

OPEN ACCESS



## Educational Research and Reviews

23 October, 2018

ISSN: 1990-3839

DOI: 10.5897/ERR

[www.academicjournals.org](http://www.academicjournals.org)



**ACADEMIC  
JOURNALS**  
expand your knowledge

## ABOUT ERR

**Educational Research and Reviews (ISSN 1990-3839)** is published bi-monthly (one volume per year) by Academic Journals.

**Educational Research and Reviews (ERR)** is an open access journal that publishes high-quality solicited and unsolicited articles, in English, in all areas of education including education policies and management such as Educational experiences and mental health, the effect of land tenure system on resource management, Visualization skills and their incorporation into school curriculum, Gender, education and child labour etc. All articles published in ERR are peer-reviewed.

### Contact Us

Editorial Office: [err@academicjournals.org](mailto:err@academicjournals.org)

Help Desk: [helpdesk@academicjournals.org](mailto:helpdesk@academicjournals.org)

Website: <http://www.academicjournals.org/journal/ERR>

Submit manuscript online <http://ms.academicjournals.me/>.

## Editors

**Dr. Peter W. Wong**

*Southern Cross University  
Australia.*

**Assoc. Prof. Manjula Vithanapathirana**

*Faculty of Education  
University of Colombo  
Colombo,  
Sri Lanka.*

## Associate Editors

**Dr. Melissa Vick**

*School Of Education  
James Cook University  
Townsville,  
Australia.*

**Prof. Ogunsakin R. Ebenezer**

*Department of Statistics  
Ekiti State University  
Ado Ekiti,  
Nigeria.*

**Dr. Maniam Kaliannan**

*Faculty of Administrative Science & Policy Studies  
Universiti Teknologi MARA (UiTM)  
Selangor,  
Malaysia.*

**Dr. A. Kadir Maskan**

*Dicle University  
Ziya Gokalp Education Faculty  
Department of Physics Education  
Diyarbakir,  
Turkey.*

**Dr. Tavis D. Jules**

*Cultural and Educational Policy Studies  
School of Education  
Loyola University Chicago  
Chicago,  
USA.*

**Dr. Mohd Akhtar Siddiqui**

*Institute of Advanced Studies in Education  
Faculty of Education  
Jamia Millia Islamia Central University  
New Delhi,  
India.*

**Dr. Adams Onuka**

*Centre for Peace and conflict Studies (CEPACS)  
University of Ibadan  
Nigeria.*

**Dr. Yambo John M. Onyango**

*University of Eastern Africa  
Kamagambo Adventist College Campus  
Baraton,  
Kenya.*

**Dr. Tolga Gök**

*Torbali Vocational School of Higher Education  
Dokuz Eylul University  
Izmir,  
Turkey.*

## Editorial Board

**Prof. García Mayo, María del Pilar**

*Departamento de Filología Inglesa y Alemana y de Traducción e Interpretación  
Universidad del País Vasco (UPV/EHU)  
Paseo de la Universidad 5  
Vitoria,  
Spain.*

**Prof. Frank Witlox**

*Ghent University  
Department of Geography  
Gent,  
Belgium.*

**Prof. Georgios D. Sideridis**

*University of Crete  
Department of Psychology  
Rethimno,  
Greece.*

**Prof. Andreas Veglis**

*Department of Journalism and Mass Media  
Aristotle University of Thessaloniki  
Thessaloniki,  
Greece.*

**Prof. Mutendwahothe Walter Lumadi**

*Curriculum & Instructional Studies  
College of Education  
UNISA,  
South Africa.*

**Dr. Miriam McMullan**

*Faculty of Health and Social Work  
University of Plymouth  
Plymouth,  
UK.*

**Prof. Moshe Barak**

*Graduate Program for Science and Technology  
Education  
Ben-Gurion University of the Negev,  
Beer Sheva,  
Israel.*

**Dr. Hiam Zein**

*Psychology and Education  
Lebanese American University  
Chouran-Beirut,  
Lebanon.*

**Dr. Joel O. Eriba**

*Faculty of Education  
Benue State University  
Makurdi,  
Nigeria.*

**Prof. Bingjun Yang**

*School of Foreign Languages  
Southwest University  
Chongqing,  
China.*

**Dr. Ernest W. Brewer**

*The University of Tennessee  
Educational Administration and Supervision  
Tennessee,  
USA.*

**Prof. Gail Derrick**

*Regent University  
School of Education  
Virginia Beach,  
USA.*

**Dr. Evridiki Zachopoulou**

*Department of Early Childhood Care and Education  
Thessaloniki,  
Greece.*

**Dr. Francesco Pastore**

*Seconda Università di Napoli  
Italy,*

**Dr. Syed Iftikhar Hussain Shah**

*Technical Education and Vocation  
TEVTA Secretariat  
Lahore,  
Pakistan.*

**Dr. Ravi Kant**

*College of Teacher Education  
Maulana Azad National Urdu University  
Darbhanga,  
India.*

## **Editorial Board**

**Dr. Dibakar Sarangi**

*Directorate of Teacher Education and State Council  
for Educational Research and Training  
(DTE & SCERT)  
Odisha,  
India.*

**Dr. Elisa Backer**

*Faculty of Business  
Federation University Australia  
Australia.*

**Dr. Ahmad Alkhaldeh**

*Department of Curriculum and instruction  
University of Jordan  
Jordan.*

**Dr. Mehmet Akif Sözer**

*Department of Primary Education  
Gazi Faculty of Education  
Gazi University  
Turkey.*

# **Educational Research and Reviews**

**Table of Contents: Volume 13 Number 20 23 October, 2018**

## **ARTICLES**

**Communication skills of students in fine arts departments  
of education faculties**

Ismet Arıcı

**Secondary school students' positive and negative perfectionism  
as a predictor of career development**

Oğuzhan Kirdök

*Full Length Research Paper*

## **Communication skills of students in fine arts departments of education faculties**

**Ismet Arıcı**

Department of Music Teacher Education/Fine Arts, Atatürk Faculty of Education, Marmara University, Istanbul, Turkey.

Received 13 September, 2018; Accepted 12 October, 2018

Communication plays a very important role in music and art teaching as well as in all other teaching fields. The ability to communicate strongly in the mental, emotional, and behavioural areas play an important role in providing students with knowledge and skills. Empathy, empowerment and understanding approach will always be the factors that increase success in collective and individual studies. Successful communication will provide positive contributions to the freedom and self-confidence of students in showing their abilities. Establishing a good connection and making cooperation with the parents and establishing the right communication with other colleagues and administrators will also increase the professional success. In this research study, teacher candidates in Department of Fine Arts (Music and Art Education), Education Faculty, Marmara University Atatürk and their perceptions about communication skills were evaluated. "Communication Skills Inventory" scale was applied to 125 student teachers in total, of which 65 were from the Department of Arts Teacher Education and 60 were selected from the Department of Music Teacher Education. The findings obtained by statistical analysis were analysed. It examined whether the communication skills of the students differ according to their gender, class and education field variables. The collected data were processed in the statistical software (SPSS Statistics 22), the inventory was scored, and a T test was conducted to determine whether the averages of the total inventory and sub-dimensions differed according to the demographic variables. Those belonging to the mental, emotional and behavioral dimensions of the questions were grouped in three parts and the frequency percentages were calculated to evaluate the feedbacks given to the sub-dimensions. The results showed that the communication skills of the students did not differ according to their gender, class and education fields. When the results obtained from the research are examined, it is seen that the communication skills of the teacher candidates in the Music and Arts education branches of Fine Arts Department are at a good level in terms of mental, emotional and behavioural aspects.

**Keywords:** Music, art, communication, art education and communication.

### **INTRODUCTION**

The word İletişim (in Turkish) is used as "communication" in both English and French. The root of the word comes

E-mail: [ismetarici@yahoo.com](mailto:ismetarici@yahoo.com).

Author(s) agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

from the Latin "communis" meaning common. It means, "communicating", "doing something together" or "doing something common". This common and well-known act of doing is carried out through thoughts and emotions. Communication is also the exchange of ideas, information and emotions. The emphasis is on "exchange"; exchange includes, giving and receiving. Communication is therefore a two-way process involving the speaker and the listener. (Hasson, 2011:5-6).

Communication is more than chatting, having a conversation, having good relationships, understanding what is being said and giving appropriate reactions. In fact, it is necessary to say that communication is a process that starts and continues with people, even if the person is very different. Man, since his existence had to interact with nature, and cooperate with other humans in order to give a meaning to his surroundings. In this process, the sharing of knowledge and the efforts to produce common meanings naturally brought along the necessity to communicate. The sounds and the things drawn on the walls of the caves became more and more meaningful and systematic common structures over time (Güngör, 2011:36).

During communication, emotions and thoughts are transmitted from the source to the recipient and the recipient opens the message and gives feedback to the source. Elements of communication are source, receiver and message. However, for communication to occur, the message must be coded according to the recipient. Communication Skills come to the fore at this point. The appropriate encoding determines the effectiveness of communication skill level. (Sungur, 2018: 126-138).

The teacher is the person who guides the society and every individual living in the community. Communication is also a source that enables the individual to express himself / herself correctly. This resource provides positive and negative contributions to the future profession for the individual. In other words, the individual uses his communication skills learned from the teacher, his family and his close circle in his profession (Akran et al. 2018: 69-82).

Despite the fact that teachers graduate from higher education institutions with the knowledge and skills required by their teaching, their colleagues, the school rules and role structures are retraining them at the school to which they are appointed. In this process, which can be described as the professional socialization of the teacher, the form of communication that the teacher establishes with colleagues, administrators, parents, etc. may also be reflected in the classroom communication. Classroom experiences, colleagues, teacher organizations, other professional relationships, daily interactions with pupils, parents, and the community may be the active forces that determine the professional socialization of the teacher (Ergen, extracted by Pehlivan in 2005: 17-23).

In their research titled "Investigation of preservice teachers' communication and classroom management skills", (Eriguc, et al., 2013: 46-65) found that communication skills of female students were higher than the communication skills of male students. Communication skills of students who have positive and calm relations with their friends were higher than other students. Other variables were not created on difference on students' communication skills.

In his research examining Communication and Problem-Solving Skills of Students in the Department of Music Education, Kucuk (2012: 33-54) found that communication skills of music teacher candidates are on a good level, while their problem-solving skills are on a low level. Moreover, a high-level positive and significant relationship was found between communication skills and problem-solving skills of students and its sub-dimensions.

In their research, Ozturk and Soyurk (2015: 39-50) inferred that average communication skills points of physical education, music, and art/visual arts teachers are high. As a result of the research conducted by Tunceli (2013: 51-58), it was detected that gender and class variables of teacher candidates don't create a significant difference in their communication skills and attitudes toward the profession. It was determined that there's a low-level significant relationship between the value sub-dimension among sub-dimensions of attitudes toward the teaching profession and communication skills of teacher candidates.

In their research titled "Examination of perception of preservice teachers on communication skills," Ocak and Ersen (2015: 1-19) determined that there's a statistically significant difference in terms of communication skills according to gender, department of study, class level and long-term accommodation unit; while there's no significant difference according to graduated high school, using social networking sites and its frequency. According to the result obtained by the research, it was seen that communication skills perceptions of teacher candidates are on a high level.

In his research titled "Opinions of English teacher candidates about effective communication", Yilmaztekin (2015: 63-77) has asserted that teacher candidates regard communication as a tool.

In his research titled "Effects of the communication skills training program on problem-solving skills perceptions of teacher candidates", Cam (2016: 16-27) has found that the communication skills training program has a positive effect on problem-solving skills perceptions of teacher candidates.

In their research called "The effect of prospective teachers communicative skills on their class management skills", Tan and Tan (2016: 1-14) have concluded that the communication skills of teacher candidates are high.

Communication skills have a very important place in the field of music and art teaching as in other teaching



**Table 1.** Descriptive analysis table of the study group.

Variable	Group	f	%
Gender	Male	44	35.2
	Female	81	64.8
Year	1	82	65.6
	2	43	34.4
Department	Music	60	48
	Painting	65	52
Total		125	100

fields. The ability to communicate strongly in the mental, emotional, and behavioral areas plays an important role in providing students with the skills such as transferring information and many more. Empathy, empowerment, understanding approaches in collective and individual studies will always be the factors that increase success. Successful communication will provide positive contributions to the freedoms and self-confidence of students when demonstrating their abilities. In addition, establishing good connections with the parents and cooperating with them, establishing the right communications with their colleagues and teachers will increase the professional success. This study analyzed teacher candidates in the Department of Fine Arts Education (Music and Painting Education) and assessed the perceptions of their communication skills.

## MATERIALS AND METHODS

### Model of research

The model of the research was determined as the screening model.

### Population and sampling

The present study constitutes the students in the Fine Arts Education Departments of the Education Faculties in the 2017-2018 school year. The sample of the research comprised 125 students who are studying in Marmara University, Atatürk Education Faculty Fine Arts Education Department, Departments of Painting and Music Teacher Education. Details for the working group are given in Table 1.

### Data collection

Communication Skills Inventory was originally developed and used by Balci (1996). The first version of this inventory to which necessary validity and reliability practices were conducted is composed of 70 items. The inventory was applied again to a sample of 500 university students. On account of the factor analysis, the number of items was reduced to 45 (Ersanli and Balci, 1998: 7-12). Edited by Ersanli and Balci (1998), the final version of the inventory consists of 45 questions of likert type. The reliability of the inventory was  $r = 0.64$  for the reliability study and  $r = 0.68$  for

the test repetition. The Inventory measures mental, emotional and behavioral communication skills. The items are answered as "Always", "Usually", "Sometimes", "Rarely", "Never". "Always" is scored as 5, "Never" as 1.

### Analysis of data

The collected data were processed in the statistical software (SPSS), the inventory was scored, and a T test was conducted to determine whether the averages of the total inventory and sub-dimensions differed according to the demographic variables. Those belonging to the mental, emotional and behavioral dimensions of the questions are grouped in three parts, and the frequency percentages are calculated to evaluate the feedbacks given to the sub-dimensions.

## RESULTS

There was no significant difference in the results of independent group t test  $t(-1.55)=123$ ,  $p>0.05$  or  $p=0.123$ ) which was to determine whether the level of communication skills of the students of Fine Arts Education differ according to the gender. According to the findings in Table 2, the communication skills of the students do not differ according to gender. There was no significant difference in the results of the independent group t test, which was conducted to determine whether the level of communication skills of the students of the fine arts education department differed according to the class level they were studying. According to findings in Table 3, the communication skills of the students do not differ according to the class levels.

There was no significant difference in the results of the independent group t test, which was conducted to determine whether the level of communication skills of the students of the fine arts education department differed according to the department they are in. According to findings in Table 4, the communication skills of the students do not differ according to their department. The level of communication skills of the students of the fine arts education department are given on the basis of three sub-dimensions and in general in Table 5. The lowest 15 and the highest 75 points can be earned from the Mental, emotional and behavioral

**Table 2.** T test for the comparison of communication skill levels of students in fine arts education department by gender.

Groups	n	x	ss	t Test		
				t	sd	p
Female	81	174.87	18.05	-1.55	123	0.12
Male	44	180.00	17.58			

**Table 3.** T test for the comparison of communication skill levels of students in fine arts education department by their class level.

Groups	n	x	ss	t Test		
				t	sd	p
1st Year	82	177.74	16.16	0.81	123	0.42
2nd Year	43	174.78	21.23			

**Table 4.** T test for the comparison of communication skill levels of students in fine arts education department by department.

Groups	n	x	ss	t Test		
				t	sd	p
Music	60	173.65	20.20	-1.63	123	0.10
Painting	65	179.28	15.70			

**Table 5.** Descriptive statistics on communication skills levels / scores of students in fine arts education department.

Scale	n	x	ss
Mental Dimension	125	60.97	6.71
Emotional Dimension	125	57.52	7.63
Behavioral Dimension	125	58.22	6.24
Total	125	176.73	18.02

dimensions and as for the total scale score, one can earn 45 points as the lowest and 225 points the highest. According to Table 6, all 125 students answered 14 out of the 15 questions about the mental dimension of communication skills inventory. Only 1 student did not answer 1 question, the rest of the 124 students did answer. "I try to understand people" is the statement in which the "always"(88 people, 70.4%) option was selected the most. "I try to empathize with the person before me in order to understand their feelings and thoughts"(74 people, 59.2%), "Even if I do not share the same opinion with the other person, I respect their ideas. 71 (56.8%) participants were also mostly selected. This implies that the empathy level of the participants is high.

It is noteworthy that negative statements such as "I think I do not have to listen to the person in front of me." (47 people, 37.6%) and "I might exhibit behaviors that

can possibly ruin my relationship with others." (42 people, 33.6%) were also marked in about a third. According to Table 7, 11 out of the 15 questions about the emotional dimension of communication skills inventory, 125 students answered 100%; and 124 students answered 99.2% for 4 questions. "I feel happy to be understood by the person I communicate with" 63 students (50.4%). "It makes me happy to trust the other person." 60 students (48.0%) "I feel I'm understood by the people I communicate with." 31 students (48.8%) chose the "always" option. There is a positive approach, especially in terms of understanding and trust.

However, for the statement "People believe that I do not pay attention to them" 36 students (28.8%) selected "generally", 32 students (25.6) selected "always" (68 students, 54.4% in total)". For the statement, "I do not like being criticized in general." 26 students (20.8%) selected

**Table 6.** Frequency analysis of questions and answers regarding the mental dimension.

Variable	Never		Rarely		Sometimes		Usually		Always		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
I try to understand people	3	2.4	1	0.8	4	3.2	28	22.4	88	70.4	124	90.2
I do not have any difficulty communicating my thoughts exactly to others.	3	2.4	7	5.6	30	24	39	31.2	46	36.8	125	100
I can give my attention to the interest of the person in front of me.	4	3.2	7	5.6	24	19.2	42	33.6	48	38.4	125	100
I criticize people without hurting their feelings.	1	0.8	4	3.2	24	19.2	39	31.2	55	44	123	98.4
Even if I do not share the same opinion with the other person. I respect their ideas.			5	4.0	13	10.4	36	28.8	71	56.8	125	100
I try to understand if the other person is willing to talk and listen.	2	1.6	6	4.8	14	11.2	44	35.2	59	47.2	125	100
I can easily accept my wrong attitudes and behaviors.	2	1.6	5	4.0	22	17.6	43	34.4	53	42.4	125	100
If the person I am talking to does not understand me. I repeat what I have said. try conveying the message using different words. and summarize it.	3	2.4	6	4.8	19	15.2	43	34.4	54	43.2	125	100
I don't judge even if I don't agree with the thoughts and the feelings of the person before me.	5	4.0	4	3.2	22	17.6	35	28	59	47.2	125	100
I think I do not have to listen to the person in front of me.	13	10.4	9	7.2	24	19.2	31	24.8	47	37.6	125	100
At the end of the discussion. I can accept that the ideas I am defending are wrong.	3	2.4	7	5.6	23	18.4	40	32.0	51	40.8	125	100
I try to understand the problem of the person rather than his/her attitude.	4	3.2	3	2.4	24	19.2	45	36.0	49	39.2	125	100
I might exhibit behaviors that can possibly ruin my relationship with others.	11	8.8	17	13.6	29	23.2	26	20.8	42	33.6	125	100
I pay attention to whether the person in front of me is willing to accept the advice I'm offering.	2	1.6	7	5.6	21	16.8	39	31.2	55	44.0	125	100
I try to empathize with the person before me in order to understand their feelings and thoughts.	1	0.8	5	4.0	13	10.4	32	25.6	74	59.2	125	100

**Table 7.** Frequency analysis of questions and answers regarding the emotional dimension.

Variable	Never		Rarely		Sometimes		Usually		Always		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
I do not like being criticized in general.	13	10.4	30	24.0	26	20.8	26	20.8	30	24.0	125	100
I dream about things while listening to the person before me.	21	16.8	20	16.0	27	21.6	22	17.6	34	27.2	124	99.2
I feel like I get tired while listening to people.	14	11.2	17	13.6	40	32	23	18.4	31	24.8	125	100

Table 7. Contd.

I usually trust people.	13	10.4	7	5.6	21	16.8	31	24.8	53	42.4	125	100
I feel comfortable if the person before me is of the opposite sex.	2	1.6	5	4.0	20	16.0	34	27.2	64	51.2	125	100
It's hard for me to apologize.	23	18.4	19	15.2	24	19.2	33	26.4	25	20.0	124	99.2
I do not like when someone cuts in my speech.	5	4.0	4	3.2	18	14.4	38	30.4	59	47.2	124	99.2
People believe that I do not pay attention to them	17	13.6	12	9.6	27	21.6	36	28.8	32	25.6	124	99.2
I mostly cannot be sure of my feelings.	8	6.4	5	4.0	28	22.4	40	32.0	44	35.2	125	100
I feel happy to be understood by the person I communicate with	4	3.2	9	7.2	1.	10.4	36	28.8	63	50.4	125	100
It makes me happy to trust the other person.	4	3.2	3	2.4	16	12.8	42	33.6	60	48.0	125	100
I welcome every human being with positive expectations.	3	2.4	9	7.2	24	19.2	35	28.0	54	43.2	125	100
I feel I have given something to people I communicate with.	1	0.8	7	5.6	25	20.0	44	35.2	48	38.4	125	100
I do not have any trouble communicating my negative feelings.	7	5.6	4	3.2	20	16.0	42	33.6	52	41.6	125	100
I feel I'm understood by the people I communicate with.	3	2.4	6	4.8	19	15.2	36	28.8	31	48.8	125	100

"usually" and 30 students (24.0) selected "always" (56 students, 44.8% in total). It is observed that there are negative situations such as not paying attention and not liking criticism in terms of communication skills.

According to Table 8, out of the 15 questions about the behavioral dimension of communication skills inventory, 125 students answered 100%. For 3 questions, 124 students answered 99.2% and for the remaining 3 questions, 123 students answered 98.4%.

Here, "I spare enough time to listen to what the people have to say." 68 students (54.4%) answered "I ask questions to better understand the person I listen to." 62 students (49.6%) "I try not to interrupt the person, when listening to them" 62 students (49.6%). For the expression, "I can adjust the tone of my voice according to the feature of the subject." 62 students (49.6%) chose "always". This is an indication of the strong behavioral to be respectful to the person you are communicating with.

However, for the "Despite looking at the person's face, I sometimes do not listen to them." 38 students (30.4%) chose "usually", 26 students (20.8%) chose "always"(64 students in total, 51.2%) and this is noteworthy.

## DISCUSSION

When all the evaluations are examined, it is seen that the communication skills perceptions of the teacher candidates in the departments of Fine Arts, Music and

Painting education are at a good mental, emotional and behavioral level. There is a teacher candidate's profile that has high empathy levels that has positive aspects in terms of being understood and trusting others, and that are respectful to others. However, although the rates are low, there are some negative aspects in terms of communication skills. It is gratifying that the findings of the study are generally positive. To further develop the communication skills of the teacher candidates, it would be useful to include communication lessons in the training programs. In addition, seminars should be held in the institutions to raise awareness about the importance of communication skills in the educational process.

## Conclusion

Having strong communications' skills will make teacher candidates to be better professionally. It is quite important that they express their thoughts well, transfer subjects in an understandable and correct way, and improve their empathy abilities. Therefore, it would be beneficial to increase activities that would create an awareness in teacher candidates about the importance of communication skills. If new researches are conducted and findings are shared about communication skills, and if training programs that would support communication skills get developed by training program development experts, teacher candidates will be more equipped and qualified, and this will significantly contribute to their

**Table 8.** Frequency analysis of questions and answers regarding the behavioral dimension.

Variable	Never		Rarely		Sometimes		Usually		Always		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
I sincerely listen to the advice and suggestions given by other people.	2	1.6	6	4.8	15	12.0	46	36.8	56	44.8	125	100
When I'm talking. I can make an effective eye contact.	2	1.6	6	4.8	18	14.4	42	33.6	57	45.6	125	100
I spare enough time to listen to what the people have to say.	4	3.2	2	1.6	17	13.6	34	27.2	68	54.4	125	100
I usually do not want to let people speak.	58	46.4	22	17.5	12	9.6	12	9.6	19	15.2	123	98.4
When others talk. I wait patiently. and I do not interrupt them.	6	4.8	7	5.6	21	16.8	34	27.2	55	44.0	123	98.4
I don't hesitate to take the first step in talking.	3	2.4	9	7.2	30	24.0	40	32.0	43	34.4	125	100
I speak clearly. using simple sentences.	3	2.4	6	4.8	26	20.8	38	30.4	51	40.8	124	99.2
Despite looking at the person's face. I sometimes do not listen to them.	7	5.6	22	17.6	30	24.0	38	30.4	26	20.8	123	98.4
I ask questions to better understand the person I listen to.	2	1.6	9	7.2	16	12.8	35	28.0	62	49.6	124	99.2
When I talk to people. I do things that comfort them.	1	0.8	2	1.6	30	24.0	42	33.6	50	40.0	125	100
I try not to interrupt the person while listening to them	2	1.6	8	6.4	13	10.4	39	31.2	62	49.6	124	99.2
I don't hesitate to take the first step when I want to make peace with someone.	7	5.6	11	8.8	20	16.0	39	31.2	48	38.4	125	100
I can adjust the tone of my voice according to the subject.	2	1.6	5	4.0	23	18.4	33	25.4	62	49.6	125	100
I try to control people and fit them into certain molds.	20	16.0	17	13.6	24	19.2	32	25.6	32	25.6	125	100
I do not have any trouble communicating my negative feelings.	7	5.6	4	3.2	20	16.0	42	33.6	52	41.6	125	100

professional success.

interests

**CONFLICT OF INTERESTS**

The author has not declared any conflict of

**REFERENCES**

Akran S, Acidemir M, Uludag S (2018). University Students' Metaphorical Perception about the Concept of

Communication. e-kafkas journal of educational research 5(2):69-82  
 Cam S (2016). The effect of communication skills training programme with teacher candidates on ego states and perception of problem solving skill. Turkish Psychological Counseling and Guidance Journal 2 (2):16-27.  
 Eriguc G, Sener T, Eris H (2013). Evaluation of communication

- skills: a vocational high school students sample. *Hacettepe Health Management Journal* 16(1):46-65.
- Ersanlı K, Balci S (1998). Developing a communication skills inventory: its validity and reliability. *Turkish Psychological Counseling and Guidance Journal* 2(10):7-12.
- Güngör N (2011). *Communication Theories and Approaches*. Ankara: Political Bookstore.
- Hasson G (2011). *Brilliant Communication Skills*. Pearson Life publishing. Web ISBN-13: 978-0-273-76307-9
- Kucuk D (2012). Communication and problem solving skills of students of music teaching department. *Gazi University Journal of Gazi Educational Faculty* 32(1):33-54.
- Ocak G, Ersen Z (2015). Examination of Perception of Preservice teachers on Communication skills. *Mehmet AkifErsoy University Journal of Education Faculty* 1(33):1-19.
- Oztürk O, Soyuturk M (2015). The Investigation of Physcial Education, Music and Art Teachers' Communication Skills. *AhiEvrans University Journal of Kırşehir Education Faculty* 16(3):39-50.
- Pehlivan KB (2005). A study on perception of communication skills of preservice teachers. *Elementary Education Online* 4(2):17-23.
- Sungur SA (2018). Evaluation of the relationship between the communication skills perception of university students and interpersonal relationship aspects. *Selçuk University Faculty of Communication Academic Journal* 11(2):126-138
- Tan C, Tan S (2016). The effect of prospective teachers communicative skills on their class management skills. *e-kafkas journal of educational research* 3(1):1-14.
- Tuncelil H (2013). The relationship between candidate teachers' communication skills and their attitudes towards teaching profession (Sakarya University sample). *Pegem Journal of Education and Instruction* 3(3):51-58.
- Yilmaztekin EO (2015). Pre-service english language teachers' views about effective communication. *Mustafa Kemal University Journal of Graduate School of Social Sciences* 12(30):63-77.

*Full Length Research Paper*

# Secondary school students' positive and negative perfectionism as a predictor of career development

Oğuzhan Kirdök

Department of Education Sciences, Faculty of Education, Cukurova Univesity, Turkey.

Received 29 July, 2018; Accepted 15 October, 2018

**The purpose of this research is to examine secondary school students' positive and negative perfectionism as a predictor of career development. 487 students from five different secondary schools in a city located in Turkey's Eastern Mediterranean Region participated in this study. Positive and Negative Perfectionism Scale (PNPS) and Childhood Career Development Scale (CCDS) were used as data collection tools in the study. The results show that positive perfectionism was a predictor of career development total score with six dimensions (curiosity / exploration, information, key figures, time perspectives, planning and self-concept). No relationship was found between career development and locus of control as well as interests dimensions. There was also no relationship between negative perfectionism and career development and dimensions.**

**Key words:** Career development, positive and negative perfectionism, secondary school student.

## INTRODUCTION

Career decision making is the process whereby people identify their future through a developmental process. This process called career development starts from the beginning of school and continues for life. Even if career development process starts at an early childhood, most studies focus more on high school-age children and young adults. The secondary school period is a period in which students have to make important decisions to choose their profession and their personalities develop in a multifaceted way. This is a period when they recognize high school categories relevant to their career development and make decisions accordingly. Super (1990) stated that supporting career development in childhood constitutes the basis for career development in the future. There are many social and individual differences that

affect this developmental process. The purpose of this study is to examine the relationship between positive and negative perfectionism, which is related to individual difference feature, with career development in secondary school children, within the framework and dimensions of Super's career development model. For this reason, theoretical information on Super childhood career development model is given below.

### Super's childhood career development

An individual's professional decision-making usually takes place during adolescence and young adulthood. Nevertheless, the professional development process

E-mail: [okirdok@gmail.com](mailto:okirdok@gmail.com).

Author(s) agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

begins long before this. Defining the career development process as a growth stage in children, Super (1990) developed a child career development model consisting of various dimensions that contribute to the professional awareness and decision making of children. These dimensions contain curiosity, exploration, information, key figures, and development of interests, locus of control, time perspective, self-concept and planning. According to this model, curiosity and fantasy constitute the basis for children's career development.

Children satisfy their curiosity through exploration. Games and activities for children are an expression of exploration behavior. Events related to exploration enable information to be obtained and acquired. While curiosity is the will to acquire information, exploration is transforming this desire into behavior. Children can gain information in different ways. The most important information source for children is key figures. Key figures are adults that are role models to children. These are primarily parents, peers, teachers and celebrities. Interests are awareness of things that a person likes or dislikes, and this awareness develops through key figures and information around children. Locus of control is the degree to which one feels control over the present or the future. As children mature, they begin to control their behavior. When children fulfill their assigned tasks, the locus of control evolves. As children increase their control over their behavior, they become aware of what they really like and do not like. Time perspective is the awareness of how the past and present is and how to plan for future events, and children need to develop a time perspective or future sense to be able to make a career decision. It is useful to support planning behavior for the development of the concept of time. Children become more conscious of themselves as they discover their knowledge, skills and personality traits that distinguish them from others. This situation improves their self-concept. Self-concept contributes to children's exploration behavior, gaining information about occupations, imitating key figures around them, and developing their interests (Schultheiss, 2008; Sharf, 2013).

Considering the related literature, there are studies that focus on relations between career development and demographic factors (Işıklar and Bozgeyikli, 2010), parental attachment (Bacanlı and Dursun, 2011), decision making styles (Yayla and Bacanlı, 2011), life satisfaction and state anxiety (Işık, 2014), emotions (Oliveira, et al., 2015), hope and career adaptation (Peila-Shuster, 2018). There are few studies regarding childhood career development that has been examined in child career development (Andrews et al., 2014; Liu et al., 2014; Watson et al., 2015).

### **Positive and negative perfectionism**

Career development is closely associated with many

aspects of personality (Pişkin, 2013). Many individual differences affect career process. There are studies on the relationship between perfectionism, one of these individual characteristics, and career-related outputs (Lehmann and Konstam, 2011; Park et al., 2011; Andrews et al., 2014; Stober et al., 2016; Eryılmaz and Kara, 2017; Gnilka and Novakovic, 2017). Students set goals for themselves during the process of career development by setting standards. They have intense desires to achieve these goals and to be successful so that they can be recognized, approved and supported by their family and school. They also strive to meet expectations in adulthood. Littauer and Littauer (2008) call this process perfectionism.

While the concept of perfectionism is more associated with a one-dimensional and negative concept (Hewitt and Flett, 1991; de Jonge and Waller, 2003), the number of studies addressing perfectionism both positively and negatively has been on the rise (Ashby and Rice, 2002; Stumpf and Parker, 2000; Glynn-Owens and Slade, 2008; Egan et al., 2011; Kung and Chan, 2014). Positive perfectionists have high personal standards and can exhibit a flexible attitude in accordance with their current needs and can achieve their performance even if they do not reach the high standards they have set. Negative perfectionists set formidable and unattainable goals and have ambivalence and high anxiety. They are not satisfied with their performance (Enns et al., 2002). According to Kottman and Ashby (2000), positive perfectionism is a developmental feature since it entails setting high standards and having the need of being in order, having the impulse that enhances performance. Positive perfectionists do not have to worry about achieving high standards, so if they cannot reach their goals, they will not feel devastated. Negative perfectionists are overly concerned about reaching their expectations, and if they cannot reach perfection, they feel devastated. There are also researchers that define the concepts of positive and negative perfectionism as adaptive-maladaptive (Rice and Preusser, 2002; Lo and Abbott, 2013), healthy-unhealthy (Parker, 2000; Chan, 2012) or normal-neurotic (Hamachek, 1978; Davis, 1997).

Considering the related literature, there are a lot of studies showing that positive and negative perfectionism characteristics are related to career related outputs. For example, Frederiksen (2009) found that negative perfectionists showed more career choice anxiety than positive perfectionists in a study done on university students. Park et al. (2011) found that maladaptive perfectionism is correlated with greater levels of ambiguity stress. Page et al. (2008) show that adaptive and maladaptive perfectionism significantly predicts career-decision-making and self-efficacy levels in their study of university students. Ganske and Ashby (2007) have found that individuals with adaptive (positive)



perfectionism have a higher level of self-efficacy than those who have the maladaptive (negative) perfectionism feature and those who are not perfectionists. Similar results have been found in different studies (Andrews et al., 2014). Sarı and Şahin (2014) showed that personal standards and order dimensions, the positive side of perfectionism (Stoeber and Otto, 2006) predicted career decision making self-efficacy in a study of high school students, while other dimensions referring to negative perfectionism were not predicted.

Considering researches on career development, it is clear that there are few studies on career development of children, since most of them focus on high school and university student sampling (Şekerli, 2016). Studies of perfectionism in the literature do not seem to dwell on early years of career development. The relevance of a personality trait, such as perfectionism, to the dimensions of career development in children is considered necessary to characterize career development process. For this reason, the purpose of this research is to examine secondary school students' positive and negative perfectionism as a predictor of career development.

## MATERIALS AND METHODS

### Participants

The study comprised 487 (248 female, 239 male) students from five different secondary schools in a city located in Turkey's Eastern Mediterranean Region. The ages of the students ranged from 9 to 15 (Mean = 12.47, Sd = 1.20).

### Data collection tools

Positive and Negative Perfectionism Scale (PNPS-Kırdök, 2004) and Childhood Career Development Scale (CCDS-Schultheiss and Stead, 2004; adapted by Bacanlı, Ozer and Sürücü, 2006) were used as data collection tools in the study.

### Positive and negative perfectionism scale (PNPS)

Developed by Kırdök (2004), PNPS is a 4-point Likert-Scale that measures the positive and negative perfectionism of secondary school students. The scale consists of 17 items and two subscales. 10 items measure positive perfectionism subscale and 7 items negative perfectionism subscale. Positive perfectionism subscale Cronbach alpha internal consistency coefficient is .81 and item total score correlations range from 0.43 to 0.55; while negative perfectionism subscale Cronbach alpha internal consistency coefficient 0.78, and item total score correlations ranged from 0.48 to 0.55. Test-retest reliability coefficients of the scale are 0.75 for positive perfectionism subscale and 0.78 for negative perfectionism subscale. The points that can be taken from the positive perfectionism subscale of the PNPS range from 10 to 40, and the points that can be taken from the negative perfectionism subscale range from 7 to 28. There is no total score to be obtained on the scale. The higher the score to be taken on both subscales, the higher the perfectionism level (Kırdök, 2004). In this study, Cronbach alpha internal consistency coefficients were 0.84 for

positive perfectionism and 0.71 for negative perfectionism.

### Childhood career development scale (CCDS)

The scale developed by Schultheiss and Stead (2004) was adapted by Bacanlı et al. (2007) to identify the career development levels of the students. The theoretical basis of CCDS is based on Super's (1990) model of childhood career development. CCDS is a 3-point Likert type scale consisting of 52 items and 8 sub-dimensions. These dimensions comprise planning (awareness of importance of future planning), 11 items; self-concept (awareness of self-knowledge), 6 items; information (awareness of the importance or use of occupational information), 6 items; interests (awareness of likes), 6 items; locus of control (degree to which one feels an internal sense of control over's life), 7 items; curiosity/ exploration (inquisitive thoughts and behaviors), 7 items; key figures (acknowledged role model for people whom one look up to), 5 items; time perspective (thoughts about the future time perspective), 4 items.

To identify the reliability of the Turkish form of CCDS, Cronbach's Alpha coefficient and internal consistency coefficients for all of the scale and subscales were calculated. Cronbach Alpha values for all the Turkish CCDS and subscales were the whole scale ( $\alpha = 0.78$ ), information ( $\alpha=0.64$ ), curiosity/ exploration ( $\alpha = 0.60$ ), interests ( $\alpha= 0.64$ ), locus of control ( $\alpha=0.76$ ), key figures ( $\alpha=0.49$ ), time perspective ( $\alpha=0.65$ ), planning ( $\alpha=.81$ ) and self-concept ( $\alpha=.73$ ).

### Procedure

The necessary permission was received from the schools, and the scales were administered to the volunteers in five different schools. Brief information on how to fill in the scales and the purpose of the research was presented before the application. The scales were administered by school counselors.

### Data analysis

The relationship between the variables in the study was examined by Pearson Moments Multiplication Correlation. In addition, linear regression analysis was used to examine the dimensions of positive perfectionism as a predictor of the dimensions of career development. The level of significance in the statistics was accepted as 0.05.

## FINDINGS

Positive and negative perfectionism, which are the variables of research, and dimensions of career development were analyzed and normal distribution was examined. Then, descriptive statistics values of variables and the relationships between the variables were examined by Pearson Moments Multiplication Correlation and the results are shown in Table 1. The table shows that there was no correlation between negative perfectionism and CCDS-total, while positive correlation was found between positive perfectionism and CCDS-total ( $r = 0.45$ ,  $p < 0.01$ ). The career development dimension that showed the highest correlation with positive perfectionism was planning ( $r = 0.51$ ,  $p < 0.01$ ),

**Table 1.** Statistical and correlation values of positive and negative perfectionism and career development scores of students.

	1	2	3	4	5	6	7	8	9	10	11
1. Curiosity/ Exploration	-										
2. Information	0.38**	-									
3. Interests	0.08	0.01	-								
4. Locus of Control	0.15**	0.11*	0.10*	-							
5. Key figures	0.26**	0.22**	0.14**	0.09*	-						
6. Time perspective	0.16**	0.25**	0.17**	0.14**	0.20**	-					
7. Planning	0.38**	0.21**	0.14**	0.09*	0.17**	0.17**	-				
8. Self-concept	0.22**	0.08	0.24**	0.21**	0.23**	0.07	0.27**	-			
9. CCDS-Total	0.68**	0.52**	0.31**	0.49**	0.53**	0.40**	0.67**	0.50**	-		
10. Positive perfectionism	0.36**	0.25**	0.06	0.08	0.13**	0.18**	0.51**	0.13**	0.45**	-	
11. Negative perfectionism	0.01	0.09	0.01	-0.04	0.05	-0.02	0.00	-0.07	0.02	0.03	-
Mean	16.22	17.03	17.27	18.15	11.51	11.28	29.40	16.62	137.48	33.03	17.54
Sd	1.81	2.51	0.98	2.62	3.17	1.39	8.59	5.29	5.16	5.29	5.16

p<0.01, n=487.

**Table 2.** simple linear regression analysis of positive perfectionism as a predictor of career development dimensions.

Dependent variable	Predictor	B	Std. Error	$\beta$	t	R	R <sup>2</sup>	F
Curiosity/ Exploration	(Constant)	11.475	0.673		17.052**			
	PP	0.168	0.020	0.355	8.359**	0.355	0.125	69.870**
Information	(Constant)	13.377	0.504		26.543**			
	PP	0.086	0.015	0.251	5.718**	0.251	0.061	32.690**
Key figures	(Constant)	9.823	0.596		16.476**			
	PP	0.051	0.018	0.129	2.867**	0.129	0.017	8.220**
Time perspective	(Constant)	10.207	0.274		37.295**			
	PP	0.033	0.008	0.178	3.977	0.178	0.032	15.819**
Planning	(Constant)	19.412	0.785		24.720**			
	PP	0.302	0.023	0.505	12.881**	0.505	0.255	165.910**
Self- concept	(Constant)	15.482	0.395		39.244**			
	PP	0.034	0.012	0.132	2.923**	0.132	0.017	8.542**
CCDS-Total	(Constant)	113.625	2.207		51.477**			
	PP	0.722	0.066	0.445	10.944**	0.445	0.198	119.778**

\*\*p<.01, PP: Positive Perfectionism.

curiosity ( $r = 0.36$ ,  $p < 0.01$ ), information ( $r = 0.25$ ,  $p < 0.01$ ), time perspective ( $p < 0.01$ ) and self-concept ( $r = 0.13$ ,  $p < 0.01$ ). There was no relationship between the interest and locus of control dimensions of career development and positive perfectionism. There was also no relationship between negative perfectionism and any

dimension of career development. In order to investigate the positive perfectionism as a predictor of the career development dimensions associated with positive perfectionism in these results, a linear regression analysis was performed with each one and the results are shown in Table 2.

Table 2 shows that positive perfectionism predicts the CCDS-total score and the six subscales of career development at different levels. For positive perfectionism, most predictive career development dimension is planning ( $\beta = 0.51$ ,  $p < 0.01$ ,  $R^2 = 0.26$ ). Positive perfectionism accounted for approximately 26% of variance in planning. Another career development sub-dimension predicted by positive perfectionism is curiosity ( $\beta = 0.36$ ,  $p < 0.01$ ,  $R^2 = 0.13$ ). Positive perfectionism accounted for approximately 13% of variance in curiosity. Positive perfectionism is also predictive of the variables of information ( $\beta=0.25$ ,  $p<0.01$ ,  $R^2=0.06$ ), key figures ( $\beta=0.13$ ,  $p<0.01$ ,  $R^2=0.02$ ), time perspective ( $\beta=0.18$ ,  $p<0.01$ ,  $R^2=0.03$ ) and self-concept ( $\beta=0.13$ ,  $p<0.01$ ,  $R^2=0.02$ ), but these ratios are below 1%. Positive perfectionism seems to be a predictor for CCDS-Total ( $\beta = 0.45$ ,  $p < 0.01$ ,  $R^2 = 0.20$ ). Positive perfectionism accounted for approximately 20% of variance in CCDS-Total.

## DISCUSSION

The aim of this study is to examine the relationship between the positive and negative perfectionism features and the total score and dimensions of career development of secondary school students. In addition, positive and negative perfectionism was also investigated as predictors. The results show that positive perfectionism was a predictor of career development total score and six dimensions (curiosity/exploration, information, key figures, time perspectives, planning and self-concept). No relationship was found between career development and locus of control as well as interests dimensions. There was also no relationship between negative perfectionism and career development and dimensions.

Positive perfectionism is expressed as a normal and healthy type of perfectionism, and is defined as the ability to achieve satisfaction from the result of intensive effort (Stoltz and Ashby, 2007). In this study, positive correlation between positive perfectionism and planning was found and positive perfectionism was found to be a strong predictor of planning. The importance of making plans is important in that it helps realize the planning dimension in career development. Children reach this level only at the end of the developmental period (Super, 1994). One of the features of positive (adaptive) perfectionists is planning. (Slaney et al., 2002). Positive perfectionism, often termed personal standards, is characterized by the setting and striving toward ambitious goals, and a preference for order and organization (Kelly et al., 2014). Slaney et al. (2001) defined personal standards and order dimensions as two dimensions of positive (adaptive) perfectionism. Personal standards refer to the level of standard and expectation that individuals sets for themselves and the order refers to the

need for order and organization of individuals. The definition of personal standards, the concepts of order and organization are closely related to planning. Setting standards, the effort to achieve these standards and constituting order always entail planning. Ram (2005) also found a positive relationship between positive perfectionism and planning, a dimension of coping with positive perfectionism. It is possible that secondary school students with positive perfectionists will also develop awareness and skills in planning for the future to achieve the aims and standards they have established for them.

Another career development dimension that positive perfectionism strongly predicts is curiosity / exploration. Curiosity is the need to learn and the need to incline toward research. The need for curiosity in children is very evident. Exploration involves behaviors of gathering information about one's surrounding and exploration. A curious child explores the environment, home, school and etc. Curiosity is the desire to learn while exploration is taking action (Super, 1994). According to Adler (2011), we have a sense of inferiority from the first breath in life, and people show striving for superiority to overcome this feeling. Curiosity and exploration are manifestations of superiority in daily life. Individuals are in need of curiosity from a young age, constantly examining and searching to recognize and understand the environment. It is also the source of positive perfectionism at the same time as the supremacy attempt to compensate for imperfection and be complete (Hewitt et al., 2017). As can be understood from this, both concepts have common features. Positive perfectionist secondary school students will be more likely to demonstrate superiority in their everyday behavior, which will enable students to demonstrate their curiosity and exploration behavior.

Positive perfectionism correlates with the dimensions of childhood career development, such as information, key figures, time perspectives, and self-concept, and explains their variances below 1%. The reason for this relationship is the concepts related to career development based on the theoretical explanations of Super (1990). The development of one dimension affects other dimensions as well. As a matter of fact, there are correlations between the dimensions of career development as shown in Table 1. Positive perfectionism, in fact, strongly predicts the career development total score (20%), which is the sum of all dimensions. Super et al. (1996) have described four developmental tasks in the growth stage, including the childhood career development process. These tasks are composed of becoming concerned about their future, increasing control over one's own life, developing awareness of the importance of achieving in school and work, and gaining competent work habits and attitudes. Positive (adaptive) perfectionism involves the setting of high goals and personal standards and striving for the reward associated with achievement while

retaining the ability to be satisfied with one's performance (Enns et al., 2002). As can be seen, positive perfectionism has a definition that includes tasks that need to be accomplished in childhood career development.

The results of this present study show that there was no relationship between negative perfectionism and career development dimensions. Negative (maladaptive) perfectionism is characterized by the setting of inflexible and / or unattainably high standards, and the inability to take pleasure in one's performance and uncertainty or anxiety about one's capabilities (Enns et al., 2002). Negative perfectionists are afraid of failure; they focus on avoiding mistakes, and have high anxiety about tasks (Enns and Cox, 2002). In this case a negative relationship with career development was to be expected, but no relation was found. In line with the findings of this study, Andrews et al. (2014) were unable to find a relationship between negative (maladaptive) perfectionism and career decision making self-efficacy in their study with college students. Ganske and Ashby (2007) also found no difference between negative perfectionists and non-perfectionists in terms of career decision, making self-efficacy scores in a study of university students. However, a lot of studies have shown a relationship between career related outputs and negative perfectionism (Page et al., 2008; Park et al., 2011).

## RECOMMENDATIONS AND LIMITATIONS

These conflicting results show that there is a need for research involving different variables, especially relating to childhood career development and perfectionism. Studies in childhood career development are few in the literature. Concepts such as perceived social support (Çam et al., 2014), parental attitudes (Işıklar and Bozgeyikli, 2010) and parental characteristics (Can and Taylı, 2014) related to career development are also related to perfectionism (Oran-Pamir, 2008; Cenkseven-Önder and Kirdök, 2009; Işık, 2014). Studies that may involve these concepts, along with career development and perfectionism concepts, will examine models in which these variables are treated as moderators or mediators, which might help to better understand the nature of children's career development. This study indicates that positive perfectionism is a strong predictor of children's career development. Curiosity / exploration, which in particular represents the beginning of the process, is an important predictor of planning dimensions that take place in the final stages. For this reason, practices and activities that aim to contribute to children's career development will help students to be success-oriented, to set high goals for themselves and to be flexible in reaching these standards.

This study naturally has some limitations. First, only the students from a city located in Turkey's Eastern

Mediterranean Region were involved in the study. Sampling from different regions is also needed. Besides, an interdisciplinary study such as sociology of children and childhood can be used to examine children's career development. In recent years, the importance of sociology of children and childhood has also been recognized in Turkey (Aydoğmuş-Ordem, 2014). In addition, childhood career development has been taken into consideration based on only the perspective of Super. For example, future studies considering different childhood career development theories such as those developed by Gottfredson or Roe can be performed.

## CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

## REFERENCES

- Adler A (2011). Psikolojik Aktivite, Üstünlük Duygusu ve Toplumsal İliği (Superiority and Social Interest-1956) Trans. Belkis Çorakçı, İstanbul, Say Publication
- Andrews LM, Yowell EB, Dahlen ER, Nicholson BC (2014). Can Perfectionism Affect Career Development? Exploring Career Thoughts and Self-Efficacy. *Journal of Counseling and Development* 92(3):270-279.
- Ashby JS, Rice KG (2002). Perfectionism, dysfunctional attitudes, and self-esteem: A structural equations analysis. *Journal of Counseling and Development* 80: 197-203.
- Aydoğmuş-Ordem O (2014). Social Dialogue and Power In Children: A Sociological Perspective. *Route Educational and Social Science Journal* 1(3):255-274.
- Bacanlı F, Sürücü M (2011). İlköğretim öğrencilerinin kariyer gelişimleri ile ebeveynine bağlanmaları arasındaki ilişkilerin incelenmesi. (An examination of the relationships between attachment to parent and career development of elementary school students) *The Journal of Turkish Educational Sciences* 9(4):679-700.
- Bacanlı F, Ozer A, Surucu M (2007). Çocuklar için kariyer gelişim ölçeğinin faktör yapısı ve güvenilirliği. (Factor Structure and Reliability of Childhood Career Development Scale). IX. Ulusal Psikolojik Danışma ve Rehberlik Kongresi. İzmir
- Can A, Taylı A (2014). Ortaokul öğrencilerinin kariyer gelişimlerinin incelenmesi (An examination of the career developments of primary school students in the second stage). *Abant İzzet Baysal University Journal of Faculty of Education* 14(2):321-346.
- Cenkseven-Önder F, Kirdök O (2009). Ön ergenlerin olumlu olumsuz mükemmeliyetçilik düzeylerinin anne-çocuk ilişkisini algılamaları açısından incelenmesi (Examining positive and negative perfectionism levels with respect to early adolescents' perception of mother-child relation). *Mersin University Journal of Faculty of Education* 5(2):263-274.
- Chan DW (2012). Life satisfaction, happiness, and the growth mindset of healthy and unhealthy perfectionists among Hong Kong Chinese gifted students. *Roeper Review* 34(4):224-233.
- Çam Z, Deniz KZ, Kurnaz A (2014). School burnout: testing a structural equation model based on perceived social support, perfectionism and stress variables. *Education and Science* 39(173):310-325.
- Davis C (1997). Normal and neurotic perfectionism in eating disorders: An interactive model. *International Journal of Eating Disorders* 22(4):421-426.
- de Jonge LVH, Waller G (2003). Perfectionism levels in African-American and Caucasian adolescents. *Personality and Individual Differences* 34(8):1447-1451.

- Egan S, Piek J, Dyck M, Kane R (2011). The reliability and validity of the positive and negative perfectionism scale. *Clinical Psychologist* 15(3):121-132.
- Enns MW, Cox BJ (2002). The nature and assessment of perfectionism: a critical analysis. In GL Flett, PL Hewitt (Eds.), *Perfectionism: theory, research and treatment*. Page 33-62. Washington, DC: American Psychological Association.
- Enns MW, Cox B, Clara I (2002). Adaptive and maladaptive perfectionism: Developmental origins and association with depression proneness. *Personality and Individual Differences* 33:921-935.
- Eryılmaz A, Kara A (2017). Kariyer uyumluluğunun bireysel yönü: kişilik özellikleri ve duygulanım açısından incelenmesi (Individual aspect of career adaptability: its relationship with personality traits and affection). *Journal of Mood Disorders* 7(4):212-218.
- Frederiksen PB (2009). Perfectionism and career indecision among undecided college students. Doctoral dissertation, Purdue University.
- Ganske KH, Ashby JS (2007). Perfectionism and career decision-making self-efficacy. *Journal of Employment Counseling* 44(1):17-28.
- Glynn-Owens R, Slade PD (2008). So perfect it's positively harmful? Reflections on the adaptiveness and maladaptiveness of positive and negative perfectionism. *Behavior Modification* 32(6):928-937.
- Gnilka PB, Novakovic A (2017). Gender Differences in STEM Students' Perfectionism, Career Search Self-Efficacy, and Perception of Career Barriers. *Journal of Counseling and Development* 95(1):56-66.
- Hamachek DE (1978). Psychodynamics of normal and neurotic perfectionism. *Psychology: A Journal of Human Behavior* 15(1):27-33.
- Hewitt PL, Flett GL (1991). Perfectionism in the self and social contexts: conceptualization, assessment, and association with psychopathology. *Journal of personality and social psychology* 60(3):456-470
- Hewitt PL, Flett, GL, Mikail SF (2017). Perfectionism: A relational approach to conceptualization, assessment, and treatment. Guilford Publications.
- İşık E (2014). Çocuk kariyer gelişimi ile yaşam doyumu ve durumluk kaygı arasındaki ilişkinin incelenmesi (Relationship of childhood career development to life satisfaction, and state anxiety). *Elementary Education Online* 13(2):682-693.
- İşıklar A, Bozgeyikli H (2010). İlköğretim öğrencilerinin kariyer gelişimlerinin demografik faktörler açısından incelenmesi (Investigation of Turkish elementary school students' career development according to demographic features). *The Journal of SAU Education Faculty* 19:10-29
- Kelly AC, Zuroff DC, Shahar G (2014). Perfectionism. In L Grossman, S Walfish (Eds.), *Translating psychological research into practice* (p. 233-240). New York: Springer Publishing Co.
- Kırdök O (2004). Olumlu ve Olumsuz Mükemmeliyetçilik Ölçeği Geliştirme Çalışması. (Reliability and validity studies of positive and negative perfectionism scale). Unpublished Master's Thesis, Çukurova University, Institute of Social Sciences, Adana.
- Kottman T, Ashby J (2000). Perfectionist children and adolescents: implications for school counselors. *Professional School Counseling* 3(3):182-189.
- Kung CS, Chan CK (2014). Differential roles of positive and negative perfectionism in predicting occupational eustress and distress. *Personality and Individual Differences* 58:76-81.
- Lehmann IS, Konstam V (2011). Growing up perfect: Perfectionism, problematic internet use, and career indecision in emerging adults. *Journal of Counseling & Development* 89:155-162.
- Littauer F, Littauer M (2008). Kişilik Bulmacası (Personality Puzzle) (3. Ed.). Trans. HB Çelik İstanbul: Sistem Publication
- Liu JW, Mc Mahon M, Watson M (2014). Childhood career development in mainland China: a research and practice agenda. *Career Development Quarterly* 62(3):268-279.
- Lo A, Abbott MJ (2013). Review of the theoretical, empirical, and clinical status of adaptive and maladaptive perfectionism. *Behaviour Change* 30(2):96-116.
- Oliveira IM, Taveira MD, Porfeli EJ (2015). Emotional aspects of childhood career development: importance and future agenda. *International Journal for Educational and Vocational Guidance* 15(2):163-174.
- Oran-Pamir Ç (2008). Lise öğrencilerinin mükemmeliyetçilik düzeyleri ile anne baba tutumları arasındaki ilişki (The comparative study of students' perfection attitudes and parents' attitudes). Unpublished Master's Thesis, Muğla University, Institute of Social Sciences, Muğla.
- Page J, Bruch MA, Haase RF (2008). Role of perfectionism and five-factor model traits in career indecision. *Personality and Individual Differences* 45(8):811-815.
- Park H, Choi BY, Nam SK, Lee SM (2011). The role of career stress in the relationship between maladaptive perfectionism and career attitude maturity in South Korean undergraduates. *Journal of Employment Counseling* 48:27-36
- Parker WD (2000). Healthy perfectionism in the gifted. *Journal of Secondary Gifted Education* 11(4):173-182.
- Peila-Shuster JJ (2018). Fostering hope and career adaptability in children's career development. *Early Child Development and Care* 188(4):452-462.
- Pişkin M (2013). Kariyer gelişimi sürecini etkileyen faktörler. In B. Yeşilyaprak (Ed.), *Mesleki rehberlik ve kariyer danışmanlığı: kuramdan uygulamaya*. Ankara: Pegem Akademi pp. 44-75.
- Ram A (2005). The relationship of positive and negative perfectionism to academic achievement, achievement motivation, and well-being in tertiary students. Unpublished Master's Thesis, University of Canterbury
- Rice KG, Preusser KJ (2002). The adaptive/maladaptive perfectionism scale. Measurement and evaluation in Counseling and Development 34(4):210-223
- Sarı SV, Şahin M (2014). Lise son sınıf öğrencilerinin mesleğe karar verme öz-yeterliliklerini yordama da mükemmeliyetçilik özelliklerinin rolü (The role of perfectionism in predicting career decision efficacy on senior students). *Hacettepe University Journal of education Faculty* 29(1):238-250.
- Schultheiss D, Stead GB (2004). Childhood Career Development Scale: Scale construction and psychometric properties. *Journal of Career Assessment* 12: 113–134.
- Schultheiss D (2008). Current status and future agenda for the theory, research, and practice of childhood career development. *Career Development Quarterly* 57(1): 7-24
- Sharf RS (2013). Applying career development theory to counseling. (6.ed) Pacific Grove, Brooks/Cole
- Slaney RB, Rice KG, Mobley M, Trippi J, Ashby JS (2001). The revised almost perfect scale. Measurement and Evaluation in Counseling and Development 34(3): 130-145
- Slaney RB, Rice KG, Ashby JS (2002). A programmatic approach to measuring perfectionism: the almost perfect scales. In GL Flett, PL Hewitt (Eds.) *Perfectionism: Theory, Research and Treatment*. (p:63-88). Washington, DC: American Psychological Association.
- Stoeber J, Otto K (2006). Positive conceptions of perfectionism: Approaches, evidence, challenges. *Personality and social psychology review* 10(4):295-319.
- Stoltz K, Ashby JS (2007). Perfectionism and lifestyle: personality differences among adaptive perfectionists, maladaptive perfectionists, and nonperfectionists. *Journal of Individual Psychology* 63(4):414-423
- Stober J, Mutinelli S, Corr PJ (2016). Perfectionism in students and positive career planning attitudes. *Personality and Individual Differences* 97:256-259.
- Stumpf H, Parker WD (2000). A hierarchical structural analysis of perfectionism and its relation to other personality characteristics. *Personal and Individual Differences* 28:837-852.
- Super DE (1990). A life-span, life-space approach to career development. In: D Brown, L Brooks, Associates (Eds.), *Career choice and development* (2nd ed.). San Francisco, CA: Jossey-Bass pp. 197-261
- Super DE, Savickas, ML, Super CM (1996). A life-span, life-space approach to career development. In D Brown, L Brooks, Associates (Eds). *Career choice and development: Applying contemporary*

- theories to practice, (3rd ed.). San Francisco, CA: Jossey-Bass pp. 121-178.
- Super DE (1994). A life span, life space perspective on convergence. In ML Savickas, RW Lend (Eds), *Convergence in Career Development Theories*, (p. 637). Palo Alto, CA: Consulting Psychologists Press.
- Şekerli B (2016). Ortaokul 8. sınıf öğrencilerinin kariyer karar verme güçlükleri ile kariyer gelişimleri ve benlik saygıları arasındaki ilişkilerin incelenmesi (Investigations of relationships between career decision making difficulties, career development and self-esteem in the eighth grade students'). Unpublished Master's Thesis, Gazi University Institute of Educational Sciences, Ankara.
- Watson M, Nota L, McMahon M (2015). Evolving stories of child career development. *International Journal for Educational and Vocational Guidance* 15(2):175-184.
- Yayla A, Bacanlı F (2011). İlköğretim 8. sınıf öğrencilerinin kariyer gelişimleri ile karar verme stilleri arasındaki ilişkilerin incelenmesi (An examination of the relationships between career development and decision making styles of 8th grade students). *Elementary Education Online* 10(3):1148-1159.

**Related Journals:**

