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## **Investigating the Relationship between Perfectionism and Self-Efficacy of Parents with Academic Motivation and Creativity of Female High School Students in the Second District of Bandar Abbas**

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**Abstract** This study aimed to investigate the relationship between perfectionism and self-efficacy of parents with academic motivation and creativity of female high school students in the second district of Bandar Abbas. The methodology of the research is descriptive and correlation-based. The statistical population of the present study is parents and female high school students of the second district in Bandar Abbas among them 300 were chosen as the sample by Cochran formula and simple random sampling method. In this study, Perfectionism Questionnaire of Terry Shorth et al (1995), Self-efficacy Questionnaire of Nezami et al (1981), Creativity Questionnaire of Abedi (1984) and Academic Motivation Questionnaire of Hermence (1992) were used to measure the variables. The questionnaire data analysis results showed that there is a relationship between parents' perfectionism and the creativity of female high school students in second district of Bandar Abbas. There is a relationship between parents' perfectionism and academic motivation of female high school students in second district of Bandar Abbas. There is no relationship between parents' self-efficacy and the creativity of female high school students in second district of Bandar Abbas. There is a relationship between parents' self-efficacy and academic motivation of female high school students in second district of Bandar Abbas.

**Keywords:** perfectionism, parents' self-efficacy, creativity and academic motivation

### **Introduction**

The aim of any educational activity is learning. Learning is an activity done by the learner to lead to a change in him. During the learning activity, different factors can affect student learning and face him with difficulty. Academic achievement is one of the best indicators that can be used to check the amount of learning and success in achieving the goals in education system (Karami, 2005). Motivational concept has always been considered by human societies and especially researchers and educational professionals. Especially in recent decades, many theorists and researchers in educational psychology have considered special credits and place for motivational and psychological patterns of educational behavior. Academic motivation is a widespread psychological motivation that refers to the tendency of individuals to achieve their academic goals by influencing different types of educational activities. The structure is estimated by gaining information of how cognitive-motivational processes of the person affect activities important for his academic achievement. Academic motivation is related to specific targets, specific attitudes and beliefs, methods to achieve them and person's efforts (Shahni Yyalaq, Bonabi Mubarak and Shokrkon, 2005).

Obviously, the most important environmental contexts of creativity expression lie at home and school. For example, there are creative and thinker teachers who can make the institution of education powerful or the family environment of creative people is something different

from the non-creative family environment. For example in a study, Scheafer (1970) understood that the family of creative people has less strictness (Yar Mohammad Zadeh, 2006).

Self-efficacy beliefs are strong behavior predictors that influence motivation through individual choices and chosen objectives. High efficiency leads to greater effort and persistence in dealing with obstacles. Self-efficacy is one of the key variables in Bandura's socio-cognitive theory. Self-efficacy theoretical foundations have been tested in a variety of environments and majors and have the growing theoretical and empirical supports. Self-efficacy is a stable and clear emotion of the individual's competence and ability to cope effectively with the many stressful situations. Self-efficacy refers to the sense of self-esteem and self-worth and the sense of efficacy in dealing with life. Self-efficacy is the confidence in one's ability to control thoughts, feelings and actions and thus is effective on the outcome of actions. Self-efficacy expectations affect the individuals' actual performance, emotions, behavior choices and ultimately the amount of effort spent on an activity (Abbsian Fard, 2009).

The results of Khadici and Vakili Mafakheri (2011) showed that there a significant positive relationship between academic achievement and achievement motivation and locus of control and self-concept in male and female students. So, whatever a person's motivation is higher, his locus of control is inner and will have better self-concept higher academic achievement. In the prediction of academic achievement, self-concept, motivation and locus of control are important respectively.

In a study entitled as: "The relationship between educational motivations with academic achievement of medical students of Medical University of Isfahan", Yusefi et al (2009) concluded that educational motivation has a direct and significant relationship with the average of basic sciences and also the total average of clinical sciences. In addition, components of competitiveness and effort have a positive correlation with the average scores of clinical and basic sciences, but elements of social power were only related to the subjects' total score of clinical sciences. Moreover, the motivation of competitiveness and efforts was higher in boys than girls. This result indicates that students' academic achievement requires coordination and interaction between the different aspects of motivation (Bakhtiyar Pour et al., 2011).

In a study, Lindadi and Dinter (2000) examined the relationship between parents' perfectionism and self-efficacy in their teenage children in a sample of 90 people. The results showed that there is a negative correlation between parents' perfectionism and children's self-efficacy.

In their research, Wolf et al (1999) have reported a negative relationship between parents' perfectionism and boys' self-efficacy (Abbasian Fard, 2009).

According to what was said, it is aimed to examine whether there is a relationship between parents' perfectionism and self-efficacy with academic motivation and creativity of female high school students in the second district of Bandar Abbas?

### **Methodology**

The methodology of the research is descriptive and correlation-based. The statistical population of the present study is parents and female high school students of the second district in Bandar Abbas among them 300 were chosen as the sample by Cochran formula and simple random sampling method.

In this study, Perfectionism Questionnaire of Terry Shorth et al (1995), Self-efficacy

Questionnaire of Nezami et al (1981), Creativity Questionnaire of Abedi (1984) and Academic Motivation Questionnaire of Hermence (1992) were used.

**Scale of Terry Shorth et al (1995):**

This is a positive and negative perfectionism questionnaire developed by Terry Shorth et al (1995). This questionnaire has 40 phrases, the first 20 phrases of which examine positive perfectionism and the second 20 phrases of which examine negative perfectionism. Kronbach's alpha coefficients for positive and negative perfectionism are 0.83 and 0.81 respectively which are acceptable. In a study entitled as perfectionism and pre-university students' self-esteem, Besharat (2003) has stated positive and negative perfectionism Kronbach's alpha coefficients in a sample of 212 students as 0.90 and 0.78 respectively. Also, the correlation of the participants' scores has been 0.86 based on test-retest with an interval of four weeks which is a sign of the appropriate reliability of the scale. The validity of the scales was done based on correlation coefficient between the subscales of the test with subscales of general health and Cooper Smith Self-Esteem Scale and the obtained coefficient was favorable.

The correlation between the different dimensions of perfectionism with the total score general problems was calculated in order to study the integration validity scale in the primary phase. Pearson correlation coefficient between the general health total score and dimensions of perfectionism showed that there is a significant positive correlation between the different dimensions of perfectionism, the only negative aspects of perfectionism, focusing on mistakes and thought rumination and the lack of general health. It should be noted that other negative aspects of perfectionism have a positive correlation with a decline in general health (though not significant). Dimensions of quasi-perfectionism have a negative correlation with imperfection in general health (though not significant). Sample adequacy is 0.82. The reliability of the whole scale in the pilot study (68 subjects) using Kronbach's alpha (internal adjustment) was obtained as 0.80. In the main study (with 313 participants), the coefficient for the total scale was obtained as 0.90 after factor analysis (Besharat, 2003). In the present study, the reliability was obtained as 0.78 using Kronbach's alpha.

**Self-Efficacy Questionnaire:**

a 10-question questionnaire prepared by by Nezami, Mitoos, Jrooslem, and Ralf Suarez (1981) was used for the self-assessment of students. The questionnaire contains 20 articles that have been reduced 10 articles in the subsequent reviews and the values of all the questions related to factors are reported acceptable. The segregation correlation coefficient between questionnaire's questions is desirable and this tool is capable of recognizing 45% of the self-efficacy variance. Kadivar (2001) used the consistency coefficient of questions meaning Kronbach's alpha coefficient to investigate the test for reliability and the obtained was equal to 80%. Given that the questionnaire is of 5-point Likert scale, Therefore, each item has been scored in the order of 1 to 5 the maximum point of which in this questionnaire is 50 (AbNiki, 2006). In the present study, the reliability was obtained 0.74 using Kronbach's alpha.

The Creativity scale of Abedi based on creative thinking of Turence:

This test is made up of the definition of Turence (1986) of creativity. Based on the Turence Tests of Creative Thinking structures, a paper pencil multiple-choice test was developed the aim of which was shortening the time needed to run and grade creativity tests. The test has 60 three-alternative questions and is formed of four subscales of indeterminate, expansion, innovation and flexibility. Test reliability was obtained through Tehran's junior high school students' test-retest in 1984 in four parts of test as: reliability coefficient (Kronbach's alpha) of the indeterminate part as 0.85, initiative part as 0.82, flexibility as 0.84 and expandability

as 0.80. In the present study, the reliability was obtained as 0.81 using Kronbach's alpha. Motivation Inventory of Hermence (1992):

This inventory consists of 21 multiple-choice questions. Validity of the test used content validity method, which was based on previous studies on motivation. He also estimated the correlation coefficient of two of the questions with progress-oriented behaviors that indicated the high validity ( $r= 0.88$ ) of the test. Kronbach's alpha and test-retest after 3 weeks were also used to estimate the reliability which was obtained as 0.82 and 0.85 respectively (BiabanGard, 2005). In the present study, the reliability was obtained as 0.75 using Kronbach's alpha.

## Results

The descriptive results related to the research variables are presented in Table.

**Table1.** Descriptive indices of research variables

Component	Number	Minimum	Maximum	Mean	Standard deviation	Variance
<b>Positive perfectionism</b>	300	52	94	75.43	9.488	90.025
<b>Negative perfectionism</b>	300	40	80	61.87	8.278	68.522
<b>Self-efficacy</b>	300	29	52	40.30	5.553	30.833
<b>Creativity in students</b>	300	104	135	120.28	5.921	35.058
<b>Motivation</b>	300	30	69	46.05	6.364	40.503

First hypothesis: There is a relationship between parents' perfectionism and creativity of female high school students in the second district of Bandar Abbas.

**Table 2.** Summary of regression analysis results related to perfectionism and creativity

R ratio	Determination coefficient ( $R^2$ )	Regression	Standard error
<b>0.389</b>	0.151	0.145	5.473

The above table represents the regression correlation coefficient as  $r= 0.389$  and determination coefficient as  $R^2= 0.151$  between two perfectionism variables (in both positive and negative components) as the predictive variables and creativity as the dependent variable. The result is that the predictor variable could explain 15.1% of the dependent variable of creativity.

**Table 3.** ANOVA of regression analysis results related to perfectionism and creativity

Resources	Sum	Degree of freedom	Mean	F	Level of significance
<b>Regression</b>	1584.710	2	792.355	26.448	0.001
<b>Remnant</b>	8897.770	297	29.959		
<b>Total</b>	10482.480	299			

The above table reflects the results of ANOVA and showed that the value is significant with  $F= 26.448$  and  $\alpha= 0.001$  at the level of  $P< 0.01$ . Thus, the obtained relationship is the best possible linear combination between perfectionism and the dependent variable of creativity.

**Table 4.** B coefficients and t values and significant levels of perfectionism and creativity

Resources	Non-standard coefficients		Standard coefficients	t	Level of significance
	B regression coefficient	Standard error	B		
<b>Fixed</b>	116.932	3.139		37.249	0.001
<b>Positive perfectionism</b>	0.210	0.34	0.337	6.149	0.001
<b>Negative perfectionism</b>	-0.202	0.39	-0.283	-5.161	0.001

As it is seen in the table above, positive and negative perfectionism predict the dependant variable of creativity significantly. With  $B= 0.337$ ,  $t= 6.149$  for the positive perfectionism and  $B= -0.283$  and  $t= -5.161$  for the negative perfectionism at the significance level of  $\alpha= 0.001$ , they have been the predictor of creativity. Therefore, the obtained Beta of the research hypothesis is confirmed due to the existence of a relationship and being linear.

Second hypothesis: There is a relationship between parents' perfectionism and educational motivation of female high school students in the second district of Bandar Abbas.

**Table 5.** Summary of regression analysis results related to perfectionism and educational motivation

R ratio	Determination coefficient ( $R^2$ )	Regression	Standard error
<b>0.142</b>	0.020	0.013	6.321

The above table represents the regression correlation coefficient as  $r= 0.142$  and determination coefficient as  $R^2= 0.020$  between two perfectionism variables (in both positive and negative components) as the predictive variables and educational motivation as the dependent variable. The result is that the predictor variable could explain 2% of the dependent variable of educational motivation.

**Table 6.** ANOVA of regression analysis results related to perfectionism and educational motivation

Resources	Sum	Degree of freedom	Mean	F	Level of significance
<b>Regression</b>	242.991	2	121.49	3.04	0.049
<b>Remnant</b>	11867.2	297	39.957		
<b>Total</b>	12110.25	299			

The above table reflects the results of ANOVA and showed that the value is significant with  $F= 3.041$  and  $\alpha= 0.049$  at the level of  $P < 0.05$ . Thus, the obtained relationship is the best possible linear combination between perfectionism and the dependent variable of educational motivation.

**Table 7.** B coefficients and t values and significant levels of perfectionism and educational motivation

Resources	Non-standard coefficients		Standard coefficients	t	Level of significance
	B regression coefficient	Standard error	B		
<b>Fixed</b>	53.437	3.62		14.74	0.000
<b>Positive perfectionism</b>	-0.012	0.040	-0.017	-0.296	0.767
<b>Negative perfectionism</b>	-0.105	0.045	-0.137	-	0.021

As it is seen in the table above, only negative perfectionism predicts the dependant variable of educational motivation significantly. With  $B = -0.137$  and  $t = -2.320$  at the significance level of  $\alpha = 0.021$  (less than  $P = 0.05$ ), it has been the predictor of educational motivation. Therefore, the obtained Beta of the research hypothesis for the negative perfectionism is confirmed due to the existence of a relationship and being linear.

Third hypothesis: There is a relationship between parents' self-efficacy with the creativity of female high school students in the second district of Bandar Abbas.

**Table 8.** Pearson correlation test between self-efficacy and creativity variables

		Creativity
<b>Self-efficacy</b>	Pearson correlation coefficient	0.033
	The level of significance	0.565
	Number	300

Pearson simple correlation coefficient was used to analyze the results of this hypothesis. As it is shown in the above table, the correlation coefficient between self-efficacy and creativity variables are  $r = 0.033$  and  $\alpha = 0.565$ . This value is not significant at the level of  $p < 0.05$  and  $n = 300$ . Therefore, we cannot find any relationship between parents' self-efficacy and the creativity of female high school students in the second district of Bandar Abbas. Therefore, the research hypothesis is not confirmed.

Fourth hypothesis: There is a relationship between parents' self-efficacy and educational motivation of female high school students in the second district of Bandar Abbas.

**Table 9.** Summary of regression analysis results related to self-efficacy and educational motivation

R ratio	Determination coefficient ( $R^2$ )	Regression	Standard error
<b>0.314</b>	0.099	0.095	6.053

The above table represents the regression correlation coefficient as  $r = 0.314$  and determination coefficient as  $R^2 = 0.099$  between two self-efficacy variables as the predictive variables and educational motivation as the dependent variable. The result is that the predictor variable could explain 9.9% of the dependent variable of educational motivation.

**Table 10.** ANOVA of regression analysis results related to self-efficacy and educational motivation

Resources	Sum	Degree of freedom	Mean	F	Level of significance
<b>Regression</b>	1193.098	1	1193.09	32.56	0.001
<b>Remnant</b>	10917.15	298	36.635		
<b>Total</b>	12110.25	299			

The above table reflects the results of ANOVA and showed that the value is significant with  $F = 32.567$  and  $\alpha = 0.001$  at the level of  $P < 0.01$ . Thus, the obtained relationship is the best possible linear combination between self-efficacy and the dependent variable of educational motivation.

**Table 11.** B coefficients and t values and significant levels of self-efficacy and educational motivation

Resources	Non-standard coefficients		Standard coefficients	t	Level of significance
	B regression coefficient	Standard error	B		
<b>Fixed</b>	31.552	2.564		12.3	0.001
<b>Self-efficacy</b>	0.360	0.063	0.314	5.70	0.001

As it is seen in the table above, self-efficacy predicts the dependant variable of educational motivation significantly. With  $B=0.314$  and  $t=5.707$  at the significance level of  $\alpha=0.001$  (less than  $P=0.05$ ), it has been the predictor of educational motivation. Therefore, the obtained Beta of the research hypothesis is confirmed due to the existence of a relationship and being linear.

### Discussion

this study aimed to investigate the relationship between parents' perfectionism and self-efficacy with creativity and motivation of female high school students in the second district of Bandar Abbas. Results showed that the negative aspects of perfectionism including doubts about the abilities and worry about mistakes are positively associated with academic motivation. But positive aspects of perfectionism such as setting personal standards appropriate to the abilities are negatively associated with academic motivation. Obviously, the most important environmental contexts of creativity expression lie at home and school. For example, there are creative and thinker teachers who can make the institution of education powerful or the family environment of creative people is something different from the non-creative family environment. Perfectionism is one of the personality traits that can be constructive, helpful and positive or neurotic and malfunctioned. Each person's motivational force is towards growth and self-actualization. All people need to flourish their potential abilities to the highest possible level and reach a growth beyond their current one.

Academic motivation is related to specific targets, specific attitudes and beliefs, methods to achieve them and person's efforts. Since the approval of parents and others play an essential role in the structure of personality, people try their best to respond to their expectations positively. Sometimes, this sensitive and extra attention of parents and their excessive expectations can affect their children's personal and psychological factors. Perfectionist parents not only humiliate their successes but also assume it difficult to accept and reward children's efforts. They constantly force their children to do better things and warn them instead of verifying their behavior.

The results of this study indicate that there is a significant positive relationship between achievement motivation and self-efficacy, but there is no relationship between academic achievement and self-efficacy with academic performance. Short-term failures can reduce a person's performance in adulthood. If we repeatedly succeed in our tasks, our sense of efficiency increases. But if we fail continually, our sense of efficiency will reduce. Once we feel great efficiency in a field, there will be little problem for us with temporary setbacks. In this case, we are likely to attribute our failures to lack of effort or poor scheme and we will try again and if we succeed, we will have a sense of effectiveness even more than the past. If someone judges properly due to his past that his performance has been achieved in the past, his perceived performance will increase. And if people judge their performance as not being good enough, he will gain a poor perceived performance about himself.

Bendura believes that maybe creating high efficacy through verbal persuasion and

encouragement is more difficult than reducing it in this way. Increasing the false self-efficacy of people through verbal persuasion and encouragement is negotiable easily through action, but those who are persuaded to lack self-efficacy by this way, avoid confrontations in stressful situations and easily fail in facing with problems. In fact, they credit such a notion in themselves by limiting behavioral facilities and reducing the effort and lacking of self-confidence. When people are unsure about their abilities or when they have limited prior experiences, they become more sensitive to them. Modeling effects are especially relevant to this context, especially when the person has little previous experience about doing something. If models teach better ways of doing things, however, even experienced people increase their self-efficacy to upper levels. Vicarious experience is powerful when observers see similarities with some of the observed features. Observing the success of such models helps the observer to believe his own capabilities (if they can do it, then I can). A marked and an important model in one's life can help to induce personal beliefs that affect a person's way of life.

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