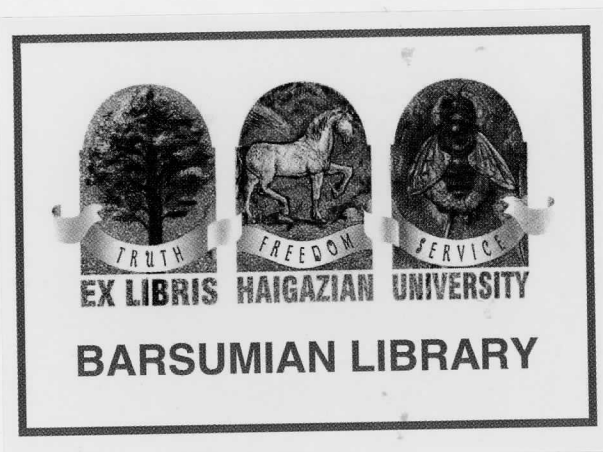


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Perfectionism and Family of Origin: Parenting Styles and Family System
Characteristics as Predictors of Adaptive and Maladaptive Perfectionism

Zeina El-Hage

A Thesis submitted to the Faculty of Social and Behavioral Sciences in partial
fulfillment of the requirements for the Master of Arts in Psychology –
Emphasis: Clinical Psychology at Haigazian University

Beirut-Lebanon

June 15, 2012

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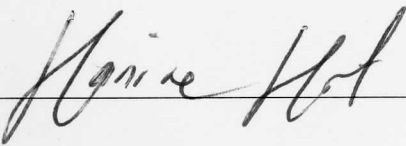
Perfectionism and Family of Origin: Parenting Styles and Family System Characteristics as Predictors of Adaptive and Maladaptive Perfectionism

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DEDICATION

First and foremost, I would like to thank Dr. Marwan Ghossein for his patience, support, supervision, encouragement and guidance during the research and throughout my graduate education.

To my family

I am also very grateful and thankful to Dr. Hanane Hout, for her kindness, friendliness and support, as well as to Dr. Danod Tawil for his commitment to high standards that has inspired and motivated me.

My parents and brother deserve special mention for their unconditional support and encouragements throughout this journey. Their unwavering faith and confidence in my abilities have shaped me to become the person I am today.

Finally, I would like to thank everyone who has contributed one way or another to the realization of this thesis.

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Abstract

The present study examined the relationship between adaptive and maladaptive dimensions of perfectionism and family of origin (parenting styles and family system characteristics) using a sample of 225 graduate and undergraduate university students. Both adaptive and maladaptive forms of perfectionism were significantly predicted with authoritarian and authoritative parenting styles. But the effect of authoritarian parenting style was stronger for maladaptive perfectionism; whereas the effect of authoritative parenting style was stronger for adaptive perfectionism, hence confirming the hypothesis. Moreover, results showed that, adaptive perfectionism was correlated with adaptive family characteristics such as, flexibility and cohesion, and was negatively associated with chaos, rigidity and enmeshment. Conversely, maladaptive perfectionism was predicted by maladaptive family characteristics such as extreme family enmeshment, rigidity and chaos.

Perfectionism and Family of Origin: Parenting Styles and Family System Characteristics as Predictors of Adaptive and Maladaptive Perfectionism

Perfectionism is commonly defined as the tendency to set relatively high standards, strive for flawlessness and be extremely self-critical of one's behaviors and outcomes (Rice & Stuart, 2010; Craddock, Church & Sands, 2009; Stoeber & Otto, 2006). In psychological research, perfectionism is viewed as a multidimensional construct in which positive, adaptive or functional aspects are distinguished from negative, maladaptive or dysfunctional aspects (Besharat & Shahidi, 2010; Craddock et al., 2009; Khawaja & Armstrong, 2005; Periasamy & Ashby, 2002; Rice & Preusser, 2002). The adaptive dimension is composed of high personal standards and organization, and tends to be associated with positive outcomes, affect and higher levels of psychological well-being and adjustment (Rice & Dellwo, 2002). In contrast, the maladaptive dimension includes aspects of perfectionism that relate to excessive concern over mistakes, doubts about behaviors and actions, the perception of one's parents as being extremely critical, and was found to be associated with negative characteristics and outcomes, psychological maladjustment and disorders (Stoeber & Otto, 2006).

Based on previous findings suggesting that being perfect is associated with family environment and interactions (Craddock et al., 2009; Flett, Hewitt, & Singer, 1995), the present study examined the relation between both types of perfectionism (adaptive and maladaptive) and family of origin in terms of parenting styles (authoritarian, authoritative and permissive) and family system characteristics (cohesion, flexibility, disengagement, enmeshment, rigidity and chaos).

This first chapter presents the background of the study, states the problem of the study, specifies its significance and an overview of the methodology used. The chapter concludes by mentioning the delimitations of the study and defining some major key terms.

Background of the Study

Several studies (Rice & Stuart, 2010; Craddock et al., 2009; Stoeber & Otto, 2006; Rice, Lopez, & Vergara, 2005; Soenens, Vansteenkiste, Luyten, Duriez, & Goossens, 2005; Rice & Preusser, 2002; Hill, Zrull, & Turlington, 1997; Rice, Ashby, & Preusser, 1996; Flett et al., 1995) have explored perfectionism and its relationship to early family environment and family characteristics, differentiating between functional/adaptive/healthy/positive perfectionism and dysfunctional/maladaptive/unhealthy/negative perfectionism.

Common findings suggest that authoritarian parenting style and maladaptive family system characteristics are likely to be associated with manifestations of maladaptive and negative perfectionism in young adults (Craddock et al., 2009; Flett et al., 1995). Craddock and colleagues (2009) revealed from a study of university students that extreme family enmeshment, high parental authoritarianism and psychological control were significant independent predictors of maladaptive perfectionism. Whereas, adaptive perfectionism was associated with low levels of chaos in the family combined with also, high levels of enmeshment and authoritarianism.

The outcome regarding the predictors of maladaptive perfectionism is consistent with views and findings of other studies, in particular that parents of maladaptive perfectionists are characterized as being more demanding and critical, harsh and controlling, less encouraging and setting relatively very high and unattainable standards for their children (Rice et al., 2005; Rice et al., 1996). In contrast, and according to Sorotzkin (1998), adaptive perfectionists perceived their parents as being warm, supportive, encouraging and accepting.

In line with these results, when examining the role of maladaptive perfectionism in the relation between psychological control and adjustment, Soenens et al. (2005) found that dysfunctional parent-child relationships, characterized by lack of responsiveness and control, are associated with higher levels of maladaptive perfectionism. Adolescents who described their parents as guilt-inducing and as being responsive only when their expectations were being met, were more likely to have maladaptive aspects of perfectionism, and hence strive to achieve unattainable goals.

In a study by Rice and Dellwo (2002), assessing self-development and college adjustment in adaptive and maladaptive perfectionists, both groups reported perception of high parental expectations. But adaptive perfectionists described their parents as less critical and more accepting. Whereas, maladaptive perfectionists reported being raised by parents who set unrealistic standards and had little tolerance to failure, which led to a poor self-esteem, a tendency to strive to meet unclear and unattainable goals, and to fail over and over again (Kawamura, Frost, & Harmatz, 2001).

The Problem Statement

Several studies have speculated on the origins of perfectionism, focusing mostly on early family environment and parent-child interactions. The present study is a partial replication of the one conducted by Craddock et al. (2009), investigating perceptions of family of origin (parental styles and family system characteristics) as predictors of dysfunctional and functional perfectionism in a sample of 264 Australian first-year Psychology students at the University of Sydney. The current study examined a more diverse and older sample ($M = 23.69$), consisting of graduate and undergraduate students randomly selected from two universities in Beirut (Haigazian and the American University of Beirut). Moreover, in contrast to the study by

Craddock et al. (2009), which assessed 14 variables (six family scales, five parental styles, social desirability, age and gender), the present study assessed 11 variables, focusing mainly on the relationship between adaptive/maladaptive perfectionism and three parenting styles (authoritarian, authoritative, permissive) as well as six family system characteristics (cohesion, flexibility, disengagement, enmeshment, rigidity, chaos), disregarding the influence of parental nurturance and psychological control, and using three questionnaires shorter than the six previously used.

In line with previous research, the present study was concerned with the possibility that adaptive perfectionism is more likely to be associated with adaptive parenting styles and family system characteristics; whereas maladaptive perfectionism is more likely to be associated with maladaptive parenting styles and family system characteristics.

A set of hypotheses was generated:

H1: Adaptive perfectionism is expected to be positively correlated with authoritative parenting style.

H2: Adaptive perfectionism is expected to be positively correlated with adaptive family system characteristics (cohesion and flexibility).

H3: Maladaptive perfectionism is expected to be positively correlated with authoritarian parenting style.

H4: Maladaptive perfectionism is expected to be positively correlated with permissive parenting style.

H5: Maladaptive perfectionism is expected to be positively correlated with maladaptive family system characteristics (enmeshment, disengagement, rigidity, chaos).

The Professional Significance of the Study

To date, little research have considered and included measures of family system characteristics as defined by the Circumplex Model of Marital and Family Systems (Olson, 2000), such as cohesion, flexibility, disengagement, enmeshment, rigidity and chaos, alongside parenting styles when studying perfectionism. The present study addressed this issue, by attempting to investigate whether findings of past research can be generalized in a culture different than the one found in the West, even if Lebanon, when compared to other Arab societies, has been described as one of the “most liberal and Western-oriented” countries (Dwairy, Achoui, Abouserie, Farah, Sakhleh, Fayad, & Khan, 2006, p. 13). Nonetheless, when it comes to parenting styles and cultural differences, some studies indicated that authoritarianism was not associated with negative outcomes pertaining to the mental health of Arab youth as opposed to the West (Dwairy et al., 2006; Dwairy & Achoui, 2006), and was even perceived as the “normal duty” of parents (Dwairy et al., 2006, p. 3). In Arab societies, collectivism is favored over individualism, and the self tends to be enmeshed and fused in the collective family identity.

Another important significance of the study is for counseling purposes, whereby it provides more insight and knowledge about adaptive and maladaptive dimensions of perfectionism and their association with certain family dynamics and characteristics.

Overview of Methodology

The present study investigated the role of parenting styles and family system characteristics as predictors of adaptive and maladaptive perfectionism. These issues were examined in a sample of graduate and undergraduate students from two universities located in Beirut district (Haigazian University and American University of Beirut), ranging in age from 20 to 30 years old.

Subjects were approached randomly in a variety of settings throughout both universities and were administered, upon their consent to participate, shortened versions of the Frost Multidimensional Perfectionism Scale (Khawaja & Armstrong, 2005) and the Parental Authority Questionnaire (Alkharusi, Aldhafri, Kazem, Alzubiadi, & Al-Bahrani, 2011), as well as the Family Adaptability and Cohesion Evaluation Scale, version IV (Olson, 2011). For practical reasons, the PAQ used in this study was modified to measure the combined appraisal of parenting styles of both the father and the mother, rather than using separate questionnaires for each parent.

The two dimensions of perfectionism were measured in function of the three parenting styles and the six family system characteristics. Correlations between perfectionism, parenting and family variables were assessed to determine the overall association between the latter variables and perfectionism. Additionally, separate simple multiple regression analyses were constructed for each dimension of perfectionism. Adaptive and maladaptive perfectionisms were regressed respectively in each analysis on the block of parenting styles and family system characteristics variables in order to determine the unique and most significant predictors of both maladaptive and adaptive perfectionism.

Delimitations of the Study

The present study had certain delimitations. First, the sample consisted of students from only two universities in the same region in Lebanon (Haigazian University and American University of Beirut), which limited the generalizability of the results. Secondly, data were based on self-report measures and subjective assessments of the respondents, and hence other objective forms of data collection may provide more detailed information about family assessment and dimensions of perfectionism. Third, gender was not taken into consideration as an intervening

variable in the study. Parent gender as well as child gender could be important factors to consider in investigating the role of family of origin as contributors to the development of adaptive and maladaptive forms of perfectionism

Definitions of Key Terms

Perfectionism. Perfectionism is described as the striving for flawlessness (Rice & Stuart, 2010; Craddock et al., 2009; Stoeber & Otto, 2006). Recent research define perfectionism as a multidimensional construct comprised of both adaptive and maladaptive aspects, also labeled as normal and neurotic, positive and negative, healthy and unhealthy, functional and dysfunctional. On one hand, adaptive perfectionists subscribe to a healthy pursuit of excellence while acknowledging and accepting failures and limitations without being guilt-inducing self-critical (Besharat & Shahidi, 2010). On the other hand, maladaptive perfectionists set unrealistic expectations, and are never satisfied over their performances or achievements (Khawaja & Armstrong, 2005).

Parenting styles. Parenting styles refer to basic styles of child rearing as identified by Baumrind (1968): authoritarianism, authoritativeness and permissiveness. Authoritarian parents emphasize their control of their children and expect their undeniable obedience; permissive parents favor autonomy and poor control of their children; authoritative parents exercise moderate control (Dwairy et al., 2006).

Family system characteristics. Family system characteristics describe the social interactions, patterns and dynamics that exist between members of a family. The Circumplex Model of Marital and Family Systems (Olson, 2000) define family system characteristics through two dimensions: cohesion – “the emotional bonding that family members have towards

one another” (p.145), and flexibility – “the amount of change in [family] leadership, role relationships and relationship rules” (p.147).

In the following chapter, main advances in research on perfectionism were presented, including the different perspectives developed and the adaptive/maladaptive dichotomy, as well as the origins speculated in terms of parenting styles and family systems characteristics.

Perspectives on Perfectionism

Though it was first viewed as a one-dimensional negative trait (Bliss, 1995), perfectionism is defined as a multidimensional personality construct characterized by setting relatively high standards and pursuing excellence (Chang, 2006). In a study conducted by Slaney and Ashby (1996) that interviewed participants who considered themselves as perfectionists, common characteristics were identified. Results showed that most participants saw having high standards, achievement and performance as basic to perfectionism, as well as being neat and orderly and well-organized.

Following Burns' (1980) initial effort to assess self-oriented perfectionism with a 10-item questionnaire, two multidimensional measures of perfectionism were introduced.

First, the Multidimensional Perfectionism Scale (MPS) developed by Frost, Marten, Lahart and Rosenblate (1990) identified six dimensions of perfectionism: concern over mistakes, personal standards, organization, doubts about actions, parental expectations and parental criticism, indicating that perfectionists set high personal standards, try to avoid mistakes, are concerned about parents' criticism, and value organization and order, indicating that perfectionists “have high standards, value order and organization, try to avoid mistakes, are indecisive about their actions, and attach great importance to past or present evaluations by their

Chapter 2

Review of the Literature

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parents” (Stoeber & Otto, 2006, p.297). The concern over mistakes, doubts about actions, parental expectations and parental criticism were four subscales referring to maladaptive perfectionism, whereas the two subscales personal standards and organization were associated with adaptive perfectionism.

Second, Hewitt and Flett (1991) proposed three different dimensions of perfectionism: self-oriented perfectionism, other-oriented perfectionism and socially prescribed perfectionism. Self-oriented perfectionism entailed holding unrealistic goals, all-or-none thinking of either successes or failures, focusing on flaws and past mistakes; and has been implicated with adaptive characteristics such as high self-esteem and positive achievement, as well as maladaptive such as self-blame and self-criticism, anger, anxiety, depression (Hill et al., 1997). Other-oriented perfectionism involved setting high goals for others to attain, expecting others to be perfect and evaluating them critically (Hewitt & Flett, 1991), and has been associated with difficult interpersonal relationships, tendency to blame and mistrust others (Hill et al., 1997). Socially prescribed perfectionism reflected the need to attain standards and expectations as prescribed by others (Flett & Hewitt, 1991), and was found to be associated with seeking approval of others, fear of criticism, self-criticism, depression, anxiety, aggressiveness and less internal locus of control (Hill et al., 1997).

From a categorical perspective, the Revised Almost Perfect Scale, which was originally developed by Slaney and Johnson in 1992 and later revised by Slaney, Rice, Mobley, Trippi and Ashby (2001) provided a three-factor of perfectionism: high standards, order and discrepancy. Discrepancy was defined as “the perception that one consistently fails to meet the high standards one has set of oneself”. Adaptive perfectionists have been described as having high standards and needs for order with low levels of discrepancy (low self-criticism). Whereas, maladaptive

perfectionists, though they also have high standards, tend to be very self-critical, hence scoring high levels of discrepancy.

To sum, different scales and perspectives were developed to measure perfectionism. Recent research, however, have emphasized two major dimensions, one described as positive, normal, healthy, functional and adaptive; the other as negative, neurotic, unhealthy, dysfunctional and maladaptive (Besharat & Shahidi, 2010; Craddock et al., 2009; Khawaja & Armstrong, 2005; Periasamy & Ashby, 2002; Rice & Preusser, 2002).

Adaptive and Maladaptive Perfectionisms

Adler described striving for perfectionism as being innate and normal as long as goals are being realistic and useful (1956, as cited in Rice et al., 1996), and maladaptive when it is perceived as an attempt to overcome a sense of inferiority by setting unrealistic and unattainable goals (1956, as cited in Rice & Preusser, 2002).

Similarly Hamachek (1978) distinguished two forms of perfectionism, normal and neurotic. Normal perfectionists are those who set high standards leading to satisfying outcomes and a sense of achievement, and are capable to embrace both their failures and successes. In contrast, neurotic perfectionists strive for high standards but never feel good about themselves and rather are left with constant feelings of emptiness and dissatisfaction, regardless of their accomplishments. Convinced that “they never seem to do things good enough” (p. 27), they are overwhelmed with self-criticism.

Several researches have supported Hamachek’s distinction between a normal or adaptive perfectionism, and neurotic or maladaptive perfectionism (1978). For instance, Blatt (1995) described maladaptive perfectionists as individuals who “are constantly trying to prove

themselves, are always on trial, feel vulnerable to any possible implication of failure or criticism” (p. 1005), “constantly [seeking] approval and acceptance and desperately [trying] to avoid failure” (p. 1007). Consistent with socially prescribed perfectionism characterized by the need to meet expectations and standards prescribed by others in order to earn acceptance and approval, individuals with maladaptive perfectionism are motivated by the need to be loved and accepted and experience less internal and more external locus of control over the evaluations of their efforts (Periasamy & Ashby, 2002).

Rice and Stuart (2010) described adaptive perfectionists as seeking to improve their life by setting positive goals and through self-fulfilling experiences; whereas maladaptive perfectionists are defensive when confronted with negative feedback, and avoid intimate relationships and experiences for fear of rejection and negative outcomes. Adaptive perfectionists would allow themselves more latitude for self-criticism, and not sabotage their self-esteem like unhealthy perfectionists would (Rice et al., 2005). Conversely, maladaptive perfectionism has been associated with impaired health, adjustment problems, mood disorders including depression, eating disorders, substance use and abuse, procrastination, anxiety, anger and low self-esteem (Rice & Preusser, 2002; Burns, 1980).

According to Burns (1980), maladaptive perfectionists are driven by fear and by the irrational belief that they have to be perfect in order to be accepted by others. They tend to view themselves as inferior and inadequate, dwelling on their weaknesses and undermining their capabilities. Because of their constant feelings of frustration, they are trapped in self-critical ruminations and a very negative self-image which lead to depression, anxiety and anger. Consistent with that, Besharat and Shahidi (2010) pointed out that positive/ adaptive perfectionism was negatively associated, whereas negative/ maladaptive perfectionism was

positively associated with predisposition to anger and high levels of anger rumination. On one hand, positive perfectionists strive for high standards in a flexible and healthy manner, without measuring their self-worth in terms of reachable or unreachable goals. Hence, rather than experiencing anger, frustration, rumination and dissatisfaction, they tend to experience pleasure and satisfaction. On the other hand, negative perfectionists are very self-critical and never satisfied with their achievements, which lead to higher levels of anger as well as rumination through their negative and self-defeating thoughts. Their vulnerability to emotional distress and their tendency for self-blame and overgeneralization of perceived unsuccessful events and failures may contribute to their anger rumination.

In another recent study conducted by Ulu and Tezer (2010), investigating adaptive and maladaptive perfectionism in relation to adult attachment and the big five personality traits, maladaptive perfectionism was found to be predicted by neuroticism, anxious and avoidant attachment, which include the experience of negative emotions such as anxiety, anger, depression, as well as self-criticism, poor self-image and avoidance of relationships. This was opposed to adaptive perfectionism, which was found to be predicted by conscientiousness, openness and agreeableness, referring to positive emotions, productivity and achievement motivation.

When investigating the origins of perfectionism, researchers agree that early child-rearing experiences and interactions with parents play a major role in the development of both the adaptive and maladaptive forms of perfectionism (Craddock et al., 2009; Soenens et al., 2005; Rice et al., 2005; Rice & Dellwo, 2002; Rice et al., 1996; Flett et al., 1995; Halgin & Leahy, 1989; Burns, 1980).

Origins of Perfectionism

Parents of maladaptive perfectionists have been identified as being controlling, demanding, critical and strict, setting relatively high standards for their children to meet (Rice et al., 2005). Hamachek (1978) suggested that conditional and inconsistent approval of parents might contribute to the development of maladaptive perfectionism; in that, children grow up believing that they will earn their parents' acceptance only when they do things right (conditional approval) or they never learn how to please them (inconsistent approval). In contrast, parents of adaptive perfectionists have been characterized as accepting, supportive and encouraging, allowing their children to grow up feeling worthy, confident and unconditionally accepted (Sorotzkin, 1998).

Burns (1980) contended that perfectionism might develop as a result of children's interactions with perfectionist parents, who tend to react to failures with love withdrawal, overt disappointment, anxiety and frustration, making their children feel rejected and unsupported. Their self-esteem being dependent on their parents' approval, they try to avoid failures and strive for excellence in order to be loved. Recently, Soenens, Elliott, Goossens, Vansteenkiste, Luyten and Duriez (2005) suggested that perfectionist parents, unable to feel empathy towards their children needs and ambitions, would impose their own aspirations and standards and engage in psychologically controlling techniques, inducing guilt and criticizing behaviors, in order to ensure that their children would achieve what they were unable to.

In line with these findings, a series of studies examining the role of parents' perfectionism in the development of perfectionism in female college students (Frost, Lahart, & Rosenblate, 1991) showed that mothers' unlike fathers' perfectionism was positively correlated with their daughter's perfectionism, as well as with symptoms of psychological distress.

Moreover, perfectionist parents were perceived by their perfectionist daughters as being less encouraging and more demanding. This result is consistent with Rice, Ashby and Preusser's (1996) finding that neurotic (or maladaptive) compared to normal (adaptive) perfectionists were more likely to describe their parents as critical and demanding, suggesting that the more adaptive the perfectionism, the less harsh and demanding were parents perceived.

Demanding and critical parents have been found to be playing a major role in the development of maladaptive perfectionism in their children. A number of researchers have focused on perfectionism and its relationship to early family environment experiences, and particularly parenting styles.

Parenting Styles. According to Baumrind (2005), parents' behaviors can be clustered into two main dimensions. On one hand, responsiveness refers to the extent to which parents encourage individuality and self-reliance by being supportive and attuned to their children's needs and providing warmth, autonomy and communication based on reasoning and interaction. On the other hand, demandingness refers to the parents' control of their child to promote more mature behavior through monitoring and confrontation.

As a result, three models of parenting styles emerged, each of which has encompassing and enduring effects on a child rearing experiences and on adolescent and adult outcomes (Baumrind, 1968): authoritarian (low responsiveness and high demandingness); authoritative (high responsiveness and high demandingness); permissive (high responsiveness and low demandingness).

Authoritarian parents, being less warm and detached, are highly demanding and controlling of their children, expecting them to do whatever they believe is best without questioning or allowing verbal give-and-take (Baumrind, 1968). Obedience is valued and forceful punitive measures are favored to control and shape behaviors (Buri, 1991). Children and adolescents experiencing such parenting style were found in some studies, to be academically more proficient and less likely to engage in delinquent behavior (Craddock et al., 2009; Baumrind, 2005) and in others to display poor intellectual and academic achievement, as well as internalized and externalized problems, such as low self-esteem, depression, aggressiveness (Alkharusi et al., 2011; Dwairy et al., 2006). In a study by Flett, Hewitt and Singer (1995) on undergraduate students, authoritarian parenting style was found to be associated with socially prescribed perfectionism in males, i.e. who tend to believe that others expect perfection from them. These subjects reported high levels of authoritarianism in their mothers, and described their parents as being unfair, extremely controlling and imposing unrealistic demands on them. In another more recent study (Craddock et al., 2009), the role of different parenting styles were examined as predictors of dysfunctional and functional perfectionism in Australian students. Results indicated that authoritarian parents were significant predictors of both forms of perfectionism, but only authoritarian and psychologically controlling parents were associated with dysfunctional perfectionism.

Authoritative parents are both demanding and responsive (Alkharusi et al., 2011). They provide clear and firm instructions for their children, but at the same time, they encourage verbal give-and-take, communication and reasoning (Craddock et al., 2009; Baumrind, 1968). Compared to the other parenting styles, authoritativeness has been associated with relatively

positive outcomes (Dwairy et al., 2006), due to the combination of unconditional warmth, understanding, autonomy support and behavioral control. Children grow up to becoming independent and assertive, displaying positive self-esteem, more social skills, likely to achieve higher grades, and exhibiting less psychological and behavioral problems (Alkharusi et al., 2011; Baumrind, 2005). Moreover, authoritativeness was found, in the study by Flett et al., (1995) examining the role of parental factors in perfectionism, to be associated with self-oriented perfectionism in female students, which refers to one's own tendency to set and strive to achieve high standards. This result indicated that female students were encouraged to draw their own goals and aspirations when their home environment was perceived as supportive rather than controlling and punitive. In contrast, in male subjects, as mentioned earlier, an association was reported between authoritarian parenting styles and socially prescribed perfectionism. Such gender differences could be accounted for by the fact that parents were more likely to set higher expectations for their sons, and treat them in a more punitive manner, than they would with their daughters.

Permissive parents are more responsive than demanding (Alkharusi et al., 2011), behaving in a warm, nonpunitive and acceptant way, allowing their children to self-regulate and make their own decisions and choices (Baumrind, 1968). They present themselves to the child "as a resource for him to use as he wishes, not as an ideal to emulate, nor as an active agent responsible for shaping or altering his ongoing or future behavior" (p.889). Children and adolescents experiencing such parenting style tend to be less mature and relatively distressed, mainly irresponsible and with very poor inhibition (Craddock et al., 2009). According to Adler (as cited in Rice et al., 1996), permissive parents who pamper and indulge their children may

influence the development of neurotic or maladaptive perfectionism. Pampered children have low self-esteem, and decreased ability to adapt to the world as they grow older and as their parents' responsiveness and protectiveness decrease. As a result, and in attempt to overcome their arising sense of inferiority, they find themselves striving to succeed and pursuing unrealistic goals in order to feel superior and powerful.

When it comes to any association between the aforementioned parenting styles and perfectionism, there is evidence that authoritarian parenting style is more likely to be associated with maladaptive and dysfunctional levels of perfectionism (Craddock et al., 2009; Flett et al., 1995). Adolescents who perceive their parents as controlling and being responsive only when their high standards are met tend to engage in an unrealistic pursuit of unattainable goals and exhibit maladaptive aspects of perfectionism (Soenens et al., 2005).

To date, most studies of perfectionism and parenting styles have disregarded family system characteristics as variables.

Family System Characteristics. Based on the Circumplex Model of Marital and Family Systems developed by Olson (2000), family system characteristics are determined by two central dimensions (balanced cohesion and balanced flexibility), and four subscales assessing high and low levels of cohesion (enmeshment and disengagement) and of flexibility (chaos and rigidity).

On one hand, cohesion is defined as "the emotional bonding that family members have towards one another" (p.145), and as the ability to balance togetherness and separateness in the family (Jahangir, Nejad, Abadi, & Sharifi, 2011). In families with healthy levels of cohesion, members are able to develop their individuality while feeling the support and care of their family and to balance the need of spending time alone and apart (Craddock et al., 2009). High levels of

cohesion refer to enmeshment, where family members are too connected and dependent on each other, with very limited privacy and autonomy and high emotional fusion (Barber & Buehler, 1996). Low levels of cohesion refer to disengagement, characterized by weak bonding, limited commitment and attachment of members toward each other (Olson, 2000). Moderate levels of cohesion describe balanced family functioning, whereas extreme levels (either high or low) are characteristics of unbalanced and dysfunctional family functioning.

On the other hand, flexibility, also referred to in the literature as adaptability (Olson, 2000) is defined as “the amount of change in its leadership, role relationships and relationship rules” (p. 147). In a flexible family, negotiations are open, roles are shared and change is applied when necessary. Members are able to cope and work together through stressful times (Jahangir et al., 2011). Low levels of flexibility refer to a chaotic relationship, whereby there is no leadership or clear rules enforced; whereas high levels of flexibility describe a rigid relationship where only one individual is in charge and in control, with roles strictly defined and a strong resistance to change (Olson, 2000).

There is a general consensus in most research, that balanced systems are more functional than unbalanced. In families with balanced levels of cohesion, members experience being both independent and connected to each other. Families with balanced levels of flexibility, have the ability to change and adapt in response to stress and difficulties. Extreme levels on these two dimensions can be problematic and associated with a number of maladjustment problems. In a study assessing family cohesion and enmeshment in students of pre-, early and middle adolescence (Barber & Buehler, 1996), different patterns of internalizing and externalizing problem behaviors were reported. Consistent with past research, high levels of cohesion in the

family were negatively correlated with behavioral problems in adolescents. In contrast, enmeshment was associated with both externalizing problems such as aggressiveness, and internalizing problems such as anxiety and depression. Due to their overbearing interaction with parents which limits their psychological autonomy, these individuals have difficulty relying on themselves and taking control, and tend to withdraw and turn inward in response to stressors and social pressures.

As far as family system characteristics are associated with perfectionism, one recent study by Craddock, Church and Sands (2009) was concerned with the possibility that dysfunctional family system characteristics (either disengagement, enmeshment, chaos or rigidity) will be predictive of dysfunctional/ maladaptive perfectionism, but not functional/ adaptive perfectionism, alongside with dysfunctional parenting styles (either authoritarianism or permissiveness). In support of this hypothesis, results showed that maladaptive perfectionism was predicted by high levels of enmeshment combined with authoritarian parental styles and psychological control. Other extreme family system characteristics, such as disengagement, rigidity and chaos had no significant effects. As for adaptive perfectionism, it was predicted not as hypothesized, but by extreme family enmeshment and parental authoritarianism as well as by low levels of family chaos.

Evidence has shown that highly inflexible and authoritarian parents are likely to be contributing to the development of maladaptive perfectionism in the adolescents. Additionally, high levels of cohesion and flexibility are likely to be associated with more positive outcomes in the offspring and hence with adaptive perfectionism. And in light of previous findings (Craddock et al., 2009), the present study examined a five-fold hypothesis:

H1: Adaptive perfectionism is expected to be positively correlated with authoritative parenting style.

H2: Adaptive perfectionism is expected to be positively correlated with adaptive family system characteristics (cohesion and flexibility).

H3: Maladaptive perfectionism is expected to be positively correlated with authoritarian parenting style.

H4: Maladaptive perfectionism is expected to be positively correlated with permissive parenting style.

H5: Maladaptive perfectionism is expected to be positively correlated with maladaptive family system characteristics (enmeshment, disengagement, rigidity, chaos).

Chapter 3

Method

This following chapter includes three main sections, presenting the sample and the psychometric instruments used for data collection, as well as describing the procedure of the study.

Participants

Participants were 225 graduate (63.6 %) and undergraduate (36.4 %) students enrolled at Haigazian University or the American University of Beirut (108 males and 117 females). The age ranged from 20 to 30 years ($M= 23.69$, $SD= 2.58$). Because the sample consisted mainly of young adult university students, socioeconomic status was examined in terms of their educational, occupational and familial situation. Approximately 80.9 % of the participants indicated that they still lived with their parents (as opposed to 19.1 % living on their own), and 69.8 % had brothers and sisters. Around 47.6 % reported to be working at the moment, alongside their studies.

Materials

Shortened Australian version of the Frost Multidimensional Perfectionism Scale. The Frost Multidimensional Perfectionism Scale, originally developed by Frost and colleagues (1990), was used in its shortened Australian version as developed by Khawaja and Armstrong in 2005, and consisting of 17 items. Responses were scored using a 5-point Likert scale ranging from 1= *strongly disagree* to 5= *strongly agree*. Items were divided into two subscales. One measured dysfunctional/maladaptive perfectionism and included 11 items, reflecting Concern over Mistakes, Doubts about Actions, Parental Expectations and Parental Criticism (e.g., "If I

fail at work/school, I am a failure as a person”; “Even when I do something very carefully, I often feel that it is not quite right”; “If I do not do well all the time, people will not respect me”). The other measured functional/adaptive perfectionism and included 6 items, reflecting Organization and Personal Standards (e.g., “Organization is very important to me”; “I am a neat person”; “I am an organized person”). Cronbach’s alpha coefficients for the adaptive and maladaptive subscales were .89 and .91 respectively (Khawaja & Armstrong, 2005).

Shortened version of the Parental Authority Questionnaire. Parenting styles were assessed using a short version of the Parental Authority Questionnaire (Alkharusi et al., 2011), which was originally designed by Buri (1991) to measure Baumrind’s (1971) model of authoritative, authoritarian and permissive parenting styles. The 20 items were scored on a 5-point Likert scale ranging from 1= *strongly disagree* to 5= *strongly agree*. Higher scores indicated higher levels on each of the three parental styles. Rather than using separate questionnaires for each parent, the PAQ used in this study is modified to measure the combined appraisal of parenting. 7 items measured authoritative parenting style (e.g., “As I was growing up, my parents gave me clear direction for my behaviors and activities, but they were also understanding when I disagreed with them”; “As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways”). Another 7 items measured authoritarian parenting style (e.g., “Even if their children did not agree with them, my parents felt that if this was for own good, we were forced to conform to what they thought was right”; “As I was growing up, my parents let me know what behavior they expected of me, and if I did not meet those expectations, they punished me”). While 6 items measured permissive parenting style (e.g., “As I was growing up, my parents seldom gave me expectations and guidelines for my behavior”; “As I was growing up, my parents did not feel that I needed to

obey rules and regulations of behavior simply because someone in authority has established them”). Cronbach’s alpha coefficients for each subscale have been reported to be acceptable: authoritative, $\alpha = .74$; authoritarian, $\alpha = .72$; permissive, $\alpha = .65$ (Alkharusi et al., 2011).

Family Adaptability and Cohesion Evaluation Scale FACES-IV. The Family Adaptability and Cohesion Evaluation Scale FACES-IV, designed to assess family cohesion and flexibility as suggested by the Circumplex Model of Marital and Family Systems (Olson, 2011) used included 42 items loading on 6 subscales: cohesion (e.g., “Family members feel close to each other”); flexibility (e.g., “Our family tries new ways of dealing with problems”); disengagement (e.g., “Family members seem to avoid contact with each other when at home”); enmeshment (e.g., “Family members are too dependent on each other”); rigidity (e.g., “There are strict consequences for breaking the rules in our family”); and chaos (e.g., “We never seem to get organized in our family”). 7 items were used to assess each subscale and are rated using a 5-point Likert scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*. High scores indicated higher levels on each of the family scales. The six family scales were found to have satisfactory internal consistency reliability as shown by their respective Cronbach’s alpha coefficients: cohesion, $\alpha = .89$; flexibility, $\alpha = .80$; disengagement, $\alpha = .87$; enmeshment, $\alpha = .77$; rigidity, $\alpha = .83$; chaos, $\alpha = .85$ (Craddock et al., 2011).

Procedure

The present study assessed 11 variables, mainly consisting of three parenting styles and six family system characteristics to be used as predictors of adaptive and maladaptive perfectionism. Socio-economic status, age and gender were also assessed. Participants were randomly approached in a variety of settings throughout both universities, and were informed

that the study examined the association between perfectionism and family of origin. Upon their consent to participate, they were asked to complete a pen-and-paper 5-page questionnaire as well as a cover sheet assessing their age, gender, educational and professional status.

This chapter addresses the results from the data analysis, by outlining the descriptive statistics and correlations between perfectionism, family and parenting style variables; and presenting two separate simple multiple regression analyses that were constructed for each dimension of perfectionism.

Descriptive Statistics and Correlations

Descriptive statistics for each of the 11 variables are indicated in Table 1. Compared to other parenting styles, permissive style was less likely to be reported by participants.

Additionally, compared with other family-system characteristics, disengagement was the least reported.

Table 1 Means and standard deviations of each variable

	N	Mean	Std. Deviation
adaptive	225	23.2289	4.17608
maladaptive	225	23.2287	4.27814
authoritative	225	20.7644	4.63876
authoritarian	225	24.5778	3.41897
permissive	225	13.0489	4.97514
cohesion	225	24.9092	4.58130
flexibility	225	22.9811	4.28979
disengagement	225	16.2400	3.17872
overcontrol	225	21.8711	4.03109
rigidity	225	20.2044	4.94243
Chaos	225	17.2133	3.43087
Valid N (listwise)	225		

Chapter 4

Results

This chapter addresses the results from the data analysis, by outlining the descriptive statistics and correlations between perfectionism, family and parenting style variables; and presenting two separate simple multiple regression analyses that were constructed for each dimension of perfectionism.

Descriptive Statistics and Correlations

Descriptive statistics for each of the 11 variables are indicated in Table 1. Compared to other parenting styles, permissive style was less likely to be reported by participants. Additionally, compared with other family system characteristics, disengagement was the least reported.

Table 1 Means and standard deviations of each variable

	N	Mean	Std. Deviation
adaptive	225	23.3289	4.19058
maladaptive	225	32.6267	9.72814
authoritative	225	20.7644	6.43876
authoritarian	225	24.5378	5.41077
permissive	225	15.0489	4.97514
cohesion	225	24.3022	4.54120
flexibility	225	22.9511	4.28059
disengagement	225	16.2800	3.17872
enmeshment	225	21.6711	6.03104
Rigidity	225	20.6044	4.94243
Chaos	225	17.2133	5.43047
Valid N (listwise)	225		

To test the five main hypotheses, a preliminary analysis involved examining the relationships between the six family system variables, three parenting style variables and two perfectionism variables, by performing a correlational analysis (Pearson).

H1 expected that adaptive was positively correlated with authoritative parenting style. H2 expected that adaptive perfectionism was also positively correlated with adaptive family system characteristics, i.e. cohesion and flexibility. Both hypotheses were confirmed, as detailed by the high positive correlations indicated in Table 2. Additionally, results showed that adaptive perfectionism was also correlated with authoritarian parenting style and rigidity; while negatively correlated with permissive parenting style and chaos.

H3 expected maladaptive perfectionism to be positively correlated with authoritarian parenting style. Results came in support of this hypothesis.

H4 expected maladaptive perfectionism to be positively correlated with permissive parenting style. Results did not come out as expected. Instead, maladaptive perfectionism was negatively correlated with permissive parenting style, and positively correlated with authoritative style.

H5 expected maladaptive perfectionism to be positively correlated with maladaptive family system characteristics. The hypothesis was partially supported. Results showed a significant positive correlation between maladaptive perfectionism and enmeshment, as well as rigidity. There were no significant relationships between maladaptive perfectionism and chaos or disengagement.

Additionally, high intercorrelations were found between cohesion and flexibility ($r = .82$), which may cause collinearity problem among the set of predictor variables. Less significant intercorrelations were also found between adaptive and maladaptive perfectionisms ($r = .23$).

Table 2 Correlations between perfectionism, family system and parenting style variables

		adaptive	maladaptive	authoritative	authoritarian	permissive	cohesion	flexibility	disengagement	enmeshment	rigidity	chaos
maladaptive	Pearson Correlation	.228**										
	Sig. (2-tailed)	0.001										
	N	225										
authoritative	Pearson Correlation	.355**	.279**									
	Sig. (2-tailed)	0	0									
	N	225	225									
authoritarian	Pearson Correlation	.207**	.948**	.200**								
	Sig. (2-tailed)	0.002	0	0.003								
	N	225	225	225								
permissive	Pearson Correlation	-.459**	-.157*	-.585**								
	Sig. (2-tailed)	0	0.018	0								
	N	225	225	225								
cohesion	Pearson Correlation	.557**	.167*	.310**	.173**	-.521**						
	Sig. (2-tailed)	0	0.012	0	0.009	0						
	N	225	225	225	225	225						
flexibility	Pearson Correlation	.416**		.200**		-.354**	.820**					
	Sig. (2-tailed)	0		0.003		0	0					
	N	225		225		225	225					
enmeshment	Pearson Correlation		.626**		.537**			-.142*	-.332**			
	Sig. (2-tailed)		0		0			0.033	0			
	N		225		225			225	225			
rigidity	Pearson Correlation	.210**	.610**	.489**	.549**	-.448**	.340**	.274**			.362**	
	Sig. (2-tailed)	0.002	0	0	0	0	0	0			0	
	N	225	225	225	225	225	225	225	225		225	
chaos	Pearson Correlation	-.496**		-.226**		.566**	-.339**	-.408**	.253**			-.282**
	Sig. (2-tailed)	0		0.001		0	0	0	0			0
	N	225		225		225	225	225	225			225

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Multiple Regression Analyses

To determine if parenting styles and family system characteristics predicted respectively, adaptive and maladaptive forms of perfectionism, separate multiple regression analyses were conducted.

Because cohesion and flexibility were highly correlated ($r = .82$), and in order to avoid problems with multicollinearity, the two variables were not entered as separate variables, and flexibility was not included as an independent predictor in the regression analyses.

Separate hierarchical linear regression analysis was computed for each of the three parenting styles and each of the five family system characteristics, and the dependent variable of adaptive perfectionism. Using the stepwise method, a significant model emerged, $F(8, 216) = 33.05, p < .000$, adjusted $R^2 = .53$, indicating that 53% of the variance in adaptive perfectionism was explained by the model. Results, presented in Table 3, revealed that cohesion and authoritative parenting style were significant independent predictors of adaptive perfectionism. However, authoritarian parenting style was also found to be an important predictor. Chaos, rigidity and enmeshment were independent significant negative predictors.

Table 3 *Multiple regression analysis with parenting style and family system variables as predictors of adaptive perfectionism after controlling for flexibility*

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	19.727	1.792		11.006	0
6 cohesion	0.315	0.049	0.342	6.406	0
chaos	-0.348	0.041	-0.451	-8.523	0
authoritarian	0.271	0.04	0.434	6.709	0
rigidity	-0.271	0.057	-0.319	-4.767	0
authoritative	0.185	0.041	0.239	4.479	0
enmeshment	-0.133	0.039	-0.191	-3.362	0.001

a. Dependent Variable: adaptive

In comparison, the same variables were entered as predictors of maladaptive perfectionism in a hierarchical linear regression analysis. This combination of variables significantly predicted maladaptive perfectionism, $F(8, 216) = 367.49, p < .000$, adjusted $R^2 = .93$, indicating that 93% of the variance in maladaptive perfectionism was explained by the

model. Results are presented in Table 4. Authoritarian parenting style, family enmeshment and rigidity were found to be independent significant predictors of maladaptive perfectionism.

Compared to adaptive perfectionism, authoritative parenting styles and chaos also had a less significant effect.

Table 4 Multiple regression analysis with parenting style and family system variables as predictors of maladaptive perfectionism after controlling for flexibility

Model		Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients				
B	Std. Error	Beta				
(Constant)	-5.569	1.253			-4.443	0
authoritarian	1.154	0.036	0.795		32.37	0
enmeshment	0.245	0.034	0.152		7.174	0
rigidity	0.197	0.051	0.1		3.884	0
authoritative	0.111	0.037	0.062		3.032	0.003
chaos	0.073	0.035	0.04		2.043	0.042

a. Dependent Variable: maladaptive

perfectionism and parenting styles and family system characteristics. Despite considerable interest in the association between perfectionism and family of origin, relatively little research have examined the role of family system characteristics as defined by Olson (2000) in the Circumplex Model of Marital and Family Systems. The present study sought to address this issue through the inclusion of family system characteristics (i.e., cohesion, flexibility, disengagement, enmeshment, rigidity and chaos) alongside parenting styles (i.e., authoritarian, authoritative and permissive).

The hypothesis was five-fold, mainly that:

H1: Adaptive perfectionism is expected to be positively correlated with authoritative parenting style.

H2: Adaptive perfectionism is expected to be positively correlated with adaptive family system characteristics (cohesion and flexibility).

Chapter 5

Discussion

This chapter presents the discussion of the overall study investigating the relationships between parenting styles, family system characteristics and perfectionism, and is divided into three main sections. First, main predictors of adaptive and maladaptive perfectionism as shown in the findings were discussed. Second, limitations of the present study as well as the recommendations for future research were identified. And third, implications drawn from the findings were outlined.

Main Predictors of Adaptive and Maladaptive Perfectionism

The purpose of the study was to explore the relations between adaptive and maladaptive perfectionisms and parenting styles and family system characteristics. Despite considerable interests in the association between perfectionism and family of origin, relatively little research have examined the role of family system characteristics as defined by Olson (2000) in the Circumplex Model of Marital and Family Systems. The present study sought to address this issue through the inclusion of family system characteristics (i.e., cohesion, flexibility, disengagement, enmeshment, rigidity and chaos) alongside parenting styles (i.e., authoritarian, authoritative and permissive).

The hypothesis was five-fold, mainly that:

H1: Adaptive perfectionism is expected to be positively correlated with authoritative parenting style.

H2: Adaptive perfectionism is expected to be positively correlated with adaptive family system characteristics (cohesion and flexibility).

H3: Maladaptive perfectionism is expected to be positively correlated with authoritarian parenting style.

H4: Maladaptive perfectionism is expected to be positively correlated with permissive parenting style.

H5: Maladaptive perfectionism is expected to be positively correlated with maladaptive family system characteristics (enmeshment, disengagement, rigidity, chaos).

The findings can be summarized following the same sequence of the aforementioned set of hypotheses:

1. Authoritative parenting style was found to be a predictor of adaptive perfectionism. However, authoritarian parenting style was also found to be an important predictor of adaptive perfectionism.
2. Cohesion and flexibility were both highly positively correlated with adaptive perfectionism. And, in contrast, enmeshment, rigidity and chaos were found to be negative predictors.
3. Both authoritarian and authoritative parenting styles were found to be associated with maladaptive perfectionism; but authoritarianism was a more significant predictor of maladaptive perfectionism.
4. Maladaptive perfectionism was negatively correlated with permissive parenting style.
5. Maladaptive perfectionism was predicted by maladaptive family system characteristics, mainly enmeshment, rigidity and chaos. Disengagement had no significant effect.

Both adaptive and maladaptive forms of perfectionism were significantly associated with authoritarian and authoritative parenting styles. But the effect of authoritarian parenting style was stronger for maladaptive perfectionism; whereas the effect of authoritative parenting style was stronger for adaptive perfectionism. A plausible explanation would be that, based on the study conducted by Dwairy and colleagues (2006), a mixed flexible pattern of parenting styles seems to be prevailing in Lebanon. Authoritarianism and enmeshment are two family characteristics common in Arab societies that favor a collective family identity instead of individualism and autonomy and where self-concept is a reflection of family acceptance (Dwairy & Achoui, 2006). Lebanon, however, is amongst the countries that seem to be more liberal than others and absorbing some aspects of the Western culture, and that seem to be associated with a flexible mixture of parenting styles.

Also, the fact that authoritarianism and enmeshment are two family characteristics common in Arab societies might explain why both permissive parenting style and disengagement were the least reported variables among the participants.

Consistent with the view that balanced families are associated with more positive outcomes and psychological well-being (Olson, 2000), the results showed that adaptive perfectionism was mostly predicted by cohesion, and negatively predicted by chaos, which describes a lack of familial structure, absence of leadership and rules; and by rigidity which refers to a resistance for change and lack of flexibility. Cohesion represents positive and supportive interactions among family members, which are associated with positive individual functioning (Barber & Buehler, 1996). Hence, growing up in a cohesive environment where family members feel close towards one another, facilitates the development of a stable identity, and a psychological and emotional autonomy. Such individuals would tend to strive for high

standards in a flexible and healthy manner, without measuring their self-worth in terms of reachable or unreachable goals, and without fearing criticism or failure.

As far as maladaptive perfectionism is concerned, and in line with previous findings (Craddock et al., 2009), the results of the second regression analysis indicated that authoritarian parenting style and enmeshment were important predictors of maladaptive perfectionism. Rigidity was also found to be an important predictor, as well as chaos. The results were consistent with the view that maladaptive perfectionists perceive their parents as controlling, excessively critical, demanding, responsive only when their expectations and standards were met (Rice et al., 1996; Soenens et al., 2005), instead of permissive, indulgent, making few demands and not enforcing any rule. Enmeshment describes family patterns characterized by emotional fusion among family members and inhibited autonomy and independence (Barber & Buehler, 1996). Consequently, when exposed to maladaptive family qualities, such as authoritarianism or enmeshment, individuals develop a maladaptive and dysfunctional pursuit of unattainable and unrealistic goals, fearing failures and criticisms, and “are constantly trying to prove themselves, are always on trials, feel vulnerable to any possible implication of failure and criticism” (Blatt, 1995, p. 1005).

Limitations and Directions for Future Research

Some limitations warrant consideration. First, the sample consisted of graduate and undergraduate students of only two universities in Lebanon, both located in the Beirut district (Haigazian University and American University of Beirut), which may potentially limit the generalizability of the findings. Future studies on the topic might attempt to replicate the findings

by covering universities in the six different districts of Lebanon, and hence taking into consideration the cultural and demographic diversity that might exist.

Second, self-reports were used to assess the parent-child interactions and family systems. The data collected was solely based on the participants' subjective perceptions, and hence might have been biased or altered due to their tendency to provide socially desirable responses. Moreover, another downside of using self-report measures is the lack of in-depth understanding of the construct examined. It would be interesting to also include more objective forms and methods of family assessment, such as interviews and parent reports.

One last limitation was the measure of combined appraisal of parenting styles for practical reasons, instead of using separate Parental Authority Questionnaire for each parent. In the future, parent gender as well as child gender could be important factors to consider in investigating the role of family of origin as contributors to the development of adaptive and maladaptive forms of perfectionism, especially that mothers tend to assume more parenting responsibilities than fathers. As far as gender is concerned, a variable not taken into consideration in this present study, Flett et al. (1995) found different patterns of correlations between perfectionism and authoritarian parenting style in males and females. For instance, social perfectionism was positively associated with authoritarianism among males but not in females.

Implications

There are several practical implications that can be drawn from the findings of this study. On one hand, little research have considered and included measures of family system characteristics alongside parenting styles when studying perfectionism. The study addressed this issue by attempting to replicate the findings of a study by Craddock et al. (2009) examining

these perceptions of family of origin as predictors of adaptive and maladaptive perfectionism in Lebanon.

On the other hand, an important implication of this study is its significance for counseling purposes, in terms of providing more insight and knowledge about adaptive and maladaptive dimensions of perfectionism and their association with certain family dynamics and characteristics. In school or university settings, maladaptive perfectionism would be manifested through extreme concern over mistakes and self-criticism, lack of participation in discussions or debates for fear of embarrassment, tendency to blame others for their failures (Kottman, 2000).

In contrast, adaptive perfectionism would be expressed through a need for order and high personal standards in academic, athletic and interpersonal matters, without setting unreasonable goals or indulging into harsh self-criticism when faced with failure. Thereof, when dealing with maladaptive perfectionists, it would be important for counselors to explore their family system dynamics and interactions with parents in order to acquire a better understanding in how these tendencies are shaped and maintained.

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Appendixes

Appendix A

Frost Multidimensional Perfectionism Scale (FMPS) – short version

Instructions: For each of the following statements, circle the number of the 5-point Likert-type scale (1 = *strongly disagree*, 5 = *strongly agree*) that best describes you. There are no right or wrong answers, so do not spend a lot of time on any one item. Be sure not to omit any items.

- 1 = strongly disagree
 2 = disagree
 3 = neither agree or disagree
 4 = agree
 5 = strongly agree

1.	Organization is very important to me.	1	2	3	4	5
2.	If I do not set the highest standards for myself, I am likely to end up second-rate person.	1	2	3	4	5
3.	I am a neat person.	1	2	3	4	5
4.	I try to be an organized person.	1	2	3	4	5
5.	If I fail at work/school, I am a failure as a person.	1	2	3	4	5
6.	I set higher goals than most people.	1	2	3	4	5
7.	If someone does a task better at work/school than I, then I feel like I failed the whole task.	1	2	3	4	5
8.	If I fail partly, it is as bad as being a complete failure.	1	2	3	4	5
9.	Even when I do something very carefully, I often feel that it is not quite right.	1	2	3	4	5
10.	I hate being less than the best at things.	1	2	3	4	5
11.	People will probably think less of me if I make a mistake.	1	2	3	4	5
12.	If I do not do as well as people, it means I am an inferior human being.	1	2	3	4	5
13.	If I do not do well all the time, people will not respect me.	1	2	3	4	5
14.	I try to be a neat person.	1	2	3	4	5
15.	Neatness is very important to me.	1	2	3	4	5
16.	I am an organized person.	1	2	3	4	5
17.	The fewer mistakes I make, the more people will like me.	1	2	3	4	5

Appendix B

Parental Authority Questionnaire (PAQ) – short version

Instructions: For each of the following statements, circle the number of the 5-point Likert-type scale (1 = *strongly disagree*, 5 = *strongly agree*) that best describes how that statement applies to you and your parents. There are no right or wrong answers, so do not spend a lot of time on any one item. Be sure not to omit any items.

1 = strongly disagree

2 = disagree

3 = neither agree or disagree

4 = agree

5 = strongly agree

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | As I was growing up, once family policy had been established, my parents discussed the reasoning behind the policy with the children in the family. | 1 | 2 | 3 | 4 | 5 |
| 2. | As I was growing up, my parents directed the activities and decisions of the children in the family through reasoning and discipline. | 1 | 2 | 3 | 4 | 5 |
| 3. | As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways. | 1 | 2 | 3 | 4 | 5 |
| 4. | My parents had clear standards of behavior for the children in our home as I was growing up, but they were willing to adjust those standards to the needs of each of the individual children in the family. | 1 | 2 | 3 | 4 | 5 |
| 5. | My parents gave me direction for my behavior and activities as I was growing up and they expected me to follow their direction, but they were always willing to listen to my concerns and to discuss that direction with me. | 1 | 2 | 3 | 4 | 5 |
| 6. | As I was growing up, my parents gave me clear direction for my behaviors and activities, but they were also understanding when I disagreed with them. | 1 | 2 | 3 | 4 | 5 |
| 7. | As I was growing up, if my parents made a decision in the family that hurt me, they were willing to discuss that decision with me and to admit it if they made a mistake. | 1 | 2 | 3 | 4 | 5 |
| 8. | Even if their children did not agree with them, my parents felt that if this was for our own good, we were forced to conform to what they thought was right. | 1 | 2 | 3 | 4 | 5 |
| 9. | Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking any questions. | 1 | 2 | 3 | 4 | 5 |
| 10. | My parents have always felt that more force should be used by parents in order to get their children to behave in the way they are supposed to. | 1 | 2 | 3 | 4 | 5 |
| 11. | My parents felt that wise parents should teach their children early just who is boss in the family. | 1 | 2 | 3 | 4 | 5 |

12.	As I was growing up, my parents would get very upset if I tried to disagree with them.	1	2	3	4	5
13.	As I was growing up, my parents let me know what behavior they expected of me, and if I did not meet those expectations, they punished me.	1	2	3	4	5
14.	My parents have always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children, when they do not do what they are supposed to as they are growing up.	1	2	3	4	5
15.	My parents have always felt that children need to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1	2	3	4	5
16.	As I was growing up, my parents did not feel that I needed to obey rules and regulations of behavior simply because someone in authority has established them.	1	2	3	4	5
17.	As I was growing up, my parents seldom gave me expectations and guidelines for my behavior.	1	2	3	4	5
18.	My parents feel that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.	1	2	3	4	5
19.	My parents did not view themselves as responsible for directing and guiding my behavior as I was growing up.	1	2	3	4	5
20.	As I was growing up, my parents did not direct the behaviors, activities, and desires of the children in the family.	1	2	3	4	5
1.	Family members are very close to each other.	1	2	3	4	5
2.	Family members share feelings of the family.	1	2	3	4	5
3.	Family members seem to avoid conflict with each other when at home.	1	2	3	4	5
4.	Family members are permitted to spend most free time together.	1	2	3	4	5
5.	There are minor consequences when a family member does something wrong.	1	2	3	4	5
6.	It is hard to know who the leader is in our family.	1	2	3	4	5
7.	Family members are supportive of each other during difficult times.	1	2	3	4	5
8.	Things do not go so well in our family.	1	2	3	4	5
9.	Family members know very little about the friends of other family members.	1	2	3	4	5
10.	Family members are not dependent on each other.	1	2	3	4	5
11.	Our family has a role for almost every possible situation.	1	2	3	4	5
12.	Things do not get done in our family.	1	2	3	4	5
13.	Family members consult other family members on important decisions.	1	2	3	4	5
14.	My family is able to adjust to change when necessary.	1	2	3	4	5
15.	Family members are on their own when there is a problem to be solved.	1	2	3	4	5
16.	Family members have little need for friends outside the family.	1	2	3	4	5
17.	Our family is highly organized.	1	2	3	4	5

Appendix C

Family Adaptability and Cohesion Evaluation Scale (FACES IV)

Instructions: For each of the following statements, circle the number of the 5-point Likert-type scale (1 = *strongly disagree*, 5 = *strongly agree*) that best describes how that statement applies to you and your family. There are no right or wrong answers, so do not spend a lot of time on any one item. Be sure not to omit any items.

- 1 = strongly disagree
 2 = disagree
 3 = neither agree or disagree
 4 = agree
 5 = strongly agree

1.	Family members are involved in each other's lives.	1	2	3	4	5
2.	Our family tries new ways of dealing with problems.	1	2	3	4	5
3.	We get along better with people outside our family than inside.	1	2	3	4	5
4.	We spend too much time together.	1	2	3	4	5
5.	There are strict consequences for breaking the rules in our family.	1	2	3	4	5
6.	We never seem to get organized in our family.	1	2	3	4	5
7.	Family members feel very close to each other.	1	2	3	4	5
8.	Parents equally share leadership in our family.	1	2	3	4	5
9.	Family members seem to avoid contact with each other when at home.	1	2	3	4	5
10.	Family members feel pressured to spend most free time together.	1	2	3	4	5
11.	There are clear consequences when a family member does something wrong.	1	2	3	4	5
12.	It is hard to know who the leader is in our family.	1	2	3	4	5
13.	Family members are supportive of each other during difficult times.	1	2	3	4	5
14.	Discipline is fair in our family.	1	2	3	4	5
15.	Family members know very little about the friends of other family members.	1	2	3	4	5
16.	Family members are too dependent on each other.	1	2	3	4	5
17.	Our family has a rule for almost every possible situation.	1	2	3	4	5
18.	Things do not get done in our family.	1	2	3	4	5
19.	Family members consult other family members on important decisions.	1	2	3	4	5
20.	My family is able to adjust to change when necessary.	1	2	3	4	5
21.	Family members are on their own when there is a problem to be solved.	1	2	3	4	5
22.	Family members have little need for friends outside the family.	1	2	3	4	5
23.	Our family is highly organized.	1	2	3	4	5

24.	It is unclear who is responsible for things (chores, activities) in our family.	1	2	3	4	5
25.	Family members like to spend some of their free time with each other.	1	2	3	4	5
26.	We shift household responsibilities from person to person.	1	2	3	4	5
27.	Our family seldom does things together.	1	2	3	4	5
28.	We feel too connected to each other.	1	2	3	4	5
29.	Our family becomes frustrated when there is a change in our plans or routines.	1	2	3	4	5
30.	There is no leadership in our family.	1	2	3	4	5
31.	Although family members have individual interests, they still participate in family activities.	1	2	3	4	5
32.	We have clear rules and roles in our family.	1	2	3	4	5
33.	Family members seldom depend on each other.	1	2	3	4	5
34.	We resent family members doing things outside the family.	1	2	3	4	5
35.	It is important to follow the rules in our family.	1	2	3	4	5
36.	Our family has a hard time keeping track of who does various household tasks.	1	2	3	4	5
37.	Our family has a good balance of separateness and closeness.	1	2	3	4	5
38.	When problems arise, we compromise.	1	2	3	4	5
39.	Family members mainly operate independently.	1	2	3	4	5
40.	Family members feel guilty if they want to spend time away from the family.	1	2	3	4	5
41.	Once a decision is made, it is very difficult to modify that decision.	1	2	3	4	5
42.	Our family feels hectic and disorganized.	1	2	3	4	5

43. Do you have any brothers and/or sisters? Yes No

44. Are you...? Working Studying Both

