
Impact of Self-Oriented Perfectionism on Academic Engagement among University Students

Nazia Parveen^{1*}, Maria Anwar Khan²**Abstract**

This study investigated the relationship between self-oriented perfectionism and academic engagement among university students. Self-oriented perfectionism involves having exceedingly high standards and expectations for oneself. Academic engagement measures students' academic effort and investment both inside and outside the classroom. The sample size was justified using G*Power to determine the required number of participants. A sample of ($N=550$) university students aged 18-35 years, 300 male and 250 female ($M=75.25$, $SD=318.96$) was recruited through convenience sampling. Participants completed two questionnaires the Self-Oriented Perfectionism scale and the Academic Engagement scale. Questionnaire data were analyzed using SPSS 23.0. The results showed a significant positive correlation between self-oriented perfectionism and overall academic engagement in university students. Self-oriented perfectionism also had a significant positive impact on students' emotional engagement specifically. These findings suggest that self-oriented perfectionistic predispositions may motivate greater involvement and investment in academics. The study provides insight for students, educators, parents, and counselors on how perfectionistic traits can increase academic engagement. Further research is needed to expand on these findings. However, this study indicates that self-oriented perfectionism may have some benefits for enhancing students' intellectual efforts and identity. Encouragement to adaptive perfectionism could be a potential area of intervention to improve academic outcomes.

Keywords: Academic Engagement, Academic Performance, Higher Education, Psychological Well-being, Self-Oriented Perfectionism, University Students

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Introduction

Self-oriented perfectionism is a psychological trait that can have both positive and bad effects on university students' academic engagement. It is defined by extremely high expectations for oneself and a desire for faultless performance (Closson & Boutilier, 2017).

Positively, self-centered perfectionism may be a strong source of inspiration. High self-oriented perfectionists frequently show a great commitment to their academics, establishing challenging academic objectives and making a concerted effort to meet them. In their academic activities, their goal of greatness can result in enhanced attention, perseverance, and a strong feeling of personal responsibility (Bernabe et al., 2023).

The concept of student involvement is a crucial tool for comprehending how students behave during the teaching-learning process. You may get a sense of how lectures and other academic procedures are conducted in an academic context by understanding how students act in those situations. Because of this, educators and academic supervisors may find it useful in developing a pedagogical

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plan that optimizes learning possibilities for pupils. Student engagement data has the benefit of providing information about what students are actually doing. The data holds more significance for the management of educational institutions, students, and scholarly projects. Institutions should become more attentive to the educational demands of their students and increase their marketing and recruiting efforts with the use of data regarding student activities. Institutions cannot go past the point of taking student activities for granted until they have precise and trustworthy data about what students are really doing. Meaningful participation in the learning environment is referred to as student engagement. The best way to conceptualize it is as a relationship between the learner and the curriculum, instructors, classmates, and school (Perkmann et al., 2021).

In addition to providing abundant chances for learning and growth, the productive interaction is a crucial way for students to form positive opinions of their instructors, fellow students, and institutions that make them feel affiliated, linked, and belonging. According to Bensimon et al. (2009), the most reliable indicator of students' learning and professional growth is the amount of time and effort they invest in educationally meaningful activities. Comparing higher-quality schools and universities to those where student engagement is lower, those that engage their students more completely in the range of activities that lead to desired college outcomes can make this claim (Kuh, 2001). It has been recognized as a key factor in understanding dropout, especially when considering it as a progressive process that affects a student's final educational outcome.

The global issue of school completion persists, as millions of students leave out virtually year and an excessive number of pupils get disinterested, bored, and detached from their academic lives. The consequences of these disengaged students

are numerous and include social exclusion and marginalization that can negatively impact mental health and social security, as well as difficulties finding stable employment with fair compensation, which can lead to a long-term reliance on social services (Balfanz & Byrnes, 2006).

According to Fredericks et al. (2004), academic engagement is a flexible meta-construct that describes students' dedication to and participation in their studies and extracurricular activities. Active academic engagement has been shown to protect youth against school dropout and various risk behaviors, as well as to significantly contribute to desired scholastic and non-scholastic outcomes, such as better academic achievement and well-being.

It is crucial to comprehend the concept of student involvement and make the distinctions between its many dimensions discussed in the academic literature before listing the influencing elements, whether positive or negative. Because of its complexity, there isn't a single description that can fully explain the idea of student involvement. Nonetheless, many attempts have been made to fully characterize the notion, for example by examining its polar opposite, comparing it with other concepts, or identifying alternatives among other strategies (Trowler, 2010). Furthermore, it was thought to be fair to characterize involvement as a multi-component construct consisting of subsets and corresponding indices.

Rationale of the Study

This study will help in identifying the possible correlation between self-oriented perfectionism and academic engagement among university students. Positively, self-centered perfectionism may be a strong source of inspiration. High self-oriented perfectionists frequently show a great commitment to their academics, establishing challenging academic objectives and making a concerted effort to meet them. In their academic activities,

their goal of greatness can result in enhanced attention, perseverance, and a strong feeling of personal responsibility (Bernabe et al., 2023). The results will help to inform the potential importance of self-oriented perfectionism on academic engagement among university students. It will be helpful for students, teachers, researchers and psychologists. It will open new ways of preventive behavior for academic engagement. Self-centered perfectionism comprises the belief that striving for perfection and being faultless are important. Self-oriented perfectionism is characterized by extremely high personal standards and a passion for perfection. Academic engagement is the result of combining academic identity and academic involvement, which gauge students' effort both within and outside of the classroom.

Objectives

- To analyze the relationship between self-oriented perfectionism and academic engagement.
- To understand how self-oriented perfectionism influences students' psychological well-being in the academic context.
- To examine the effects of self-oriented perfectionism on students' motivation and goal orientation.

Hypotheses

1. It was hypothesized that there would be a significant positive correlation between self-oriented perfectionism and academic engagement among university students.
2. It was hypothesized that there would be a significant effect of Self-oriented perfectionism on academic engagements among university students.

Method

Research Design

In current study, a quantitative correlational and cross-sectional research design was used.

Participants

University students from different institutions in Multan were given a

questionnaire as part of the survey approach, which was utilized to gather data.

Sample size

The study included 550 students, ages 18 to 35 ($M=75.25$, $SD=318.96$), who were both male 300 and 250 female. The necessary sample size was obtained by G power analysis.

Measures

Self-Oriented Perfectionism Scale

Hewitt et al. (1991) developed a 27-item scale. The Self-Oriented Perfectionism Scale which included three subscales related to perfectionistic self-promotion, non-display of imperfection, and non-disclosure of imperfection. The Self-oriented perfectionism scale is a 27-item measure with three subscales measuring:

The Self-Promotion subscale is scored by summing: 5, 7, 11, 15, 17, 18, 23, 25, 26, 27

The Non-display of Imperfection subscale is scored by summing: 2, 3, 4, 6, 8, 10, 12, 20, 22, 24

The Non-disclosure of Imperfection subscale is scored by summing: 1, 9, 13, 14, 16, 19, 21

Academic Engagement Scale

Academic Engagement Scale which included a 31-item scale given by (Dotterer & Lowe, 2011; Wang & Holcombe, 2010). It consists of three main factors with emotional 9 items, cognitive 10 items, and behavioral 12 items. Emotional Engagement items are 1,2,3,4,5,6,7,8,9; Cognitive Engagement items are 10,11,12,13,14,15,16,17,18,19 and Behavioral engagement items are 20, 21,22,23,24,25,26,27,28,29,30,31.

Procedure

The students approached online during the period of COVID-19 and after the short briefing about the background and aim, topic of this research, instruments, along with demographic sheet, with the assurance of confidentiality were given to them for fulfilling the questionnaire. After collecting the questionnaire, data-sheet analyzed through SPSS-23.

Results**Table 1**

Correlation between Self-Oriented Perfectionism and Academic Engagement among University Students (N=550)

Variables	<i>M (SD)</i>	Self-oriented Perfectionism	Self-Promotion	Academic Engagement
Self-oriented Perfectionism	41.89 (13.29)	-	.83**	.28**
Self-Promotion Perfectionism	45.15 (24.89)		-	.19*
Academic Engagement	46.34 (26.23)			-

The findings showed there is a strong positive link between self-oriented perfectionism and academic engagement (Table1). The findings indicate a

noteworthy positive correlation between the self oriented perfectionism and academic engagement.

Table 2

Regression Analysis of Self-oriented Perfectionism on Academic Engagement among University Students (N= 550)

Model	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
(Constant)	6.22	2.08		2.98	.004**
1 self-oriented perfectionism	.34	.14	.22	2.45	.016*

$R^2=.05$, Adjusted $R^2=.04$, $F(1,110)=6.01$, $*p<0.05$, $**p<.01$

Table 2 shows that there is statistically significant impact of self-oriented perfectionism on academic engagement.

Table 3

Regression Analysis of Self-Promotion Perfectionism on Academic Engagement among University Students (N= 550)

Model	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
(Constant)	4.99	2.01		2.36	.015*
1 Self-Promotion perfectionism	.68	.20	.29	3.20	.002**

$R^2=.08$, Adjusted $R^2=.07$, $F(1,110)=10.27$, $*p<0.05$, $**p<.01$

Table 3 results show a statistically significant effect of Self-Promotion

perfectionism on academic engagement among university students.

Discussion

In 1991, Hewitt and others presented the idea of self-oriented perfectionism perfectionist self-presentation which deals with the interpersonal display of perfection is presented. Three aspects of perfectionistic self-presentation are suggested to be maladaptive self-presentational styles: non-display, non-disclosure, and perfectionistic self-promotion. The degree to which a student interacts in class is measured by the academic engagement scale. There are three primary components to it: cognitive, emotional, and behavioral involvement. A fresh viewpoint on the achievement gap might be offered by the idea of academic engagement and its connection to student accomplishment (Fredericks et al., 2004). Krone et al. (2012) looked at the association between the frequent and intensity of participation in academic perspective and three forms of perfectionism: self-directed, socially mandated, and other oriented. They found a strong correlation between academic involvement and self-promotion of self-oriented perfectionism. Eighty-three undergraduate students at Pepperdine University answered three questionnaires that were intended to collect data on demographics, perfectionism levels, and the frequency and recentness of academic involvement. The initial hypothesis that there would be a significant positive correlation between self-oriented perfectionism and academic engagement among university students. Posited a noteworthy correlation between university students' self-oriented perfectionism and academic engagement. The findings showed a strong positive link between university students' self-oriented perfectionism and academic engagement. According to the according to research by Balfanz and Byrnes (2006) findings, university students' emotional academic engagement is not significantly impacted by self-promotion perfectionism. A low to

moderate level of perfectionism in learners' involvement is crucial for predicting academic success. Second hypothesis that there would be a significant impact of Self-oriented perfectionism on academic engagement's among university students. Table 2, results indicates that self-oriented perfectionism would be significantly impacted on academic engagement. Saklofske et al. (2015) looked at perfectionism as one of the personality traits linked to academic involvement in earlier research. The purpose of this study was to determine the relationships between three perfectionism qualities and three academic engagement components in Iranian English instructors. at order to conduct the study, a sample of 167 English as a foreign language (EFL) instructors at public schools, colleges, and language institutes located in several Iranian cities answered a series of questions. The data were subjected to studies of Pearson correlation. The Regression analysis results explains self-promotion of self-oriented perfectionism has influence on academic engagement. According to the previous study, perfectionism and Academic engagement had a favorable correlation (Flett & Mikail, 2017). Researchers Balfanz and Byrnes (2006) looked at the relationship between perfectionism and engagement and discovered that predicting academic success requires a strong sense of student involvement.

Conclusion

According to recent study, self-oriented perfectionism and academic engagement are significantly correlated among college students. Academic involvement among university students is positively correlated with self-oriented perfectionism. Recent studies have demonstrated a substantial correlation between self-oriented perfectionism and academic engagement among university students. One important element in raising students' academic engagement and interest in their

educational activities is self-oriented perfectionism.

The internal drive to reach extremely high standards for oneself, which is typically driven by a desire for personal accomplishment rather than external forces, is the defining characteristic of self-oriented perfectionism. Students that experience this kind of perfectionism are pushed to set high goals, have a strong work ethic, and exercise extreme self-discipline. As a result, it fosters an environment that encourages greater degrees of intellectual involvement. In conclusion, the findings of recent research emphasize the critical relationship between academic engagement among college students and their self-centered perfectionism. In order to achieve academic success and personal growth, students who are motivated by self-oriented perfectionism are more likely to invest more of themselves into their work and aim for greatness.

Limitation & Recommendation

Quantitative research method used in current research. Research could be with qualitative method for better understanding.

Implications

Current research finds out that self-oriented perfection is a good predictor to increase academic engagement among university students. This study will be helpful for students, teachers, and researchers. For further evaluations qualitative research can be applied for quantitative research and other variables like academic achievement, personality traits, and academic self-efficacy can be utilized in this mode.

Contribution of Authors

Nazia Parveen: Conceptualization, Investigation, Methodology, Data Curation, Formal Analysis, Writing – Original Draft
 Maria Anwar Khan: Methodology, Writing - Reviewing & Editing, Supervision

Conflict of Interest

There is no conflict of interest declared by the authors.

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The authors declared no source of funding.

Data Availability Statement

The datasets of the current study are not available publicly due to ethical reasons but are available from the corresponding author [N.P.] upon the reasonable request.

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