JOURNAL OF INTERDISCIPLINARY PERSPECTIVES

ISSN Print: 2984-8288, ISSN Online: 2984-8385
Vol. 3 No. 4, pp. 249-258, April 2025

Adaptive and Maladaptive Perfectionism Tendencies among High School Students

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Date received: February 1, 2025
Date revised: February 25, 2025
Date accepted: March 17, 2025

Originality: 93%
Grammarly Score: 99%
Similarity: 7%

Recommended citation:
Saluria, R.A., Tuale, S.K., Quiambao, K.S., Lim, A.L. (2025). Adaptive and maladaptive perfectionism tendencies among high school students. *Journal of Interdisciplinary Perspectives*, 3(4), 249-258.
https://doi.org/10.69569/jip.2025.051

Abstract. The phenomenon of perfectionism has emerged as a significant area of study within educational psychology, particularly in the context of high school students. This duality of adaptive and maladaptive dimensions presents a compelling area for exploration, especially considering the mounting pressures students face in increasingly competitive academic environments. This study determined the extent of high school students' adaptive and maladaptive perfectionism tendencies. This research used a descriptive survey design among 209 junior and senior high school students. The study employed the Frost Multidimensional Perfectionism Scale (FMPS) Assessment Form devised by Frost in 1990. This questionnaire aimed to assess the various factors related to performance and motivation in academic settings. The results reveal that adaptive and maladaptive perfectionism learning profiles influence the high school students differently. The findings further indicate that while these students exhibit varying degrees of perfectionism, adaptive traits, such as goal-setting and organization, generally align with better outcomes. Maladaptive perfectionism, characterized by self-criticism and fear of failure, can hinder progress and well-being. This relationship suggests that the balance between adaptive and maladaptive tendencies plays a critical role in shaping students' learning experiences and achievements. The findings underscore the dual impact of perfectionism on student performance, emphasizing the need for tailored and targeted interventions that promote adaptive perfectionism while mitigating the adverse effects associated with its maladaptive counterpart.

Keywords: Academic performance; Adaptive perfectionism; Maladaptive tendencies; Perfectionism.

1.0 Introduction

The phenomenon of perfectionism has emerged as a significant area of study within educational psychology, particularly in the context of high school students. Perfectionism can be broadly categorized into two dimensions: adaptive and maladaptive. Adaptive perfectionism is associated with high personal standards and a constructive approach to achievement, often resulting in positive outcomes such as increased motivation and resilience (Stoeber et al., 2020). Conversely, maladaptive perfectionism is characterized by unrealistic expectations and a fear of failure, leading to negative consequences such as anxiety, depression, and decreased academic performance (Fallahchai et al., 2019). This duality presents a compelling area for exploration, especially considering the mounting pressures students face in increasingly competitive academic environments. The need for further investigation is underscored by the limited research focusing specifically on analyzing these two dimensions of perfectionism among high school students in the Philippines.

Despite the growing body of literature addressing perfectionism, a notable gap exists in understanding how these dimensions manifest within diverse cultural contexts, particularly in the Philippines. The unique socio-cultural landscape of the Philippines—where education is often viewed as a gateway to social mobility—adds complexity to students' experiences with perfectionism (Lubis et al., 2022). This cultural backdrop may exacerbate students' pressures, making it essential to explore how adaptive and maladaptive perfectionism tendencies influence their academic journeys. The current study aimed to address this gap by investigating the prevalence and impact of these perfectionism profiles among junior and senior high school students.

Statistical data highlight the urgency of this research on an international scale. Studies indicate that approximately 30% of students experience high levels of perfectionistic tendencies, which have been linked to increased anxiety and lower academic achievement across various cultural contexts (Vanstone & Hicks, 2019). In the Philippine setting, preliminary findings suggest that students may be particularly vulnerable to maladaptive perfectionistic pressures due to societal norms that emphasize academic success as a critical determinant of future opportunities (Kawamoto et al., 2022). By examining these dynamics within Filipino high schools, this study sought to provide insights that are relevant to educational stakeholders and beneficial for parents, guardians, and policymakers aiming to foster healthier academic environments.

In light of these considerations, this study aimed to investigate the prevalence of the learning profile—adaptive or maladaptive perfectionism—among junior and senior high school students in the Philippines. By employing quantitative research methods such as surveys and questionnaires administered to students across various grade levels, the researchers gathered data highlighting the differences in perfectionistic tendencies (Loscalzo et al., 2024). With this, the exploration of this research hoped to provide valuable insights into how adaptive and maladaptive perfectionism are manifested within the Filipino educational landscape. Ultimately, this study sought to contribute to developing targeted interventions that promote adaptive perfectionism while mitigating the adverse effects associated with its maladaptive counterpart.

Educators and mental health professionals could design programs to foster resilience and well-being among students by identifying the characteristics linked to each type. Workshops on self-compassion and stress management could help students navigate academic challenges without succumbing to detrimental perfectionistic pressures. Understanding these dynamics is crucial for developing strategies that support student well-being and academic success amid increasing pressures. This research has implications for individual student outcomes and broader educational practices, potentially informing policy decisions that prioritize mental health alongside academic achievement.

2.0 Methodology

2.1 Research Design

The study utilized a quantitative research approach. The study utilized descriptive and correlational research designs to determine and describe the relationships between and among the variables and use as basis to develop generalizations and formulate principles or theories based on its findings (Calmorin & Calmorin, 2007).

2.2 Research Participants

The research targeted Grades 9 and 10 junior high school students and Grades 11 and 12 senior high school students enrolled in Saint Louis School of Don Bosco. This study identified the respondents using proportional stratified sampling. Stratified sampling is a probability sampling method that is implemented in sample surveys. The target population's elements are divided into distinct groups or strata, and within each stratum, the elements are similar to each other to select characteristics of importance to the survey (Parsons, 2017). Therefore, the strata in the study were the grade levels from nine to twelve. From the overall population of 451 students, 208 respondents were drawn out from the aforementioned groups.

2.3 Research Instrument

The research instrument utilized in this study was the Frost Multidimensional Perfectionism Scale (FMPS) Assessment Form by Dr. Randy Frost (1990), which was also issued by NovoPsych in 2023—this questionnaire aimed to assess various factors related to performance and motivation in academic settings. The questionnaire was also revised to tailor it to the nature and scope of the study. Moreover, some items were deleted to fit the

study context. The original questionnaire consisted of 20 items designed to measure constructs such as motivation, focus, and performance anxiety among students. Moreover, the five-point Likert scale was employed in the survey, allowing respondents to express varying degrees of agreement or disagreement with each statement, which was adopted for the revised questionnaire.

The researchers modified the original questionnaire to better align with the specific objectives of the current study. Key revisions included removing certain items deemed less relevant, resulting in a revised total of 15 items. Additionally, some statements were rephrased for clarity and relevance to the study's focus on current educational challenges. Overall, while the core themes of motivation and performance remained intact, the adjustments enhanced the questionnaire's applicability to the target population and the research context. The Gunning Fog Index score is 8.88, which indicates a sufficient readability.

The questionnaire incorporated a five-point Likert scale for assessing perceptions and numerical scales for objective academic data, ensuring a well-rounded approach to data collection. In finalizing the questionnaire, some questions from related studies were adapted and modified to align with this investigation's variables and research questions. The questionnaire's development adhered to ethical guidelines, including informed consent procedures and considerations for participant confidentiality.

2.4 Data Gathering Procedures

The data were collected through a questionnaire method. Questions were adapted and modified to elicit vital information on the students' profile and the extent of their adaptive and maladaptive perfectionism tendencies. The researchers wrote a letter of authorization to the school's principal requesting permission to do a dry run of the revised research instrument. The instrument was deemed excellently reliable based on the Alpha Cronbach score of .926. The researchers sent a letter requesting permission to conduct the final survey to the school administrator after the survey passed the reliability test. The researchers obtained informed consents from the students and the parents. Following consent, 208 respondents participated in the study conducted by the researchers. The intent and the purpose of the study were explained to the respondents. They were assured that the data would be treated with utmost confidentiality. All relevant data were recorded, reviewed for accuracy, and processed. The study ensured that quality control measures were undertaken, the predetermined timeline was adhered to, and any potential limitation was acknowledged.

2.5 Data Analysis

The study employed a quantitative approach. Descriptive and inferential statistics were utilized to describe and analyze the survey results. The data collected were analyzed using various statistical tools, such as frequency, percentage, weighted mean, chi-square, and Spearman correlation.

2.6 Ethical Consideration

The researchers observed essential ethical regulations throughout the entire duration of the study. To guarantee the safety of both the respondents and the researchers, informed consent was obtained from participants, including the permission to use the data collected from the questionnaires for research purposes. The researchers also ensured the confidentiality of the data by not requiring respondents to provide their names, and any sensitive information was treated with care and consideration. To prevent any harm to the respondents and minimize potential risks, the researchers sought approval from their research adviser and handled all information collected with caution. The findings were used solely for educational and publication purposes, and the results were honestly reported based on the data. Any potential conflicts of interest or study limitations were transparently disclosed.

3.0 Results and Discussions

3.1 Demographic Profile of the Respondents

Table 1 displays the sex profile of high school students in grades nine through twelve. Of the 209 respondents, 116 (55.50%) are female and 93 (44.50%) are male. The results further indicate that the majority of the respondents are female. Table 1 also shows the socioeconomic status profile of students. According to the findings, 56 respondents (26.80%) have an average household income higher than ₱84000, 45 respondents (21.53%) have an average household income between ₱12000 and ₱24000, 43 respondents (20.57%) have an average household income

between ₱24000 and ₱48000, 42 respondents (20.10%) have an average household income between ₱48000 and ₱84000, and 23 respondents (11.0%) have an average household income below ₱12000.

Table 1. *Profile of the Respondents*

Profile	Frequency	Percentage
Sex		
Male	93	44.5
Female	116	55.5
Socioeconomic Status		
Less than ₱12000	23	11.0
₱12001-₱23999	45	21.5
₱24000-₱47999	43	20.5
₱48000-₱84000	42	20.1
Above ₱84000	56	26.8
Family Size		
2 to 4 members	109	52.1
5 to 10 members	95	45.4
Above 10 members	5	2.40
Academic Performance		
90 – 100	93	44.5
85 – 89	82	39.2
80 – 84	30	14.3
75 – 79	3	1.44
Below 75	1	0.48

The preceding information demonstrates that most respondents get more than ₱84000 on average for their household incomes. This may be linked to several studies. For instance, socioeconomic status was utilized in the study of Noor and Talib (2018), where income and other family socioeconomic status (SES) characteristics impact students' adaptive and malaThesesm as well as their social anxieties and avoidance. In other studies, SES significantly impacts perfectionistic tendencies, as it shapes both opportunities and pressures. Lubis et al. (2022) highlight that students from higher-income families often experience elevated expectations to excel academically, as education is seen as a marker of success. Kawamoto et al. (2022) found that SES influences the development of perfectionism, with wealthier students often facing pressure to maintain family status, fostering adaptive or maladaptive behaviors. Madigan et al. (2024) explore SES disparities in perfectionism, noting that students from lower-income backgrounds may develop perfectionistic concerns tied to fear of failure, while higher-income students face societal and parental expectations. These findings suggest that SES is both a motivator and stressor, influencing students' learning profiles.

Table 1 further shows the family size profile of the respondents. As reflected in the table, 109 respondents (52.15%) have a family of two to four people, 95 respondents (45.45%) have a family of five to ten people, and five respondents (2.40%) have a family of more than ten people. In general, the majority of respondents have families with two to four individuals. Family size can shape the dynamics of perfectionism in meaningful ways, and this has been mentioned in a multitude of studies. Shafran et al. (2002) state that smaller families often focus more on individual children, resulting in heightened expectations and increased perfectionistic tendencies. Stoeber et al. (2018) note that children in smaller families are more likely to internalize these expectations, which can foster both adaptive and maladaptive perfectionism. In contrast, larger families may dilute parental attention, potentially reducing the intensity of perfectionistic pressures. Pedersen (2024) reinforces this idea, stating that family size can affect parental expectations distribution, influencing how children approach challenges and academic goals. These insights help contextualize how family dynamics impact learning profiles and coping mechanisms.

Table 1 also exhibits the respondents' profile regarding academic performance. The table displays that 93 of the respondents (44.50%) have an average grade of 90 to 100, 82 of the respondents (39.23%) have an average grade of 85 to 89, 30 of the respondents (14.35%) have an average grade of 80 to 84, 3 of the respondents (1.44%) have an average grade of 75 to 79, and 1 respondent (0.48%) has an average grade of below 75. In general, most of the respondents have an average grade of 90 to 100. Perfectionism has a nuanced relationship with academic performance, which has been discussed in many studies. Stoeber et al. (2020) found that adaptive perfectionism—characterized by high personal standards and effective goal-setting—positively correlates with academic success, motivating students to strive for excellence. Conversely, maladaptive perfectionism, linked to excessive self-

criticism and fear of failure, often hinders performance by increasing anxiety and procrastination. Vanstone and Hicks (2019) emphasize that while perfectionistic tendencies can drive high achievers, they may also lead to burnout and diminished performance if maladaptive patterns dominate. Gaudreau and Thompson (2010) provide additional insights through their 2x2 model, demonstrating that students with high perfectionistic strivings but low concerns achieve the best outcomes. These studies collectively underscore the duality of perfectionism's impact on academic performance.

3.2 Adaptive and Maladaptive Perfectionism Tendencies

Table 2 illustrates the extent of adaptive and maladaptive perfectionism tendencies among the respondents.

Table 2. *Extent of Adaptive and Maladaptive Perfectionism Tendencies among Students*

	Indicators	Mean	Description	Interpretation
1.	My parents have set very high standards for me.	3.40	Moderately Agree	Moderate
2.	Staying organized is extremely important to me.	3.64	Agree	High
3.	When I was younger, I was often criticized for not being perfect.	2.96	Moderately Agree	Moderate
4.	If I do not set very high goals, I worry that I might fail.	3.65	Agree	High
5.	My parents did not make an effort to understand my mistakes.	2.64	Moderately Agree	Moderate
6.	I must be highly skilled in what I do.	3.6	Agree	High
7.	I am very particular about keeping things neat and orderly.	3.56	Agree	High
8.	I make a strong effort to stay organized.	3.53	Agree	High
9.	I feel I have failed if I do not perform well in school or at work.	3.82	Agree	High
10.	I feel disheartened when I make a mistake.	3.63	Agree	High
11.	My parents expect me to excel in everything I attempt.	3.12	Moderately Agree	Moderate
12.	I set more ambitious goals for myself than most people do.	3.33	Moderately Agree	Moderate
13.	If someone performs better than I do, I feel like I have failed the entire task.	3.03	Moderately Agree	Moderate
14.	Even a minor failure feels as serious as a major one.	3.11	Moderately Agree	Moderate
15.	My family considers only outstanding performance to be acceptable.	2.69	Moderately Agree	Moderate
16.	I am skilled at focusing on achieving my goals.	3.34	Moderately Agree	Moderate
17.	Even when I put in much effort, I often feel that my work is not good enough.	3.60	Agree	High
18.	I have extremely high ambitions for myself.	3.61	Agree	High
19.	I dislike not being the best in any situation.	3.32	Moderately Agree	Moderate
20.	My parents have very high expectations for my achievements.	3.22	Moderately Agree	Moderate
21.	I worry that others might think less of me if I make a mistake.	3.66	Agree	High
22.	I never feel that I fully meet my parents' expectations.	3.43	Agree	High
23.	If my performance falls short compared to others, I feel it reflects poorly on me.	3.44	Agree	High
24.	Other people seem to accept lower standards for themselves than I do.	3.11	Moderately Agree	Moderate
25.	If I do not consistently perform well, I am concerned that I will not gain respect.	3.52	Agree	High
26.	My parents have always had higher expectations for my future than I set for myself.	3.44	Agree	High
27.	I strive to maintain a high level of tidiness.	3.38	Moderately Agree	Moderate
28.	I frequently question whether I do even simple tasks well enough.	3.69	Agree	High
29.	Neatness is fundamentally important to me.	3.55	Agree	High
30.	I expect to perform more daily than most people do.	3.26	Moderately Agree	Moderate
31.	I am a very organized person.	3.09	Moderately Agree	Moderate
32.	Sometimes I fall behind because I keep refining tasks.	3.27	Moderately Agree	Moderate
33.	It often takes me a long time to complete tasks perfectly.	3.65	Agree	High
34.	The fewer mistakes I make, the more I believe others will value me.	3.53	Agree	High
35.	I never feel that I meet entirely my parents' standards.	3.31	Moderately Agree	Moderate
Composite Value		**3.38**	**Moderately Agree**	**Moderate**

As reflected, the composite mean is 3.38, indicating a moderate perfectionism overall. Among the indicators, the highest weighted mean is 3.66 for the statement, *I worry that others might think less of me if I make a mistake,* followed by a weighted mean of 3.65 for both *It often takes me a long time to complete tasks perfectly* and *If I do not set very high goals for myself, I worry that I might not achieve success.* These items indicate a high level of alignment with perfectionism traits, reflecting a tendency to prioritize others' perceptions and strive for flawlessness in achieving goals. In contrast, the lowest weighted mean is 2.64 for the statement, *My parents did not try to understand my mistakes*, suggesting moderate agreement and indicating that parental criticism plays a less significant role compared to other factors.

The data reveal a combination of adaptive and maladaptive perfectionistic tendencies among respondents. The highest rated indicators highlight concerns about how others perceive mistakes, a need for perfection in task completion, and the importance of setting high goals to ensure success. These results suggest that respondents

often experience internal and external pressures to maintain high standards. Meanwhile, the lowest-rated indicator reflects moderate perceptions of parental criticism, suggesting that while it influences perfectionistic behavior, it is less impactful than the internalized drive to excel and the fear of others' judgments.

The findings align with Shinaberry's (2023) concept of adaptive perfectionism, where ambitious goal-setting and a strong focus on excellence are evident in high-scoring items. These traits are associated with achieving personal success and emotional resilience. However, the elevated concerns about how others perceive mistakes and the prolonged effort to ensure task perfection reflect maladaptive tendencies, as described by Dorevitch et al. (2020). Their research links such traits to internalized shame and self-esteem issues, often resulting in heightened anxiety and dissatisfaction.

The high interpretations strongly align with perfectionism traits, demonstrating a pronounced drive for achievement and organization. The moderate interpretations suggest partial adherence to perfectionistic tendencies, implying a balance between striving for high standards and coping with external pressures. Stoeber and Otto's (2006) study supports this idea, emphasizing that adaptive perfectionism can lead to positive outcomes when paired with effective emotional regulation, while maladaptive traits often result in emotional distress. Overall, the data illustrate a nuanced view of perfectionism, highlighting its motivating benefits and potential to create challenges. Educational and counseling interventions are recommended to foster healthy perfectionistic behaviors while mitigating their adverse effects.

3.3 Adaptive and Maladaptive Perfectionism Tendencies when Grouped according to the Respondents' Profile

Table 3 illustrates the extent of adaptive and maladaptive perfectionism tendencies among students when grouped according to sex, indicating that females exhibit a higher level of both types of perfectionism, with a mean score of 3.44, interpreted as high, compared to males at 3.29, categorized as moderate. In conclusion, the results reveal that females have higher adaptive and maladaptive perfectionism levels. Furthermore, maladaptive perfectionism negatively impacted psychological wellbeing for both genders, with significant gender differences in the relationship between attachment insecurity and career adaptability mediated by maladaptive perfectionism.

Table 3. *Extent of Adaptive and Maladaptive Perfectionism Tendencies When Grouped according to Sex*

Sex	Mean	Interpretation
Male	3.29	Moderate
Female	3.44	High

Kruger et al. (2023) noted that perfectionism involves setting excessively high standards and critical self-evaluation, leading to adverse psychological outcomes. This is consistent with Jahng and Kim (2021), who found that for male and female students, the relationship between attachment insecurity and career adaptability is mediated by maladaptive perfectionism, emphasizing gender differences. However, Almaç et al. (2022) reported no significant differences in the self-oriented sub-dimension of perfectionism based on gender or variables such as daily working time or instrument type, although significant differences were noted in education level and perception of success, as well as in the socially prescribed sub-dimension related to gender.

Table 4 presents the extent of adaptive and maladaptive perfectionism tendencies when grouped according to socioeconomic status. The data reveal that respondents with an average household income of above 84,000 pesos have a higher level of adaptive and maladaptive perfectionism, with a mean of 3.50 indicating that the level of adaptive and maladaptive perfectionism is high, compared to respondents who have a mean ranging from 3.30 to 3.37, which indicates that the level of adaptive and maladaptive perfectionism is moderate. Thus, the respondents with an average household income of above 84,000 pesos agree that the level of adaptive and maladaptive perfectionism is influenced by socioeconomic status.

Table 4. *Extent of Adaptive and Maladaptive Perfectionism Tendencies When Grouped according to Socioeconomic Status*

Age	Mean	Description
Less than ₱12000	3.37	Moderate
₱12001-₱23999	3.33	Moderate
₱24000-₱47999	3.34	Moderate
₱48000-₱84000	3.30	Moderate
Above ₱84000	3.50	High

Additionally, the relationship between family income and scholars' adaptability has been explored by Radetić-Paić and Černe (2019), who found that students from families with average or above-average incomes benefit from open communication styles that foster adaptability, while those from lower-income families often face restrictions on emotional expression. This suggests that socioeconomic factors significantly influence not only perfectionism but also emotional dynamics within families, aligning with the findings regarding the impact of income on perfectionism levels. However, while both studies emphasize the importance of socioeconomic status, Radetić-Paić and Černe (2019) focus on emotional expression and family adaptability rather than perfectionism directly. Furthermore, Lyu et al. (2019) highlight that family socioeconomic status has a more substantial positive effect on academic achievement in Western contexts compared to China, indicating that cultural context may also play a role in how these factors interact. Thus, while there is agreement on the significance of socioeconomic influences, the specific outcomes—perfectionism versus academic performance—differ across studies, suggesting a nuanced relationship between these variables (Radetić-Paić & Černe, 2019; Lyu et al., 2019).

Table 5 exemplifies the extent of adaptive and maladaptive perfectionism tendencies among students when grouped according to family size. As reflected in the table, the means range from 3.27 to 3.39, which reveal a moderate extent of adaptive and maladaptive perfectionism tendencies. Although families with 2 to 4 members have a slightly higher mean of 3.39, it is insignificant. Additionally, Adongo et al. (2022) found that family size significantly impacts academic performance, indicating that students from smaller families perform better than those from more prominent families. This suggests a potential correlation between family size and academic outcomes and perfectionism levels; however, while the findings indicate only a moderate level of perfectionism across family sizes, Adongo et al. (2022) highlight that smaller families may provide a more conducive environment for success.

Table 5. *Extent of Adaptive and Maladaptive Perfectionism Tendencies When Grouped According to Family Size*

Family Size	Mean	Interpretation
2 to 4 members	3.39	Moderate
5 to 10 members	3.36	Moderate
Above 10 members	3.27	Moderate

Furthermore, the study revealed that participants from maladaptive families experienced higher levels of depression, general anxiety, and suicidal ideation compared to those from adaptive or non-perfectionistic families. Those from maladaptive or non-perfectionistic families reported higher social anxiety, academic distress, eating concerns, and lower life satisfaction than those from adaptive families. These findings align with the conclusions drawn by Jun et al. (2022), who emphasize that family dynamics, particularly in size and structure, play a critical role in shaping psychological outcomes such as perfectionism and mental health. Thus, while both studies acknowledge the influence of family size on individual outcomes, they converge on the notion that more negligible family dynamics may foster better academic results and psychological well being without necessarily translating to higher levels of adaptive or maladaptive perfectionism (Adongo et al., 2022; Jun et al., 2022).

Table 6 indicates the extent of adaptive and maladaptive perfectionism tendencies when grouped according to academic performance. It is evident from the table that respondents who have a grade of 90-100 have a higher level of adaptive and maladaptive perfectionism when grouped according to academic performance with a mean of 3.46, implying that the level of adaptive and maladaptive perfectionism when grouped according to academic performance is high, as opposed to the sub-variables with a mean spanning from 2.86 to 3.37, which means that the extent of adaptive and maladaptive perfectionism when grouped according to academic performance is moderate. Hence, Saint Louis School of Don Bosco students with a grade of 90-100 agree that the extent of adaptive and maladaptive perfectionism is subject to change when grouped according to academic performance.

Table 6. *Extent of Adaptive and Maladaptive Perfectionism Tendencies when Grouped according to Academic Performance*

Academic Performance	Mean	Interpretation
90 – 100	3.46	High
85 – 89	3.37	Moderate
80 – 84	3.19	Moderate
75 – 79	2.86	Moderate
Below 75	3.03	Moderate

The findings from subsequent studies provide additional insights into this relationship. For instance, a negative correlation between perceived performance discrepancies and active procrastination suggests that students with higher perfectionistic standards are less likely to procrastinate (Morpeth-Provost et al., 2022). Conversely, discordant perfectionists are linked to poorer academic outcomes (Karatzanos & Zbainos, 2020). Additionally, while creativity showed non-significant correlations with overall academic performance, adaptive perfectionism was associated with higher grades in specific subjects (Karatzanos & Zbainos, 2020). Collectively, these findings affirm that higher levels of adaptive perfectionism correlate positively with better academic performance while highlighting the negative consequences associated with maladaptive perfectionism.

3.4 Difference in the Adaptive and Maladaptive Perfectionism Tendencies when Grouped according to the Respondents' Profile

Table 7 illustrates the significant difference in the adaptive and maladaptive perfectionism tendencies when grouped according to sex. With a computed value of 3.173 and a p-value of 0.076, the data show no significant difference in adaptive and maladaptive perfectionism tendencies when grouped according to sex. On the contrary, the relationship between perfectionism and sex reveals notable distinctions in how learning profiles affect male and female students in a series of studies. Shinaberry (2023) notes that females are more likely to exhibit socially prescribed perfectionism, driven by external expectations, which may lead to heightened concerns about meeting others' standards.

Table 7. *Significant Difference in the Adaptive and Maladaptive Perfectionism Tendencies when Grouped according to Sex*

Variable	Computed Value	P-Value	Decision	Remark
Sex	3.173	0.076	Do not reject H_o	Not significant

In contrast, males often lean towards self-oriented perfectionism, focusing on personal achievements. Stoeber and Otto (2006) further explain that females frequently report higher levels of adaptive perfectionism, correlating with improved academic outcomes. Meanwhile, males may exhibit less frequent but more intense maladaptive perfectionistic behaviors. Additionally, Kawamoto et al. (n.d.) emphasize that females are more prone to relational concerns linked to perfectionism, which can influence their learning profiles differently than males. These differences may explain why perfectionism's effects can vary between sexes, even if the statistical results in this study did not find significant differences.

Table 8 reflects the significant difference in the adaptive and maladaptive perfectionism tendencies when grouped according to socio-economic status. With a calculated value of 0.844 and a p-value of 0.499, the findings reveal no significant difference in the adaptive and maladaptive perfectionism tendencies when grouped according to socioeconomic status. While it may be true for this data that socioeconomic status has no significant relationship with the effects of specific learning profiles, it could be argued that socioeconomic status (SES) and perfectionism highlights how external pressures and access to resources shape students' learning profiles.

Table 8. *Significant Difference in the Adaptive and Maladaptive Perfectionism Tendencies when Grouped according to Socioeconomic Status*

Variable	Computed Value	P-Value	Decision	Remark
Socioeconomic Status	0.844	0.499	Do not reject H_o.	Not significant

Fallachai et al. (2019) discuss the role of societal norms, noting that students from higher-income groups often face intense expectations for success, while lower-income students may develop perfectionistic behaviors rooted in fear of failure. Loscalzo et al. (2024) emphasize that wealthier students are more likely to adopt high personal standards due to greater access to academic opportunities and support systems, fostering adaptive perfectionism in some cases. Similarly, Vanstone and Hicks (2019) examine how SES influences perfectionism across cultural and economic contexts, finding that external pressures vary significantly between income groups, ultimately shaping how perfectionism impacts academic outcomes.

Table 9 illustrates the adaptive and maladaptive perfectionism tendencies when grouped according to family size. With a calculated value of 0.144 and a p-value of 0.866, there is no significant difference in the adaptive and maladaptive perfectionism tendencies when grouped according to family size. However, in other studies, family size plays a crucial role in developing perfectionistic tendencies, as it influences the distribution of parental

attention and expectations. Hill et al. (2010) highlight that smaller families often concentrate higher expectations on individual children, intensifying both adaptive and maladaptive perfectionism. Stairs et al. (2012) observe that larger families distribute parental focus more evenly, potentially reducing the intensity of perfectionistic pressures on each child. Furthermore, Dunkley et al. (2000) add that children in smaller families often adopt higher personal standards and perfectionistic concerns due to greater parental scrutiny.

Table 9. *Significant Difference in the Adaptive and Maladaptive Perfectionism Tendencies when Grouped according to Family Size*

Variable	Computed Value	P-Value	Decision	Remark
Family Size	0.144	0.866	Do not reject H_o.	Not significant

Table 10 shows the significant difference between adaptive and maladaptive perfectionism tendencies when grouped according to academic performance. With a computed value of 1.773 and a p-value of 0.136, there is no significant difference in the adaptive and maladaptive perfectionism tendencies when grouped according to academic performance.

Table 10. *Significant Difference in the Adaptive and Maladaptive Perfectionism Tendencies when Grouped according to Academic Performance*

Variable	Computed Value	P-Value	Decision	Remark
Academic Performance	1.773	0.136	Do not reject H_o	Not significant

Other studies would contend that perfectionism and academic performance are intricately linked, with adaptive perfectionism often associated with better outcomes. Stoeber and Otto (2006) note that students with high perfectionistic strivings but low concerns tend to perform well academically, as they set ambitious but achievable goals. Frost et al. (1993) provide a foundational understanding of this dynamic, showing that perfectionism's impact on performance depends on balancing personal standards and concerns over mistakes. Kline (2014) elaborates on this relationship, emphasizing that perfectionistic strivings can enhance academic success, while evaluative concerns undermine it through increased anxiety and procrastination.

4.0 Conclusion

Based on the findings, it can be drawn that adaptive and maladaptive perfectionism learning profiles influence the high school students differently. The results indicate that while these students exhibit varying degrees of perfectionism, adaptive traits, such as goal-setting and organization, generally align with better outcomes. Conversely, maladaptive perfectionism, characterized by self-criticism and fear of failure, can hinder progress and well-being. This relationship suggests that the balance between adaptive and maladaptive tendencies plays a critical role in shaping students' learning experiences and achievements. Regardless of the classification as graduating or non-graduating, the findings underscore the dual impact of perfectionism on student performance, emphasizing the need for tailored interventions that foster adaptive traits while mitigating maladaptive influences.

Students should regularly assess their study habits and perfectionist tendencies, using self-reflection to identify whether their perfectionism is adaptive or maladaptive. They can then adopt strategies like time management and goal setting to enhance productivity while minimizing academic stress. Counselors and psychologists should use the insights from this study to tailor interventions and counseling programs for students exhibiting maladaptive perfectionism. Incorporating cognitive-behavioral strategies can assist students in overcoming self-critical thoughts and fostering resilience. Parents should engage in open and supportive communication with their children, focusing on understanding their academic challenges. They can help their children develop healthier learning profiles and manage perfectionism effectively by providing encouragement and realistic expectations.

5.0 Contributions of Authors

The authors confirm their equal contribution to every part of this research. All authors reviewed and approved the final version of this paper.

6.0 Funding

This work received no specific grant from any funding agency.

7.0 Conflict of Interests

The authors declare no conflicts of interest.

8.0 Acknowledgment

The authors express their gratitude to all the unwavering dedication and ceaseless encouragement they received throughout the conduct of the study. Additionally, the authors would like to thank their parents for the immese support in their academic journeys.

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