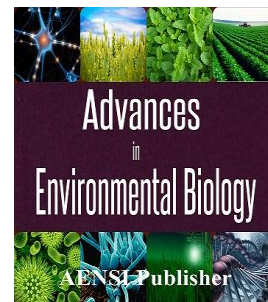




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Study of Relationship Between perfectionism and responsibility With the Goal-oriented among students Arsanjan Branch, Islamic Azad University

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ABSTRACT

The aim of this study was investigation of relationship between Perfectionism and responsibility with goal Orientation in student of Arsanjan University. Student For the study, 380 male and female students of Arsanjan city using randomly selected as the sample, and using goal Orientation Questionnaire Wendy Will(1997), multiple perfectionism scale(felt and Hoiett,1991) and social responsibility inventory were used. For analyze of research data used the Pearson correlation, liner regression, Step by Step regression, These results indicate that, there was relationship between Perfectionism and responsibility with goal Orientation, perfectionism and responsibility were the strongest Predictor for goal orientation.

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INTRODUCTION

The purpose of the variables related to the progress and success in life, education and career is important. Many theories have been put forward in this regard. Theory of achievement motivation goal orientation is one of the most practical perspectives [4]. Instead of addressing the situation of the learner's progress in efforts to advance the position of the "why" something that would reach a comprehensive understanding of "what" has been discussed although the orientation objective as many have suggested, The core concept is that all the models and theories of what motives for actions and behaviors are related to the progress and intent of goal orientation on Emphasizes the progress of the task [4,1] to review the history of research in relation to the type of goal orientation, two types of goal orientation, mastery and performance recognized the most attention has been centered. Some researchers split the goal orientation, mastery and performance, as revised and amended, and proposed a tripartite framework in which performance goal orientation of the two trends - functional (to show personal abilities) and avoidance - performance (to avoid showing disabilities) can be divided. Some researchers split the goal orientation, mastery and performance, as revised and amended, and proposed a tripartite framework in which performance goal orientation of the two trends - functional (to show personal abilities) and avoidance - performance (to avoid showing disabilities) can be divided. There are many studies of the effects of goal orientation on the academic achievement of students have studied. The number of studies have shown that mastery orientation and approach - Functional direct and positive relationship with their academic achievement [9,6] and avoidance goal orientation - performance as negative [3] are associated with academic achievement. For that reason influencing factors and predictors of goal orientation seems necessary. Among the variables affecting the orientation of the objective perfectionism can be cited. In research and Latifian Hashemi investigated the relationship between perfectionism and the target selection among pre-university students (the tendency of science and mathematics) did. The results showed that self-oriented perfectionism, compared with community-oriented perfectionism in selecting their targets are more likely to progress to confusion and doubt. Self-oriented perfectionism and a tendency for successful learning and the negative to negative selection to predict. Avoidance goal orientation and relationship with the community-oriented perfectionism and negative for negative selection to predict. Zahid Babylonians in research, Purbahram, R. to investigate the relationship between simple and multiple perfectionism, for the purpose of earning

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academic performance conducted by academic burnout, 110 students from City University researchers have chosen evaluated Using the questionnaire and the results showed that between perfectionism, for switching purpose And academic performance conducted by academic burnout, 110 students from City University researcher as The samples were selected and evaluated using a questionnaire and the results showed that between perfectionism, for switching purpose There was a significant relationship with academic burnout and academic performance. Although perfectionism can be somewhat odd to push forward, but excessive perfectionism and negatively allows for obsessive-compulsive disorder [10]. The issue of accountability is closely related to the orientation of the target can be. Responsibility necessity & internal commitment to the ideal of the person responsible for all activities that he has been, is and comes from within a person. A person who takes responsibility, do not accept a range of activities and things to do or supervise others to do these things. In other words, it takes on the responsibility of commitment to human And who is responsible for the outcome of the work entrusted to him The person in front of this obligation, the obligation to adopt appropriate goals and activities Amvraty merit of responsibility that is entrusted to his charge, come on. And who is responsible for the outcome of the work entrusted to him. The person in front of this obligation, the obligation to adopt appropriate goals merit of undertaking activities that have been assigned to handle on it. Due to the shortage of research on the relationship between goal orientation with perfectionism and accountability, as well as to predict the orientation The purpose of this study was followed by two other variables examined this question is which of the components of perfectionism and responsibility The goal is a stronger predictor for orientation? The following hypotheses will be examined.

1. The responsibility of the variance can predict the direction of the target.
2. Perfectionism can be a part of the variance in predicting the direction of the target.

Method:

The study was a descriptive correlational study that examined the relationship between variables. In the present study varied between perfectionism and responsibility before changing the direction of the target variable is the criterion variable.

The study population consisted of all students in Year 92 and 93 Arsanjan Branch of the University have been studying them. It is noteworthy that the total number of students, including about 5,000 persons. Total sample of 5,000 community-based Morgan is equal to 358 of these students, who were selected using available.

Data:

Tools used in this study included the following:

- 1) questionnaire for target selection
- Collection tools Information:

Tools used in this study included the following:

1) questionnaire for target selection:

The purpose of the questionnaire items for selection of Wendy Weil and Elliott and Mc Gregory (2001) was adapted. The four-factor learning orientation, performance-approach and performance-avoidance goal orientation uncertainty is evaluated.

2) Multidimensional Perfectionism Scale (M. PSA)

To measure perfectionism Multiple Perfectionism Scale (MPS) was used.

3) Inventory Accountability

In the present study was to assess the scale of responsibility, accountability Abdul and Ibrahim) is used.

Methods of data analysis:

For statistical analysis of data, descriptive statistics such as mean, standard deviation, frequency, percentage and graphs, as well as methods of statistical correlation and regression analysis.

Table 1: Mean and standard deviation of this variable.

Total		woman		man		Group
Standard deviation	Average	Standard deviation	Average	Standard deviation	Average	
4	10/66	4/11	11	3/9	10/33	Learning goal orientation
4/5	9/29	4/8	8/58	4/2	10	Performance-approach goal orientation
3/43	10/18	2/2	11/30	3/9	10/27	For the purpose of escaping
4/8	8/95	3/8	9/95	5/3	8/30	Uncertainty in the orientation of the target
10/9	45/64	11/8	45/89	10/3	45/48	Perfectionism egocentric
11/5	43	12	41	10/9	44/33	Other-oriented perfectionism
12	42/85	9/7	42	13/3	43/41	Community-oriented perfectionism
3/4	32/52	3/9	32/20	4/5	32/71	Responsibility

Findings:

First hypothesis: accountability able to predict the direction of the target is part of the variance.

Table 2: Results of regression analysis and forecast the direction of learning.

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model Pattern
0/0001	20/8	0/74	0/03	0/68	0/55	0/74	Responsibility

Table 3: Results of regression analysis and forecast the direction of performance-orientation.

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model Pattern
0/0001	24/1	0/78	0/03	0/82	0/62	0/78	Responsibility

Table 4: Results of regression analysis and prediction performance goal orientation aversion.

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model Pattern
0/0001	13/1	0/57	0/03	0/45	0/32	0/57	Responsibility

Table 5: Results of regression analysis and prediction uncertainty in goal orientation.

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model Pattern
0/0001	24/8	-0/79	0/03	-0/89	0/63	-0/79	Responsibility

The second hypothesis: perfectionism able to predict the direction of the target is part of the variance.

Table 6: Results of regression analysis and forecast the direction of learning.

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model
0/0001	24/8	0/72	0/01	0/26	0/79	0/89	Perfectionism egocentric
0/0001	10/69	0/30	0/01	0/10			Perfectionism other circuit
0/0001	7/23	-0/18	0/008	-0/06			Community-oriented perfectionism

Table 7: Results of regression analysis and prediction of performance-approach goal orientation.

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model
0/0001	3/7	0/07	0/008	0/02	0/91	0/95	Perfectionism egocentric
0/0001	50/3	0/92	0/007	0/36			Perfectionism other circuit
0/0001	4/8	-0/08	0/006	-0/03			Community-oriented perfectionism

Table 8: Results of regression analysis and prediction performance goal orientation aversion

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model
0/0001	3/5	0/18	0/01	0/05	0/32	0/57	Perfectionism egocentric
0/0001	8/8	0/45	0/01	0/13			Perfectionism other circuit
N.S	0/96	-0/04	0/01	-0/01			Community-oriented perfectionism

Table 9: Results of regression analysis and prediction uncertainty in goal orientation.

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model
0/0001	10/3	-0/30	0/01	-0/13	0/79	0/88	Perfectionism egocentric
0/0001	24	-0/69	0/01	-0/29			Perfectionism other circuit
N.S	1/1	0/02	0/01	0/01			Community-oriented perfectionism

Table 10: regression analysis and prediction learning goal orientation.

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model
0/0001	4/72	0/38	0/03	0/14	0/80	0/89	Perfectionism egocentric
N.S	1/25	-0/12	0/03	-0/04			Perfectionism other circuit
0/0001	6/80	-0/48	0/02	-0/16			Community-oriented perfectionism
0/0001	4/52	0/81	0/16	0/75			Responsibility

Table 11: regression analysis and predictions for the purpose of performance-orientation.

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model
0/0001	10/15	-0/45	0/01	-0/19	0/94	0/97	Perfectionism egocentric
0/0001	4/92	0/27	0/02	0/10			Perfectionism other circuit
0/0001	13/77	-0/54	0/01	-0/20			Community-oriented perfectionism
0/0001	12/52	0/98	0/10	0/94			Responsibility

Table 12: regression analysis and predictions for the purpose of performance-aversion

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model
0/0001	15/06	-0/64	0/03	-0/51	0/64	0/80	Perfectionism egocentric
0/0001	13/80	0/73	0/04	0/54			Perfectionism other circuit
0/0001	17/29	-0/65	0/02	-0/47			Community-oriented perfectionism
0/0001	17/93	-0/99	0/19	-0/95			Responsibility

Table 13: regression and prediction uncertainty in the choice of goal orientation.

Significant level	Value of t	Standardized coefficient beta	Error Criterion	Factor B	R ²	R	Model
0/0001	3/32	-0/28	0/03	-0/12	0/79	0/88	Perfectionism egocentric
0/0001	6/44	-0/66	0/04	-0/27			Perfectionism other circuit
N.S	0/68	0/05	0/03	0/02			Community-oriented perfectionism
N.S	-0/32	-0/06	0/21	-0/06			Responsibility

Conclusion:

First hypothesis: accountability able to predict the direction of the target is part of the variance. . The findings of this study confirm the above hypothesis, therefore, according to the results obtained, Predictive responsibility for orientation purpose is explained this way, responsible for planning and goal orientation plays an important role. A person who has a good sense of responsibility Willingness to learn, and advance planning and responsibilities as an opportunity to learn considers And it does not make it to this form of accountability with definitions for the purpose of learning goal orientation is similar. Emphasis on merit and performance-approach goal orientation is confirmed by others, which can be seen in people who are responsible But there is no accountability for them as innate, meaning that they are responsible enough to draw positive attention to those around him. For the purpose of escaping the emphasis on seeking to avoid the lack of merit in the eyes of others Seen in people who were responsible for the high pressure and is often due to the responsibilities assigned He was more than we have failed in this duty, he often tries to avoid defeat in the responsibilities of And the objectives of the program focuses too much on this issue. According to the theoretical description of the above seems The findings of this study are consistent with a body of theoretical knowledge, although empirical research has been done in this area, But the theoretical foundations are approved. The second hypothesis: perfectionism able to predict the direction of the target is part of the variance. The findings of this study confirm our hypothesis and findings from current research findings and Latifian Hashemi.

Niomeyster [7] Niomeyster and Finch [8] Zahid Babylonians, Purbahram, R. has been aligned. Hashemi and Latifian [10] found that self-oriented perfectionism and a tendency for successful learning and the negative to negative selection to predict. Avoidance goal orientation and relationship with the community-oriented perfectionism and negative for negative selection to predict. Niomeyster and Finch concluded that self-oriented perfectionism and high standards for their own And their performance is evaluated based on these standards and, accordingly, mastery and performance-approach goals are goals. Community-oriented perfectionism also more likely to accept performance-approach goals and performance avoidance, which emanated from their fear of failure. And their performance is evaluated based on these standards and, accordingly, mastery and performance-approach goals are goals. Community-oriented perfectionism also more likely to accept performance-approach goals and performance avoidance, which emanated from their fear of failure. Orientation to learning objectives and performance targets are placed mastery. This orientation focuses on demonstrating competence or ability. Axis orientation is how performance will be judged by others ability. For example, try to be better than others, striving for supremacy in proportion to the normative standards, applying social criteria to compare themselves with others, Orientation to learning objectives and performance targets are placed mastery. This orientation focuses on demonstrating competence or ability. Axis orientation is how performance will be judged by others ability. For example, try to be better than others, striving for supremacy in proportion to the normative standards, applying social criteria to compare themselves with others.

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