

The Determination of Achievement Motivation on the Basis of Perfectionism Dimensions and Coping Styles of Principals of Pre-Schools Centers of Mazandaran Province

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Abstract: In the discussions on management, motivational factors as an effective component on the activities of the organizations and on their progress as well as their growth are of a specific importance. The present study has been done to find out the relationship between perfectionism and coping styles with achievement motivation among the principals of pre-school centers of Mazandaran province. The research method is descriptive and that of correlation and the participants were the principals of pre-school centers (urban areas) of Mazandaran province, who were over 329 females, among them 199 persons were randomly selected as statistical sample. Tools for measurement were consisted of Flett and Hewitt scale of perfectionism, Folkman and Lazarus coping styles and Hermans' achievement motivation questionnaire. The data were analyzed through Pearson's statistical test of correlation and multi-variable regression analysis. The findings showed that among three dimensions of perfectionism, two dimensions of self-oriented perfectionism and socially prescribed perfectionism have a significant relationship with achievement motivation, while there is no relationship between other-oriented perfectionism and achievement motivation. Among three dimensions of perfectionism, only self-oriented perfectionism has the capability of predicting of achievement motivation. Also, there is no significant relationship between coping styles (problem-oriented and emotional-oriented) and achievement motivation, yet coping styles are not able to determine the achievement motivation. The findings indicated that among three dimensions of perfectionism (socially prescribed, other-oriented and self-oriented) and between two coping styles (emotional-oriented and problem-oriented) only the perfectionism dimension of socially prescribed has no relationship with emotional-oriented coping style. Based on the results of this study, principals would be more successful by having realistic goals and by establishing expectations as well as logical criteria for themselves, personnel, children and their parents and in fact by applying appropriate methods of fighting against stress and crisis.

Key words: Achievement Motivation • Perfectionism • Coping Style

INTRODUCTION

Relying on an appeal to capitals and achievements, organizations are able to fulfill improvement and expansion; therefore, capital can be defined as two concepts of either materialistic or humanistic, so that with the combination of these two, the developmental goals of the organization will be met. So, humanistic resources are the best resources for the organizations of the organizations in which management and humanistic resources are of great importance, are educational organizations such as pre-school centers where these

centers have found their position as one of the most important centers in teaching skills and instructing pre-school students. Training courses before school involves a wide range of activities for children after their birth until school age. Taking care of their growth and their early evolution during this period has been taken into consideration by all nations and paying attention to the children is so important as if paying attention to the base of a nation. Moreover, the way how trainers plan for children truly represents their attitudes towards the incoming society. During these ages, since children are like the roots of trees that will be enriched by teaching

and learning suitable skills and are apt to become a huge tree (in the formal teaching of ministry of education), management of these centers, their views and emotions at giving services and training these children is considered to be very important. Not only these managers should be motivated, but also they should truly motivate others.

The efficacy of managers' achievement motivation in the workplace on (employees, children, co-workers, parents, welfare office and education) is of great importance. Instructional experience of researchers shows that some principals of pre-school centers, try more in their activities to do their best and have better instructional performance, so that environmental incentives have less effect on their behaviors, while instructional performance of some their principals is closely related to the outer or environmental factors and incentives. On the other hand, perfectionism dimensions and coping strategies got too less attention as two interpersonal variables in relationship with achievement motivation. This itself encouraged researchers to consider the affecting role of interpersonal factors on achievement motivation as its effective variables. Therefore, this study firstly considers the relationship between achievement motivation and perfectionism dimensions and then studies its relationship with coping guidelines; furthermore, the study aims at finding out the effects of perfectionism components on both achievement motivation and coping guidelines.

The first configuration of achievement emotions was done [1] and then developed [2] Achievement motivation includes patterns of acumens performances and feelings which are related to the achievement of a type of superiority and are compatible with higher internalized standards [2, 3] described achievement motivation in searching for success in competition with best standards. Achievement motivation reverberates willing to attempts to attain the success and positive effects related to it as well as the action of avoiding failure and its negative effects. Self-confidence and personal responsibility are the characteristics of progressivisms and they interested in knowing tangibly the results of their activities. Their scores of the lessons are high; they take part in the social and university activities and in doing their jobs they prefer to co-operate with specialists and pundits than with their friends.

Also, they resist against social outer pressures. If they find out that they can do something or handle it within the limits of their standards, then they might dare to do or risk that. But, they'll never chance it [2-13] considers perfectionism as two dimensions: normal and

abnormal and defines abnormal perfectionism as over anxious about committing a mistake and for fear of negative assessment by others. Perfectionism is one of variables that have been studied as a multi-dimension constituent in recent decades. [4] identified three dimensions for perfections which are as follows: self-oriented perfectionism (establishing high and unrealistic criteria for oneself). Other-oriented perfectionism (having high and unrealistic expectations for others) and socially prescribed perfectionism (belief in others expect him to be perfect and he must meet their expectations). Researchers believe that socially prescribed perfectionism is considered to be as of negative and incompatible type of perfectionism, anyhow. While self-oriented perfectionism includes both positive and negative aspects [14-29] noticed perfectionism in its positive concept and they claimed that attempting at being perfect accompanies positive and compatible traits and consequences.

In [11] identify coping methods as a process of cognitive-behavioral changes that a person uses it for escaping, eliminating and for reducing or controlling factors of mental pressure (stress). From their perspective, coping methods are considered to be cognitive-behavioral attempts to meet inner and outer needs or desires which are usually done consciously and have three basic functions for people: (a) providing required information about the environment, (b) information processing, (c) independence and using one's own discretion in applying skills. According to this theory, evaluating persons on the basis of events is of more importance than the events themselves. Neither environmental event nor a person's respond can determine the stress, but this is the person's perception of the situation which determines both the stress and its tensely. These perceptions include harms, acumens, threats and potential challenges in perceptual ability of a person to fight against them. It has been proved in many cases that there is a relationship between perfectionism and different types of incompatibility and cognitive impairments like anxiety, depression, neurotic in appency, illogical beliefs, spsycotism, bashfulness and signs of involuntarily obsession [4-6, 30-33]. According to the findings [1, 34-38] there is a positive meaningful relationship between other-oriented perfectionism dimensions and that of outer motivation. Among different ways of coping with stress, there is a positive meaningful relationship between emotional-oriented and avoidance ways and outer motivation. Also, the same is between problem-oriented ways and that of outer motivation, but a negative relationship with lack of emotion. Moreover,

there is a positive meaningful relationship between self-oriented and other-oriented perfectionism and ways of emotional coping [12].

There is a positive correlation between positive perfectionism and positive coping styles of problem-oriented and emotional-oriented, while there is a negative correlation between positive perfectionism and coping style of negative emotional-oriented one. This relation about negative perfectionism was in reverse [39] The existence of negative correlation between perfectionism and problem-oriented coping style [40] the correlation between self-oriented perfectionism with behavioral traits as being less interested in the varieties, too much enthusiasm to hard working and perseverance; the correlation between social-oriented perfectionism with low interest in the varieties and risk avoidance; lack of correlation among none of the dimensions of perfectionism with depression [14] the existence of more intention to avoidable coping style in abnormal perfectionism [41] the meaningful relationship between self-oriented and other-oriented perfectionism with problem-oriented coping style and the meaningful relationship between socially-oriented perfectionism with Connor's emotional-oriented coping style and finally the existence of different perfectionism interactions with stress [33] are all cases which can be mentioned.

Based on studies done by [42, 43], if a teenager is not fully equipped with efficient coping guidelines and have less ability to appreciate his emotions and that of others, then he might have less power and energy in facing with pressures and youth crises; hence, he will show more behavioral problems in the form of aggression, depression and anxiety. [32] considered emotional intelligence as an effective factor in selecting coping guideline. Emotional intelligence has a positive relationship with life satisfaction, diversity of social life and its quality, but a negative relationship with psychotic disorders and depression ([44, 45] found that there is a relationship between higher emotional intelligence with efficient problem-oriented guideline, higher life satisfaction and less agitation [24] concluded that there is a relationship between less perception of other's emotions and weaker social adoptability.

According to the studies [20] lack of successful utilization of fighting procedures against stress causes emotional fatigue and depreciation which itself is one of the consequences of educational subsidence. Higher levels of educational tension are related to lower scores obtained.

In [31, 46] reported that coping skills of problem-oriented can anticipate the educational achievements more than the procedures used for avoiding the encounter with together. Based on findings [47] tension which is related to the educational activities is accompanied by negative consequences as low hygiene and weak educational achievements [38] introduced the emotional encounter as the most effective intermediate of stress and disease. Also, there is a significant relationship between the health of the human psyche and the problem-oriented coping of adults [48].

Considering the aforementioned literature, this study aims at determining the relationship between achievement motivation, dimensions of perfectionism and coping styles among principals of pre-school centers of Mazandaran province. Based on this study, eight questions have been discussed which are as follows:

- Is there any relationship between self-oriented perfectionism and achievement motivation?
- Is there any relationship between socially-oriented perfectionism and achievement motivation?
- Is there any relationship between other-oriented perfectionism and achievement motivation?
- Is there any relationship between coping styles of emotional-oriented and achievement motivation?
- Is there any relationship between coping styles of problem-oriented and achievement motivation?
- Are different dimensions of perfectionism (socially-oriented, other-oriented and self-oriented) more capable of determining the achievement motivation?
- Do coping styles have capable of determining the achievement motivation?
- Is there any relationship between perfectionism compilations and those of coping styles?

Method: With regard to the nature of this study which considers the relationship between achievement motivation and dimensions of perfectionism as well as coping styles of pre-school principals, it is a descriptive study- correlative. All the participants of this study are principals of pre-school centers of Mazandaran province. Over 329 persons totally females using Morgan's table, 199 persons were selected randomly.

Instruments

Hewitt and Flett's Perfectionism Scale: This scale was edited [33] in the form of two questionnaires, one with 35 questions and the other with 45. In this study, the first

questionnaire was used. This scale evaluates these three dimensions of perfectionism, that is, self-oriented, other-oriented and socially-oriented. In preliminary validation of Iranian form of Besharat, Keranbach's α scale, the answers for sub-scale of self-oriented perfectionism, for other-oriented perfectionism and for socially-oriented one have been reported as 0.92, 0.87 and 0.84 respectively, which show the high inner resemblance.

The Questionnaire of Coping Styles: This scale has been made in [11] containing 65 articles which evaluates problem-oriented style and emotional-oriented one. Lazarus and Folkman reported the inner correlation coefficient of 0.78_0.66 for any of the coping styles. This questionnaire had been translated and [49]. In their questionnaire, the correlation coefficient of 0.61_ 0.79 was reported.

Hermans' Scale of Achievement Motivation: This questionnaire was made by Hermans in 1970. The first questionnaire consisted of 92 questions distinguishing people of high achievement motivation from those of low achievement motivation on the basis of 10 characteristics. Hermans found these 10 characteristics on the basis of his previous researches and chose them as basis and guidelines of his questions. After testing and analyzing the questions and calculating the correlation of each question with the whole questions, 29 ones were selected as the optimal questionnaire for achievement motivation. This scale has been used by many Iranian researchers. [6] used the two methods of α -keranbach and retest after 3 weeks to measure the equilibrium which he obtained 0.82 and 0.85 respectively.

Data Analysis and Discussions: The findings of the present study have been analyzed and discussed within the limits of descriptive statistics (frequency, percentage, mean, standard deviation and variance) and inferential

statistics (Pearson's test of correlation statistics and the analysis of multi-variable regression) as well as computerized software (SPSS).

Results and Findings of the Study: The findings of this study concerning the first three hypotheses are presented in the following table by the use of Pearson's test of correlation.

The results obtained from the analysis of data in Table 1, show that there is a significant relationship between self-oriented perfectionism and achievement motivation concerning the amount of correlation coefficient ($r = 0.180$) at the level ($p < 0.01$), hence the first hypothesis is verified. Also, the results show that there is a significant relationship between socially-oriented perfectionism and achievement motivation with regard to the correlation coefficient of ($r = 0.122$) at the level of ($p < 0.05$). The second hypothesis is verified too, but there is no significant relationship between other-oriented perfectionism and achievement motivation concerning the correlation coefficient of ($r = 0.13$) at the level of ($p < 0.05$). So, the third hypothesis is rejected.

The results of this study about the fourth and fifth hypotheses are provided in the following table:

Concerning the relationship between achievement motivation with coping styles, the findings indicate that there is no significant relationship between coping styles of emotional-oriented with achievement motivation with regard to the obtained correlation ($r = -0.037$) at the level of $p < 0.05$ (the rejection of the fourth hypothesis). Also, there is no significant relationship between coping style of problem-oriented with achievement motivation considering the obtained correlation of ($r = 0.088$) at the level of $p < 0.05$ (the rejection of the fifth hypothesis).

To test the sixth hypothesis, three dimensions of perfectionism as forecasting variables and the achievement motivation as the criterion variable have been tested by equation of regression progressively. The results are shown in Table 3.

Table 1: The correlation between achievement motivations and three dimensions of perfectionism

		Self-oriented	Other-oriented	Socially-oriented
Achievement motivations	Pearson Correlation	0.180	0.103	0.122
	Sig. (2-tailed)	0.006	0.073	0.044
	N	197	197	197

Table 2: The correlation between achievement motivation with coping styles

		Problem-oriented	Emotional-oriented
Achievement motivation	Pearson Correlation	0.088	-0.037
	Sig. (2-tailed)	0.218	0.602
	N	197	197

Table 3: Regression between variable of perfectionism and achievement emotions

Model	Ss	Df	Ms	F	P	R	R ²	Se
Regression	114.384	1	114.384					
Difference	3432.711	197	17.425	6.565	0.011	0.180	0.032	4.174
Sum	3547.095	198						

Table 4: The regression between variable of coping styles and that of achievement motivation

Model	Ss	Df	Ms	F	P	R	R ²	Se
Regression	60.339	2	30.17					
Difference	3486.756	196	17.79	1.696	0.186	0.130	0.170	4.218
Sum	3547.095	198						

Table 5: The correlation between perfectionism and coping styles

		Emotional-oriented	Problem-oriented
Socially-oriented	Pearson Correlation	0.065	0.174
	Sig. (2-tailed)	0.365	0.014
	N	197	197
	Pearson Correlation	0.256	0.327
Other-oriented	Sig. (2-tailed)	0.01	0.01
	N	197	197
	Pearson Correlation	0.261	0.306
Self-oriented	Sig. (2-tailed)	0.01	0.01
	N	197	197

Considering the above table F is significant, so regression is valid enough for the dimension of self-orientation. As a result, among three dimensions of perfectionism, only the dimension of self-orientation is capable of anticipating the achievement motivation of pre-school principals. That is, self-oriented perfectionism of people can anticipate 0.03 of variance of their achievement motivation (sixth hypothesis). Also, to test the seventh question, the component of coping styles as anticipating variables and the component of achievement motivation as criterion variable have been tested through method of Enter. The results are shown in the following table.

With regard to the F-observed ($F = 1.696$) at the level of $p < 0.05$, the regression is not valid enough, hence coping styles can not anticipate the achievement motivation of the pre-school principals. To find out the relationship between dimensions of perfectionism and coping styles (eighth hypothesis), these two have been arranged in correlative matrix.

Considering Table 5, among three dimensions of perfectionism and two styles of emotional-oriented except the dimension of socially-oriented with regard to the calculated $r = 0.065$ at the level of $p < 0.05$, there is a significant relationship between them.

DISCUSSION

The results of this study show that out of threefold components of perfectionism, the two dimensions of self-oriented and social-oriented have significant relationship with achievement motivation. [50] believes that there is a high positive relationship between high-personal criteria and the habits of good-working, attempts as well as achievement. The results of the study of [8]) on 428 university students indicates that self-oriented perfectionism is related to the behavioral characteristics such as less interest in varieties, high dependence to reception and high endeavor and attempts. [32] concluded that students with normal perfectionism are more intended to higher achievement. He noticed the positive correlation existing between perfectionism and achievement motivation. The results of the study of [44] also showed that there is a significant relationship among high personal standards, achievement motivation and educational achievement of students. [28, 29] indicated the high positive correlation between attempts to achieve the perfection and hope for success and educational achievement. On the basis of their study, people with high-personal criteria are intended to work hard. The aforementioned findings support the results of this study.

The results of the present study concerning the relationship of coping styles with achievement motivation of principals indicates that there is no significant relationship between coping styles (emotional-oriented, problem-oriented) and achieve motivation with assurance of 95%. [9] findings also show that coping styles of boys and girls differ from each other and girls are more emotional-oriented than boys. In the perspective of [31] people who use coping styles of problem-oriented are less apt to express emotions such as avoidance, solitude, suppression, anger and remonstrance comparing to the emotional-oriented styles. Lazarus and Folkman believe that evaluating people on the basis of events is more important than simply the events. Neither environmental events nor the response of a person can explicate the stress, but this is the perception of a person which explicates the stress and its density. These perceptions are consisted of a person's impairments, acumens, threats and potential challenges in perceptual abilities to fight against them.

Through the findings of this study concerning the ability to anticipate the achievement motivation of the principals on the basis of perfectionism dimensions, it can be claimed that only the self-oriented dimension can anticipate the achievement motivation of the principals and that two dimensions of socially-oriented and other-oriented are not capable of anticipating achievement motivation. That is, it is possible to anticipate the achievement motivation of people on the basis of the score of self-oriented perfectionism dimension.

To find out if coping styles can anticipate principals' achievement, the present study indicates that coping styles are not able to do so. In [11] considered coping more formal and as an acquired complex process and they believe that it can be build and processed as time passes. That is, it might fail, but if the person makes another attempt differently on doing that, he/she may succeed. In this manner, a person will learn that coping demands attempt and cannot be done easily. Also, it is necessary for a person to be able to manage a situation not to have a complete control over it. People usually apply a combination of problem-oriented and emotional-oriented coping to cope with stressful situations not simply one of those two ways. Generally, the problem-oriented way of coping in controllable situations and the emotional-oriented way of coping in uncontrollable situations are more suitable. In controllable situations, people may believe that their intended attempts in coping with the problems may be effective.

The results of this study concerning the relationship between perfectionism dimensions and coping styles of the principals indicate that among three dimensional components of perfectionism and bilateral coping styles, there is only no significant relationship between socially-oriented perfectionism and coping styles. [34] study shows the fact that there is a positive relationship between socially-oriented perfectionism and coping style of emotional-oriented and that socially-oriented perfectionists emphasize more on emotional-oriented coping guidelines. Also, [39, 41, 42, 44, 45, 47-53] referred to the existence of the positive relationship between socially-oriented perfectionism and emotional-oriented coping guidelines too. But their findings are not in accordance with those of the present study. [34] who verified the existence of positive correlation between ordered-perfectionism dimensions and coping styles of both problem-oriented and socially-oriented contradicts the findings of this study. He referred to the existence of negative correlation between positive perfectionism and negative emotional-oriented coping styles and also referred to the reverse relationship about negative perfectionism. [34] noticed the negative perfectionism and its relationship with negative emotional-oriented coping styles, too. If we consider the self-oriented perfectionism as positive and normal one and socially-oriented as well other-oriented as abnormal perfectionism, then it can be said that Besharat's findings will support the findings of the present study. Though the findings of this study are not harmony with those [40, 47] referred to the negative correlation between perfectionism and problem-oriented coping styles and this is true for the findings [47] He believes that there is a significant relationship between socially-oriented perfectionism and emotional-oriented coping styles. Furthermore, he has shown the significant relationship of other-oriented perfectionism and problem-oriented coping styles among women and between self-oriented perfectionism and other-oriented coping styles as well. His findings support the existence of the relationship between other-oriented perfectionism and problem-oriented coping styles. Also, findings [43, 46, 54-57] are in accordance with the findings of the present study.

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