



THE PERCEPTION of SCHOOL INEFFICACY, SOCIAL PRESCRIBED PERFECTIONISM and SELF- APPRAISAL AS PREDICTORS of ADOLESCENTS' LIFE SATISFACTION

(ERGENLERİN YAŞAM DOYUMUNU ALGILANAN OKUL YETERSİZLİĞİNİN,
SOSYAL KAYNAKLI MÜKEMMELİYETÇİLİĞİN VE KENDİNİ
DEĞERLENDİRMENİN YORDAMASI)

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ABSTRACT

The present study has investigated the potential influence of social prescribed perfectionism, perception of school inefficacy, and self-appraisal on adolescent life satisfaction. Satisfaction with Life Scale, School Inefficacy Scale, Social Prescribed Perfectionism Scale, and Self-appraisal Scale were administered to a sample of 314 adolescents. In this research, Pearson correlation coefficient was utilized to determine the relationships between variables. Simultaneous regression model was used to explain the contributions of the social prescribed perfectionism, perception of school inefficacy, and self-appraisal of adolescent life satisfaction. Adolescent life satisfaction was correlated with social prescribed perfectionism, and self-appraisal positively, whereas adolescent life satisfaction was correlated with perception of school inefficacy negatively. The Simultaneous regression model showed that social prescribed perfectionism, perception of school inefficacy, and self-appraisal were a significantly predicted adolescent life satisfaction. The regression model predicting adolescent life satisfaction was significant. The significance and limitations of the results were discussed.

Keywords: Life satisfaction, perception of school inefficacy, social prescribed perfectionism, self-appraisal, adolescent.

ÖZET

Araştırmanın amacı sosyal kaynaklı mükemmeliyetçiliğinin, algılanan okul yetersizliğinin ve kendini değerlendirmenin ergenlerin yaşam doyumu üzerindeki etkisini incelemektir. Araştırmanın verileri Yaşam Doyumu Ölçeği, Okul Yetersizliği Ölçeği, Sosyal Kaynaklı Mükemmeliyetçilik Ölçeği ve Kendini Değerlendirme Ölçeği ile toplanmıştır. Çalışma grubu 314 ergenden oluşmaktadır. Bu çalışmada, değişkenler arasındaki ilişkileri belirlemek için korelasyon analizi yapılmıştır. Sosyal kaynaklı mükemmeliyetçiliğin, okulda yetersizlik algısının ve kendini değerlendirmenin ergenlerin yaşam doyumlarını yordayıp yordamadığı da regresyon modeli ile incelenmiştir. Çalışma sonucunda ergenlerin yaşam doyumu ile sosyal kaynaklı mükemmeliyetçilik ve kendini değerlendirme arasında pozitif bir ilişki bulunmasına rağmen okulda yetersizlik algısı ile yaşam doyumu arasında negatif bir ilişkinin olduğu bulunmuştur. Araştırmada kullanılan regresyon modeli sosyal kaynaklı mükemmeliyetçiliğin, okulda yetersizlik algısının ve kendini değerlendirmenin ergenlerin yaşam doyumunu anlamlı bir şekilde yordadığını göstermektedir. Araştırmanın bu bulguları ve sınırlılıkları bu araştırmada ele alınan değişkenlerle ilgili literatür bağlamında tartışılmıştır.

Anahtar Kelimeler: Yaşam doyumu, okulda yetersizlik algısı, sosyal kaynaklı mükemmeliyetçilik, kendini değerlendirme, ergenlik.

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INRODUCTION

After the positive psychology gained much more importance in the psychological research area many researchers have changed their focus from ill-being based approach (*pathogenesis*) to strengthened based approach (*salutogenesis*) and have been interested in happiness and subjective well being topic (Diener, Oishi, & Lucas, 2011; Seligman & Csikzentmihalyi, 2000; Seligman, 2011). And subjective well-being indicates that operational definition of happiness is conceptualized with three component: positive affect (*e.g. joy*), negative affect (*e.g. sad*) and life satisfaction (Diener, 2000, Diener, Oishi, & Lucas, 2003). Life satisfaction viewed as a gold standard to measure subjective well-being (Diener, 2000; Seligman, 2011) is defined as individuals' perception or cognitive appraisal of overall quality of his/her lives (Diener, Suh, Lucas, & Smith, 1999). And life satisfaction also has been examined with global and specific domain perspectives (Huebner, Funk, & Gillman, 2000). In global domain perspective the life satisfaction has been evaluated as unidimensional (*overall*) way, whereas in specific domain perspective life satisfaction has been taken as multidimensional ways (*e.g. family, self, school, demographic variables*) (Gillman & Huebner, 2003).

Moreover, in the researches about life satisfaction (*e.g. Diener & Diener, 1995, 1996; Diener, Lucas, & Scollon, 2006; Diener, Oishi, & Lucas, 2003; Diener, Oishi, & Lucas, 2011*) was firstly conducted with adults, but recently many research (*e.g. Antaramian, Huebner, & Valois, 2008; Gilman & Huebner, 2003; Haranin, Huebner, & Suldo, 2007; Huebner, 2004, 2008; Proctor, Linley, & Maltby, 2008; Storksen, Roysamb, Moum, & Tambs, 2005*) have emphasized on adolescent life satisfaction and its' specific related factors, such as peers (Huebner, 1991; Terry & Huebner, 1995; Nickerson & Nagle, 2004), family (Petito & Cummins, 2000; Man, 1991; Nickerson & Nagle, 2004), school (Gilman, Huebner, & Laughlin, 2000; Suldo, Riley, & Shaffer, 2006), personality factors (Ash & Huebner, 2001; Greenspoon & Saklofske, 2001) activity (Gilman, 2001), demographic variables (Gilman, et al., 2000), healthy and risk behaviors (Valois, Zullig, Huebner, & Drane, 2001; Zullig, Valois, Huebner, Oelmann, & Drane, 2001), were investigated to explain adolescent life satisfaction to some extent.

Because adolescents spend most of their time in school, their life satisfaction might be related to school related factors (*school efficacy, school self awareness, perfectionism*), but there are very few research about school related factors affecting adolescent life satisfaction (Danielsen, Samdan, Hetlad, & Wold, 2009; Gilman et al., 2000; Suldo et al., 2006). The purpose of this research was to examine which factors such as social prescribed perfectionism, the perception of school inefficacy, and self-appraisal explain adolescent life satisfaction.

Perfectionism and Adolescent Life Satisfaction

Perfectionism generally conceptualized as high and unrealistic personal standards has multifaceted features depend on the contexts in which examined (Flett & Hewitt, 2002). Some researchers (*e.g., Adler, 1956; Ashby & Kottman, 1996;*

Maslow, 1970) emphasized on positive aspects of high standards, whereas some researchers (e.g. Blatt, 1995; Enns & Cox, 1999) indicated that people with high standards face some psychological problems. Therefore, many researchers describe the perfectionism in a different way.

Hamachek (1978) defined perfectionism as normal and neurotic. If an individual, having normal perfectionism, sets high standards, he/she may accept that he/she might not reach his/her standards. However, neurotic perfectionism that an individual has difficulty in accepting not to attain his/her standards, he/she is not satisfied with himself/herself (Preusser, Rice, & Ashby, 1994). Thus, he/she faces many psychological problems such as depression (Bieling, Israeli, & Antony, 2004) and anxiety (Flett & Hewitt, 2002).

Hewitt and Flett (1991) explained the perfectionism with regard to social contexts and indicated three dimensions as other-oriented, self-oriented and socially prescribed perfectionism. People with self-oriented perfectionism set high standards by considering themselves. People with socially prescribed perfectionism believe that significant others expect high standard to be perfect. People with other-oriented perfectionism put unrealistic standards by considering others (Enns & Cox, 2002). And especially people with socially prescribed perfectionism showed more maladaptive behaviors than other dimensions because of being related to need for approval, fear of negative evaluation, external locus of control, lower level social self esteem, lower self perceived skills (Flett, Besser, & Hewitt, 2005, Flett, Hewitt, & De Rosa, 1996). Therefore, especially social prescribed perfectionism might have an effect on life satisfaction.

Adolescents attending high school or colleges are in competitive and stressful environment to think perfectionist style (Rice & Preusser, 2002). Therefore, perfectionism was high prevalence in adolescent (Parker & Adkins, 1995; Rice & Ashby, 2007). In many adolescent researches (Bartsch, 2007; Hewitt et al., 2002, Klibert, Langhinrichsen-Rohling, & Saito, 2004), socially prescribed perfectionism was always seen as maladaptive and was correlated with low self-esteem, and low self-control affecting on academic performance. However, some researchers (e.g. Chang, 2000; Chang, Watkins, & Banks, 2004; Enns, Cox, Sareen, & Freeman, 2001; Flett & Hewitt, 2006; Onen, 2009) found that adolescents with adaptive perfectionism showed higher life satisfaction than people with maladaptive perfectionism. In addition, some studies (e.g., Ashby & Rice, 2002; Diener, Suh, Lucas, & Smith, 1999, Gillman & Ashby, 2003; Gilman, Ashby, Sverko, Florell, & Varjas, 2005) showed that adolescent with adaptive and maladaptive perfectionism style had significantly higher life satisfaction than non-perfectionist people. Thus, in this research it was expected that the socially prescribed perfectionism would be positively correlated with adolescent life satisfaction.

School Inefficacy and Life Satisfaction

Self-efficacy, defined as an individual's belief about his/her capacity to manage any actions in any situation, was seen crucial in adolescent life. This is because adolescents with high self-efficacy control own learning activities,

interests, affects, academic achievement, school adjustment etc. (Bandura, 1997, 2001). Thus, some researchers (Caprara, Regalia, & Bandura, 2002; Caprara, Steca, Gerbino, Paciello, & Vecchio, 2006; Çapri, Ozkendir, Ozkurt, & Karakus, 2012; Gilman & Huebner, 2003; Vecchio, Gerbino, Pastorelli, Del Bove, & Cappara, 2007) found that high self efficacy was significantly positively correlated with adolescent life satisfaction. And some studies (e.g. Bandura, Barbaranelli, Caprara, Pastorelli, & Regalia, 2001; Caprara, Regalia, & Bandura, 2002) also emphasized that self efficacy protected from psychological problems. Furthermore, academic self efficacy were positively correlated with adolescence life satisfaction (Suldo & Huebner, 2004).

In parallel to these above mentioned results, it was indicated that adolescents with self-inefficacy are more vulnerable to experience stressful situations and psychological problems (Bandura, 1997, Bandura, Pastorelli, Barbaranelli, & Caprara, 1999, Muris, 2002). And also some researches (e.g. Çapri, Ozkendir, Ozkurt, & Karakus, 2012; Schaufeli, Martinez, Marques-Pinto Salanova, & Bakker, 2002; Zhang, Gan, & Cham, 2007) showed that there was a significant relationship between self efficacy and academic burn out. These mentioned studies implied that school inefficacy might be negatively related to adolescent's satisfaction.

Self-appraisal and Life Satisfaction

Self appraisal derived from social interactions theory is defined as both taking another person's perspective of self and taking one's self perspective. Thus, self appraisal is divided as reflected self (e.g: *what I consider you consider about me*) and direct self (*What I consider about myself*) (Pfeier, et al., 2009). Although it was stated that direct self-appraisal has much more effects than reflected self-appraisal on adult life (Tice & Wallace, 2005) negative reflected self-appraisal (Bartusch & Matsueda, 1996), or positive reflected self-appraisal (Bouchev & Harter, 2005) has an effect on adolescent's behavior in maladaptive (*delinquency*) or adaptive (*academic achievement*) ways respectively. In parallel to this, Lazarus (1991) stated that positive appraisal tendency shapes and individual's cognitive evaluation in a positive way that have effect on positively emotional and coping responses of individuals. Last but not least Suldo & Huebner (2005) indicated that adolescents with high life satisfaction have positive appraisal style. These mentioned studies indirectly implied that adaptive or positive self-appraisal might be related high level of adolescents' life satisfaction. Hence, the purpose of this study was to examine the relationship among adolescent life satisfaction, the perception of school inefficacy, social prescribed perfectionism, and self-appraisal.

METHOD

Research Design

Relational survey model from quantitative research method was used in this research. Survey models' purpose is to describe situations which already have or lived in the past (Karasar, 2006). In this research, adolescents' opinions on social

prescribed perfectionism, perception of school inefficacy, self-appraisal and life satisfaction were reviewed.

Participants

The sample of the research consists of randomly selected from 4 secondary school students in the district of Sultangazi in İstanbul. Data were collected from 314 eighth-grade students, whose age ranged from 13 to 15 years. Of the participants, 50% were female; 50% were male. All the participants participated in the study voluntarily. The data collection and its analysis were done anonymously.

Instruments

Satisfaction with Life Scale:

The scale, developed by Diener, Emmons, Larsen and Griffin (1985) and adapted into Turkish by Durak, Şenol-Durak and Gençöz (2010), is a 5-item self-report measure. The scale is 7 Likert type (from 1: very strongly disagree, to 7: very strongly agree). The minimum score of the scale is 5, the maximum of score of the scale is 35. The higher score means the higher satisfaction of life. The Cronbach alpha coefficient was 0.77.

School Inefficacy Scale:

The scale, developed by Aypay (2012), is the subscale of School Burnout Scale. It is a 4-item self-report measure of the perception of self-inefficacy in school. The scale is 5 Likert type (from 1: strongly disagree, to 5 strongly agree). The minimum score of the scale is 4, the maximum score of the scale is 16. The higher score means the higher perception of school inefficacy. In the present study, the Cronbach alpha coefficient was 0.79.

Social Prescribed Perfectionism Scale:

The scale, developed by Flett et al., (2001) and adapted into Turkish by Uz Baş and Siyez (2010), is a subtest of Child and Adolescent Perfectionism Scale. The scale is a 9-item self-report measure of adolescents' social prescribed perfectionism. The scale is 5 Likert type (from 1: not appropriate, to 5 very true). The minimum score of the scale is 9, the maximum score of the scale is 45. The higher score means the higher social prescribed perfectionism. In the present study, The Cronbach alpha coefficient was 0.85.

Self-appraisal Scale:

The scale, developed by Yıldız, Akpınar, Tatar and Ergin (2009), is a subtest of Metacognition Scale for primary school students. This scale is a 3-item self-report measure of self-appraisal. The scale is 5 Likert type (from 1: never, to 5 always true). The minimum score of the scale is 3, the maximum score of the scale is 15. The higher score means the higher self-appraisal. In the present study, the Cronbach alpha coefficient was 0.68.

Data Analysis

The reliability of the Satisfaction with Life Scale, School Inefficacy Scale, the Social Prescribed Perfectionism Scale, and Self-appraisal Scale was assessed

using Cronbach's alpha. In this research, Pearson correlation coefficient was utilized to determine the relationships between variables. The possible effects of the perception of school inefficacy, social prescribed perfectionism and self-appraisal on the life satisfaction were analyzed using multiple regression in the general linear model procedure of SPSS for Windows.

FINDINGS

Associations Among Study Variables

The Descriptive statistics and correlations among study variables were presented in Table 1. Life satisfaction was significantly and positively associated with social prescribed perfectionism ($r = .22$) and self-appraisal ($r = .31$), whereas it was significantly and negatively associated with school inefficacy ($r = -.12$).

Table 1. Descriptive Statistics and Correlations

Variables	1	2	3	4
Life Satisfaction	1			
Social Prescribed Perfectionism	.22**	1		
School Inefficacy	-.12**	.19**	1	
Self-appraisal	.31**	.16**	-.05	1
M	10,03	35,44	8,82	8,87
SD	1,61	7,24	3,41	2,03

** $p < .01$

The study examined the predictive role of social prescribed perfectionism, school inefficacy, and self-appraisal on adolescent life satisfaction. The multiple regression analysis assessed the contributions of social prescribed perfectionism, school inefficacy, and self-appraisal to adolescents' life satisfaction (see Tables 2).

Table 2. Multiple Regression Analyses

Dependent	Predictor	b	Standard Error of b	B	t	P
Life Satisfaction	Social Prescribed Perfectionism	.05	.01	.21	3,79	<.001
	School Inefficacy	-.07	.02	-.14	-2,61	<.001
	Self-appraisal	.22	.04	.27	5,13	<.001

* $p < .001$

In the regression model, adolescent life satisfaction was predicted by social prescribed perfectionism ($\beta = .21$, $p < .001$) and self-appraisal ($\beta = .27$, $p < .001$) positively, on the other hand predicted by school inefficacy ($\beta = -.14$, $p < .001$) negatively. The variables accounted for 38,5% of the variance of adolescent life satisfaction. The regression model of prediction of adolescent life satisfaction was significant ($R^2 = .14$, $p < .001$).

DISCUSSION and RESULTS

The aim of the present study was to examine the relationship among adolescent life satisfaction, the perception of school inefficacy, social prescribed perfectionism, and self-appraisal; and whether these variables predicted life satisfaction levels or not. The results clearly supported the hypotheses of study. Correlation analyses showed that social prescribed perfectionism and self-appraisal were positively associated with life satisfaction, whereas school inefficacy was negatively relationship with adolescent life satisfaction. As a result of regression analysis social prescribed perfectionism, school inefficacy, and self-appraisal predicted life satisfaction significantly. The present study findings were discussed in view of the previous studies.

Reviewing the literature about perfectionism, it is seen that previous research findings (e.g., Ashby & Rice, 2002; Gillman & Ashby, 2003; Gilman et al., 2005) consistent with our study result, which life satisfaction associated with social prescribed perfectionism. Some of the previous research (e.g., Ashby & Rice, 2002, Diener, Suh, Lucas, & Smith, 1999; Gillman & Ashby, 2003; Gilman et al., 2005) found that adolescents with adaptive perfectionism or maladaptive showed higher adolescent life satisfaction, whereas in many adolescent researches (Bartsch, 2007; Hewit et al., 2002; Klibert, Langhinrichsen-Rohling, & Saito, 2004) socially prescribed perfectionism was always seen as maladaptive, and was correlated with low self-esteem, and low self-control which had negative effects on academic performance.

Examining the previous literature about self-efficacy and school inefficacy, there is not any investigating directly the effect of school inefficacy on adolescents' life satisfaction. However some studies (Caprara et al., 2002; Caprara, Steca, Gerbino, Paciello, & Vecchio, 2006; Capri, Ozkendir, Ozkurt, & Karakus, 2012; Gilman & Huebner, 2003; Vecchio, Gerbino, Pastorelli, Del Bove, & Cappara, 2007) found the relationship between self-efficacy and adolescent life satisfaction. Some researches (Capri et al., 2012; Suldo & Huebner, 2004) indicated the relationship between academic self-efficacy and adolescent life satisfaction. Furthermore, some studies (Bergman & Scott, 2001; Caprara et al., 2006; Cicognani, Albanesi, & Zani, 2008; Hampton, 2000, 2004; İlhan, 2005; Natvig, Albrektsen, & Qvarnström, 2003; Özbay, Palancı, Kandemir, & Çakır, 2012; Strobel, Tumasjan, & Sporrle, 2011; Telef & Ergün, 2013; Tong & Song, 2004; İkiz & Telef, 2013) found the relationship between self-efficacy and adolescent subjective well-being. These studies would support the present research finding, which adolescents' life satisfaction might be negatively associated with school inefficacy.

According to the present study findings, self-appraisal predicted adolescents' life satisfaction positively. In literature there is not any direct research found to support this result, however some studies (Bouchey & Harter, 2005) indicated that positive reflected self appraisal has an effect on adolescent's behavior in adaptive

(academic achievement) might support this study indirectly. Thus, self-appraisal might be positively related to adolescents' life satisfaction.

The present study findings showed that the further studies can be done about the relationship among perfectionism, school inefficacy, and self-appraisal and adolescent life satisfaction. The limitation of the study was relying solely on the self-reports of the study participants and not taking other personal factors such as social media, intimate relationship. Therefore, future research primarily should collect data from others, including teachers, staff, peers, and families. In addition to this, other personal factors such as religious practice, social media use, negative body image, intimate relationship, social anxiety, and academic expectations stress which contribute to adolescents' life satisfaction should be taken.

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