

Detection of Relationship between Perfectionism and Classroom Climate and Differences in Level of Perfectionism in Middle School Aged Children

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Abstract: This research study is focused on detection of relationship between perfectionism and classroom climate in middle school aged children. To detect the level of perfectionism we used the Frost multidimensional perfectionism scale (F-MPS) and for assessing of classroom climate we used My Class Inventory (MCI). In research we also focused on gender differences among each variable. Our research sample consisted of 240 children who attend primary schools and their age was between 10 – 12 years. There were 160 girls and 80 boys, who took part in this research. The results of the research point out that there is no statistically significant relation between perfectionism and positive classroom climate. We also observed no gender differences in variable perfectionism.

Keywords: *perfectionism; classroom climate; middle school aged children; relationships; gender differences.*

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Introduction

At present, a lot of attention is concentrated to examining perfectionism and perfectionist tendencies in children, which is affected every day in the environment that is characteristic of them, and that is school. This predetermines their reactions and responses to stimuli that occur during classroom instruction. Their need to be perfect and to handle all requirements, sometimes beyond their own capabilities, can largely limit them in their further progress. The environment in which the child finds himself is largely related to experiencing the various emotions he has to process. Too high demands or a negative background can predetermine it largely how it will affect others. The classroom climate of the classroom is an important aspect of healthy children's development, which can have a positive but also a negative effect. The research is worked out on the target group, which are middle-aged children. These findings will have a direct impact on the postmodern society. The issue deals with perfectionism and classroom climate, which are an important determinant of improving the modern educational system. Based on our findings, it would be possible to create a program aimed at eliminating maladaptive forms of perfectionism. It is also possible to subsequently create individual procedures aimed at creating a positive climate, which could be used in project education for middle-aged children.

1.1 Literature review

The term of perfectionism is in society often considered as characteristic of individuals, which is possible to define as desire for exaggerated perfection. In case, that person doesn't have a feeling of personal perfection because they wouldn't achieve high set goals, then the person experiences feelings of shame and guilt. But level of perfectionism could influence a direction of a person also in a positive way. They can move forward very quickly and manage many of the demands placed on them (Dixon et al., 2004). Studies which are concentrating on issue of children's perfectionism (Neumeister, 2004, as cited in Drolet et al., 2014; Mendagliová, 2007, as cited in Drolet et al., 2014; Doktorová & Varečková, 2021) consider perfectionism to be a negative construct that prevents or limits children from developing their own abilities and advancing in school. The child doesn't want to be different from other children, so he/she doesn't show his/her knowledge to the fullest and doesn't develop his/her potential. Accompanying manifestations of perfectionism as a negative feature of children could be procrastination, fear of failure and even school

failure (Greenspon, 2007). Gender differences between boys and girls in perfectionism in achieving outcomes in sport have been confirmed in children who attend primary schools. It has been confirmed that boys rate themselves and their performance with a higher rating than girls do (Eccles, Harold, Wigfield, & Blumenfeld, 1993, as cited in Cremades, Donlon, & Poczwardowski, 2013). In a study by G. L. Flett and P.L. Hewit (1990) it was confirmed that there is a higher number of girls who had perfectionist characteristics and manifestations than boys. Research by Hall, Chipperfield, Perry, Ruthig (2006) has shown gender differences between perfectionists. Girls have more negative manifestations of perfectionism, such as increased stress, poorer overall health, and other side effects than boys do. Boys are more able to manage stress associated with high demands on themselves. The gender difference in perfectionism of children in general classes without focus has also been confirmed in the research of girls and boys aged 9 to 11 years. They examined perfectionism and self-concept, which resulted in the finding that gender affects the relationships between perfectionism and the negative psychological aspects of self-concept (Rice & Preusser, 2004, as cited in Bonyeme, 2014). Parker (2000) confirmed gender differences in perfectionism, with girls being more inclined to be healthy perfectionists than boys. They tended to non-perfectionist tendencies (Surratt, 2008).

Based on researches (Asher, 2001; Rice, Lever, Noggle, & Lapsley, 2007; Rice & Preusser, 2019; Tsui & Maziocco, 2007), which relate to the issue of perfectionism in children and gender differences, their results are limited and inconsistent. They didn't confirm a significant relationship between gender and perfectionism of children and adolescents. According to the study (Kaur & Kaur, 2012), there were no significant differences in most dimensions of perfectionism between the genders. The difference was confirmed in the subscale of parents' expectations, where girls scored significantly higher than boys. K. G. Rice and K. J. Preusser (2019) confirmed that there are no significant gender differences in the individual dimensions of perfectionism of children aged 9 to 11 years, as indicated by Frost multidimensional perfectionism scale (Uz Bas, 2011).

A school class is understood as a small social group, where the simplest and most basic definition is by the number of people in that specific group. Each social group as well as the school class has its own rules, standards, values and, above all, goals that are the mainstay of this group (Oravcová, 2007). According to the research findings of D. Koštrnová (2014) in the 1st and 2nd grade classes of primary schools, the classroom climate is more favourable and positive in classes where the number of pupils is significantly lower than in classes where the number of

children is higher. According to the pupils, the positive classroom climate is saturated with components such as humour, which most of the children in the class desire (Košťrnová, 2014). The emergence of a negative classroom climate and the creation of tension is competition between individuals or groups of pupils. If mutual competition between classmates focuses on gaining good grades and achieving set goals, this is one of the positive aspects of competition (Lašek, 2001).

The school classroom is a specific environment where a child spends most of his/her time from an early age and builds his/her place, creates social relationships, learns to cooperate and copes with the demands placed on him/her. This environment should provide him/her with enough stimuli to stimulate emotional or social development. Children with a higher level of perfectionism are characterized by high or even unattainable personal goals. Children with perfectionist tendencies are often misunderstood by their peers and members of the class collective. The result is a complete alienation from classmates and friends (Petlák, 2006). In the classroom, perfectionists may show low self-confidence, they are easily embarrassed in front of their classmates, they react anxiously to their failure, which can negatively affect their perception of the class climate. There is an unhealthy level of competition among perfectionists. They are often unable to handle less success in activities than their classmates. They try to overcome their peers in everything and compete with them. They do not focus on achieving their stated goals but focus exclusively on competing with classmates (Furtwengler & Konnert, 1982, as cited in Brophy, 1996). Such an approach creates tension and alienation in the classroom, where quarrels, misunderstandings, and disruption of the positive atmosphere among children are becoming an accompanying phenomenon. For a perfectionist child, a positive classroom climate means relaxation when he/she is not afraid of criticism and is able to express his/her own opinion, regardless of the possibility of making a mistake (Adelson, 2007, as cited in Zouse, Rule, & Logan, 2013). School class peers provide emotional support in stressful moments of the teaching process, especially through active listening. The child can then accept the opinions of others and thus create a positive environment for himself/herself and other members of the class (Brophy, 1996, in Nugent, 2000).

2. Method

In the context of perfectionism and the classroom climate, we could be inspired by researches (Furtwengler & Konnert, 1982, as cited in Brophy, 1996; Adelson, 2007, as cited in Zouse, Rule, & Logan, 2013) which state

that the perfectionist child tend to work in the classroom among other classmates, and his manifestations of perfectionism are reflected on a daily basis in his behaviour and the subsequent assessment of the classroom climate.

The main goal of the research part of the study is to find out whether there are significant relationships between:

- perfectionism and school climate variables,
- individual subscales of perfectionism and a negative classroom climate,
- we will also focus on whether there are statistically significant gender differences in perfectionism

Researches by W. J. Furtwengler and W. Konner, (1982, as cited in Brophy, 1996), K. Adelson, (2007, as cited in Zouse, Rule, & Logan, 2013); confirmed a significant relationship between perfectionism and classroom climate assessment. Based on these findings, we formulated:

2 research questions:

RQ1: Is there a significant relationship between perfectionism and classroom climate variables?

RQ2: Is there a significant relationship between the individual subscales of perfectionism and the negative classroom climate?

Researches by S. R. Asher (2001), K. G. Rice, B. A. Lever, C. A. Noggle and D. K. Lapsley (2007, as cited in Surrat, 2008), K. G. Rice and K. J. Preusser (2002, as cited in Uz Bas, 2011), M. Tsui and M. M. Maziocco (2007, as cited in Surrat, 2008), H. Kaur and J. Kaur, (2012) did not confirm significant differences between girls and boys in level of perfectionism. Based on these research findings, we formulated the following hypothesis:

H1: There is no significant difference in level of perfectionism between girls and boys.

2.1. Research sample

Selection of the respondents was made by purposive sampling. The sample consisted of 5th and 6th primary school graders in the Trnava and Trenčín regions. The selected classes were without focus on specific subjects, their focus was general. Classes were selected within gender and age to be most consistent. The number of respondents was 240, with 160 girls and 80 boys. The age range of respondents was from 10 to 12 years, so they fell into the middle school aged children category. Children in the middle school age achieve sufficient emotional stability, their communication is

adequate in this period and the role of pupil, classmate and friend is sufficiently mastered in the school class (Vágnerová, 2005). The selected classrooms knew their class team well enough to be able to answer the questions in the questionnaires and they were also able to determine the classroom climate positively or negatively in each category. We tried to balance the respondents in our research sample in several ways, specifically in terms of age, general orientation of their class, location of their permanent residence, socioeconomic status, family status.

2.2. Materials and equipment for data collection

Questionnaire methods were used in the research, as the research was of a quantitative nature. The quantitative research was realized by using two questionnaires. Demographic information such as gender, age, or grade that students are currently attending was placed at the beginning of the questionnaire battery. These data were important as the research also deals with gender differences. Specifically, we used the Frost Multidimensional Perfectionism Scale (F-MPS) questionnaire from Frost, Sher & Geen (1986). And My Class Inventory (MCI) standardized questionnaire by D. L. Fisher and B. J. Fraser. The administration of the questionnaires did not exceed more than 30 minutes.

Frost Multidimensional Perfectionism Scale (F-MPS)

F-MPS consists of 35 items, which are recorded on a 5-point Likert scale. The author is R. Frost. Using the scale, we were able to find out the respondents' overall level of perfectionism, as well as the values of individual subscales. Frost multidimensional perfectionism scale consists of 6 subscales: concerns over mistakes, personal standards, parental expectations, parental criticism, doubts about actions, and subscale organization. The reliability of F-MPS in terms of internal consistency was determined using Cronbach's Alpha and reached the value ($\alpha = 0,790$).

My Class Inventory (MCI)

MCI is a worldwide tool for assessing the classroom climate for primary school pupils. It was created by simplifying the content of the larger Learning Environment Inventory (LEI), which could be administered for high school students. The authors are B. J. Fraser and D. L. Fisher. It is intended for children from the 3rd to the 6th grade of primary school aged from 8 to 12 years. The questionnaire contains 25 items with yes or no answers, which are used to determine the assessment of the class climate in terms of 5 variables. These include: satisfaction, cohesiveness, friction,

competitiveness and difficulty (of the curriculum). The reliability of MCI in terms of internal consistency was determined using Cronbach's Alpha. The result appeared in terms of high consistency of inventory ($\alpha = 0.830$). The administration of the inventory in the classes ranged from 15 to 20 minutes. We chose the questionnaire for our research due to the age of the respondents and to identify the classroom climate from the perspective of pupils, whether in a positive or negative direction.

2.3 Statistical data administration

We processed the obtained data using the statistical program IBM SPSS 21. We used the Kolmogorov-Smirnoff test to determine the normal distribution of individual variables in our research sample, as the number of respondents exceeded 50. Normal distribution of variables was not confirmed, so we worked with nonparametric tests.

We used a nonparametric Spearman correlation test to determine the individual relationships between the variables.

We used linear regression analysis to identify potential predictors for assessment of classroom climate as positive or negative.

We identified gender differences in perfectionism by using the nonparametric Mann-Whitney U test.

3 Results

In the research we worked with 2 mentioned questionnaires, namely F-MPS (Frost multidimensional perfectionism scale) and MCI (My Class Inventory) for identification the climate of the classroom. In each of the questionnaires we worked with a raw score. In order to increase clarity, we present the tables corresponding to the individual research questions and hypothesis. After testing the normality of each variable (perfectionism, classroom climate), we did not find a normal distribution in them, so we used non-parametric versions of the tests for each hypothesis and research questions.

RQ1: Is there a significant relationship between perfectionism and classroom climate variables?

Tab. 1: The relationship between perfectionism and school climate variables

	SAT- ISF.	CO- HES.	CO .	FRIC- TI.	DIF- FICUL.	
PERFEC- TIO.	r	0,101	0,113	- 0,188*	-0,228*	-0,021
	p	0,273	0,218	0,040	0,012	0,822

* the correlation is significant at the 0.05 level

(Source: authors of the research)

PERFECTION. - perfectionism

SATISF. - satisfaction

COHES. - cohesiveness

CO. - competitiveness

FRICTI. - friction

DIFFICUL. - difficulty

r - correlation coefficient

p - significance

Research question RQ1 focuses on finding a significant relationship between perfectionism and classroom climate variables. We used Spearman's correlation analysis to analyse this relationship. Based on the results in Table 1, a significant relationship was proven only between perfectionism and the subscale of competitiveness, friction ($r_{co} = -0,188$; $p_{co} = 0,040$; $r_{fricti} = -0,228$; $p_{fricti} = 0,012$). We can state that this is a weak negative relationship - the higher the level of perfectionism, the less an individual evaluates the class climate as competitive and frictional. However, a significant relationship was not proven between perfectionism and any other classroom climate variables. Based on these results, the answer to research question RQ1 is, that there **is not** a significant relationship between perfectionism and classroom climate variables.

RQ2: Is there a significant relationship between the individual subscales of perfectionism and the negative classroom climate?

Tab. 2: The relationship between the individual subscales of perfectionism and negative classroom climate

PERFEKCTION-ISM		COMPETITIVE-NESS	FRIC-TION	DIFFICULTY (OF THE CURRICU-LUM)
Concerns over mistakes	r	-0,201*	-0,126	-0,175
	p	0,028	0,171	0,056
Doubts and actions	r	0,070	0,080	-0,057
	p	0,450	0,386	0,534
Parental criticism	r	-0,156	0,040	-0,116
	p	0,089	0,666	0,205
Personal standards	r	0,053	0,079	-0,187*
	p	0,568	0,390	0,041
Organization	r	0,095	-0,073	0,047
	p	0,300	0,429	0,612
Parental expectations	r	- 0,028	-0,062	-0,226*
	p	0,704	0,503	0,013

* the correlation is significant at the 0.05 level

(Source: authors of the research)

r – correlation coefficient

p – significance

Spearman's correlation analysis was used to determine the relationship between the individual subscales of perfectionism and the variables of the negative classroom climate. Table 2 shows that significant relationships were demonstrated only between the subscale of concerns over mistakes and the assessment of the classroom climate as competitive ($r_{\text{con.ov.mist.}} = -0,201$; $p_{\text{con.ov.mist.}} = 0,028$). Based on the results, we can speak of a weak negative relationship - the higher the concerns about mistakes, the more child evaluates the classroom climate as less competitive. Another significant relationship was proven between the subscale of personal

standards and the difficulty of the curriculum ($r_{\text{per.stan.}} = -0,187$; $p_{\text{per.stan.}} = 0,041$). We can see there a weak negative relationship - the higher the child's personal standards, the lower the difficulty of the curriculum. The last significant relationship was proven between the subscale of parental expectations and the difficulty of the curriculum ($r_{\text{par.exp.}} = -0,226$; $p_{\text{par.exp.}} = 0,013$). It is also a weak negative relationship - the higher the expectations of the parents, the lower the child evaluates the difficulty of the curriculum. Based on the results, our answer to research question RQ2 is that there **is not** a significant relationship between the individual subscales of perfectionism and the negative classroom climate. The individual subscales of perfectionism are not related to the negative classroom climate.

Tab. 3: Descriptive values in perfectionism in consideration of gender

	GENDER	MIN	MAX	ME	MEAN
PERFECTIONISM	G	80	110	100,00	96,775
	B	79	108	98,500	95,985

G – girls

(Source: authors of the study)

B – boys

ME – median

MAX – maximum values

MIN – minimum values

In descriptive table Tab. 3 we describe the minimum and maximum values for girls and boys in perfectionism. As we can see, the minimum value for girls is 80 and for boys it is 79. The maximum value for girls is 110 and for boys 108. The median values for girls and boys ($ME_g = 100,00$ a $ME_b = 98,500$), where we see only minimal differences. The mean values for girls and boys differ only minimally ($MEAN_G = 96,775$, $MEAN_B = 95,985$). Given these results, we formulated hypothesis H1 and decided to use Mann-Whitney U test to find out the differences between genders.

H1: There is no significant difference in level of perfectionism between girls and boys.

Tab. 4: Gender differences in perfectionism

	GENDER	N	MR	U	P
PERFECTIONISM	G	80	63,32	1374,5	0,208
	B	40	54,86		

N - number

G - girls

B - boys

MR - mean range

U - Mann-Whitney U test

P - significance

(Source: authors of the research)

Hypothesis H1 was focused on finding the differences between girls and boys in level of perfectionism. To test this hypothesis, we used a nonparametric Mann-Whitney U test. Based on the results, we accepted hypothesis H2 ($U = 1374,500$, $p = 0.208$). The values in the mean range show that the girls achieved higher values in level of perfectionism, but in terms of significance these results can not be considered as significant. Based on the results in Table 4, we conclude that there is no significant difference in level of perfectionism between girls and boys, thus **we accept hypothesis H1**.

4. Discussion

4.1. Interpretation of results

Given that the level of perfectionism of children could be largely related to how they subsequently assess and perceive the classroom climate, in research question RQ1 we focused on detection whether **“there is a significant relationship between the level of perfectionism and classroom climate variables”**. In our research, we noted significant relationships between perfectionism and variables competitiveness and friction in the classroom climate, which are two variables related to the negative classroom climate. However, it was a weak negative relationship, which means that a higher level of perfectionism was associated with a decrease in these two negative variables. Researches of W. J. Furtwengler and W. Konnert (1982, as cited in Brophy, 1996), Adelson (2007, as cited in Zouse, Rule, & Logan, 2013), confirmed a significant relationship between these two variables. In their researches, children with strong perfectionist tendencies assessed their classroom climate as too competitive, with differences arisen among children due to envy, jealousy, and other negative

aspects associated with high levels of perfectionism. Such pupils consider others as a barrier and their own limitation in progress and the path to achieving their goal (Petlák, 2006). We think that the different results may be since perfectionists are characterized by reduced self-esteem, which may be largely due to the fact that they do not consider competition to be a process in the classroom that would bring them satisfaction. There are no leadership roles in the classroom in which they would feel satisfied, mainly because they would perceive a possible slip-up as their own failure (Burns, 1980). This weak negative relationship was also proven in the variable friction. If we do not focus only on the fact that one of the reasons may also be the pupil's low self-esteem and the realization that he/she would not succeed in such a tense situation, the justification of this relation may be the early intervention of a teacher who knows about such a child and his perfectionist tendencies. As stated by G. L. Flett and P. L. Hewitt (1990, 1991), the use of appropriate teacher communication styles, various cognitive techniques, and the elimination of negative elements in the teaching process can contribute to a positive evaluation of negative variables - friction and classroom competitiveness in perfectionists. Nevertheless, we think that if our research were conducted only with pupils with very low or high levels of perfectionism, the results would be different, as our research sample was not divided according to these criteria of perfectionism. No significant relationship among perfectionism and positive variables of classroom climate - satisfaction and cohesiveness can be caused by existence of hostile and emotionally unbalanced relationships between pupils or groups of pupils in the classroom collective. As children require sufficient expressions of friendship, trust, and devotion in middle school age, which, with low self-esteem, concern about making mistakes in perfectionists, can cause dissatisfaction and incoherence of the whole class team.

Based on the results of our research of perfectionism and classroom climate, where the relationships were confirmed only within the variables of negative classroom climate, we formulated the research question RQ2 for a more detailed analysis of the issue, as follows: **"is there a significant relationship between the individual subscales of perfectionism and the negative classroom climate?"** Significant correlations were confirmed between the sub-scale of perfectionism, concerns over mistakes and the assessment of the classroom climate as competitive, personal standards and difficulty of the curriculum, parental expectations and difficulty of the curriculum. These relationships were weakly negative, which means that children with high concerns over mistakes assessed class competitiveness as low. As J. Lašek (2001) states, the class team can greatly influence and guide

individuals and their functioning in it. The class team, which is hostile and even shows signs of bullying among pupils, can increase perfectionist tendencies and concerns over their own mistakes. Such oppression and reduction of the student's self-confidence supports the perception of the class team as uncompetitive. The pupil refuses to assert his own opinion and argue against his own classmates. The research findings of G. L. Flett and P. L. Hewitt (1990, 1991) confirmed that high personal standards of students with perfectionism help to achieve their own set goals, which is to master the curriculum in the classroom. The level of set standards and goals greatly facilitates the management of the demands of teaching process. Children with high personal standards do not perceive the difficulty of the curriculum as negatively as children with low personal standards. Parents' expectations are an important milestone for children in fulfilling the tasks that are expected of them. K. Adelson's research findings (2007, In Zouse, Rule, & Logan, 2013) state, as with personal standards, that this is a standard that parents set for children by guiding and supporting them in learning over the years. Children behave according to these expectations, and precisely because they don't want to disappoint, they try to meet the given standards and the curriculum is not so demanding for them. Concerns about the feeling of inadequacy and inferiority in the disappointment of their own parents' guide children and keep them in a fixed mode of fulfilling their tasks. We believe that this may be one of the reasons for assessing the classroom climate within the low difficulty of the curriculum. Failure to confirm the relationship between other dimensions of perfectionism and the assessment of a negative classroom climate may be related to different family backgrounds and family relationships of every child. Each child and their experiences and behaviour is individual, and so it is necessary to approach how the dimensions of perfectionism manifest themselves in individuals. We think that a poorly informed teacher about the issue of perfectionism in children, which can occur in every class group, can also contribute to a negative assessment of the classroom climate.

As part of our research, we also focused on identifying gender differences in perfectionism. We hypothesized in hypothesis H1 that **there is no significant difference in level of perfectionism between girls and boys**. In our research, gender differences in perfectionism were not observed. Researches by S. R. Asher (2001), K. G. Rice, B. A. Lever, C. A. Noggle and K. G. Lapsley (2007), K. G. Rice and K. J. Preusser (2002), J. M. Tsui and M. M. Mazziocco (2007) did not show differences in perfectionism between the genders. As stated by G. L. Flett, A. Besser and P. L. Hewitt (2005, as cited in Macinga & Dobrita, 2010), it is equally important for both

girls and boys to meet the goals they set. It is a certain standard by which they can evaluate their own performance, whether or not they have met their personal goal. As stated by M. Hollender (1965), girls and boys are largely equally influenced by external sources, which the author considers to be the expectations of parents, their criticism, and the high demands they place on their children. In our opinion, these expectations of parents, the demands of the school and the difficulty of the curriculum, determine whether the child sets unrealistic priorities and goals in this area, or decides to be average and will suppress what is expected of him/her. In girls as well as in boys according to research findings of Š. Portešová (2002) in socially conditioned perfectionism (the maladaptive form) there are no significant differences, because for this form of perfectionism it is unrealistic and unimaginable for the individual that the norms, goals that he/she set himself/herself and are as well as expected by others would not be achieved. Achievement of all realistic and unrealistic expectations and goals is a necessary precondition for their social acceptance. M. Vágnerová (2005) states that children in middle school age focus mainly on their own performance, and according to this he/she evaluates himself /herself and is aware of whether he/she has met the set standards. Therefore, it could be one of the essential factors that explains that there are no differences between girls and boys in this form of perfectionism. Part of perfectionism and one of the dimensions is also parental criticism. Parents' behaviour focuses on how they approach their own child, and their attitudes towards him/her. Parents play the most important role in a child's socialization. They are one of the main factors that contribute to building a child's identity. G. L. Flett and P. L. Hewitt (1990) state that parents are responsible for the cognitive pattern of perfectionism that develops in children at an early age. We think that the reason why there is no difference between genders in perfectionism may be that the parents' critical attitude towards the child does not focus on the gender as such, but rather on the culture to which the parents belong and their personality. Every child, regardless of gender, can set unrealistic goals to satisfy their parents under constant criticism and fear of failure. In particular, the period of middle school age is characterized by excessive self-criticism, which can affect the emergence of perfectionist tendencies.

4.2 Limits of the research

After completion of the research, we noticed several significant limits that we were unable to avoid during realization and which could affect the results.

We can consider certain aspects of our research sample as the first limit of research. One of the limitations is the purposive sampling which was used. As we did not use probability sampling, we can not generalize our results to the entire population because we only worked with the group we selected. Our sample consisted of middle-aged children between the ages of 10 and 12 years. We think it would be more appropriate to focus in future researches on a research sample that would consist of older respondents.

As we also focused on gender differences, the fact that the sample was not gender balanced is a limiting aspect for us. We consider another limit to be that we did not know the respondents in person. The research was realized without personal contact immediately at the first meeting with them.

Another limit is the choice of our methods. In particular, the selection of the F-MPS questionnaire to measure perfectionism, given that the questionnaire does not distinguish between adaptive and maladaptive (dysfunctional) forms of perfectionism. The submitted questionnaire does not provide a difference in scores for the adaptive and maladaptive forms.

Non-standardization of our chosen methods F-MPS, MCI for our population. To measure perfectionism, we chose Frost multidimensional perfectionism scale, which is not standardized for the Slovak population. The raw score we achieved with this questionnaire has a very low interpretive value. The limitation of selecting an MCI questionnaire to assess the classroom climate could be that students were giving socially desirable responses and by this they could reduce the overall interpretive value of the results.

Insufficient motivation of our respondents may also have influenced results of the research. If a financial reward were provided to each respondent, the completion of the questionnaires could be more rigorous.

The current emotional state of the respondents could also have distorted the results. That is why we should find out this emotional state of our respondents before administration in future researches.

4.3. Future research intentions

Our future plans and intentions in this area would be to focus our research on older children, such as adolescents. The personality of adolescents is characterized by greater stability and is no longer developing to the same extent as in the younger children we had in our research sample.

An interesting suggestion for future research could be to combine perfectionism with attachment styles.

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