



Patterns of Academic Perfectionism and their Relation to Burnout and Academic Resilience among University Students

Yousef Mohamed Shalaby¹, Wessam Hamdy El-Kasaby²

¹ Associate Professor of Educational Psychology, King Khalid University, ymahmad@kku.edu.sa

² Associate Professor of Educational Psychology, King Khalid University, Welkasaby@kku.edu.sa

Abstract

The present study aimed to explore the patterns of academic perfectionism characteristic of university students and the relations between academic perfectionism and both academic burnout and resilience. The main research sample consisted of (298) students of King Khalid University, their mean age was (22.63) with a standard deviation of (2.58). Measures of academic perfectionism, academic burnout and academic resilience were applied. The results of the cluster analysis showed the presence of three clusters/patterns of individuals, the first cluster is characterized by a decrease in the means of the Centers for the six dimensions of perfectionism, where this cluster known as the pattern of non – perfectionism .As for the second cluster, it was characterized by high means of Centers for dimensions (organization, personal standards) and low means of Centers for dimensions (emphasis on mistakes, skepticism of actions, parental expectations, parental criticism) this cluster known as the pattern of positive academic perfectionism. As for the third cluster, it is noted that the means of the centers increased for dimensions (emphasis on mistakes, skepticism of actions, parental expectations, parental criticism, personal standards) and the average position decreased after (regulation) this cluster known as the pattern of negative academic perfectionism. The results showed positive correlation between academic perfectionism and academic burnout, negative correlation between academic perfectionism and academic resilience, and negative correlation between academic burnout and academic resilience.

Keywords: - academic perfectionism, burnout, academic resilience, university students

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Introduction

The aspiration for perfection and excellence through perfect performance of learning tasks is one of the positive aspects of students; however, the desire to reach perfect performance by students motivate them to set high-level goals that may exceed their abilities and potential, which makes them in a state of constant stress and exhaustion (Bangle, 2010; Mueller,2009). Many studies (Blatt,1995 Blatt,1995 ;Chang,, Lee,, Byeon,, Seong,, 2016 ;Chan ,2007 ;Kornblum & Ainley,2005; Shafrman & Mansell, 2001) have confirmed on the importance of recognizing the positive and negative effects of perfectionism on students and The Associated psychological, behavioral and social aspects that may affect the compatibility and academic

achievement of students. (Hammackek,1978) is the first to distinguish between normal perfectionism (adaptive) and neurotic perfectionism (non-adaptive), the correct Perfectionist is an individual who perceives his work and effort as good, and derives happiness from diligence and perseverance, while neurotic Perfectionist is an individual who perceives his performance as not good enough despite the quality of this performance, and sets himself unrealistic levels and strives to achieve them, and then feels dissatisfied with his performance of things (Pazh1996; Zhang et al,2007).

Adaptive perfectionism has a positive impact on university students in many aspects, as the results of studies (Frost & Marten; Frost & Henderson, 1991; Frost, Lahar & Rosenblate, 1990) found a positive correlation between high personal levels of perfectionism and both high motivation for achievement. In contrast, non-adaptive perfectionism can lead to academic procrastination of students, make them hesitant, generate stress, anxiety, and fear, all of which increase the likelihood of academic burnout and negatively affect student performance (Orange, 1997).

(Rice & Dellow, 2002) differentiated between adaptive perfectionism and negative perfectionism (neuroticism) by conducting cluster analysis where the results showed that individuals with negative perfectionism showed a low level of emotional well-being and university discipline.

Some studies such as: (Hawkins et al., 2006; Lundh et al., 2008; Rice et al., 2013; Wang et al., 2012) have aimed to classify individuals into standard patterns of perfectionism based on their different profiles on the dimensions of the Perfectionism Scale of Forst et al. (1990) identify criteria and criteria by which these patterns can be viewed as positive / adaptive or negative and non-adaptive.

Hawkins, Watt & Sinclair (2006) examined the psychometric characteristics of the Forst Scale of Perfectionism on a sample of high school students (n = 409). The results of the cluster analysis showed the presence of specific patterns / clusters of healthy perfectionism, unhealthy perfectionism and non-perfectionism. Individuals with a healthy perfectionism pattern were characterized by high levels of organization, while those with an unhealthy perfectionism pattern were characterized by high levels of expectations, parental criticism, skepticism of actions, and focus on mistakes. Both styles were also distinguished by a high level of personal standards.

Lundh et al., (2008) aimed to standard typical patterns of perfectionism on a Forest Multidimensional Perfectionism Scale, on a sample included: 78 social phobia patients, 67 phobic phobia patients, 432 as non-clinical samples. The results showed that non-adaptive perfectionism patterns share a high level of emphasis on mistakes, skepticism about actions and personal standards. Cluster analysis has identified four clusters of perfectionism.

Kljajic, Gaudreau, & Franche (2017) assumed a four-dimensional model, perfectionism is classified in light of this model into four subtypes of perfectionism (socially acquired perfectionism, perfectionism – self-oriented, mixed perfectionism, non-perfectionism), The self-oriented perfectionism was associated with low burnout and high fussiness. Socially acquired perfectionism was also associated with a high level of burnout and low levels of Scholastic integration. Current studies have paid attention on perfectionism in academic field, the learning environment and its implications on students' learning and academic achievement, which has been known as academic perfectionism. Academic perfectionism refers to a multidimensional phenomenon that expresses a student's excessive focus on mistakes, high expectations about himself, parents' expectations of academic achievement, facing parental criticism, and doubting the ability to act on academic situations (Malik, S. & Ghayas, 2016, 259).

Neumeister et al. (2015) study confirmed the correlation between self-oriented perfectionism and high levels of achievement goal orientations compared to those who do not have perfectionism. The study by (Wang et al., 2016) aimed to classifying individuals into patterns of perfectionism and comparing these types in indicators of mental health (anxiety, depression, stress). On a sample of (183) University student, The results of the analysis of the latent profile Classified participants into three different types of perfectionism; adaptive, non-adaptive / passive, non-perfectionists.

Psychological Burnout is one of the variables closely related to perfectionism, where perfectionism is an effective factor in raising the level of feeling burned out. Psychological burnout is one of important psychological phenomena for the human in the field of work and achievement, as it negatively affects all aspects of the human personality, whether social, psychological or academic (Al-Amari, 2007). Psychological burnout is an important indicator of psychological well-being among individuals, which is determined by three dimensions: exhaustion, pessimism and incompetence. It is noticeable that the

symptoms of psychological burnout are not limited to the professional aspect only but are related to other fields such as marriage, sports and University study (Zhang, Gan & Chan, 2007, 1530).

Studying at a university or school is a source of stress and requires attention and interaction, as students are assigned tasks and duties related to responsibility, such as the work environment. (Aypay, 2012, 783), the negative experiences and pressures experienced by students have a negative impact on some students, which may appear in the feeling of psychological burnout, which entails many academic and psychological problems (Misra & McKean, 2000).

Recently, studies have been interested in studying psychological burnout in the educational environment among students and referred to it by the term academic burnout, which refers to the feeling of exhaustion and stress as a result of the pressures that arise due to the requirements and burdens of academic study and related activities, with a pessimistic trend towards academic work and a feeling of incompetence as a student. (Zhang et al., 2007).

Studies that have examined academic burnout among students have found many results: for example; Line & Huang study (2014) found that students show some degree of academic burnout during the learning process and therefore it should be study burnout among students to understand their behavior during the learning process. Gan, Shing & Zahng (2007) also indicated that flexible confrontation is negatively associated with academic burnout. Qaid et al. (2012) found high level of psychological burnout among students, as well as the presence of statistically significant differences between males and females in the level of psychological burnout, the differences were in favor of females. Schaufeli et al. (2002) defines three symptoms of academic burnout: emotional burnout, frustration or pessimism, and a feeling of inadequacy. Emotional exhaustion is associated with loss of physical energy and emotionality as a result of study requirements, while frustration and pessimism are associated with students' feeling of insignificance and indifference towards academic activities, while incompetence refers to a sense of low achievement that leads to low academic achievement. (Shin et al., 2011). The results of studies (Chang et al. 2016; Zhang et al., 2007; Jo & Lee, 2010) show that adaptive academic perfectionism associated with academic integration while non-adaptive perfectionism was associated with academic burnout. Zhang et al. (2007) study showed that negative perfectionism was associated with burnout symptoms while positive perfectionism was associated with academic engagement. Chang et al., (2016) found that there is a positive correlation between adaptive perfectionism and internal motivation and a negative relation with academic burnout, and an intermediate effect of motivation was found on the relation between non-adaptive perfectionism and academic burnout.

Jo & Lee (2010) attribute the nature of relation between academic perfectionism and academic burnout to the fact that students with adaptive perfectionism set their own goals and strive to achieve them by motivation and increasing their level of performance. Students with non-adaptive perfectionism may set unrealistic goals as a result of external expectations and standards and force themselves to perform in an overly competitive manner, which ultimately leads to academic burnout and burnout.

Psychological resilience is one of the recent concepts in the field of positive psychology, which is associated with the ability to face difficulties and challenges, so recent studies have been interested in studying resilience in academic learning situations because of its many sources of stress and academic burdens on students (Al-Menshawi, 2016, 155). Al-Maghazi (2017) think that psychological resilience Performed an important role in formation the personality of students and their compatibility with academic life, and this role increases with the increase of successive changes and pressures within the academic environment, which require the ability to adapt and improve effectively after these pressures and serious crises. Khalaf (2014) indicates that steadfastness is one of the important indicators of a student's compatibility with university life.

Academic resilience means the ability of the learner to achieve success in his studies through the process of perseverance despite the presence of stressful events and risk factors that hindered him from continuing his academic achievement, as the learner returns again to the state of psychological balance that he was before the ordeal passed.

Academic resilience is one of the most important variables that are associated with the concepts of burnout and academic perfectionism together, as it relates to the ability to face pressures and academic failure factors, and then it can have a decisive role in determining the nature of the relation and the final impact of both burnout and perfectionism on students' performance and academic compatibility through their ability to withstand and face the factors of failure, frustration and pessimism to achieve an appropriate level of perfectionism by maintaining high levels of achievement motivation.

Academic resilience is one of the sources that helps protect the student from stressful events and continue to study with a high level of motivation and achievement, as academic resilience strengthens the learner's academic burnout, which is a feeling of frustration and failure. Academic resilience works to maintain high levels of motivation for achievement and performance despite the presence of stressful circumstances and events. (Martin & Marsh, 2006).

In a study by Al-Menshawi (2016), the relation between self-pity and both academic resilience and academic fatigue was investigated, and the study was conducted on a sample of 268 students. The results found a positive correlation between the scores of the dimension of self-pity and the academic resilience scale, a negative correlation between all dimensions of academic fatigue (emotional stress, ridicule) and academic resilience and a positive correlation between the lack of academic effectiveness and academic resilience, as well as a positive correlation between the overall degree of academic fatigue and academic resilience. Qarni and Ahmed (2017) aimed to identify the contribution of both positive attitude towards the future and self-organization in predicting academic resilience in a sample of academically excellent (112) of University students. The results show a statistically higher function between males and females who excel in academic steadfastness in favor of females, and the degrees of positive orientation towards the future and self-organization among the academically outstanding contributed to predicting their grades in academic steadfastness.

In light of the above, the researchers assume that academic perfectionism (with its various patterns) in this system of interrelated dynamic relations represents the focus or starting point (setting realistic goals versus unrealistic goals) in determining the subsequent interaction mechanisms between the ability to cope and withstand academic pressures and factors of frustration and failure on the one hand and the level of psychological burnout arising from facing these pressures in pursuit of goals on the other.

The discrepancy in the results of studies (Orange, 1997, Bieling, Smith, & Anthony, 2003; Castro & Rise, 2003; Mendaglio, 2007; Dickinson & David, 2015) regarding the influence of perfectionism on student performance and academic achievement can be due to some features of the person himself, which are a decisive factor in determining the positive or negative impact of the dimensions of perfectionism, in particular factors: psychological rigidity and academic burnout. The nature of the interrelations and dynamics between the variables of the current research (academic perfectionism, burnout and academic resilience) is also clear.

The current research attempts to reformulate academic perfectionism within the framework of academic burnout and academic resilience by revealing the characteristic patterns of academic perfectionism using the cluster analysis method to determine the extent to which students can be grouped or integrated into latent patterns or clusters of academic perfectionism based on their different profiles of grades on the dimensions of the academic Perfectionism Scale, which can be considered standard patterns of academic perfectionism of students.

Research Questions:

Q1- Is it possible to classify the sample members into distinct groups (clusters) of academic perfectionism based on the profiles of their grades in the dimensions of the academic Perfectionism Scale used.

2- What is the nature of the relations between academic perfectionism and both combustion and academic resilience.

Research objectives:

- 1- Deriving patterns of academic perfectionism characteristic of university students in light of their profiles on the dimensions of academic perfectionism.
- 2- Revealing the correlations between academic perfectionism and both burnout and academic resilience.

: Literature Review

1- Academic perfectionism:

The concepts of perfectionism and the measures used varied, as they included different dimensions due to the different theoretical frameworks of researchers, the target community, and fields. (Stairs, Smith, Zapolski & settlements, 2012). Perfectionism is a multidimensional construct representing a personality trait (Miquelon, Vallerand, Cardinal, & Grouzet, 2005).

Hammack (1978) classified perfectionism into two patterns: the first is neurotic perfectionism: it describes individuals who perceive their efforts and actions as not feasible enough, despite their quality, set unrealistic levels for themselves and then feel dissatisfied with their performance. The second is pure perfectionism: she describes individuals who look at their work and efforts as good as they really are and have a sense of satisfaction and happiness. Some others classified perfectionism in the light of two aspects: the first aspect is positive perfectionism, which means a force that drives us to great achievements, it includes accuracy and attention to all the details necessary to accomplish the work. The second aspect is negative perfectionism, which is considered a handicap against achievement and kills the spirit of performance, as it requires the individual to over-reach high levels (Riad, 2015, 228).

Forst, (1990) identified six dimensions of perfectionism, which are: excessive attention / focus on mistakes, high levels that an individual sets for himself (personal standards), his perception of parental expectations (parental expectations), his perception of parental criticism (parental criticism), skepticism of actions and actions (doubt in his ability to perform and act in some situations), arrangement and organization (Smith, et al 2016).

Theories of perfectionism

-Two-factor theory

The features of this theory were crystallized by the results of the factor analysis conducted by (Forst et al., 1993) for data derived from the application of the Multidimensional Perfectionism Scale prepared by Forst et al. (1991), where the analysis showed two latent dimensions (emphasis on CM errors, skepticism of actions D, parental criticism PC, parental expectation PE) on the factor of non-adaptation, while two-dimensional saturation (personal criteria PS, regulation O) on the factor of adaptation. As proved by the study of Bieling et al., (2004)) using confirmatory factor analysis found that this two-factor model is better at matching U.S. data than the single-factor model.

- Acceptance theory/ Perfectionism (Lundh, 2004)

This theory assumes that personal standards or other endeavors towards perfection can be adaptive when combined with acceptance of non-perfectionism (i.e. acceptance of various kinds of failures or failures, mistakes and weaknesses or imperfections), and can be non-adaptive when combined with inability to accept failures, mistakes and imperfections (non-perfectionism).

The results of the studies (Capan, 2010; Chang & Rand, 2000; Di Bartolo & Redon, 2012) showed the importance of perfectionism in the academic field and its role in determining various student behaviors and academic performance. Perfectionism is distributed among university students for whom academic performance and excellence is a decisive or fateful factor for their development and personal future. (Zhang et al., 2007). Castro & Rice, (2003) found that perfectionism significantly predicts academic achievement. Rice et al (2011) distinguished between different types of perfectionism (adaptive, non-adaptive and non-perfectionism) in students through the analysis of clusters, where the results showed

that individuals with negative perfectionism were characterized by a low level of emotional well-being and university discipline .

- Academic burnout:

Burnout is the late stage of exposure to psychological stress that an individual faces psychological burnout may affect individuals who work in the professions of providing assistance and includes three dimensions: emotional exhaustion, dulling of feelings and a decrease in personal achievement (Fatiha, 2010). Psychological burnout is seen as a depletion of the individual's psychological energy due to severe psychological stress, which results in a state of psychological imbalance. It is considered a negative pattern in response to stressful events and lack of support (Wadah, Mohammed, 2009).

The behaviors that appear in a psychologically burned person are nothing but a state of psychological escape, and these symptoms include: lack of sense of responsibility, exhaustion of psychological energy, abandonment of ideals and increased negativity, blaming others in case of failure, lack of effectiveness for performance. (Aly, 2008, 184).

Psychological burnout goes through four stages: enthusiasm: where the individual is at this stage on a high degree of vitality, motivation and high achievement, then the stage of inertia or lethargy : at this stage the individual feels that he has given more than he should and his inability to work is due to lack of energy, and the stage of frustration comes :the individual has doubts and a sense of self-doubt, bringing him to the point of feeling incompetent, reaching the stage of despair and apathy :at this stage the individual's morale decreases and his performance decreases, he cannot complete his work (Baawiya, 2012 ; Fatiha, 2010).

Academic burnout among university students is a feeling of exhaustion due to study requirements with a pessimistic tendency towards academic work and a feeling of incompetence as a student (Zhang.et.al, 2007). This syndrome refers to exhaustion caused by academic pressures arising from students ' assignments and responsibilities related to study and related activities (Aypay,2012). academic burnout define as a symptom that arises as a result of increased academic pressures and study burdens, the symptoms of which are the student's feeling of emotional exhaustion and negative attitude towards studying, in addition to the student's feeling of low efficiency. Academic pressure includes three main components: academic frustration resulting from the student's lack of understanding of the required academic goals, and academic anxiety: the result of fear is the failure to achieve academic goals, and the third component is the academic conflict resulting from the many demands and tasks and the lack of available time.

- Academic resilience :

Psychological resilience is one of the relatively recent concepts in the field of positive psychology, which has increased interest in studying it in recent years. Individuals with high psychological resilience are characterized by the ability to get along in difficult situations and stressful conditions, psychological resilience is a function of psychological and academic compatibility, which indicates the cohesion of the internal structure of the individual (Al-Maghazi, 2017, 933).According to (Wald et al, 2006), resilience is a dynamic process that consists of a process of flexible adaptation to face constant and changing negative pressures and experiences, and the ability to adapt and face severe psychological stress and trauma.

Brooks & Goldstien (2004) defined three basic components of resilience: empathy, communication and acceptance. Empathy means the individual's interaction with the feelings and thoughts of others, while communication refers to the individual's ability to express his thoughts and feelings clearly , and acceptance means the individual's acceptance of himself and others There are many factors that affect the student's ability to withstand and face stressful academic events, and they are either factors that support the individual's ability to withstand or factors that weaken the individual's ability to withstand and can be identified in: personal and psychological factors (related to the individual), family factors, and factors related to society and the environment surrounding the individual.

Research Hypothesis:

H1- The sample members can be classified into clusters representing distinct patterns of academic perfectionism.

H2- There are statistically significant correlation coefficients between the degrees of academic perfection and the degrees of both combustion and academic endurance.

Method:

The current study based on the descriptive-analytical approach, using the method or methodological approach centered on the individual "person-centered approach", which allows studying homogeneous groups of individuals with similar profiles on the dimensions of academic perfectionism, which represent distinct patterns of perfectionism.

Sample:

The sample consisted of (298) students, were randomly selected from undergraduate students at King Khalid University, and their average age was (22.63) with a standard deviation of(2.58).

Measures:

Academic Perfectionism scale

The scale consists of (34) items distributed over six sub-scales, each of which measures one of the dimensions of academic perfectionism: focus on mistakes (CM), skepticism about actions (D), parental expectations (PE), parental criticism (PC), personal criteria (PS) and regulation (O). The response on the scale is on a five-point scale (apply very highly, apply highly, apply moderately, apply weakly, never apply).

- The validity of consistency of the scale: was verified by computing the correlation coefficient between the item score and the total score on the scale was calculated after deleting the item score, the values of the correlation coefficients ranged between (0.42 to 0.64) and were all a statistically significant. Reliability of the scale: was verified by computing the reliability coefficient of Alpha Cronbach for the scale (0,84), and the coefficients for the six sub-scales were respectively. (0.82,0.71,0.69,0.68,0.72,75).

Academic Burnout Scale

The scale consists of 20 items distributed over four dimensions: incompetence, aversion, exhaustion, pessimistic. The response on the scale is on a five-point scale (very large, large, medium, low, not applicable).

-The validity of consistency of the scale: was verified by computing the correlation coefficient between the item score and the total score on the scale was calculated after deleting the item score, the correlation coefficients ranged between (0.34, to 0.73) and were all statistically significant. Reliability of the scale: was verified by computing the reliability coefficient of coefficient of Alpha Cronbach for the scale (0,88) and its value for the four dimensions, respectively (0.71, 0.82,0.83,0.74).

Academic Resilience Scale:

The scale consists of 35 items distributed over five dimensions: Control Center, planning for the future, perseverance, self-efficacy, low anxiety. Items are corrected in light of a pentatonic scale (applies to a very large degree, applies to a large degree, applies to an average degree, applies to a weak degree, never applies)

The validity of consistency of the scale was verified by computing correlation coefficient between the items score and total score on the scale was calculated after deleting the item score, correlation coefficients ranged from (0.35, to 0.70) and were all statistically significant.

Reliability of the scale: the reliability coefficient of coefficient of Alpha Cronbach for the scale (0,76) and its value for the five dimensions, respectively (0.67, 0.73,0.80,0.78,74).

Results:

Results of the H1:

H1 States: The sample members can be classified into clusters representing distinct patterns of academic perfectionism.

To verify this Hypothesis, the data were analyzed using hierarchical cluster analysis in order to classify students based on their scores on the dimensions of academic perfectionism. Cluster analysis using the K-Means cluster means method has also been used to confirm the validity of derived clusters using hierarchical cluster analysis through the use of another cluster analysis method. These analyzes were performed using the SPSS software version 25.The results show three clusters of academic perfectionism, the following tables show the results of cluster analysis:

Table (1) initial positions of academic perfectionism clusters derived from cluster analysis

Dimensions of the perfectionism	clusters		
	First	second	third
1- Focusing on errors CM	8	12	38
2- Skepticism of verbs D	4	13	18
3- Parental expectations PE	7	10	25
4- Parental criticism PC	4	9	13
5- Personal standards PS	7	29	34
6- Regulation O	8	30	17

It is clear from Table (1) that the sample members were divided into three clusters of academic perfectionism, and for the first cluster, it is noted that the means of the Centers of the six dimensions of perfectionism decreased compared to the rest of the clusters. For the second group, there are high means of dimensional centers (organization, personal standards) and low means of dimensional centers (emphasis on mistakes, skepticism about actions, parental expectations, parental criticism). For the third group, there is an increase in the means of dimensional centers (emphasis on mistakes, skepticism of actions, parental expectations, parental criticism, personal standards) and a decrease in the average dimensional center (organization).

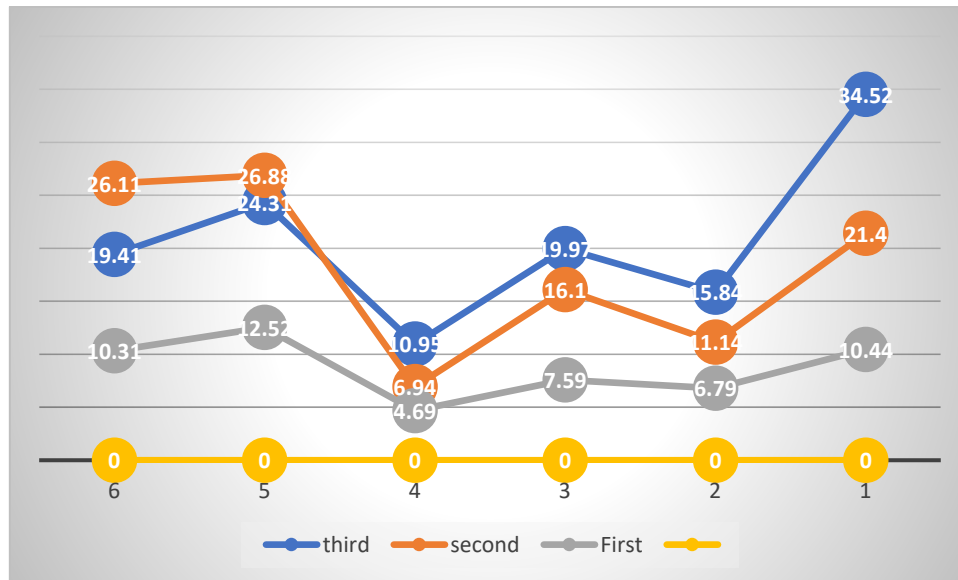
Table (2) final positions of academic perfectionism clusters derived from cluster analysis

Dimensions of the perfectionism	clusters		
	First	second	third
1- Focusing on errors CM	10.44	21.4	34.52
2- Skepticism of verbs D	6.79	11.14	15.84
3- Parental expectations PE	7.59	16.1	19.97
4- Parental criticism PC	4.69	6.94	10.95
5- Personal standards PS	12.52	26.88	24.31
6- Regulation O	10.31	26.11	19.41
Number of cluster members	93	116	89

It can be seen from Table (2): for the first cluster, the means of the Centers for the six dimensions of perfectionism decrease, and we can name this cluster pattern of “non-perfectionism”. As for the second cluster, it is noted that the means of the Centers is high for dimensions (organization, personal standards) and the average of the Centers is low for dimensions (emphasis on mistakes, skepticism of actions, parental expectations, parental criticism). we can name this cluster the pattern of “positive academic perfectionism” .As for the third cluster, it is noted that the means of the Centers are higher for

dimensions(emphasis on mistakes , skepticism of actions , parental expectations, parental criticism, personal standards) and the average position is lower after (Organization) This cluster can be named the pattern of “negative academic” perfectionism.

Figure (1) profiles show the dimensions of academic perfectionism characteristic of each cluster / style of derived clusters



Distinctive academic dimensions profiles for each cluster

Results of H2:

H2 States: There are statistically significant correlation coefficients between the degrees of academic perfection and the degrees of both combustion and academic endurance.

This Hypothesis was verified by computing Pearson's correlation coefficients between the raw scores for the sample in the three variables and Table (3) shows the results of this.

Table (3) correlation coefficients between the scores of the respondents in academic perfectionism, burnout and academic resilience

Variables	academic perfectionism	academic burnout	academic resilience
Academic perfectionism	-	0.58**	-0.47**
Academic burnout			-0.52**
Academic resilience			

** (0.01) Correlation coefficients are a function at the level of

It can be seen from Table (3): there is a statistically positive correlation at the level of (0.01) between academic perfectionism and academic burnout, and there is a statistically negative correlation at the level of (0.01) between academic perfectionism and academic resilience, and there is a statistically negative correlation at the level of (0.01) between academic burnout and academic resilience .It is with this result that the first assumption is accepted .

Discussion:

With regard to the result of the first hypothesis, the results of the cluster analysis showed the existence of three cluster of individuals, where each group included a number of individuals whose profiles are similar to their scores on the six sub-dimensions of the academic Perfectionism Scale. first cluster is the pattern of non –perfectionism The second cluster, is a pattern of positive academic perfectionism. The

third cluster is a pattern of negative academic perfectionism, which is consistent with the criteria used by the study (Hawkins, Watt & Sinclair, 2006).

This result is consistent with the results of a study (Rice et al.(2013) in terms of the number and quality of derived patterns /clusters (three clusters) of perfectionism, this result also agreed with the results of the Hawkins, Watt & Sinclair study, 2006), which relied on the same dimensions of the Perfectionism Scale in the current study, as well as the results of the(Wang et al.2016) study which used the abbreviated Perfectionism Scale. These results also partially disagreed with the results of the study by(Lundh et al., 2008), the results of which led to the derivation of four perfectionism clusters, all representing standard patterns of non-adaptive perfectionism, and this discrepancy between the results of this study with the result of the current study can be explained by observing the quality of the samples used by that study, where that study was conducted on clinical samples of patients with social phobia and fear patients, which are related and consistent with the characteristics of these pathological samples.

This finding supports what Schuler (2000) pointed out that the positive side of perfectionism is characterized by the individual's perception of a moderate level of performance cluster,organization and time management, not worrying about making mistakes in front of others, not being overly sensitive to criticism of others, in addition to satisfaction with his performance and thus feeling happy. In contrast, negative perfectionism leads the individual to strict adherence to standards in pursuit of perfection,excessive attention to criticism of others and their reactions,fear of making mistakes in front of others, which leads to an individual's dissatisfaction with his performance and a sense of guilt, resulting in a state of stress, frustration and self-blame (Schuler, 2000;Davis, 2007).

With regard to the result of the second assumption: the results showed a statistically positive correlation at the level of (0.01) between academic perfectionism and academic burnout, and a statistically negative correlation at the level of (0.01) between academic perfectionism and academic steadfastness, and a statistically negative correlation at the level of (0.01) between academic burnout and academic steadfastness, and these results in their entirety validate the second assumption.

The current finding regarding the positive correlation between academic perfectionism and academic burnout is partially consistent with the results of previous studies that have dealt with the relation between academic perfectionism and academic burnout, such as the study of (Zhang et al., 2007) whose results indicate the Association of positive perfectionism with burnout symptoms and a study (Chang et al.,2016) whose results indicated a negative correlation between non-adaptive perfectionism and academic burnout .And the study of(Kljajic, Gaudreau, & Franche, 2017) which showed the correlation of socially acquired perfectionism with a high level of burnout.

This result can be explained in light of the perception of perfectionism as a sensitive factor that increases the likelihood of feeling a burning experience. Students with non-adaptive perfectionism may set unrealistic goals and force themselves to perform in an overly competitive manner ,which ultimately leads to academic burnout and burnout (Shim, 1995) .By examining the structure of perfectionism and its six constituent dimensions as identified by Forst et al.(1990) as well as looking at the structure of combustion and its constituent dimensions, we note that the individual's pursuit of perfectionism, especially non-adaptive /negative perfectionism, which leads the individual to strict adherence to standards , doubt in his ability to perform, excessive attention to criticism of others , fear of making mistakes in front of others, which results in the individual's sense of dissatisfaction with his performance and Frustration and self-blame .As a result of the partial convergence in the structure of both concepts, a clear link and relation between them arises.

As for the finding that there is a negative relation between the overall degree of academic perfectionism and academic resilience, this result indirectly agrees with the results of the study (Dickinson & Davis ,2015) and this negative relation between academic perfectionism and resilience can be explained by considering the nature of perfectionism in its negative state, which drives the individual to stress, frustration and self-blame, resulting in a decrease in the individual's motivation for achievement and his ability to cope .

As for the existence of a negative correlation between academic burnout and academic resilience, this result partially agrees with the results of a study by (Al-Menshawi ,2016), which found a negative correlation between all dimensions of academic fatigue (emotional stress, ridicule) and academic resilience and a positive correlation between lack of academic effectiveness and academic resilience, and also found a positive correlation between the overall degree of academic fatigue and academic resilience, which contradicts the result of the current study . This result can be explained by considering that the higher the level of academic burnout, the lower the level of energy needed for achievement, with a feeling of frustration and inefficiency, resulting in a decrease in the level of psychological and physical energy necessary to withstand and face the pressures in the academic environment.

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