Introducing the relationship between perfectionism and trait anxietyin fifth semester students of scientific training and law fields in the Islamic Azad University of Sari in educational year 2011-2012

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ABSTRACT

This research has studiedthe relationship between perfectionism and trait anxietyin fifth semester students of scientific training and law fields in the Islamic Azad University of Sari in educational year 92-93. Sample size determination was achieved 44 individuals according to Cochran formula. Survey and documentation method was used in this study and questionnaire was applied to collecting data.. Hypothesis test finding shows that there is significant difference between perfectionism and male and female students, in comparison between the male and female it was determined that the rate of the perfectionism in maleis more than that of women, and consequently the rate of trait anxiety in male was higher than that of female. Correlation coefficient between student's perfectionism and trait anxiety was (0.37) in nature, while it was meaningful at the level of five per cent. In other words, there was a positive and direct relationship between variables, trait anxiety and perfectionism, which proved that increasing perfectionism lead to high amount of trait anxiety in the students.

1. Introduction

Although a list of primary definitions of perfectionismhave been developed during the researches, mainly it is considered as an ineffective feature. However perfectionism is one of the human beings characteristics, whichis identified efficient, useful, and positive, it can be neurotic and deviated action. Every individual needs to represent his/her potential ability to highest level to develop his or her talents. It is natural that people tends to achieve their potential abilities. Inthis respect one may encounter with some environmental and social obstacles, however achievingperfection and flowering the positional ability and talent are very valuable in nature and in this regard perfectionism is very admirable but perfectionism in this concept is extremist. The evidence indicates that there are different varieties of individual differences in perfectionism, but the most important features of perfectionism is ambiguity and having ambiguous, and illogical goals and at last extreme efforts to achieve the goals. On the basis of Egan (2005), was the first author of overcoming perfectionism, Janet (1898) says perfectionism is a personality trait characterized by a person's striving for flawless and high performance standards, inflexible beliefs is one of the first features introduced about perfectionists. In other words, it is as a consistent tendency toward the unobtainable goals and high performance standards accompanied by critical self-evaluation (Frost. et al., 1998). Meanwhile, anxiety is alarming imminent danger and prepare the person to tackle rising event.Anxietyoriginates from theinner ambiguous conflict that causes the feeling of worry, turmoil anduneasiness. Anxiety can be appropriate and normal in average level, namely it is as an appropriate response to cope withdefensive situation. Nevertheless, when it is continues too long and in high level reduces the individual's performance and productivity. Flett, P.L Hewitt and N.S Endler&C.Tasson (1995) found that there is significant relationship between the self-perfection and community-oriented perfectionism on one hand, and between the state and trait anxiety on other hand. However, Hewitt and Flett reported significant relationship between community-oriented perfectionism and anxiety. Scholars from various disciplines have carried out different studies due to the importance of the issue.

Rekabdar and Soleimani in an analysis of math anxiety compared different types of perfectionism among the secondary school students and realized that the rate of math anxiety between the normal perfectionist students is lower than between the neurotic perfectionist students. Baradaran (2008) proved that between the happiness and normal perfectionism is a significant and direct relationship but this relationship between the neurotic perfectionism and happiness is significant and inverse. Besharat (2004) showed that there is a negative correlation between the parents' normal perfectionism and children's exam anxiety but there is a positive correlation between the parents' neurotic perfectionism and children's exam anxiety. Mehrabizade and et al., (2002) found that there is positive and significant relationship between the perfectionism and migraine headaches. Accordion and et al., (2008) studied the relationship between the perfectionism andstudents' mental health and found that there is a significant relationship between the neurotic perfectionism and depression. Flett and Hewitt showed that self-perfectionism along with social stress could result in anxiety. Inclinical research, Flett and Hewitt

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(1991) proposed the result of their studies in related to perfectionist feedback, anxiety and anxiety disorders.

This research studies the relationship between the perfectionism dimension and trait anxiety in a case study of fifth semester students of scientific training and law fields in the Islamic Azad University of Sari in educational year 2011-2012

2.   Method of research

This research is a correlation study andthe study population consists of 50 male and female students of fifth semester who study in scientific training and law fields in the Islamic Azad University of Sari in educational year 2011-2012. Sample size determination was achieved 44 individuals randomly. Spielberger's anxiety inventory and Frost's multidimensional perfectionism scale was applied in this research. Frost's multidimensional perfectionism scale wascreated to evaluate different dimension of perfectionism. The test contains 35 expressions and 6 subscales: concern over the mistakes, doubts about the actions, parental expectations, parental criticism, personal standards, organization and the total perfectionism score that is achieved by summing the 35test expression score. The high score is the representative of high perfectionism of the individual in related to defined area (Frost & et al., 1990). The method of 5-point Likert score options has been used to scoring the options.

STAI – Y anxietytest is the first form of state-trait anxiety inventory that Spielberger& et al., (1970) introduced (hidden & manifest) and it was reviewed in 1983.It was developed tomeasuring the absolute rate of anxiety in order to better differentiate between the patients who were suffering from anxiety and depressive disorders.

The revised form of the state-trait anxiety inventory is made up of 40 questions. The first form of the inventory includes 20 the first state anxiety questions (manifest) with four options (never, sometimes, often, too much) and 20 the next trait anxiety questions with four options (almost never, sometimes, often, almost always). To study the consistency of inventoryCronbach's alpha is used; the coefficient 85 per cent indicates the consistency of inventory. Scoring is determined from 1-4, according to individual's answer. However, the questions of anxiety are grading from 1-4 and the questions with no concept of anxiety are grading reversely from 4-1. Data collected are analyzed byPearson correlation and multiple regression method, predicting the criterion variables via variable elements.

3.   Result

The result of the descriptive data shows that65.9% of respondents were female and 27.3% male and 6.8% did not answer the questions. Also 29.5% of respondents were18-20 years old, 22.7% 21-25 years old, 6.9% 26-30 years old and 2.3% 31-35 years old. Meanwhile 38.6% did not answer the questions. Studying the educational traitsshow that the majority of respondents (59.1 percent) were BAand 6.8 percenthadassociate in arts (A.A.). In general, 34.1% did not answer the questions.

In table, one statistical feature of perfectionism variables and trait anxietywas evaluated. The maximum score one can achieve in variable perfectionism is 175, while it is 149 in this study. In addition, the maximum score one can achieve in trait anxiety is 169, while it is 115 in the study.

Table 1. Statistical features of perfectionism and trait anxiety

index element	mean	Standard deviation	minimum	maximum	number
perfectionism	10854	14.56	72	149	44
Trait anxiety	91.27	8.87	74	115	44

To evaluate the variables' significant difference single-sample t-test and Pearson test has been used in this study. The result of the test showed that there is a significant difference between the male and female students' perfectionism, as it is presented in table 2, male students are involved in high degree of perfectionism.

.Table 2. Statistical results of significant difference test between the male and female's perfectionism

sample	number	mean	Degree of freedom	T value	Sig. level
females	29	108	39	745	0.01
males	12	111			

resource: research findings

The result suggested significant differences between men and women's test evaluation anxiety that is presented in table 3. Therefore, there is a significant difference in the mean anxiety level of men and women's trait anxiety.Men are more than women who experience the anxiety.

Table 3. Statistical results of significant difference test between the male and female's trait anxiety

sample	number	mean	Degree of freedom	T value	Sig. level
females	29	91.24	39	554	0.08
males	12	92.91			

In order to evaluate the correlation between the perfectionism dimension and trait anxiety, the method of correlation matrix was introduced in the study that is presented in table 4. Result showed that correlative coefficient between perfectionism in students and their traitanxiety (r=0.37) is significant in 0.03 level. In other words, there is a positive and direct relationship between the perfectionism and trait anxiety.

Table 4. Correlation matrix between the perfectionism and trait anxiety

indexes elements	1	2
perfectionism	1	
Trait anxiety	**0.37	1

** P < 0.01   resource: research findings

4. Conclusion and Suggestions

This research has studied the relationship between perfectionism and trait anxiety. The study population consists of 50 male and female students of fifth semester who study in scientific training and law fields. Descriptive statistical results indicate that 65.9 per cent of respondents are female and 27.3 per cent male.Nevertheless 6.8 per cent did not answer the questions. In addition, 29.5per cent of respondents were18-20 years old, 22.7per cent 21-25 years old, 6.9 per cent 26-30 years old and 2.3 per cent 31-35 years old. Studies showed that more than 50 percent of studied population is BA. The maximum perfectionism score obtained in the study is 149. The difference appears to be 26 scores less than maximum achievable score. The maximum score of trait anxiety is 115, which is 45 times less than the maximum achievable score.

In addition, the result showedthat, there is a significant difference betweenmale and female students meanperfectionism dimensionso that male are more perfectionism than the female. In addition, there is a significant difference in the mean anxiety level of men and women's trait anxiety. Trait anxiety is higher in male than that of female.

Correlative coefficient between the students perfectionism and trait anxiety (r=0.37) at the level of 5 per cent is significant so that there is a positive and direct relationship between the perfectionism and trait anxiety. Therefore, the more perfectionism requires more anxiety. The culture of referring to consulters and psychologists should be improved to solve individuals' personality problems. Also, this study suggests that families should do their best to provide a proper condition to solve personal problems in the home. In addition, parents of students should be connected to instructors and lack of devoting responsibility of children to school and consideration of family in training students might be influential in decreasing trait anxiety.

5. References

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