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**Investigation of the Effectiveness of the
Program for Coping with Negative
Perfectionism**

Ahmet Kara¹, Ali Eryilmaz²

¹Kastamonu University

²Yıldız Technical University

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Investigation of the Effectiveness of the Program for Coping with Negative Perfectionism

Ahmet Kara, Ali Eryilmaz

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Abstract

The purpose of this research is to test the effectiveness of the program for dealing with negative perfectionism. For this purpose, a quasi-experimental design was chosen with pre- and post-test measurements in both experimental and control groups. In the quasi-experimental design, pre-test is applied to both experimental and control groups before the experimental process. Then the experimental group is included in the experimental process. No experimental procedure is applied to the control group. Finally, a post-test is applied to both the experimental group and the control group as a result of the experimental process. As a result, the effectiveness of this experimental procedure is tested. There are 14 participants in the study group, who attend a public university's faculty of education at various grade levels and who are between the ages of 19 and 22 ($X = 20.85$, $Ss = 1.09$). The data are obtained from the Multi-dimensional Perfectionism Scale. Data were analyzed using nonparametric statistical techniques Wilcoxon Signed Ranks Test and Mann Whitney U test. The evaluation of the effectiveness of the program revealed that while the levels of perfectionism were reduced towards self-oriented and other-oriented from the dimensions of perfectionism; however, the program had no effect on social-oriented perfectionism.

Introduction

Humans are beings with various characteristics. Humans have many personality traits associated with their mental health. One of these traits is perfectionism. Perfectionism is generally examined in two important points in the literature. For example, by Hamachek (1978), perfectionism has been classified into two dimensions as normal and neurotic. Ashby and Rice (2002) mention two criteria for measuring perfectionism. The first of these is maladaptive evaluation concerns associated with depression and negative emotions, while the other is the positive striving factor associated with positive emotions. Perfectionism was dimensioned as positive and negative perfectionism by Kırđök (2004). Perfectionism has been grouped in two dimensions as healthy and unhealthy by Parker (2000). Perfectionism; anxiety for mistakes, high parental expectations, high personal standards, order, suspicion of behavior, and parental criticism were addressed in six dimensions (Frost et al., 1990). Perfectionism was classified as contradiction, standards and order by Slaney et al. (2001). Perfectionism is discussed in three dimensions by Hewilt and Flett (1991). These are perfectionism towards self, perfectionism towards others and social perfectionism. In negative perfectionism, setting unrealistic goals, and when these goals are not achieved, negative consequences such as inadequacy, anxiety and depression occur (Eryilmaz & Kara, 2017). At this point, when perfectionists struggle for unrealistic and unattainable goals, both for perfectionism towards self, perfectionism towards others and social perfectionism, they are on the side of negative perfectionism (Eryilmaz & Kara, 2016).

As a result, normal or neurotic, in healthy or unhealthy perfectionism classifications, the type of perfectionism that negatively affects the functionality of individuals is negative perfectionism. Negative perfectionism is defined as individuals' establishing high criteria for themselves or people that they consider important in their environment, and when these criteria are not met, they tend to criticize either themselves or those they consider important in their environment (Hewilt & Flett, 1991). In another definition, negative perfectionism is a psychopathological condition in which individuals ignore their positive aspects and focus more on their mistakes and label themselves as failures (Pacht, 1984). A number of experimental studies are needed to deal with this problem, which reduces the functionality of individuals.

When the experimental studies about perfectionism in the literature are examined; in these studies, it is seen that different group methods are used, based on different psychotherapies and using different group methods. For

example, in the studies of Abdollahi et al. (2021), 8-week perfectionism programs based on cognitive behavioral therapy were developed on individuals diagnosed with social anxiety. Hewitt et al. (2020) implemented the CORE program, which is a combination of psycho-educational and cognitive behavioral group therapy, in the perfectionism program prepared for adult psychiatric patients. In another study, 60 primary school students (30 mothers with perfectionism and 30 mothers without perfectionism) were subjected to the integration education program in the 14-Session perfectionism program developed by Pourtaleb et al. (2018). Shafran et al. (2017) developed a 12-Session perfectionism program based on internet-guided cognitive behavioral therapy and self-help for 62 people participating in the experimental group. A pilot study was conducted by Fairweather-Schmidt and Wade (2015) based on cognitive behavioral therapy and a school-based intervention program in reducing perfectionism in pre-adolescent children for 2 class hours. A 12-week web-based cognitive behavioral therapy-based perfectionism program was applied by Radhu et al. (2012) on university students.

There are also studies on negative perfectionism in the in Turkey literature. For example, an 11-session psycho-education program on perfectionism based on rational emotional behavioral approach was prepared by Şirin (2011) for 8th grade primary school students. In Kurtulmuş's (2010) studies, 8-Session group education supported computer-based education program was carried out on families of gifted children to reduce perfectionism. The training for dealing with perfectionism, which was prepared by Kağan (2006) on athletes based on cognitive behavioral therapy, was carried out in 8 Sessions. A 7-Session biblio-therapy-based training program was conducted by İter (2015) on gifted children. An 8-session perfectionism psycho-education program based on cognitive behavioral therapy was carried out on mothers by Uzun (2018). Both in Turkey and international studies reveal the importance of cognitive-behavioral approach in perfectionism. On the other hand, Positive Psychotherapy approach provides important and functional explanations for the intervention to perfectionism (Peseschkian, 1996). In addition, literature information also makes significant contributions to the intervention of perfectionism (Abdollahi et al., 2021; Fairweather-Schmidt & Wade, 2015; Frost et al., 1990; Hewitt & Flett, 1991; Slaney et al., 2001). However, it is seen that there are very few multidimensional intervention studies that includes Positive Psychotherapy and Cognitive and Behavioral approaches.

Within the scope of multidimensional interventions, Eryilmaz (2019) developed a "multidimensional intervention" program. When the content of this program is examined; Defining the problem (taking history), applying behavioral control technique (cognitive, behavioral and positive psychotherapy) to find dysfunctional emotions, thoughts and behaviors, using the balance model to determine symptoms (positive psychotherapy), finding the causes of problems (literature information), cognitive and It consists of behavioral intervention (cognitive and behavioral therapy), problem-specific intervention (literature information) and process evaluation (Eryilmaz, 2019). In this study, the Multidimensional Intervention Method, in which group counseling method is also added, is given in Figure 1.

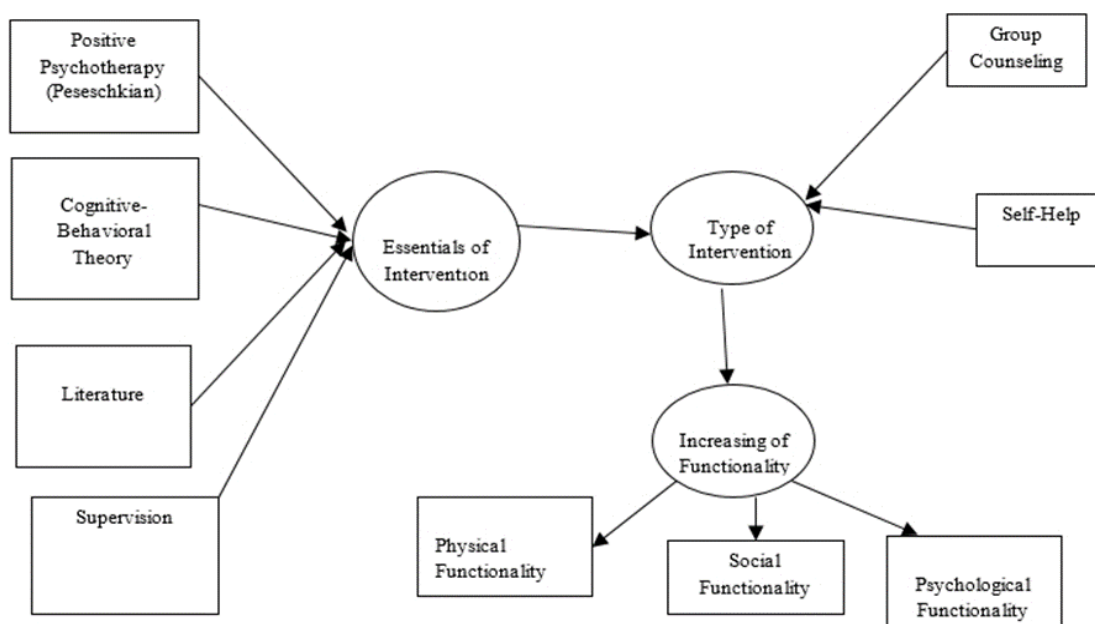


Figure 1. Elements of the multidimensional intervention model (Eryilmaz, 2019).

The effectiveness of the multidimensional intervention model was examined in qualitative and quantitative terms based on 10 Sessions of individual psychological counseling with 12 clients including negative perfectionism problems. The multidimensional intervention model has been found to reduce the anxiety and depression levels of the clients. However, this model was carried out in the form of psychological counseling with the individual. On the other hand, the effectiveness of the multidimensional intervention model was found to be effective in reducing shyness through group counseling (Eryılmaz & Altınsoy, 2021). It is seen that the same model is not examined through group counseling with individuals who are negative perfectionists. Handling the model with a different sample and group counseling method can help to see both the effectiveness of the model and the place of intervention in negative perfectionism (Eryılmaz, 2019).

More empirical research is needed on reducing negative perfectionism. Because reducing negative perfectionism in individuals makes many positive contributions to their spiritual development. For example, individuals with reduced negative perfectionism; continue the struggle for the aims (Eryılmaz & Kara, 2016); their emotional intelligence (Abdollahi & Abu Talib, 2015); academic achievements (Altun & Yazıcı, 2010); self-esteem (Çelik & Güzel, 2018); academic self-efficacy (Yu et al., 2016); It increases their psychological well-being (Kanten & Yeşiltaş, 2015) and hope levels (Arslan et al., 2018). On the other hand, individuals to reduce negative perfectionism; their social anxiety and social phobias (Saboonchi & Lundh, 1997); shyness and depression levels (Ashby et al., 2006); academic procrastination (Saddler & Sacks, 1993); academic burnout and extrinsic motivation (Chang et al., 2015); their concerns (Abdollahi & Abu Talib, 2015); reduces eating disorders (Costa et al., 2016) and stress levels (Wang & Li, 2017). As a result, the aim of this research is to test the effectiveness of a counseling program with a group aiming to deal with negative perfectionism.

1. The experimental and control groups participating in the program for coping with negative perfectionism:
 - a. Is there a significant difference between the Multidimensional Perfectionism Scale (self-directed, others, and social perfectionism) pre-test scores?
2. The experimental and control groups participating in the program for coping with negative perfectionism:
 - a. Is there a significant difference between the Post-test scores of the Multidimensional Perfectionism Scale (for self, others and social perfectionism)?
3. The experimental group participating in the program for dealing with negative perfectionism:
 - a. Is there a significant difference between the mean rank of the multidimensional Perfectionism Scale (self-directed, self-directed, and social perfectionism) pre-test and post-test scores?
4. The control group participating in the program to deal with negative perfectionism:
 - a. Is there a significant difference between the mean rank of the multidimensional Perfectionism Scale (self-directed, self-directed, and social perfectionism) pre-test and post-test scores?

Method

Research Design

This research was carried out in a quasi-experimental design (Table 1) with pre-test and post-test measurements with experimental and control groups. In the quasi-experimental design, pre-test is applied to both experimental and control groups before the experimental process. Then the experimental group is included in the experimental process. No experimental procedure is applied to the control group. Finally, a post-test is applied to both the experimental group and the control group as a result of the experimental process. As a result, the effectiveness of this experimental procedure is tested (Büyüköztürk, 2016). Experimental designs are created by establishing cause-effect relationships (Büyüköztürk et al., 2014). The reason variable (independent variable) of this research is the 11-Session program of dealing with negative perfectionism applied to the experimental group. The outcome variable (dependent variable) is the perfectionism level of the students. As a result, the model of this research is shown in table 1.

Table 1. Experimental design

Groups	Pre-test	Process	Post-test
Experimental group	Multidimensional perfectionism scale	Program for dealing with negative perfectionism	Multidimensional perfectionism scale
Control group	Multidimensional perfectionism scale	Does not apply	Multidimensional perfectionism scale

Content of the Experimental Program

Table 2. Group counseling program coping with perfectionism

Sessions	Events	Aguesatation	Session Process
Session 1	Meet, Configure	To learn about the program and the process	-
Session 2	My Perfectionism	Group members define their perfectionism problems.	In this Session, the client is asked to describe a perfectionist situation that he experienced last. For this, the My Perfectionism activity is carried out. In addition, in this session, the ways clients experience perfectionism are analyzed with 5W1K questions.
Session 3	5W questions	Group members explain their experiences related to perfectionism problems.	The perfectionism of the client is analyzed with the behavioral control technique. For this, behavioral control technique and perfectionism analysis form are used.
Session 4	Behavioral Control Technique	Group members express their perfectionism problems. They state the reflections of perfectionism problems on the field of body, success, future and relationship.	This Session examines the way clients express perfectionism and the symptoms and effects of perfectionism. For this purpose, my expressions of perfectionism and the signs / effects forms of my perfectionism are used.
Session 5	My expressions of perfectionism and the signs / effects of my perfectionism activities	Group members find the causes of their perfectionism problems.	This Session focuses on the reasons for perfectionism of the clients. For this, my perfectionism reasons form is used.
Session 6	The reasons for my perfectionism	Group members change the meanings they upload to make mistakes.	This Session focuses on the meaning attributed by clients to making mistakes and changing these meanings. For this, I am changing my perception to make mistakes form is used.
Session 7	Changing my perception of making mistakes	Group members learn to change perfectionism cycles, both for themselves and in the social dimension.	This session focuses on the perfectionism cycles of the clients in the individual context and its change. For this, the perfectionism loop form is used. In addition, the perfectionism cycles of the clients in the social context and its change are emphasized. For this, the form of perfectionism among people is used
Session 8	My cycle of perfectionism and my cycle of perfectionism between people	Group members are ensured to set achievable and realistic goals. They develop functional thoughts for the problem of perfectionism.	This Session focuses on the clients to set realistic goals. For this, I set realistic and achievable goals form is used and non-functional thoughts of the clients are emphasized. For this, I am editing my thoughts form is used.
Session 9	I set realistic and achievable goals and	Group members discover their strengths.	In this Session, the achievements of the clients are studied using the "my achievements to date form".
Session 10	I organize my thoughts	Group members gain problem skills.	In this Session, clients' problem solving skills are made using the I solve the problem form that caused my perfectionism.
Session 11	My achievements to date	Group members evaluate the program process.	

Study Group

The study group consists of 14 participants (\bar{X} = 20.85, Sd = 1.09) between the age of 19 and 22, who are studying at different grade levels in the education faculty of a public university. 7 of the study group were assigned to the experimental group, and 7 to the control group, using the group matching technique (Neuman, 2016). Matching the groups, the scores of the participants in the experimental and control groups on the multidimensional perfectionism scale (in Table 5) and the gender distribution (3 males and 4 females in the experimental group; 3 males and 4 females in the control group in the same way). It was made according to the fact that. Also participants filled out an informed consent form. In addition to these, at least three participants are sufficient to form a group (Koydemir, 2011). Based on this, it can be said that a sufficient number has been reached to form a group, since there were seven participants in each group in the current study.

The Application Process of the Experimental Program

This research was carried out in 11 Sessions. In addition, the multidimensional perfectionism scale (Oral, 1999) was applied to the experimental and control groups for pre-test measurements before the experimental process. In addition, at the end of the experimental process, the multidimensional perfectionism scale (Oral, 1999) was applied for post-test measurements in the experimental and control groups. The structured perfectionism program in this research was conducted on the experimental group. It was not studied on the control group. The group counseling room of a public university was chosen as the practice site. Application frequency is once a week. The application time is between 10.00-11.30 on Thursday. The application of the experimental program was made by the researchers. Both researchers alternately assumed the role of group leader. In addition to these, a democratic leadership style has been adopted.

Data Collection Tool

Multidimensional Perfectionism Scale (MPS) was developed by Hewilt and Flett (1989). The adaptation of MPS to Turkish and its reliability studies were carried out by Oral (1999). MPS consists of 45 items. It is a 7-point Likert type. It has three dimensions. These dimensions are it is self-directed, directed towards others, and social perfectionism. As a result of the reliability studies of MPS conducted by Hewilt and Flett (1989), it was determined that the internal consistency coefficient was 0.86 for self-perfectionism, 0.82 for others, and 0.87 for social perfectionism. In addition, the internal consistency coefficients were put forward as 0.91 for self-directed perfectionism, 0.80 for socially oriented perfectionism and 0.73 for perfectionism towards others by Oral (1999).

Data Analysis

Preliminary analysis was carried out before analyzing the data. Shapiro-Wilk analysis was performed as a preliminary analysis. With this analysis, it is tested whether the data show a normal distribution or not. In this study, the measures in the pre-test scores of multidimensional perfectionism were tested by Shapiro-Wilk analysis. Looking at the Shapiro-Wilk analysis results, the p value was found to be .00. According to this finding, it was determined that the data did not show a normal distribution. As a result, the data were analyzed with non-parametric statistical techniques, considering the reasons for the number of participants in this study being less than ($n < 30$) and the data not showing normal distribution.

Nonparametric statistical techniques Wilcoxon Signed Ranks Test and Mann Whitney U test were used in this study. In the Wilcoxon Signed Ranks Test, the significance of the difference and the direction of the difference between the pre-test and post-test related measurements of both the experimental group and the control group are determined. In the Mann Whitney U test, it is revealed whether there is a significant difference between the pre-test and post-test unrelated measurements of the experimental and control groups (Büyüköztürk, 2016). In addition to these, the level of significance was accepted as 0.05 in this study.

Validity Study

Internal and External Validity

Internal validity is the assumption that the independent variable (perfectionism program) alone has an effect on the dependent variable (perfectionism levels). External validity is the generalizability of the findings revealed in the experimental process to other environments or situations (Neuman, 2016).

Methods for Increasing Internal Validity

1. Time: Controlling other variables on the dependent variable. Time prolongation can make this control difficult. Therefore, in order to check the internal validity, the experimental process is performed in 11 weeks in a way that will ensure that the psychological counselor candidates are effective on perfectionism but reduce the effects of other variables to the least (Neuman, 2016).
2. Testing: It is making pre-test measurements on the dependent variable before the experiment. These pre-test measures actually appear to act as a stimulant. In another saying; motives encourage subjects to posttest measurements after the experimental procedure. In this study, firstly, pre-test measurements were made to both experimental and control groups. Then, an 11-week perfectionism program was applied to the experimental group. Finally, post-test measurements were performed on both experimental and control groups first (Neuman, 2016).
3. Tool usage: It is about the measurement tool used in data collection. Using the same measurement tool for pre-test and post-test measurements for both experimental and control groups is known as a method that increases internal validity. In this study, the multidimensional perfectionism scale was used for pre-test pre-test measurements for both the experimental group and the control group, and for the post-test measurements after the experiment (Neuman, 2016).
4. Subject loss: There was no subject loss in this study. For this, the psychological counselors were informed about the experimental process before the experimental process. It has been stated that continuity is important (Neuman, 2016).

Methods of Increasing External Validity

1. Reactivity: It is the reaction of the participants different from the natural life as a result of the psychological effect created by the artificial environment created by the experimental environment. This response has no relationship between the responses to the independent variable. Therefore, it was emphasized that instead of stating that the perfectionism program prepared for psychological counselor candidates was a research, it was a group practice based on psychological counseling prepared for psychological counselor candidates (Neuman, 2016).

Results

In this study, firstly, descriptive statistics about the sub-dimensions of the multidimensional perfectionism scale, pre-test and post-test findings were mentioned. Secondly, Mann Whitney U pre-test and post-test findings about the sub-dimensions of the multidimensional perfectionism scale are given. Finally, Wilcoxon Signed Ranks Test findings of the experimental group's pre-test and post-test scores, followed by the Wilcoxon Signed Ranks Test findings of the pre-test and post-test scores of the control group were mentioned.

Table 3. Descriptive statistics pre-test findings related to the sub-dimensions of the multidimensional perfectionism scale

Dimensions	Group	\bar{X}	SS
SOP	Experiment	91.00	3.65
	Control	89.57	6.82
OOP	Experiment	71.57	6.80
	Control	73.28	10.04
SoOP	Experiment	64.28	7.15
	Control	70.71	5.43

Note: SOP: Self-oriented perfectionism; OOP: Other-oriented perfectionism; SoOP: Social-oriented perfectionism

When Table 3 is examined, the average scores of the individuals participating in the experimental group in terms of the pre-test regarding the sub-dimensions of the multidimensional perfectionism scale are respectively; perfectionism towards self (\bar{X} : 91.00), perfectionism towards others (\bar{X} : 71.57) and social perfectionism (\bar{X} : 64.28); The average scores of the individuals participating in the control group regarding the sub-dimensions of

the multidimensional perfectionism scale in terms of the pre-test were respectively; perfectionism towards self (\bar{X} : 89.57), perfectionism towards others (\bar{X} : 73.28) and social perfectionism (\bar{X} : 70.71).

Table 4. Descriptive statistics post-test findings related to the sub-dimensions of the multidimensional perfectionism scale

Dimensions	Group	\bar{X}	SS
SOP	Experiment	42.57	15.09
	Control	76.71	23.14
OOP	Experiment	40.85	13.59
	Control	69.00	17.33
SoOP	Experiment	44.14	13.88
	Control	63.57	18.04

Note: SOP: Self-oriented perfectionism; OOP: Other-oriented perfectionism; SoOP: Social-oriented perfectionism

Looking at Table 4, the average scores of the individuals participating in the experimental group in terms of post-test related to the sub-dimensions of the multidimensional perfectionism scale are respectively; perfectionism towards self (\bar{X} : 42.57), perfectionism towards others (\bar{X} : 40.85) and social perfectionism (\bar{X} : 44.14). In addition, the average scores of the individuals participating in the control group regarding the sub-dimensions of the multidimensional perfectionism scale in terms of the post-test were respectively; perfectionism towards self (\bar{X} : 76.71), perfectionism towards others (\bar{X} : 69.00) and social perfectionism (\bar{X} : 63.57).

Table 5. Mann Whitney U pre-test findings related to the sub-dimensions of the multidimensional perfectionism scale

Dimension	Group	N	Mean rank	Total rank	U	p
SOP	Experiment	7	8.43	59.00	18.00	.39
	Control	7	6.57	46.00		
OOP	Experiment	7	7.21	50.50	22.50	.79
	Control	7	7.79	54.50		
SoOP	Experiment	7	5.36	37.50	9.50	.05
	Control	7	9.64	67.50		

Note: SOP: Self-oriented perfectionism; OOP: Other-oriented perfectionism; SoOP: Social-oriented perfectionism

In Table 5, Mann Whitney U pre-test findings related to the sub-dimensions of the multidimensional perfectionism scale of the experimental and control groups are included. According to these findings, perfectionism towards self ($u = 18.00$; $p > 0.05$), perfectionism towards others ($u = 22.50$; $p > 0.05$) and social perfectionism ($u = 22.50$; $p > 0.05$) = 9.50 ; $p > 0.05$) scores were found to not differ significantly. These findings show that both groups are equated groups.

Table 6. Mann Whitney U post-test findings related to the sub-dimensions of the multidimensional perfectionism scale

Dimension	Group	N	Mean rank	Total rank	U	p
SOP	Experiment	7	4.86	34.00	6.00	.01
	Control	7	10.14	71.00		
OOP	Experiment	7	4.86	34.00	6.00	.01
	Control	7	10.14	71.00		
SoOP	Experiment	7	5.57	39.00	11.00	.08
	Control	7	9.43	66.00		

Note: SOP: Self-oriented perfectionism; OOP: Other-oriented perfectionism; SoOP: Social-oriented perfectionism

In Table 6, Mann Whitney U post-test findings related to the sub-dimensions of the multidimensional perfectionism scale of the experimental and control groups are shown. According to these findings, it was found that the scores of perfectionism towards self ($u = 6.00$; $p < 0.05$) and perfectionism towards others ($u = 6.00$; $p < 0.05$) that the individuals in the experimental group received from the multidimensional perfectionism sub-dimensions after the experiment differed significantly from the students in the control group; It was determined that there is no significant difference between the scores they got from social perfectionism ($u = 11.00$; $p > 0.05$). These findings show that the program to cope with negative perfectionism is effective in reducing individuals' negative perfectionism.

Table 7. Wilcoxon Signed Ranks Test findings of the experimental group's pre-test and post-test score

Dimension	Rank Markers	N	Mean rank	Total rank	Z	P
SOP	Negative İ.	7	4.00	28.00	-2.36	.01*
	Positive İ.	0	0	0.00		
	Equal İ.	0				
OOP	Negative İ.	7	4.00	28.00	-2.36	.01*
	Positive İ.	0	0	0.00		
	Equal İ.	0				
SoOP	Negative İ.	7	4.00	28.00	-2.36	.01*
	Positive İ.	0	0	0.00		
	Equal İ.	0				

Note: SOP: Self-oriented perfectionism; OOP: Other-oriented perfectionism; SoOP: Social-oriented perfectionism

Table 7 shows the Wilcoxon Signed Ranks Test results of the individuals in the experimental group. According to these findings, the psychological counselor candidates in the experimental group had perfectionism towards themselves ($Z = -2.36$; $p < 0.05$), perfectionism towards others ($Z = -2.36$; $p < 0.05$) and social perfectionism ($Z = -2.36$; $p < 0.05$). It was found that the scores of 0.05) decreased. These findings reveal that the negative perfectionism program prepared has an important effect in reducing the negative perfectionism of individuals. The effect size was also calculated in the study. According to the analysis result, the effect size of the study was found to be 0.5031. At this point, the experimental procedure was found to have a moderate effect size.

Table 8. Wilcoxon Signed Ranks Test findings of the pre-test and post-test scores of the control group

Dimension	Rank Markers	N	Mean rank	Total rank	Z	P
SOP	Negative İ.	4	4.75	19.00	-.84	.39
	Positive İ.	3	3.00	9.00		
	Equal İ.	0				
OOP	Negative İ.	4	4.50	18.00	-.67	.49
	Positive İ.	3	3.33	10.00		
	Equal İ.	0				
SoOP	Negative İ.	3	5.67	17.00	-.50	.61
	Positive İ.	4	2.75	11.00		
	Equal İ.	0				

Note: SOP: Self-oriented perfectionism; OOP: Other-oriented perfectionism; SoOP: Social-oriented perfectionism

In Table 8, the findings of the Wilcoxon Signed Ranks Test of the psychological counselor candidates in the control group are shown. According to these findings, the individuals in the control group had self-perfectionism ($Z = -.84$; $p > 0.05$), perfectionism towards others ($Z = -.67$; $p > 0.05$), social perfectionism ($Z = -.50$; $p > 0.05$) scores do not seem to differ significantly. These findings indicate that the perfectionism towards self, perfectionism towards others and social perfectionism scores of the individuals in the control group did not change according to the pre-experiment.

Discussion and Conclusion

This research was conducted to examine the effectiveness of a group counseling program in dealing with negative perfectionism. The program, whose effectiveness was examined in the research findings, was found to reduce the perfectionism levels towards self and others from the dimensions of perfectionism. However, it was found that the program had no effect on social perfectionism.

When looking at the literature, it is seen that there are studies on the effectiveness of negative perfectionism reduction programs (Abdollahi et al., 2021; Fairweather-Schmidt & Wade, 2015; Hewitt et al., 2015; Hewitt et al., 2020; İter, 2015; Pourtaleb et al., 2018; Kağan, 2006; Kurtulmuş, 2010; Radhu et al., 2012; Rosser et al., 2003; Shafran et al., 2017; Steele et al., 2013; Şirin, 2011). In these studies, cognitive behavioral approach and psycho-education group method were generally used. However, in this study, a multidimensional intervention model was applied to negative perfectionism. This method of intervention is more holistic than previously applied methods. Because in this intervention; It includes individual-centered counseling theory, cognitive-behavioral approach, positive psychotherapy approach, self-help model and literature information.

The effectiveness of the aforementioned model has been tested in the individual counseling process (Eryilmaz, 2019). A second contribution of this study is that it has worked with more than one person in providing psychological help. The results of this and previous study demonstrated the effectiveness of the multidimensional intervention model conducted on the basis of both individual and group counseling in the intervention of negative perfectionism. As a result, an important contribution of this study to the literature is that it has added a new one to negative perfectionism intervention methods.

The results of this study showed that the participants made positive improvements in the "perfectionism for themselves and others" program for dealing with negative perfectionism. The reason for this situation can be found in the content of the program for dealing with perfectionism. Because, in this program, both positive psychotherapy, cognitive, behavioral and literature-based interventions; clients need to achieve achievable goals, form their self-values according to internal criteria rather than external criteria, change their mistakes and negative meanings attributed to them (Abdollahi et al., 2019; Hewitt et al., 2015; Hewitt et al., 2020; ; Rosser et al., 2003; Shafran et al., 2017). In addition to all these; In the effectiveness of the program, it did not appear during the counseling process with the individual and appeared in the group counseling process; "healing powers" such as universality and group harmony may have a positive effect.

The results of this study showed that the participants made positive improvements in "social perfectionism" of the program for dealing with negative perfectionism. Especially the pretest and posttest scores of the experimental group decreased significantly and significantly. However, compared to the control group, this improvement was found to be statistically significant and not significant. It can be said that the reason for this situation is actually the nature of the types of perfectionism, because in perfectionism towards both oneself and others, individuals are the primary actors in terms of unattainable goals. However, the people who determine unattainable goals in social perfectionism are not themselves but other people in the circles of individuals (Hewilt & Flett, 1991). Only when individuals come into contact with these people will it be revealed whether they are affected by them. Therefore, social perfectionists need time and experience with people. Longitudinal studies are needed to examine this effect. In the future, people who participate in such programs can be examined longitudinally in terms of social perfectionism.

Recommendations

The results of this study showed that the participants made positive improvements in the "perfectionism for themselves and others" program for dealing with negative perfectionism. However, the program of dealing with negative perfectionism discussed in the study was found to have a moderate level of effectiveness. The reason for this may be that the study was conducted in 11 Sessions. It is important to increase the number of Sessions. Because the most important disadvantage of group counseling compared to counseling with individuals is the time allocated to individuals (Demir & Koydemir, 2016). In the future, studies can be carried out to increase the number of Sessions even more. In the future, negative perfectionism intervention studies can be carried out with the same model at the same time, with individual and group counseling methods. Comparison of the interventions can be made by looking at the effect size resulting from these studies. In the following processes, researchers can conduct qualitative research through focus group interviews with individuals who have negative perfectionism problems. The current study was designed in a quasi-experimental design with pre-test post-test measurement. The lack of a follow-up test in the current study can be considered as a limitation. In addition, the absence of a placebo group can be interpreted as another limitation.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in JESEH journal belongs to the authors.

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Author(s) Information

Assist. Prof. Dr. Ahmet Kara
 Kastamonu University
 Department of Developmental Psychology, Kastamonu,
 Turkey
 Contact e-mail: ahmetkara@kastamonu.edu.tr
 ORCID iD: 0000-0002-1155-619X

Prof. Dr. Ali Eryılmaz
 Yıldız Technical University
 Department of Educational Sciences, İstanbul, Turkey
 ORCID iD: 0000-0001-9301-5946
