothers' personality traits are stronger and more important predictors of academic procrastination. In fact, as previously noted, students are the greatest asset of any society. They can cause development by combining the power of youth and learned knowledge and skills. In all countries, annually great share of national income is spent on education but much of this cost is wasted. Basically, there is a tendency to

perfectionism and excellence in humans' nature and it is considered as a positive attribute. Because it creates energy that leads to individuals progress and success. Perseverance that great artists show to create their works and their consistency comes from perfectionism. But the trend of achieving perfectionism does not go positive in all human beings. Students who fail in doing homework and education, face various stressful factors. Problems caused by the failure, getting low score, and being humiliated are of stressful factors. It can have different behavioral, functional and health consequences for the students. Negligent individuals often suffer from anxiety, agitation, worry, mental tension, fatigue and lethargy (30). Academic procrastination has a negative effect on learning and current and future academic achievement of students. Delays in the initiation and completion of homework will cause the appropriate learning opportunities lost. It causes the individual to pursue study and doing homework in an appropriate and limited time and it disrupts the process of learning .It also causes reduced accuracy, increased stress and making a lot of mistakes in doing homework and learning process .One of the factors affective in procrastination is perfectionism .If individuals think ideally and tend to do everything completely and perfect, they will feel dissatisfaction with the feeling of inability to do them. It is clear that their dissatisfaction deters them from future activities. As a result of the continuation of this situation, individuals will show excuses and shirk of the activities and eventually it will be appeared as behavioral habits (31). Surely a great amount of the serious problems that humans face today will not be solved by the help of technologies obtained from natural sciences. These problems have some personality and behavioral components that knowledge of psychology especially personality psychology should be used for solving them (30). Considering the effect of procrastination and perfectionism on individuals' personality,

educational and social aspects, the importance and necessity of examining this behavior becomes clarified more. According to what mentioned in this article and the attention of the researcher to the research needs in the field of personality psychology, researchers are recommended 1. to conduct studies to represent a pattern that examines the effective components affecting perfectionism and academic procrastination ,except mothers' personality traits, including variables such as mothers' social and emotional compatibility, parenting styles and fathers' personality traits.2. Perfectionism was examined in this study as a one-dimensional component, not multidimensional component, so it is recommended different dimensions of perfectionism be examined in the future studies to increase the ability to predict the results.3.It is recommended to conduct a study in future about the effectiveness of positive perfectionism and avoiding procrastination and examine whether educational achievement and learning increase by training or not.4.This study was conducted on female first-grade high school students so, it is recommended to conduct such a study on other high school grades and university and on both sexes. 5. School counselors are recommended to gain sufficient information and understanding of the students' personality, behavioral and emotional traits by using appropriate assessment tools and interviewing with the students or their families and record them in their cases for future application. Developing safe psychological environment at school and home in which children be sure that will be loved and accepted considering their functioning may help them to reduce their perfectionism tendencies.

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